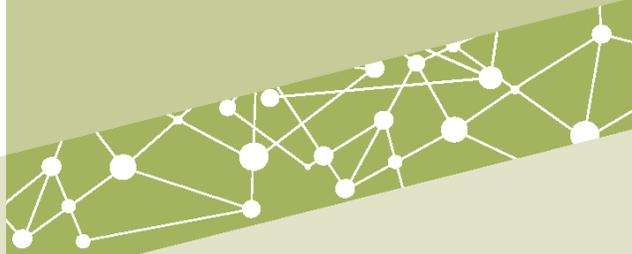


April 14-21, 2018

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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- » **Results for:**  
Pacific West District (DoDEA)  
South Korea

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review Team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Leadership (Central Office, Principals, ISS)	29
Instructional Staff	157
Students	460
Parents	112
Support Staff	17
<b>Total</b>	<b>775</b>

Once all of the information is compiled and reviewed, the Team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
<b>Red</b>	Needs Improvement	Identifies key areas that need more focused improvement efforts
<b>Yellow</b>	Emerging	Represents areas to enhance and extend current improvement efforts
<b>Green</b>	Meets Expectations	Pinpoints quality practices that meet the Standards
<b>Blue</b>	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

## AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Exceeds Expectations

## Continuous Improvement Journey Narrative

Engagement Review Team members were welcomed by the system Superintendent and all system and school administrators for a comprehensive overview of the system’s continuous improvement processes. This meeting provided an insight into the commitment made by system leaders to fully engage in the continuous improvement process. Because the Pacific West School District (hereafter referred to as “system”) encompasses schools located throughout the Korean Peninsula, travel to the in-brief was not necessarily easy or convenient for the administrators. School administrators explained that they wanted to participate in the overview as a demonstration of their collective commitment to the concepts of continuous improvement as their primary responsibility to ensure that students learn at high levels. It was evident that system and school leaders have formed a powerful collaborative team to “embrace the journey of continuous improvement.” The system has made tremendous strides in thinking and operating systemically. Prior to this Review, the Pacific West participated in a school by school accreditation model. The challenge has been to move into systems thinking where accreditation is the outcome, not the goal.

Following early training provided by AdvancED, the system quickly developed processes focused on developing awareness and commitment system-wide. These processes were organized to provide quality and meaningful engagement and feedback opportunity from all stakeholders. As the system began to gather its data resources, it recognized the need to move “from data collection, to data collection and analysis.” To provide the mechanism for in-depth data analysis the system developed a unique tool referred to as DAPPER (Dig, Analyze, Plan, Prepare, Engage, Review). This tool is the foundation for systematic data analysis across content areas and programs. Separate worksheets for each of the DAPPER components provide a “hands-on” protocol for data analysis. The protocol outlines the systematic processes for the examination, evaluation, and action plan development following the review of the data source. A “K-portal” was created to house all data-related information and provide access for use by collaborative groups. With DAPPER as a data analysis tool, the system has a powerful instrument from which to effectively sustain its improvement processes. This K-portal remains as a vital repository of ongoing continuous improvement efforts and shared expectations.

The system organized an in-depth self-assessment of its alignment to the AdvancED System Quality Factors (SQFs) by collaborative teams. The system recognizes the SQFs as an integral component of its framework for continuous improvement and the improvement “language” of the system. The SQFs form the foundation for looking at school and system quality. The AdvancED Team observed these concepts embedded in school-level planning processes, even down to the student level.

In 2017-2018, the Instructional System Specialist for Performance, Accountability and Assessment (ISS) developed and delivered a two-hour graduate course, titled *Driving School Improvement with Seven Essential School Quality Factors*, which was available to all system staff through the University of San Diego. *Driving School Improvement with Seven Essential School Quality Factors* provides school leaders with an in-depth study and understanding of AdvancED SQFs and their interrelatedness to the new Performance Standards. This course engages participants in activities and learning that require participants to investigate (1) data, (2) systematic and systemic processes, and (3) evidence that impacts instruction. Additionally, this course emphasizes system and school initiatives to meet DoDEA's vision, "To be among the world's leaders in education, enriching the lives of military-connected students and the communities in which they live." Lastly, this course supports school leaders in preparing, implementing and embedding SQFs to ensure better schools, increase student achievement and focus on school improvement. Through its extensive study of the continuous improvement processes outlined in the SQFs, the system greatly increased its capacity to sustain the commitment to continuous improvement.

As part of its "awareness" self-assessment analysis, the system identified the need to provide focused collaboration time for system leaders and staff. Ongoing collaborative teams, meeting weekly for 90 minutes, are charged with the responsibility to "co-analyze, co-plan, and co-create" improvement activities. Teams use the DAPPER to determine goals and action plans aligned to the data analysis results. SMART goals are developed in support of DAPPER results. System leaders and instructional staff participated in use of the Effective Learning Environment Observation Tool (eleot 2.0®) to focus on increased student engagement.

A rigorous self-monitoring process was implemented during the 2017-2018 school year to further increase the capacity for continuous improvement. An internal review process, patterned after the AdvancED Engagement Review, was completed in each school. During these internal reviews, a team of central office leaders visited each school, engaged in quality conversations with all stakeholders, met with SQF collaborative teams, and observed all classrooms using the eleot 2.0®. Following the internal review, a debrief was held which provided a follow-up report to outline areas of strength and areas for further study. Collaborative groups used the DAPPER to further analyze results and plan for next step actions. This internal review process will continue as a powerful opportunity to develop systemic and systematic expectations.

Through its extensive efforts to develop a deep understanding of the interconnected components of continuous school improvement, the system established a solid foundation for ongoing sustained implementation. Through the use of the DAPPER, focused collaboration, professional development opportunities and internal reviews, the system clearly demonstrates a strong capacity to sustain continuous support of its purpose: "Empowering Students to Learn and Lead in Our Global Society."

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system’s purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Exceeds Expectations

## Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Meets Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Emerging
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

## Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system’s effectiveness.	Meets Expectations
3.2	The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The system attracts and retains qualified personnel who support the system’s purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>316</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	<b>3.00</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.51
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.46
Learners are treated in a fair, clear and consistent manner	3.53
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.53
<b>High Expectations Environment</b>	<b>3.01</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.13
Learners engage in activities and learning that are challenging but attainable	3.16
Learners demonstrate and/or are able to describe high quality work	2.81
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.89
Learners take responsibility for and are self-directed in their learning	3.06
<b>Supportive Learning Environment</b>	<b>3.37</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.28
Learners take risks in learning (without fear of negative feedback)	3.28
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.46
Learners demonstrate a congenial and supportive relationship with their teacher	3.45
<b>Active Learning Environment</b>	<b>3.00</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.04
Learners make connections from content to real-life experiences	2.88
Learners are actively engaged in the learning activities	3.27
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.82
<b>Progress Monitoring and Feedback Environment</b>	<b>3.01</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.78
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.25
Learners demonstrate and/or verbalize understanding of the lesson/content	3.29
Learners understand and/or are able to explain how their work is assessed	2.72

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>316</b>
<b>Environments</b>	<b>Rating</b>
<b>Well-Managed Learning Environment</b>	<b>3.40</b>
Learners speak and interact respectfully with teacher(s) and each other	3.55
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.52
Learners transition smoothly and efficiently from one activity to another	3.22
Learners use class time purposefully with minimal wasted time or disruptions	3.31
<b>Digital Learning Environment</b>	<b>1.96</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.21
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.93
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.74

## eleot® Narrative

The Engagement Review Team conducted 316 classroom observations encompassing 11 school campuses. Observations were completed using the Effective Learning Environment Observation Tool (eleot®). Observations were conducted with a minimum of 20 minutes in each classroom allowing the Team to observe over 100 hours of instruction across all grade levels and academic areas.

During the Engagement Review a number of interview conversations were conducted with school and system leaders and teachers. Parent meetings took place in each school community. Where applicable, information regarding the learning environment gained from these conversations and meetings is also cited in this narrative.

The following provides a summary of the Team ratings and discussions for each of the seven learning environments observed through the eleot® protocol. Specific scores are reflected in the chart above to further enhance understanding and provide the basis for these narratives.

### A. Equitable Learning Environment – 3.00

Observations across the system reflect a high level of access to classroom activities, resources, technology and discussion. The system provides ample resources for learning in most classrooms. This supports the findings of a system rich in resources. However, this does not indicate a high level of differentiation. With a few exceptions, the Team did not see differentiated learning opportunities for most students and the level of differentiation is inconsistent from classroom to classroom. Differentiation of instruction is most prevalent in those learning environments designated for intervention and support. For example, *Read 180*, a reading program for students testing below grade level on a standardized reading assessment, is successfully implemented at some schools. Many elementary classes are using small groups for instruction; however, the Team observed much of the same types of activities – rotations between similar activities involving worksheets. In addition, parents cite a lack of individualization for student needs as a concern both for elementary and secondary students.

Although, classroom observations document few opportunities within lessons for students to develop empathy or appreciation of other cultures, observations confirmed the overwhelming majority of students are treated respectfully, and various cultures and ethnicities are respected throughout schools. The adults displayed genuine passion for their work and treat learners in a fair and consistent manner.

**B. High Expectations Learning Environment – 3.01**

The system identifies the implementation of standards “that are infused with rigor and relevance” as priority #1 in their continuous improvement plan. The indicators in the high expectations environment support this priority. Most students, when asked, can articulate the learning target or goal for the day. Teachers across the system post learning targets in the classroom. In addition, the level of instruction in the classroom appears to be targeted to meet the appropriate learning level for most students. Sixty-four percent (64%) of administrators participating in an interview conversation indicate that most instruction in their school is student-focused and 86% frequently talk about student achievement as a priority. Many classrooms provide opportunities for students to take responsibility for their own learning. Students in an AP World History class used the results of a practice test to form small study groups targeting specific areas needing further review. In an introductory gaming/programming class, students were responsible for developing and testing modules for an interactive game. Once a student created a module, a peer reviewer ran the game and provided suggestions for improvement. This class also partnered with a neighboring history class to create a war battle simulation game to illustrate critical events from the revolutionary war. An impressive 83% of teachers identify holding students responsible for their own learning as a priority in their lesson design. In contrast, classroom observations and student interviews highlight inconsistencies in the opportunities students have to use higher order thinking to extend and apply their learning. While many classrooms are supporting high levels of rigor and student-directed application of learning, the practice is inconsistent. When asked about whether their children are learning in the school system and how they know, parents across multiple campuses responded by saying “It depends on the teacher.” Overall, this environment is not as highly observed as supportive or well-managed learning environments. Because the system has invested heavily in highly skilled instructional support specialists, it will be important to leverage their expertise in building consistency of implementation for effective instructional practice across all classrooms.

**C. Supportive Learning Environment – 3.37**

Classroom observations throughout the system reflect a supportive learning environment. Students, teachers and support staff demonstrate a clear sense of shared community. This is not only reflected inside classrooms but in school hallways and common spaces that are filled with affirmative messages regarding students and learning. Interactions between students and teachers are positive and respectful. This positive culture is echoed in interviews with parents and staff. Multiple parent interviews cite teacher support of their student’s learning as strength of their school. Both elementary and secondary schools across the system are implementing before and after school academic support sessions to provide additional opportunities for students to understand course content or complete assignments. Sixty-four percent (64%) of school leaders polled indicate that students and teachers function as a learning community.

**D. Active Learning Environment – 3.0**

While many classrooms are providing powerful opportunities for students to engage in discussions with each other and to collaborate on projects and activities, this is not true across schools or the system as a whole. Collaboration between and among groups in accomplishing or completing projects is more evident in some classes at the middle and high school levels. High school students in a digital art class on one campus are out in the community observing local events and landmarks to apply concepts learned in class to capture and communicate the surrounding culture. A middle school world history class requires students to demonstrate their learning by presenting to their peers regarding conditions of WWII. However, few classrooms across the system are supporting opportunities for students to apply their learning to real-life situations. Teacher interview conversations state that only 58% of teachers describe their classes as providing opportunities for students to collaborate. Team discussions note the wide variation in the implementation of active engagement strategies across grade levels and content areas.

**E. Progress Monitoring Environment – 3.01**

Classroom observations indicate a high incidence of students able to receive and respond to feedback and use it to improve their learning. Observations also highlighted learners’ ability to either demonstrate or verbalize understanding of the target concepts because of the lesson. Sixty-nine percent (69%) of the teachers

interviewed say they talk with their students about their learning progress. As a closing assessment, students in several classrooms were observed completing exit tickets to demonstrate their understanding of the lesson. Most classrooms and schools showed students responding to feedback positively and in a supportive manner.

Feedback between students and teachers is engaging; however, there was a wide variety in the level of students' ongoing monitoring of their own learning or understanding of how their work is assessed. While 68% of teachers interviewed say they use rubrics and checklists to monitor whether their students are learning, only 47% of interviewed administrators indicate they are used throughout their school. In addition, student use of these tools to monitor and assess their own work is even less consistent.

#### F. Well-Managed Learning Environment – 3.40

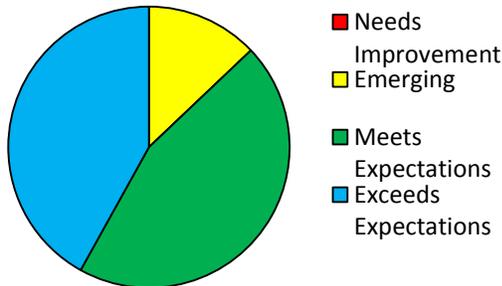
Overall, a well-managed learning environment is consistently observed across the system. This is closely aligned with a strong positive climate and culture inside and outside the classroom. Students and teachers speak and interact respectfully with each other creating a calm and supportive feeling tone for learning. Classroom rules and procedures are well articulated and followed. Expectations are understood by students resulting in smooth transitions between learning activities and effective use of class time. There is some unevenness in “teaching bell to bell”. Some classroom procedures have been established with beginning activities posted as students enter the room allowing for learning to begin even before the bell rings. Students then transition smoothly from one activity to the next concluding with a review of the day's learning objectives using class discussion or exit ticket. Other classrooms take a few minutes to settle students and begin the lesson. Students in several classrooms completed the day's lesson before the end of the period with no review or reflection of what had been learned. Strategies for effective lesson design and optimum use of the entire class period can be supported both in focused collaboration time and in work with the instructional support specialists.

#### G. Digital Learning Environment – 1.96

A wide variety of digital tools, including laptops, SMART boards, video recording equipment and robotics is available to students across all classrooms. Internet connections are consistent and reliable. Students are using technology tools regularly to gather information, demonstrate understanding of learning concepts or to work collaboratively on projects. Elementary students have access to online reading and math programs as an extension of the core instruction. Digital tools are also used to provide additional intervention support. Teachers participating in the interviews identified research (70%) and projects or presentations (68%) as the most common ways students use technology in their classrooms. The system supports the use of technology for instruction with instructional technology system specialists (ISS) and an on-site technical support position. While there are a few examples of instructional content specialists working with the instructional technology specialists, this is an area for further development. By beginning with the content objectives in mind, the use of interactive digital tools can be leveraged to plan innovative and engaging student-centered activities to better prepare students for the future.

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	0
Emerging	4
Meets Expectations	14
Exceeds Expectations	13

## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

### Powerful Practice #1

**The Pacific West System is systematically implementing a continuous improvement process that includes a comprehensive framework, which provides schools with a focus for meeting system and school goals.**

#### Primary Standard: 1.11 (1.3)

**Evidence:** The system embraces the continuous improvement process as demonstrated by an internal review process. System Quality Factor (SQF) data were collected and analyzed through the use of the DAPPER tool (Dig, Analyze, Plan, Prepare, Engage, Review) to inform the development of the framework for continuous improvement. This practice, modeled by the system, was implemented at the individual school level.

The system collects data through internal reviews at each of the schools twice a year. This includes eleot® observations, collaborative team analysis of the system’s quality review factors, and stakeholder feedback data. These data are used to identify SMART goals at both the system and school levels. It is evident that individual school goals are aligned to the system’s goals and purpose. The system supports and respects the autonomy of school goals that are based on individual school data. In addition to establishing the three system SMART goals of implementing a Systems Approach, implementing College and Career Readiness Standards (CCRS) and improving Active Student Engagement, SMART goals were developed for each of the seven areas of the SQF.

Within the continuous improvement meetings held throughout the year, the system reviewed and analyzed the AdvancED Performance Standards in each domain, and identified “critical standards” that are being used to guide the continuous improvement efforts. These specific anchor standards serve as entry points to other standards within the domain.

The system created single page graphics that clearly describe the system’s purpose and the continuous improvement process and goals. These were seen in schools throughout the system, and staff referred to these charts as they explained the system and school goals. Parents entering the system will be able to review these charts and have a clear understanding of the system’s direction. Students and teachers will be able to reference these charts as a guide to the system’s expectations for learning.

The system is in the early implementation stage of its continuous improvement process. The system and school action plans will continue to steer and support these efforts.

**Powerful Practice #2**

**Pacific West implements systematic and systemic processes to assess programs and organizational conditions with a relentless focus on improving student learning.**

**Primary Standard: 2.12**

**Evidence:** Cognizant of the fact that responsibility for monitoring school level improvement lies with the system, Pacific West implements an internal review process that utilizes several research-based tools to stay true to continuous improvement. Those tools include an internal review protocol concentrating on the System Quality Factors, carrying out on-demand walk-throughs using the eleot®, and providing an exit report for every school in the system containing statements for both commendable actions and priorities for improvement. The internal review process was carried out in the fall and again this spring. System leaders, school leaders, and teachers commented that the reviews provided clear direction for the entire system and provided areas of concentration for each school within the system. Within the evidence locker (K portal) the Engagement Review Team noted thorough analysis of data collected from each internal review using the newly developed DAPPER process. The system has also established within each school community weekly Focused Collaboration, an amount of time intentionally dedicated to continuous improvement where teachers and other staff study student achievement data (both formative and summative) to improve both instructional pedagogy and student achievement. Focused Collaboration is available across the entire DoDEA system, an indication of systemic commitment. The Team noted from the evidence locker a protocol for conducting all Focused Collaboration meetings, and school staff confirmed being trained in the use of that protocol. Interviews with teachers and administrators confirmed the value of having ISS teachers dedicated to addressing the goals of the entire system, viz., College and Career Readiness Standards, engaging students, and acquiring a systems approach. In addition to both Focused Collaboration and the internal review, ISS Team members have been assigned to every school and have collaborated directly with the Center for Instructional Leadership to align ISS work to system goals. Teachers reported how powerful the ISS staff has been at helping them improve conditions where all students learn.

## Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

### Opportunity for Improvement #1

**Explore and Implement with fidelity additional strategies to increase the range, quality, and quantity of stakeholder feedback to inform decision making.**

**Primary Standard:** 1.10 (also 1.8)

**Evidence:** Interviews with system and school leaders revealed inconsistent availability and collection of stakeholder feedback across the system. AdvancED survey tools are under a review process for future use in keeping with guidelines for military-connected families. Systems currently in place include various advisory councils at the system and school level allowing for the participation of targeted stakeholder groups with regularly scheduled meetings for input and feedback. Also the practice of regularly convened town halls at the command and system level encourages active stakeholder input at different levels of the organization. In addition, there are the Customer Satisfaction Survey, the Interactive Customer Evaluation (ICE), and the PCS exit slips (exit surveys) when families leave to provide additional data. But system and school leaders reported that the current processes and procedures do not yield the array and depth of stakeholder input desired to inform decision making, whether that input takes the form of surveys or parent/stakeholder meetings. As part of the Engagement Review process, the Team conducted meetings with parents at each of the four sites visited. During the Engagement Review, 112 parents were interviewed in announced parent meetings by complex.

A number of factors contribute to the difficulty in gaining stakeholder, particularly parent feedback. These factors in many ways are beyond their control. Specifically, the transitory nature of the lives of military families and base leadership, as well as the demands of their duties, makes this task particularly difficult. Additionally, the realignment of bases is impacting schools, with some being closed out or merged. The Team acknowledges that the current conditions are at best, challenging.

Interviews with system leadership and school staff indicated that they are well aware of the challenges described above. Within the analysis of the System Quality Factors, Efficacy of Engagement, the system noted that “some stakeholders” are engaged in the efforts to “drive improvement.” Additionally, the system indicated that “some” parents, families and legal guardians “sometimes” take part in activities that gather their perceptions. Also, the active engagement of community representatives by the system to support learner success was self-assessed as “partially embedded.”

The system is commended for their commitment to finding innovative ways to gather stakeholder input including the response slips that were shared with the Engagement Team in small Kimchi jars during the presentation. Strategies discussed by the system included the adoption of the “Parent University” concept and utilizing any opportunities when parents might be on campus, whether that be athletic events or student performances. By committing to a structured plan that is systematically implemented, the system will ensure that information is pushed out to all stakeholders, as well as providing parents and community members with opportunities to respond. A thorough examination of the use of social media, while not without pitfall, may provide an effective vehicle for increasing the two-way communication the system and schools seek.

The intent of this Opportunity for Improvement is to explore whether system and school effectiveness are enhanced by engaging all stakeholders. While engaging teachers and students is less challenging, involving all stakeholders can provide comprehensive and rich data sets to propel the continuous improvement process.

**Opportunity for Improvement #2**

**Review, refine, implement, and evaluate the mentoring and induction programs to ensure consistency of implementation.**

**Primary Standard:** 3.3

**Evidence:** The Engagement Review Team found inconsistency with implementation of the induction and mentoring program. Collected evidence revealed a need to regularly monitor and evaluate the induction and mentoring program. The Team reviewed policies related to the mentoring and induction program, spoke with school-level and system-level staff, and found that the current program does not formally monitor and evaluate the induction framework implementation. While some staff reported an excellent reception into the program, others reported feeling left on their own to discover how to function on a military base taking into account the new Korean, DoDEA, and school cultures. Some staff reported being able to opt in to the program, while others chose to opt out without clear criteria for each option. System leaders indicated a need to improve the program. Additionally, of the teachers who participated in conversations, 77% indicated that they had three or fewer years of service either in the Pacific West or DoDEA.

## Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

### Improvement Priority #1

**Study the extent to which all students have equitable access to rigorous learning that includes personalized and differentiated experiences and implement a systemic and systematic approach to guarantee students benefit from these approaches at the classroom level.**

**Primary Standard:** 2.1

**Evidence:** Pacific West has clearly established a consistent set of high expectations for student-centered learning through the adoption of high quality learning standards and has provided personnel and processes to guide implementation of these expectations. Promisingly, these high expectations for student learning are evident across classrooms in the system. Overall, eleot® observations yielded an average of 3.01 for the High Expectations Learning Environment. However, an important question exists regarding the consistency of learning opportunities across classrooms, especially as these environments relate to meeting the needs of all learners to develop skills and master standards.

Classroom observations found inconsistent approaches in personalized learning opportunities; most students in the elementary observations complete centers oriented to the whole group (i.e., students completed the same work while moving from center to center.) Teacher time with students was specific to the needs of individual students, especially in secondary classrooms.

Classroom observation data gained from eleot 2.0® indicates that differentiation based on student needs is evident in some classrooms. This is evident based on the demonstrated performance on the following indicators:

- Learners engage in differentiated learning opportunities and/or activities that meet their needs (Equitable Learning Environment),
- Learner demonstration of high quality work (High Expectations Learning Environment)
- Learners understand and/or are able to explain how their work is assessed (Progress Monitoring and Feedback Learning Environment).

At the elementary schools centers were in place, but students primarily did the same work in each center. In some classrooms the students had personalized learning, but that occurred mostly at the small group (with teacher) table. At the high school level, the Team found more personalization/differentiation of learning - students working on projects, moving in centers, but all students essentially completing the same work.

Students in many classrooms could not articulate the reason they were learning a topic and could not explain how their work would be graded. Elementary parents stated that they had no sense of progress on a weekly basis; they wanted to know what skills or objectives their students needed to accomplish. They also stated that they were worried that student work in groups was not monitored and students may or may not get the concepts they were working on. This finding was supported by observations in the elementary schools.

Interviews indicated that some teachers use formative assessments to ensure learner improvement and preparedness (e.g. Exit Tickets, unit tests, teacher made tests), but most use summative or interim/benchmark data for grouping. Through the use of the DAPPER process, teachers are beginning to use more formative data for flexible grouping.

**Improvement Priority #2**

**Review and revise existing instructional guidance tools to ensure that all teachers purposefully plan and implement learning experiences and activities to actively promote a high level of creativity and innovation through the completion of projects and inquiry-based activities.**

**Primary Standard: 2.2**

**Evidence:** Pacific West is currently in the process of redefining the nature of student learning in all system schools. This process includes creating a shared vision and culture of learning that allows all students to develop college and career readiness. Samples of lesson plans and formative assessments provided by system schools indicate that teachers have aligned learning experiences and measures of learning to system expectations that students engage in learning at the application level (Bloom’s taxonomy). During the Superintendent’s presentation to the Engagement Review Team, it was clear that the system embraces a belief in learner engagement. Interviews with Continuous System Improvement Leadership Teams (CSILT Teams) at system schools demonstrated close school alignment to this value for learner engagement. There is also evidence to support that student learning experiences in the classroom align to the system expectation that all learners be actively engaged. For example, the eleot® item addressing active student engagement had the highest average (3.27) among the items from the Active Learning Environment (average of 3.00). These beliefs and values are also clearly demonstrated in the system’s Learning Walkthrough Tool.

However, there is less evidence to indicate that the system has placed an emphasis on student creativity and innovation, especially as these concepts pertain to project and inquiry-based lessons and activities. Student collaboration is often an indication of the opportunity for students to engage in group tasks and projects. Though collaboration was evident in many classrooms across the system, the opportunity for students to work collaboratively on projects or inquiry-based activities was less evident. Student collaboration was also the lowest average rated item within the Active Learning Environment. Though student use of technology, in and of itself, is not necessarily an indication of creative or innovative learning, exploring how students are using technology in classrooms can provide an indication of the kinds of learning opportunities currently in place. During classroom observations, the Engagement Review Team noted ample access to technology tools and digital resources in schools. Interviews with teachers seem to confirm this observation, as only 3% of teachers identified a lack of technology in schools. Both school leaders (100%) and teachers (68%) stated that students most often use technology when working on projects or presentations, but data from eleot® observations did not necessarily support this. Most often, observers saw students using devices for additional practice (especially math and literacy intervention games in elementary classrooms) or similar applications (Indicator 1 in Digital Learning Environment – 2.21). Less frequently, observers saw students using technology for purposes such as research, creating original works (Indicator 2 in Digital Learning Environment – 1.93), or communication and collaboration (Indicator 3 in Digital Learning Environment – 1.74).

A more defined emphasis on developing student creativity and innovation via project and inquiry-based learning aligns well to the mission of college and career readiness for all students in the Pacific West system. This area represents a clear next step to further engaging students at all grade levels and in all subject areas. In time, as the system reaches its goals for implementation of literacy standards and related instructional shifts, there is an opportunity to support teachers in taking more innovative approaches to instruction, including increasing the focus on project and inquiry-based activities designed to foster creativity and innovation on the part of students. There are already dynamic exemplars in place in some schools and classrooms, and these kinds of learning opportunities not only support learner engagement, but also allow for greater levels of personalized learning for all students.

**Improvement Priority #3**

**Implement and evaluate a consistent protocol wherein students are directed to develop and monitor individualized goals based on academics, interests, and personal growth.**

**Primary Standard:** 2.3 (2.8)

**Evidence:**

The Team recognizes that a strong, comprehensive framework is in place to address the development of the learner as a whole, including growth and reflection in the area of self-perceptions, beliefs, and positive attitudes as related to career and college readiness.

The Team interviewed representatives from all stakeholder groups, and the findings indicate an inconsistency in the implementation of student advocacy programs. A review of the SST process, the MFLAC program, DAPPER, and Student Advisory Council programs demonstrated that there is a well-established set of programs that is not yet systemic. Having students develop, monitor, and reflect upon their own growth and adjusting those goals based on increased achievement and newly defined goals will enhance their ability to perform at higher levels. While the DAPPER is a strong practice for teachers and administrators, the student DAPPER becomes an effective tool if utilized across all levels. A review of the student DAPPER protocol revealed the potential in allowing students to develop individual goals based on their unique needs.

## Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot® classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

<b>Institution IEQ</b>	347.47
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### Conclusion Narrative

The Engagement Review Team studied carefully prior the Review by reviewing the System Quality Factor Diagnostic and the individual School Quality Factor Diagnostics that were available in the Workspace. Additionally, supporting evidences were provided for the Team to review and access was granted to the “K Portal”. This K Portal was the place of historical record for the continuous improvement efforts of the school system. While in the Pacific West school system, the Team was able to observe in almost 100% of the classrooms across all 11 schools using the eleot 2.0® instrument. These 316 observations allowed them to observe student learning for over 105 hours. Interviews and interactions using focused questions for all stakeholders allowed them the opportunity to gain insights from 775 stakeholders. The 19-member Engagement Review Team was made up of educators from the United States, Puerto Rico and educators from the DoDEA school system. The combined educational experience of these individuals total 614 years (6.14 centuries). The Lead Evaluator and Associate Lead Evaluator conferenced with the commands on each of the four bases referred to as the USFK (United States Forces Korea). Information was provided to these commanders about the continuous improvement process, the activities of the Engagement Review Team and individual biographies of Team members. Themes that arose from these discussions provide some insight as to the challenges that are faced by the school system as described later in this report. Commanders present in these sessions included several ranks. In each case, they were interested primarily in the assessment of the quality of the schools and the quality of teaching and learning in the schools that serve the base. The ability to recruit and retain soldiers in Korea is affected by their comfort level with the educational system to which they would bring their children. Schools located in Daegu, Humphreys, Yongsan (Seoul) and Osan provide learning opportunities for military connected families. Given the experience and expertise of the Team, the time spent in observing and interviewing, the number of voices heard and the time spent in deliberation and discussion, the Team offers several findings that are reflected in this report as Powerful Practices, Opportunities for Improvement or Improvement Priorities. These findings are offered within the context of a number of challenges that the system is facing.

For the Pacific West System, this is their first experience with system accreditation. It is also the first DoDEA school system to be engaged with the Continuous Improvement System protocol from AdvancED. For all the years previous, schools in the Pacific West were engaged in an individual school accreditation process where individual teams spent greater time on each campus and provided specific feedback and findings to the individual campuses. In many ways this provided feedback to schools that may or may not be aligned with the system’s direction and goals. The school system is now in the process of developing clear systems thinking in all of its actions and decisions. This is new territory for the schools and the school system. The system is beginning to make clear

decisions about those kinds of decisions and programs that are the “non negotiables” that will be in place in every school and those decisions and programs that schools will have some discretion over given their own goals, plans and needs. This “defined autonomy” process is critical to assuring that Pacific West continues to move into a school system rather than operating as a system of schools.

Pacific West has several challenges that are based on its mission to educate military connected families. Personnel and students change frequently due to transfers and soldier deployment. The typical time spent by the military personnel is one year unaccompanied or two years accompanied. The changes in assignment occur throughout the year. These changes occur not only in the students, but also among faculty, staff and the school leaders. Openings are prevalent and finding quality educators is most difficult. This difficulty in filling positions is compounded by the fact that qualified candidates are often hesitant to come to Korea given the current political climate and their perceived safety concerns. Additionally, current background check processes and procedures are lengthy and positions may go unfilled up to 4-6 months while this process is concluded. Teachers and leaders in the school system have been substituting in classes on a regular basis to lessen the impact on instruction. The Superintendent has been working with the military to find ways to reduce the time needed to conduct these background checks and to make individuals employable more quickly.

In addition to personnel and student enrollment changes, Pacific West is experiencing other organizational changes that present a set of challenges. The Yongsan Base is in the process of closing down in Seoul, and the military units and services are relocating over time to the Humphreys Base. This means that in a few years the Seoul American High School, Seoul American Middle School, and the Seoul American Elementary School will most likely be closed. The families will now be located in the Humphreys Base and their associated schools. These transitions also affect staffing as these teachers and leaders will be relocating as well. The school system refers to this as “transformation”.

The greater school system organization, referred to as DoDEA (Department of Defense Education Activity) is going through a major Restructuring for Student Achievement effort (RSA) that has introduced a number of new initiatives in each school system. A professional learning community effort is being implemented (focused collaboration), a new administrator tool for conducting walk through observations is rolling out, and a new comprehensive assessment program has just been implemented DoDEA-wide.

Merriam-Webster offers one definition of culture that fits best the current situation in the Pacific West system. Culture can be defined as “the set of shared attitudes, values, goals, and practices that characterizes an institution or organization.” Pacific West has fully embraced a culture-building mentality strengthened by systemic and systematic processes with clear goals and expectations.

During the review, a number of conversations were held with stakeholders. Formal results of the conversations with leadership (n=15) indicate that when asked about innovative practices at the school, 87% of the administrators interviewed indicated that such practices were “encouraged as long as they align to existing criteria.” When asked about how they indicate that student learning is a priority at the school, 87% indicated that this is demonstrated because they “frequently talk about student achievement.” Teachers interviewed (n=37) responded to that question with 84% saying “holding them responsible for their own learning.” Administrators, when asked about their expectations for quality teaching to take place, 60% indicated “use data to differentiate instruction” and 67% indicated “focus on the learners”. Teachers when asked about how they know their students are learning responded with 68% saying “rubrics and/or checklists give me real-time data about their learning progress” and 59% with “I talk to my students about their learning progress.”

As the school system has reviewed its own continuous improvement processes and practices, they have made a concerted effort to focus on the critical development of awareness and commitment and thus provide **clarity for the journey**. These two areas are the foundational beginnings that will ultimately lead to sustainability of effort and success. Interviews and observations indicate that the school system is committed to excellence. Their system goals are built on the desire to achieve student excellence, school excellence, talent excellence, organizational excellence and outreach excellence. There is clearly a commitment to a **culture of excellence**.

Pacific West has clearly embraced the “journey” aspect of its continuous improvement efforts. Stakeholders system-wide have been included in the reflection around the System Quality Factors. In-depth internal reviews have been conducted to help schools and school leaders focus on how these factors are in place at the school and system level. Data gathering has been enhanced through expanded use of the DAPPER data tool. This **culture of continuous improvement** is described as a Powerful Practice.

The school system has not only identified its journey, but has assured that the **capacity** to implement improvement strategies is in place by providing quality resources, both material and human. A number of support personnel by content area are available and actively engaged in the journey at each school site.

Institutions that focus on Continuous Improvement as its “how we do business” model, will clearly understand the logical structures that will build and develop a powerful system that culminates in quality learning experiences for all students. Focusing on **Engagement** early and consistently has built a strong foundation in Pacific West for continuous improvement. The Pacific West system has captured these processes in their focus on awareness and commitment. The **Degree and Quality of the Implementation** of initiatives and strategies is critical as a next step in this journey. How this is done and how well it is carried out will determine the success of its efforts. As the engagement and quality of implementation are consistently demonstrated, the level of **Embeddedness** will create stronger levels of commitment and establish a deeply embedded culture of continuous improvement. Paying attention to these major themes of Engagement, Degree and Quality of Implementation and Embeddedness will increase the quality of measurable **Results**. The ultimate success of any highly successful continuous improvement system/culture is the level of **Sustainability** as measured by longitudinal results.

Pacific West has begun an important journey of systemic continuous improvement by building a firm foundation on awareness and commitment. High levels of commitment coupled with effective and meaningful tools will continue to move them forward in reaching the mission to “education, engage, and empower each student to succeed in a dynamic world.”

In summary, the school system is faced with the challenge of implementing practices of high quality system-wide. There are places across the system where excellence is clearly demonstrated. In the words delivered by the Lead Evaluator at the public outbrief, the challenge of the system is to assure that “what is amazing in one place is amazing in all (systemic excellence).”

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Dr. W. Darrell Barringer Lead Evaluator</p>	<p>Dr. Barringer's educational career spans 42+ years. On June 30th, 2012, he retired from Lexington School System One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an Assistant Principal in addition to the Principal role. He has also served with SACS (AdvancED) since 1983 having chaired Teams in Egypt, Thailand, India, Saudi Arabia, United Arab Emirates, Qatar, Jordan, Bahrain, Costa Rica, Japan, Guyana, Guatemala and Nicaragua as well as in the U.S. His service has included schools, systems, digital learning institutions, corporations and Department of Defense Education Activity (DoDEA) schools. Dr. Barringer's BA is in Biblical Education from Columbia International University, and his MEd (Elementary Ed), his EdS (Administration) and PhD (Elementary Ed) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as Director for AdvancED South Carolina. Effective February 1, 2017, Dr. Barringer has been named Senior Director, Engagement Services for AdvancED.</p>
<p>Dr. Maria Ojeda Associate Lead Evaluator</p>	<p>Dr. Ojeda is the Regional Director for AdvancED Latin American and Puerto Rico. María received a bachelor's degree in Education from the University of Puerto Rico, a master's degree in Preschool Motor Learning from Virginia Tech University, and a doctorate in Curriculum and Instruction from the University of New Mexico. As a retired professor from the College of Education at the University of Puerto Rico UPR), Dr. Ojeda has been an educator for over 25 years. She has served both as a preschool and elementary teacher; a principal at the University of Puerto Rico Laboratory Elementary School; Associate Dean of Academics for the University of Puerto Rico; and, Executive Assistant to the University of Puerto Rico Chancellor. She is the author of four books, 35 articles and chapters in books, and created movement-based curriculum materials for pre-service teachers and students. Maria has worked extensively in Latin America, the Caribbean, Europe, Asia and the Middle East as a Lead Evaluator, consultant and presenter. Ojeda's topics include: Child development, perceptual-motor development, active learning, play, curricular planning and decision-making, alternative assessment, and data-driven instruction.</p>

Team Member Name	Brief Biography
<p>Dr. Annette Bohling Advisor</p>	<p>Dr. Bohling joined AdvancED in 2006 and serves as the Chief of Global Operations leading the organization’s global initiatives and partnerships and overseeing the global continuous improvement and accreditation functions, policies, and procedures for accredited institutions and school systems in the AdvancED network around the world. Bohling’s professional career spans 39 years, including the fields of education, business, and law. Her experience includes teacher, administrator, deputy state superintendent, interpreter/translator, and attorney. She was the chief architect in the design of Wyoming’s assessment and accountability system under No Child Left Behind and served on the national committee for formative assessment. Dr. Bohling’s degrees are from the University of Tulsa College of Law, University of Wyoming, Northeastern State University in Oklahoma, and Oklahoma State University.</p>
<p>Jill Bramlet</p>	<p>Jill Bramlet is a retired elementary principal from Wheatland, WY where she served for 17 years. She received her Bachelor of Science degree in Elementary and Special Education from Black Hills University and her Masters’ degree in Education Leadership from the University of Wyoming. In addition to serving as an elementary principal, she has served as an Executive Coach and Project Coordinator for the Wyoming Center for Educational, Executive Director for the Wyoming P-16 Education Council, System Special Education Director, kindergarten teacher, and elementary special education teacher. Ms. Bramlet has served as a Lead Evaluator and Team member on several system and school Engagement Review Teams throughout the United States. In addition, she has served as a School Lead and Team member on numerous Department of Defense Engagement Reviews world-wide.</p>
<p>Dr. Lisa Coleman</p>	<p>Dr. Lisa Brooks Coleman was named Superintendent for the Georgia/Alabama Community in 2016, encompassing Fort Benning, Fort Rucker, and Maxwell Air Force Base Schools. Prior to being named to this position, she served as the Georgia /Alabama System’s Assistant Superintendent. A career educator, she began her career in 1986 as a high school biology teacher in Charlotte, North Carolina. She has taught middle and high school, served as a guidance counselor, high school assistant principal, and as an elementary principal. Additionally she has served as System Director of Career and Technical Education as well as System Director of Curriculum. In 2016, Dr. Coleman received her Doctorate of Philosophy in Administration, Supervision and Curriculum from the Doctoral Program at Auburn University in the school of Educational Foundations, Leadership, and Technology. Additionally, in 2005, she received her Educational Specialist and Master's add-on in Educational Leadership and School Administration from Troy University. She also holds a Master's Degree in Guidance and Counseling from Troy University which she earned in 1994 and a Bachelor of Science in Biology from South Carolina State University, awarded in 1986.</p>

Team Member Name	Brief Biography
Scott Davidson	Scott Davidson is currently the Director for STEM Services at AdvancED. In this leadership role, Scott has the unique opportunity to work with STEM leaders, educators, and students representing diverse schools and systems across the AdvancED Improvement Network (AIN). He has also participated on review Teams for schools, systems, and organizations around the world. Scott has undergraduate degrees in history and secondary education, as well as graduate degrees in adolescent literacy and teacher education. In addition to working as a classroom teacher and building-level administrator, he has also worked as a content specialist and program manager for school improvement projects across the U.S. His current professional interests include STEM and project-based learning, instructional design, and practical tools for data collection.
Susie Eisa	For nearly two decades, Susie has had the great pleasure of serving children and international education communities. Born and raised in Baton Rouge, Louisiana, she studied elementary education at Louisiana State University and graduated magna cum laude from Kaplan University. After serving in an international school in Cairo, Egypt for four years, Susie joined AdvancED in 2006 and is currently serving as the Senior Director of AdvancED Global Services, supporting over 1,100 institutions in 70 countries with accreditation and continuous improvement. She has served as a kindergarten classroom teacher, SAT center supervisor, assistant registrar, professional services director, and she has performed on both ends of accreditation, serving on school improvement committees and on numerous Engagement Review Teams in the United States, Latin America, Europe, the Middle East and Far East..
Carrie Ann Finke	Carrie Ann Finke's career in education began in 1982, working for the Colorado North Central Association, Commission on Accreditation and School Improvement (NCA CASI) state office. In 1989 she relocated to Arizona to work for the NCA CASI Regional Office. In 2006, she played an integral part in laying the infrastructure for the unification of NCA CASI and SACS CASI to form AdvancED. Carrie Ann's current role with AdvancED is Director of eLearning. Her passion is online learning and as an instructional designer, her primary role is to design and develop quality instruction for AdvancED's Online Classroom. It has been Carrie Ann's privilege to serve on a number of AdvancED Review Teams for schools, systems, and digital learning institutions, including DoDEA School Systems (Department of Defense Education Activity) overseas. Carrie Ann holds a degree in Computer Technology and earned her Certification as an eLearning Instructional Designer. She is a member of the Phi Theta Kappa International Honor Society.
Dr. Dennis Holt	Supervisor of Secondary Social Studies and Driver Education for the School System of Hillsborough County, Florida, September 2002 to present. He is responsible for teacher professional development and curriculum improvement for the 8 <sup>th</sup> largest school system in the United States. Additional duties include coordination of AdvancED/Southern Association of Colleges and Schools (SACS) accreditation for the system, as well as responsibility for a wide range of system and community initiatives. Dr. Holt also teaches as an adjunct instructor at the University of South Florida.

Team Member Name	Brief Biography
Osiris Jolayemi	<p>Osiris Jolayemi, serves as a Senior Learning Specialist with AdvancED (<i>a global organization specializing in school improvement and accreditation</i>) Engagement Services. Her current role with AdvancED merges her experiences working in Childhood education and her expertise teaching adults in the corporate world. Her passion for teaching and learning led her to pursue a career in education. She served as a classroom teacher for 14 years, teaching Childhood Education (K-6), and High School English. Osiris also enjoyed a successful career in Learning and Development in the corporate world, and served as a Corporate Trainer and Training Consultant. Working in Learning and Development helped to cultivate her skills as an adult educator.</p> <p>She is an active member/volunteer in the Association of Talent and Development (ATD- Greater Atlanta Chapter), and currently serves as Vice President of Programming. Osiris holds a Bachelor's Degree in Elementary Education/English and a Master's Degree in Adult Education and Development. Osiris' passion for teaching and learning has been a guiding principle throughout her life. Osiris recently became a lead evaluator, and has served on several AdvancED Engagement Review Teams in the United States and Internationally.</p>
Kelly Knipe	<p>Ms. Kelly Knipe has over thirty years in the education profession and currently is the Regional Director of Europe-Africa Operations with AdvancED. The Regional Director works closely with the Vice President of Europe-Africa Operations to develop and implement effective strategic plans encompassing AdvancED services, products, compliance, policies and regulations, and provides technical assistance, professional development and delivery.</p> <p>Ms. Knipe has been a Bilingual/ESL Instructor from the Elementary grades through High School in three different states in the U.S. and taught Citizenship Classes and GED Classes in local Adult Education Programs for several years. Ms. Knipe served as a Teacher Trainer for the Cadre of Teacher Trainers with the Dallas Independent School System. She worked with pre-entry university students in the English Language Institute at Oklahoma State University and taught 'Survival English' to Saudi nationals. After 25 years in public education, Kelly transitioned to the private sector to join AdvancED, where she has worked since July 2017.</p>
Donna Mathern	<p>Donna Mathern is a retired school-teacher, secondary and elementary school administrator and university supervisor of student teaching. She has served as both a lead and associate evaluator for AdvancED both in the United States and for DoDEA sites. She also is a Lead and associate Evaluator for AdvancED Preschool reviews. She retired from Natrona County School System in 2010 while serving her 11th year as elementary principal of Evansville School. She was an assistant principal at a high school for 7 years, social studies department chairperson for 10 years. She taught junior high social studies in Cheyenne and Casper Wyoming for 20 years. With Valley City State University she completed 6 years at the State Facilitator of Student Teaching and also functioned as supervisor for student teachers. She has served as Secretary of the National Association of Secondary Principals from 1992-93, President of the Natrona County School Administrators and Phi Delta Kappa. She is a past member of the Board of Directors for McREL and is president of the Board of Directors for the St. Mark's Preschool. Her love of education continues to be felt working with both non-profit organizations and through the school accreditation process with AdvancED.</p>

Team Member Name	Brief Biography
Dr. Mark Mathern	<p>Mark Mathern, Ed.D., is an educator from Casper, Wyoming. He worked for six years as the Associate Superintendent of Curriculum and Instruction, Natrona County School System, an organization serving over 12,000 students. Having taught Latin and English for nine years in Casper's schools, Dr. Mathern worked as a school administrator in a high school of 1500 and as a K-12 principal in a rural school of 150 students. In 2000, he joined the curriculum and instruction division of the system until his retirement in June, 2014.</p> <p>Dr. Mathern has worked for over twenty years with the North Central Association and AdvancED. He has presented at Wyoming's School Improvement conferences regarding accreditation processes and has assisted in training teachers and administrators on accreditation and school improvement processes. In addition, he has been a lead evaluator, associate lead evaluator, and Team member with external review Teams for systems and schools in Wyoming, Colorado, Nebraska, North Dakota, Georgia, Idaho, and DoDEA.</p> <p>Dr. Mathern has a BA in Teacher Education from North Dakota State University with majors in English and Classical Languages, an MA from the University of Wyoming in Educational Administration, and an Ed.D. from Seton Hall University.</p>
Jennifer Mauriello	<p>Mrs. Jennifer Mauriello joined the DoDEA Pacific South System in the winter of 2016 as the Instructional Systems Specialists for Assessment and Accountability. In April of 2016, Mrs. Mauriello had the privilege of leading the Pacific South System through the first DoDEA Systems Accreditation Review with AdvancED. Prior to working in her current DoDEA system, Mrs. Mauriello worked in the DoDEA South Carolina/ Ft. Stewart/ DoDDS Cuba School System as the Instructional Systems Specialist for Continuous School Improvement. For five years, in Kaiserslautern, Germany, Mrs. Mauriello served as the Secondary Mathematics ISS. Before beginning her career with DoDEA, Mrs. Mauriello worked in the public school system in Rockdale County, Georgia as a System Academic Coach for Mathematics grades K-5, a school-based Mathematics Instructional Coach at Conyers Middle School, as well as an 8th grade safety-net and advanced mathematics teacher. Mrs. Mauriello earned both her Bachelors and Master of Education at Georgia College &amp; State University with an emphasis in Middle Grades Mathematics and Language Arts. Her career passion is focused on school improvement, and her experience in the Georgia Public School System, DoDEA Europe, DoDEA Pacific, and DoDEA America allows her to bring a unique perspective to the position of Instructional Systems Specialist.</p>

Team Member Name	Brief Biography
Dr. Tina Mondale	<p>Tina Mondale is currently an Ambassador for AdvancED in the Pacific US region as well as a Lead Evaluator for Digital Learning, School and Corporate Systems. She received her BS in Elementary Education, Master’s in Curriculum and Instruction and EdD in Educational Leadership. Dr. Mondale served as a classroom teacher in the elementary and secondary levels before receiving her administrative credential. She created and delivered professional development for teachers and administrators in her role as Instructional Technology Specialist at Southern Oregon Education Service System. As part of a 13-system Team, she developed and served as the first principal of Oregon Online, a regional 9-12 online program. Most recently, Dr. Mondale served for 12 years as a School Improvement Director in Southern Oregon overseeing curriculum, professional development, federal programs and school and system improvement. Dr. Mondale also works with systems across the state as a systems improvement coach. She has served as a Team member and lead evaluator for NW Accreditation/AdvancED for 12 years.</p>
Dr. Jim O’Hara	<p>Retired from full time work, Dr. O’Hara divides his time between Venice, Florida and Cape May County, New Jersey. He has also divided a 50 plus year professional career between public schools in New Jersey and Texas and international schools in South Korea and on both sides of the Andes in South America. Twenty years of his administrative career were in two county technical school in NJ. As superintendent, Dr. O’Hara led his school in Peru to initial accreditation with SACS. Since retirement, he has participated in over forty accreditation Team visits for AdvancED in Latin America, the Middle East, the state of Florida and at the Choctaw Tribal Schools in Mississippi among others. He has a Master’s degree in Curriculum and Instruction with a concentration in Latin American Studies from the University of Texas at Austin and an Ed. D. in Educational Leadership from Nova University in Fort Lauderdale, Florida. He also is a certified Vocational Curriculum Specialist (Rowan University.)</p>
Maureen Ryff	<p>Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American History and French, and a Master’s Degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She serves on the board for the Wyoming Academic Decathlon. She is a member of the Wyoming AdvancED State Council and serves as a Lead Evaluator for AdvancED. She has served on numerous school and system Engagement Review Teams in the United States and overseas.</p>

Team Member Name	Brief Biography
Dr. Beth Schiavino-Narvaez	<p>Beth Schiavino-Narvaez is currently the Chief of Instructional Leadership Development for DoDEA’s Center for Instructional Leadership in the Pacific Region. Prior to joining DoDEA to start-up and lead the Pacific Center for Instructional Leadership, Dr. Narvaez served as a leader at every level of school systems, most recently as superintendent of the Hartford (CT) Public Schools. She was also the Deputy Superintendent for School Support and Improvement for the Montgomery County (MD) Schools, Assistant Superintendent/Chief Academic Officer in the Springfield (MA) Public Schools, and a principal in Pittsfield, Massachusetts. With her current assignment in DoDEA, Dr. Narvaez has come back to her roots in international education, having started her career as a Fulbright scholar teaching in South Korea and also having served in the Peace Corps in the Republic of Kiribati. Dr. Narvaez earned a bachelor’s degree in elementary education from Penn State and master’s and doctoral degrees in school leadership and the urban superintendency from Harvard University.</p>
Lesley Wangberg	<p>Lesley Wangberg currently serves as the Lead Educational Advisor for the Wyoming Stewardship Project for Wyoming students in grades 2-5. She earned her B.S. in Elementary Education at Texas Tech University, specialization in Early Childhood and Reading and her graduate level work was done at University of Wyoming. She has served in a variety of educational roles at the local, state, national and international level for more than 40 years. Her most recent role was Managing Associate with edCount, LLC where she supported state departments of education, school systems and educators around the country in the implementation of federal and state statutes. Ms. Wangberg served as Interim Director, Standards and Assessment Division and State Director of Assessment at Wyoming Department of Education. Students in her classes have ranged from the Pre-K through university level. She has served as a Lead Evaluator and as a Team member on numerous AdvancED Engagement Reviews.</p>

Team Member Name	Brief Biography
Kent Worford	<p>Mr. Kent Worford serves as DoDEA Europe South System superintendent. Mr. Worford is responsible for the leadership, administration and management of approximately 6,000 students, 15 schools, more than 900 employees and a \$32 million budget. Kent Worford has dedicated his entire career to ensuring that every child receives the best possible opportunity to succeed in college or the career of their choice. He is committed to creating a roadmap to success with set priorities, using real-time data to achieve measurable results. He is passionate about educating, engaging and empowering each student to succeed. Worford's most recent accomplishment is the creation of a system-wide teacher collaboration model, whereby all educators are able to collaborate within their school and between schools. This model allows educators the flexibility to work with job-alikes in different countries and share lessons and ideas at no cost to the agency. Mr. Worford has extensive educator experience serving in a wide range of positions within DoDEA. Before assuming his current position, Mr. Worford served as the assistant superintendent of the Mediterranean System, principal and assistant principal of the Lakenheath High School in England, and assistant principal at the SHAPE Elementary School in Belgium. As an educator, he taught social studies and business administration, while balancing academics with being a head coach in football, basketball and track. Worford received his Bachelor's Degree of Science in Education from the University of Kansas and holds a Master's Degree in Education and Educational Administration from the University of Southern Mississippi.</p>



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## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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