

Written Student Learning Plan Alignment Self Assessment Tool

School/Program: Sample School

Student Name: John Doe

Single course Multiple courses – part-time Multiple courses – full time

This checklist is intended as a resource to assist ALE programs in self-assessing current practices for alignment with Written Student Learning Plan (WSLP) requirements defined in WAC 392-121-182.

WSLP Component	Requirement and Rule Citation; ALE WAC 392-121-182(3)(c)	Implications/Notes
<p>STARTING DATE: September 6, 2011</p> <p>ENDING DATE: June 18, 2012</p>	<p>(i) A beginning and ending date for the student's alternative learning experience</p> <p><i>Considerations:</i></p> <p><input checked="" type="checkbox"/> Start date consistent with first enrollment reporting count date.</p> <p><input checked="" type="checkbox"/> End date consistent with final enrollment reporting count date.</p> <p><input checked="" type="checkbox"/> End date consistent with average hours per week to complete course as outlined.</p>	
<p>Minimum of 6.25 hours each week</p> <p>Ms. Math</p>	<p>(ii) An estimate by a certificated teacher of the average number of hours per week the student will engage in learning activities to meet the requirements of the written student learning plan. This estimate must consider only the time the student will engage in learning activities necessary to accomplish the learning goals and performance objectives specified in the written student learning plan.</p> <p><i>Considerations:</i></p> <p><input checked="" type="checkbox"/> Average number of hours per week is specified.</p> <p><input checked="" type="checkbox"/> Average hours are determined based on established program procedures.</p> <p><input checked="" type="checkbox"/> To the extent necessary, hours per week satisfy district written policy for course of study provided in chapter 392-410 WAC.</p> <p><input type="checkbox"/> Any required items (e.g., a course syllabus or an outline of course requirements) referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.</p>	<ul style="list-style-type: none"> • The estimates for core academic subjects could be provided from a HQT lead on a curriculum committee, a departmental team with a HQT lead, or the individual HQT responsible for instruction of the course outlined. • This component does not require the teacher estimating the hours per week actually oversee the student through the learning plan.

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<p>These hours will include weekly direct teacher/student contact; one-on-one, by phone, or email. The purpose of this contact is to assist the student in meeting the course completion date, goals, and objectives.</p>	<p>(iii) A description of how weekly direct personal contact requirements will be fulfilled.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> "Direct personal contact" as defined in section (3)(d). <input checked="" type="checkbox"/> Purpose of weekly direct personal contact. <input checked="" type="checkbox"/> Method of weekly direct personal contact (phone, email, synchronous digital contact, in person). <input checked="" type="checkbox"/> Weekly direct personal contact is one on one. <input checked="" type="checkbox"/> Weekly direct personal contact is documented. <input checked="" type="checkbox"/> There is a certificated teacher conducting weekly direct personal contact. 	<p>Direct personal contact is documented outside of the WSLP.</p> <p>Ms. Math is a HQT in math.</p>
<p>COURSE TITLE: Algebra 1A/1B</p> <p>Course Description: This course is designed for the freshman math student, but is open to all grades. The main emphasis is on basic terminology and definitions, the properties and methods of solving linear and quadratic equations, the four basic operations with polynomials, factoring; apply skills through story problems, graphing linear equations, and solving systems of equations.</p> <p>Learning goals are listed under the Learning Goals & Performance Objectives heading on the WSLP.</p> <p>Performance objectives are the GLE's outlined under the Algebra Performance Objectives sub-heading.</p>	<p>(iv) A description of each alternative learning experience course included as part of the learning plan, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress. This requirement may be met through the use of individual course syllabi or other similarly detailed descriptions of learning requirements. The description must clearly identify the requirements a student must meet to successfully complete the course or program. Courses must be identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System data manual published by the office of superintendent of public instruction.</p> <p><i>Considerations:</i></p> <p>Each course has the following components documented in the WSLP:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Course description (including course name and brief description detailing the scope of topics to be presented during the course). <input checked="" type="checkbox"/> Specific learning goals that identify the expectations of what the student will learn or be able to do upon successful completion of each course are included on the WSLP. <input checked="" type="checkbox"/> Specific performance objectives that are closely tied to the learning goals, the specific knowledge, skill, or attitude the learner should gain and display as a result of the instructional activity are identified. <input checked="" type="checkbox"/> Specific, assignment level, learning activities are included on the WSLP. <input checked="" type="checkbox"/> Learning goals, performance objectives, and learning activities facilitate monthly evaluation of student progress (WSLP definition section vii). <input checked="" type="checkbox"/> Clearly identified requirements a student must meet to successfully complete the course or program. 	

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<p>CEDARS designator: MTH 004/ MTH 204</p>	<p>(iv) <i>continued</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning activities are detailed enough to enable a student to know how to progress through the course. For example, the plan could identify specific problem sets, specific activities to be completed or developed, assessments, deliverables, etc. This may be more a sequential list of activities, a constructivist problem based learning plan with adequate scaffolding and deliverables clearly identified, or an outcome based model that describes the recommended activities to mastery, etc. <input checked="" type="checkbox"/> Learning activities align with the successful completion of the learning goals. <input checked="" type="checkbox"/> Courses are identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System (CEDARS) data manual. Using district codes is acceptable if alignment to CEDARS code is easily and readily accessible upon request for purposes of state monitoring and audit. <input type="checkbox"/> Purchased or contracted instructional or cocurricular course, lesson, trip, or other experience, service, or activity identified are "substantially similar experiences and services" as defined in section (3)(g). <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit. <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP. 	<p>There are no purchased or contracted items.</p> <p>All required items are contained directly within the WSLP.</p>
<p>Ms. Math</p>	<p>(v) Identification of the certificated teacher responsible for each course included as part of the plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> "Certificated teacher" as defined in section (3)(b). <input type="checkbox"/> Provisions for instruction under contract per WAC 392-121-188. <input checked="" type="checkbox"/> Teacher assigned and endorsed according to the provisions of chapter 181-82 WAC. <input checked="" type="checkbox"/> Core academic subjects must have a Highly Qualified Teacher (HQT) responsible for course instruction per the requirements of NCLB 2001 and IDEA 2004. <input checked="" type="checkbox"/> Certified teacher responsible for each course is clearly identified on the plan. 	

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<p>All instructional materials are provided to the student by check out for the term at no fee.</p> <ul style="list-style-type: none"> • Algebra book – Glencoe Algebra Concepts and Applications • Weekly packets provided during weekly direct personal contact time and shall be returned by student prior to receipt of next packet. • Student is expected to provide own supplies consistent with district supply list. 	<p>(vi) Identification of all instructional materials that will be used to complete the learning plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Materials are available per alternative learning experience implementation requirement 6 (c) <i>Instructional Materials</i>. <input checked="" type="checkbox"/> Instructional materials are approved per district policy required by state law (RCW 28A.320.230). <input checked="" type="checkbox"/> <u>Specific</u> materials are listed; the statement "a variety of textbooks and workbooks" would not meet the requirement of identification of instructional materials. <input checked="" type="checkbox"/> Student clearly understands what resources are necessary to be successful (<i>not necessary to list implied supplies or expected supplies per standard grade level or district level supply list per district policy</i>). <input checked="" type="checkbox"/> Per 6(c) of the rule, the plan clearly identifies who is responsible for obtaining/providing each of the instructional materials listed. <input type="checkbox"/> All fees, access information, and materials provided by program and/or materials provided by student are clearly identified as such. <input type="checkbox"/> Fees for instructional materials are clearly identified for each applicable material (district fee schedule, lab fees, etc.). 	<p>There are no fees associated with instructional materials for this WSLP.</p>
<p>Academic progress and course completion progress will be evaluated on a weekly basis by the certificated teacher stated above and successful progress will be determined on a monthly basis as stated in the Evaluation section of this Learning Plan.</p>	<p>(vii) A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timelines align with monthly progress evaluation dates. <input checked="" type="checkbox"/> Timelines align with monthly enrollment reporting deadlines as progress directly impacts enrollment. <input checked="" type="checkbox"/> Progress evaluations include direct personal contact with the student to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> Results of each evaluation are communicated to the student or, if the student is in grades K-8, both the student and the student's parent to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> Goals are written to allow for compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> The results of monthly progress evaluation can be and will be documented by the certificated teacher conducting the evaluation. <input checked="" type="checkbox"/> Description identifies how progress or lack of progress toward identified learning goals and performance objectives is determined. 	

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<p>Evaluation:</p> <p>Student will be evaluated as follows:</p> <p>The student’s work will be evaluated by the teacher. The teacher will determine whether there has been “satisfactory” or “unsatisfactory” progress based in part by the following two areas:</p> <ol style="list-style-type: none"> 1. Weekly evaluation is based on student successfully meeting with teacher and completing all work required for this course each week according to the learning activities syllabus, and successfully passing the tests. 2. Monthly evaluation will be based upon thoroughness of weekly work, notes, and unit test scores. <ul style="list-style-type: none"> • All assignments will be collected, scored, and represent 30% of the overall grade. They need to be organized, neat, complete, and, include critical concepts and formulas. • Notes must be taken and may be used when testing. 	<p><i>(vii) continued</i></p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to student and when appropriate their parent, for the duration of WSLP.</p>	

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<ul style="list-style-type: none"> • Test scores account for 70% of the overall grade. All tests must score 70% or better to receive class credit. (Tests may be retaken if needed.) <p>Unsatisfactory Progress</p> <p>In the event that the student has not made substantial success during the month, within five days the student will be placed on a written Plan For Improvement for the following month. Failure to complete the Plan for Improvement may jeopardize the student's enrollment at the teacher's discretion.</p>		
<p>This course meets one or more of the Washington State Essential Academic Learning Requirements for Mathematics.</p> <p>Specific GLE's are listed under the performance objectives sub heading on the WSLP.</p> <p>This course meets Washington State and District graduation requirements.</p>	<p>(viii) Identification of whether each alternative learning experience course meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the school district. For each high school alternative learning experience course, the written student learning plan must specify whether the course meets state and district graduation requirements.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clearly stated on WSLP whether any of the following are met: <ul style="list-style-type: none"> ○ State essential academic learning requirements (EALR). ○ Grade-Level Expectations (GLE). ○ District goals, objectives, and learning requirements. <input checked="" type="checkbox"/> For high school courses WSLP must specify if the course meets graduation requirements or not. <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit. 	

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	<input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.	
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