



NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

NEASC Commission on Public Schools

# Self-Reflection Guide

for public schools seeking accreditation

*Revised Spring 2023*



A Vision for Learning

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
Commission on Public Schools

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# The School's Self-Reflection

The school engages in the Self-Reflection to determine the school's alignment with the Standards. It should be viewed as a research and reflection step to help the school sharpen its vision and actions for continuous improvement. The Self-Reflection phase and related data collection will inform the school's growth/improvement plan. Overall, the time required to complete the Self-Reflection is approximately four to six months.

## Steering Committee

The steering committee ensures that the School and Community Summary and all parts of the Self-Reflection Report are completed, perhaps with the help of appropriate designees. The steering committee should find ways to draw and include information from faculty members, administrators, students, families, and other stakeholders to complete the Self-Reflection Report.

## Self-Reflection Committee

The school develops a Self-Reflection committee that engages in the process of self-reflection through inquiry and evidence-gathering. This committee is primarily responsible for completing Part 2 of the Self-Reflection Report, which comprises the five Standard narratives.

The Self-Reflection committee:

- determines the extent to which the school is aligned with the Standards for Accreditation through a reflective process based on collected evidence
- is made up of various members of the school community and reviews all the Standards or, alternately, several smaller subcommittees or focus groups can be formed to assist in completing the Self-Reflection
- engages the school's faculty in the Self-Reflection through involvement in the collection of evidence, providing input and feedback, and regular progress updates
- seeks input for the Self-Reflection from various stakeholders including students, families, and community members.

While the Self-Reflection committee is typically responsible for completing the five Standard narratives in Part 2 (Current Conditions), the steering committee ensures that the School and Community Summary, and Parts 1 and 3 are completed, perhaps with the help of appropriate designees. The Self-Reflection committee and the steering committee must find ways to draw and include information and evidence from faculty members, administrators, students, families, and other stakeholders as it completes the Self-Reflection Report. The Self-Reflection committee should start its work on Part 2 of the Self-Reflection Report, informed by Part 1 (A Look Back), which is typically completed by the principal or the principal's designee(s). The Self-Reflection committee should thoroughly discuss information in all parts of the report and ensure that all committee members are in consensus that the report reflects the school accurately.

## NEASC Surveys and Evidence Collection

Before beginning the Self-Reflection, the school will collect information from students, families, and faculty members by using the NEASC opinion surveys. The surveys provide perspectives to help assess the school's alignment with the Standards for Accreditation. The surveys will be provided to schools from NEASC at no cost.

The school will collect other evidence to help determine its alignment with the Standards and provide documentation to be used in the Self-Reflection Report. Evidence should include student achievement data, student work, curriculum documents, classroom observations, minutes and notes from professional collaboration, external survey data, and other input from stakeholder groups. As evidence is gathered and discussed, the Self-Reflection committee may change, evolve, alter, or refine its conclusions. See the Appendix of this guide for the types of evidence that could be collected for each Principle.

## The Self-Reflection Report

The Self-Reflection committee begins by reviewing the parts of the Self-Reflection Report and looking at evidence. Once the evidence has been fully deliberated and conclusions have been drawn, the Self-Reflection committee typically focuses on writing the Current Conditions section of the Self-Reflection Report. The steering committee determines the individuals or groups assigned to write the other sections of the report. The portal is used to document the school's final version of its Self-Reflection Report. The committee and other writers can use a shared drive, such as Google Drive, OneDrive, or SharePoint, to co-create, draft, save, and update work over time as information is finalized. Ultimately, however, the final draft of the Self-Reflection Report must be copy-pasted into the portal, then officially submitted by the principal.

### School and Community Summary Section

- ▶ Enter this information into the portal.

### School and Community Summary

The steering committee writes the School and Community Summary. The School and Community Summary is a 750-1,500-word narrative, which provides general information about the school. A sample can be found in Appendix A of the Accreditation Handbook. Make the School and Community Summary available to the professional staff for their review. The summary does not have to be approved by the professional staff; however, the staff should have the opportunity to review it and to provide clarification and input.

Gather the information/data for each of the following:

- location of the town/city/district in the state
- the socio-economic profile of the community

- racial/cultural/ethnic makeup of the school district
- number of district families living below the poverty level
- number of schools in the system/district (public and independent)
- grade configuration of the school
- current student population
- enrollment stability
- expenditure per pupil for students assigned to the school in relation to state average
- percentage of local resources spent on public education
- percentage of local taxation spent on schools
- annual dropout rate, stated as a percentage
- graduation rate, stated as a percentage
- attendance rate of students
- attendance rate of teachers, excluding professional days
- percentage of students who attend four-year colleges, attend two-year colleges, enter directly into
- the work force, and enter the military
- local educational opportunities available to students and the community
- school/business partnerships
- school/college partnerships
- student recognition programs

### **Core Values, beliefs about learning, vision of the graduate**

Enter the core values, beliefs about learning, and vision of the graduate into the text box in the portal. Graphics can be copied and pasted.

### **Part 1 – A Look Back**

Briefly review recent milestones, improvements, and existing priorities for the school. Consider the following questions in the response:

- What goals has the school prioritized over the past 3-5 years?
- From a whole-school perspective, what are the faculty and the school most proud of? What are they most concerned about?
- What has changed or improved related to the Standards for Accreditation since the last Decennial Accreditation Visit?
- What was recommended by the previous visiting team that is still a priority?

## **Part 2 – Current Conditions**

Assess and review the school's alignment to each Standard using the Principles of Effective Practice. After completing each Standard area report, determine the school's strengths and areas for growth for that Standard.

### **A. Unpack the Standards, Principles, and Elements**

Review the five Standards for Accreditation. Discuss the Principles of Effective Practice within each Standard, reviewing the Descriptors that serve as guidance for each Principle. Look at individual parts within the Principles and ensure that all committee members clearly understand the meaning.

Each Standard has a Foundational Element(s). Schools must align to the Foundational Elements to be accredited. Review the Foundational Elements Rubric in Appendix C to determine if the school meets each of the Foundational Elements.

Next, review the Principle Rubric in Appendix D and the descriptions for each implementation phase: Not Yet Evident, Initiating, Developing, Implementing, and Transforming. Begin to think about how the school aligns with each Principle.

### **B. Collect evidence**

Before writing about the school's alignment with the Foundational Elements and the Principles, the Self-Reflection committee needs to gather evidence. Evidence can be in many forms. For example, faculty discussions; external survey data; student work samples for Principles 2.4-2.9; student achievement data; school documents; curriculum documents; minutes and notes from professional collaboration; meetings with students, families, and other stakeholders; observations of teaching practice; and photographic, audio, and video artifacts. Faculty can participate in a brainstorming activity for each Standard using NEASC provided data collection sheets. Emphasis should be placed on gathering existing evidence in the school, not creating evidence for the Self-Reflection. See Appendixes B and C for examples of evidence to consider for each Principle.

As evidence is collected, it can be saved in a cloud-based drive with links provided within the pertinent Self-Reflection Report narratives or uploaded directly and into the NEASC Accreditation Portal. Use the evidence to determine if the school meets each Foundational Element and at what level of the rubric the school aligns with each Principle. Note: In text hyperlinks may need to be reactivated if pasted into the portal text boxes.

### **C. Analyze the evidence and decide on a rating based on the rubric for each Foundational Element and each Principle of Effective Practice**

Engage the Self-Reflection committee in a thorough discussion about what the evidence indicates about the school's alignment with the Foundational Elements and Principles of Effective Practice. Based on the evidence and questions to consider for the Foundational Elements and the Principles in Appendixes A and B, the committee will determine whether the school meets each Foundational Element and at what level the school is aligned with

each Principle of Effective Practice. Use the Foundational Elements Rubric to determine if the school "Meets" or "Does Not Meet" each Foundational Element. Use the Principle Rubric to evaluate the level at which the school is aligned with each Principle of Effective Practice based on the phases of implementation: Not Yet Evident, Initiating, Developing, Implementing, or Transforming. To use the rubric, start on the left side with "Not Yet Evident" and continue moving across the rubric to the right to determine the best description of the school's alignment with each Principle.

#### **D. Write narratives**

The length of each narrative will vary based on the school's level of alignment.

#### **Writing Foundational Element Narratives**

Write a narrative for each of the six Foundational Elements. Use the language of the Foundational Elements to help briefly but specifically describe how well the school is aligned. If appropriate, indicate which criteria of the Element still need additional work to ensure alignment and explain what the school needs to do to meet each Foundational Element. The length of each narrative will vary based on the school's circumstances. Determine the school's alignment for each of the Foundational Elements using the Foundational Elements Rubric.

For each Foundational Element, begin with an opening sentence that identifies your decision on where the school falls on the Foundational Elements Rubric, Meets or Does Not Meet. This sentence will probably be written last after you review your narrative.

The second sentence is the Foundational Element, with a qualifier if necessary.

Write one to a few sentences describing your conclusions regarding the school's alignment with the Foundational Element. If the school Does Not Meet a Foundational element, this sentence should delineate which criteria are in place and which may be partially in place or still in the consideration phase. To help with writing, use the Descriptors of Effective Practice as topic sentences.

Click on the determination of Meets or Does Not Meet in the portal below the text box.

#### **Sample Narrative for Foundational Element 4.1a**

The school meets Foundational Element 4.1a. The school has several intervention strategies designed to support students. *The school provides a range of intervention strategies for students.* A Multi-Tiered Systems of Support (MTSS) begins with teachers using Tier 1 interventions in the classroom. A therapeutic classroom supports students with social-emotional needs or those transitioning back to school from hospitalizations. The red and black block (RBB) is a personalization program where students can choose, or the teacher can request, the student visit during the RBB for academic assistance. Counselors run various programs. *The school has a process in place to identify and refer students.* Teachers can fill out a form for any student who is struggling and submit it to the Student Support Team (SST). Once a referral is in

place, the SST develops an individualized intervention plan with timelines to support and monitor the student.

Note: The two sentences in *italics* are the Descriptors for this Foundational Element to help guide the narrative. In Principle 4.1, these programs can be explained in more detail and additional information can be added.

### Writing Principle of Effective Practice Narratives

Write a narrative for each of the Principles. Describe which Descriptors of the Principle the school is aligned with and which still need additional work to ensure alignment. Explain what the school needs to do to implement that Principle fully. Use the descriptors for each Principle as topic sentences for paragraphs or questions to answer in the narrative. When you are done, review your narrative, and use the rubric to determine the extent of alignment: *Not Yet Evident, Initiating, Developing, Implementing, or Transforming*.

- For each Principle, begin with an opening sentence that identifies your decision on where the school falls on the Principle Rubric: Not Yet Evident, Initiating, Developing, Implementing, or Transforming. This sentence will probably be written last after you review your narrative.
- The second sentence should be the Principle with a qualifier to explain your alignment. The judgment can be made after the narrative is written.
- Write sentences describing your conclusions regarding your school's alignment to the individual concepts or Descriptors of Effective Practice.
- The narrative paragraph(s) should provide details, evidence, and examples to support and explain your conclusions and plans to address concepts within the Principle.
- Determine alignment of Not Yet Evident, Initiating, Developing, Implementing, or Transforming by using the rubric. In the portal, click on the determination using the radio button below the text box. For example, when a Principle is in the Developing phase, the narrative should delineate which concepts are in place and which may be partially in place or still in the consideration phase.

### Sample Narrative for Principle 2.2

The school is in the Developing phase for Principle 2.2. There has yet to be a written curriculum in a consistent format for all courses in all departments. Two years ago, the district began training teachers in Understanding by Design (UBD) and created a curriculum template, which will be housed in a Google Doc. The template includes units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices. The template also includes a section stating that the curriculum has been checked for bias; however, the curriculum director is still working with a committee on the tool and process that will be used to accomplish this. Departments will transition to the new template when



they enter into a review cycle. The seven-year review cycle began in 2020 and will continue through 2027. Content areas are assigned to a year for the cycle to begin. To date, math, English, and fine arts including all electives for grades K-12, have completed all but the assessment sections. Several content areas are developing common formative and summative assessments, and the English department is creating some writing prompts to monitor students' progress beginning at the elementary level. As these are completed, they will be added to the curriculum documents. Because the vision of the graduate has yet to be developed, it has not been integrated into any of the new curriculum documents. The vision of the graduate will be incorporated into curriculum documents over the next two or three years. In the next review cycle, the district would like to include disciplinary and interdisciplinary knowledge, including some formal units and some cross-disciplinary connections.

### **E. Identify strengths and areas for growth in each Standard**

After completing narratives for the Standard, determine overall strengths and areas for growth. Strengths are areas in which the school is well aligned with the Principles, and areas for growth indicate where the school needs work to align with a Principle. Ensure each strength and area of growth is grounded in the narrative.

### **F. Faculty review and approval**

As each Standard area is completed, the entire faculty must review and vote to approve it. A 2/3 majority vote by the faculty is required to approve the report; however, a 4/5 or 80 percent majority vote is preferred.

## **Part 3 – Priority Area Goals for the School Growth/improvement Plan**

### **Writing Priority Area Goals**

To identify Priority Areas for Growth, the Steering Committee should closely examine the strengths and areas of growth for each Standard area, noting themes. Taking district and current school priorities into consideration the committee, including the principal, should identify three to five Priority Areas on which to focus its growth and improvement efforts with an emphasis on student learning.

Please remember that if the school is not meeting one or more Foundational Elements, they must be included as Priority Areas.

Write a goal statement for each Priority Area with a measurable outcome using the language from the Standard or the Principle. Connect the Priority Area to the Foundational Element or Principle by number in parentheses after the goal statement.

**|** Note: It may be more than one.

## Sample Priority Area Goal

Priority Area #1 goal statement:

The school will revise its core values and beliefs about learning, and develop a vision of the graduate and the school will assess and communicate feedback to students and their families, and whole-school progress toward achieving the vision of the graduate to the community by March 2026.

(Principles 1.2, 2.1, Foundational Element 1.2a)

### Writing a school response about the Priority Area

Think about your school as a learning organization. A learning organization is committed to constant growth, consistently facilitates the learning of its members, and continuously evolves. Schools whose cultures, structures, and processes facilitate ongoing student, adult, and organizational learning are learning organizations.

- Write a school response about each of your priority areas by considering these questions.
- What is the current status at the school concerning this Priority Area Goal?
- What student need do you hope to address with this goal?
- How will this goal address the students' needs?
- Are the members of the school community committed to the need for change in this Priority Area?
- How will this goal impact teaching and student learning?
- Describe how this goal is aligned with other district priorities (if applicable).
- Does the school have the capacity, that is, the time, resources, and support needed to implement effective learning, and engage in sufficient collaboration and professional development?
- How will you measure success with this goal?

### Sample school response

The core values and beliefs about learning were developed 10 years ago. The faculty has changed since that time and it is important that we update what we value and believe. Our current learning expectations work well for students and we have rubrics used at various grade levels through project-based learning to determine individual progress. Although the curriculum reflects the learning expectations, it was not intentionally created as such. For example, communication skills are apparent in several curriculum guides. At this time, only English teachers formally evaluates learner progress for this learning expectation. We would like to broaden how students transfer skills across disciplines. We hope that by revisiting the core values and beliefs about learning and developing a vision of the graduate, we can create a unified approach to drive curriculum, instruction, and assessment, promote

a commitment to continuous improvement, and guide policies, procedures, decisions, and resource allocations. As a faculty, we are committed to ensuring our students are well-prepared for their future in whatever path they choose. We have planned for this in our upcoming professional development time and have requested funding for additional teacher work time in the upcoming budget. The curriculum director has written a grant for a consultant to help us gather information from multiple stakeholders.

## **CTE Program Reports**

Schools and centers with Career Technical Education (CTE) programs will include the CTE faculty members in the Self-Reflection Report writing process. CTE programs are sequences of courses, typically over a period of years, providing pathways to industry certifications or licensures. These courses have written curricula providing theoretical coursework and applied learning experiences. CTE programs are supported by Perkins Grant funding and recognized by the state education agency or department as career technical education programs of study.

Using the Program Review Reports for Career Technical Education Programs guide (See guide in Appendix A), CTE faculty members will write program reports, gather evidence, write narratives, and reach conclusions. The objective is for CTE faculty members to use this process to reflect deeply on their programs and practices, identify the specific strategies and practices they use to achieve positive student outcomes, and identify areas for improvement. The CTE program Self-Reflection Reports will be submitted according to the school/center-determined workflow. Areas for improvement that are common across programs may be identified as Priority Areas for Growth. The program reports should be uploaded to the portal for review by the visiting team.

## **Final Submission**

When all parts of the Self-Reflection Report are uploaded to the NEASC Accreditation Portal, the principal submits the report by clicking the green "Submit" button on the Report Home Page.

**NEASC Accreditation Portal**  
[www.accportal.org/cpsvision](http://www.accportal.org/cpsvision)

# Using a DEI Lens through the Self-Reflection Process

The Commission has developed the following recommendations and tools for considering equity and inclusivity in your school in the Self-Reflection process. Many examples of specific language in the Standards support your efforts to build an equitable and inclusive school. In addition, there are ways to assess progress on any Principle in the Standards for Accreditation using a Diversity, Equity, and Inclusion (DEI) lens. Here are some suggestions:

<p><b>Access</b></p> <p>How does the school ensure access for English learners and students and families who have a home language other than English? How does the school ensure access for people with disabilities? How does the school ensure access for historically marginalized communities? How does the school ensure the full participation of low-income students and families? Consider access to information, opportunities, and decision-making.</p> <p>How does the school honor the experiences and identities of historically marginalized students and families in the school community? How does the school honor the experiences and cultures of communities not represented in the school community? Consider curriculum and instruction, school culture and events, and communication strategies.</p>	
<p><b>Decision-making</b></p> <p>To what extent does the school reach out to and include students, families, and community members from historically marginalized communities in decision-making? What processes are used to ensure the accessibility of participation in decision-making, and that these voices are heard, elevated, and honored?</p>	<p><b>Definitions</b></p> <p>Does the school have agreed-upon definitions of diversity, equity, and inclusion? Are there definitions of any other key concepts from the Standards and from the school’s core values, beliefs about learning, and vision of the graduate? What are these definitions, and how widely are they understood or used in decision-making? Where are these published? How are they shared, taught, and reviewed?</p>
<p><b>Disaggregate Data</b></p> <p>The NEASC survey includes demographic questions for students and parents that can be used to disaggregate responses. Schools receive an aggregate report as well as raw data. Consider which sub-groups might have experiences in school that would be masked in the aggregate data, and which would provide meaningful insights. School-generated data can also be disaggregated to look for patterns.</p>	<p><b>Focus Groups</b></p> <p>When designing focus groups, use affinity groupings that represent historically underrepresented populations. For example, organize focus groups of students by grade level and then focus groups of students of color, LGBTQ+ students, etc. The same can be done for parents. Also, consider forming a stakeholder advisory panel for the process, ensuring representation.</p>

# Appendix A

## Instructions for CTE Program Reports for Self-Reflection

### Introduction

This document was developed to assist in drafting program review reports for career technical programs as part of the Self-Reflection process.

The report should be based on factual, impartial information about the program, department, or cluster. The report must fairly and objectively state what occurs in the career technical education program, highlight program strengths, and include program improvement and growth opportunities.

By following these guidelines, the report will provide the insight needed to determine Priority Areas for Growth.

### Format of the Report

The report will include

1. [program narrative](#)
2. [strengths](#)
3. [opportunities for growth and improvement](#)

Provide evidence that supports the judgment statements in the narrative. Examples include curriculum documents, lesson plans, assessment rubrics, student project design, student work, advisory committee meeting schedules, agendas, minutes, and members' names.

### Program Narrative

Make the report clear, concise, and candid. The purpose of the narrative is to reflect on professional practice to make critical judgments about what works and what needs to be improved so all students can succeed at increasingly higher achievement levels.

Write short sentences. *Support judgments with facts and evidence.*

Follow the outline below in the order indicated.

#### 1. Program Basics

What is the physical layout of the space? Where is it located? How many rooms are there? Where is the equipment located? Are there safety or health issues? Does the area appear to be clean? Is there proper signage? Is there a clear evacuation route? Are there lockers? Are there bathrooms? How many student computers? What would be the overall appearance to visitors?

## 2. Learning Climate and Student Demographics

Explain how teachers create and sustain a positive learning community in the department, program, or cluster. Identify strategies used and programs enacted in an ongoing effort to create a more inclusive culture in which all students feel welcome and validated.

How many students are enrolled in each year of the program? Are the numbers going up or down, i.e., what are the trends? What are the likely reasons for that? What is the gender breakdown of students? What are the trends? Why? What strategies are used and programs enacted in an ongoing effort to create a more inclusive culture in which all students feel welcome and validated?

*Evidence:*

- list of classroom management strategies used consistently
- graphs or charts showing student demographics disaggregated by gender, race, and ethnicity over the last 3-5 years

## 3. Curriculum

- What is taught? By whom? To whom? From where does the curriculum come? Is it aligned with the vision of the graduate of the school or center?
- What is the format of the curriculum?
- What are the performance expectations? To what extent is the curriculum competency-based?
- Is the curriculum aligned from grades 9-12?
- How often is the curriculum reviewed? What is the review process?
- To what extent is the instructional program designed to prepare students to meet required licenses, certifications, and post-secondary education if applicable to this trade?

*Evidence:*

- curriculum documents
- list of licenses and certifications aligned with the curriculum

## 4. Instruction

- Explain the process by which teachers examine their instructional practices.
- How are students being taught? How are lessons student-centered? How is the instruction differentiated for mixed-ability learners? Explain how technology is integrated into instruction. To what extent are curricula from the academic departments integrated into your CTE program, department, or cluster? Provide examples of co-teaching between academics and your program, department, or cluster.

- To what extent do teachers differentiate instruction? To what extent are students engaged in problem-solving and higher order thinking?
- What are the classroom management strategies used?
- How do teachers make accommodations for students on IEPs or Section 504 Plans?
- How do teachers use student achievement data or feedback from students or other professionals to improve their instructional practices?
- What type of safety instruction and safety testing is offered in the program?

*Evidence:*

- lesson and unit instructional plans

## **5. Assessment and Credentialing**

- How does the program assess student progress?
- To what extent is assessment data disaggregated and used to inform instruction?
- How are assessment results communicated to students and parents?
- To what extent do teachers employ various assessment strategies, including formative and summative assessments, to improve student learning?
- To what extent are rubrics used to assess student achievement?
- What kinds of feedback do teachers provide to ensure students can revise and improve their work? Is it specific and timely?
- What evidence of student learning do teachers and administrators look at to improve instructional practice in the school or center?

*Evidence:*

- assessment documents

## **6. Student Clubs and Awards**

What is student involvement in co-curricular activities, such as SkillsUSA, honor society, DECA, Business Professionals of America, FFA, etc.? If students take part in technical or leadership competitions, to what extent have they been successful?

## **7. Student Placement**

What is the program's record for student placement in work-based experiences, such as internships, employment shadowing, or cooperative education? Does the program have school-industry partnerships? Does it have articulation agreements with higher education?

*Evidence:*

- graph showing the number of students in work-based learning last 3-5 years

- list of companies that partner with your program
- copies of articulation agreements with higher education

## **8. Graduation Rates**

Does the school or center keep track of where its graduates go? If so, how? Over the past 3-5 years, what were the program's graduation rates? What are the numbers of students or percentages of students who have gone to college; gone directly into the workforce, either in the field or outside of it; pursued a military career; or something else entirely?

*Evidence:*

- copy of graduate follow-up survey

## **9. Faculty**

How do instructors in the program keep up to date in their field? Do they receive adequate professional development? How do they demonstrate professional leadership and other teacher responsibilities?

## **10. Adequacy of Department/Program Resources**

What is the student-teacher ratio? Are the equipment and technology consistent with current practice? If not, what is missing? Is all the equipment working properly? What is the copyright date of textbooks? What online resources are used? Explain the process of developing the department's annual budget.

*Evidence:*

- department budgets from the last 3-5 years, showing allotments and expenditures

## **11. Production Work**

Does the program complete production work for the school, center, or community? Does it complete any work outside of the school or center? To what extent is production work aligned with the curriculum? Over the past few years, what kind of work has been undertaken? How much production revenue does the program generate annually?

*Evidence:*

- list of production jobs completed in the last 3-5 years
- photographs of production jobs

## **12. Outside Input**

- Does the program have a trade advisory committee or program advisory committee? What groups are represented on the committee? How is the committee



formed? How long do members serve? What is the schedule of meetings? Explain the role of the trade advisory committee or program advisory committee in your program. Explain the extent to which the trade advisory committee or program advisory committee positively impacts program improvement.

- To what extent has the department developed productive community, business, and higher education partnerships that support work-based learning?

*Evidence:*

- membership lists for the last 3-5 years, including names, companies, terms served, and roles on the committee
- meeting agendas from the last 3-5 years
- minutes of meetings from the last 3-5 years
- list of community, business, and higher education partners
- graph showing the number of students on work-based learning over the past 3-5 year

13. Identify and discuss program improvement initiatives that may be planned for the future.

## Strengths

Part of your work in authoring the report is identifying the program or department's strengths.

### Examples of Strengths:

The plumbing department faculty wrote a grant application that secured \$250,000 to enable the school to purchase new equipment to expand student training opportunities.

The automotive technology program enjoys dedicated support from the community, as evidenced by the donation of four vehicles from a past graduate and a member of the advisory committee, which has allowed students greater access to training vehicles.

Teachers have built a warm and inviting atmosphere in the biotechnology department, which helps all students feel included as valued members of the school community and resulted in a 95 percent decline in behavioral incidents over the past three years.

## **Opportunities for Growth and Improvement**

Opportunities for growth and improvement must be clear, concise, and supported by facts.

- Identify opportunities to improve the quality of the program or opportunities for students.
- Identify only those opportunities that are clearly supported in your program narrative. If you cannot identify an opportunity, leave the section blank.

### **Examples of Opportunities for Growth and Improvement**

Create a plan to address the lack of adequate storage for lumber to eliminate a potential safety issue.

Seek additional resources to update technology in the theory room to provide students with a more robust curriculum.

Expand the membership of the trade advisory committee to include more members from business and industry to ensure that the program gets advice from a broader range of prospective employers.

Pursue articulation agreements with additional higher education institutions to expand opportunities for students to receive college credit.

# Appendix B

## Foundational Elements

### Questions to Consider

For each Foundational Element within the Standards for Accreditation, consider the questions below when writing the Self-Reflection Report narrative to help the school determine whether it “Meets” or “Does Not Meet” each Element.

### STANDARD 1 - Learning Culture (Foundational Elements)

#### 1.1a

**The school community provides a socially and emotionally safe environment for students and adults.**

#### Potential questions to consider

- Do students and adults feel safe to learn in the school?
- How does the school community build and maintain a safe environment for learners and adults?
- What policies and practices are in place to ensure learners and adults feel safe?

#### Possible evidence to consider

- survey data
- student/family handbook
- anti-discrimination policies or other policies that support the safety and respectful treatment of all members and consider the experiences of historically marginalized communities
- comparative annual data on disciplinary incidents and actions
- other evidence/examples that demonstrate the school meets the Element

### 1.2a

The school has a written document describing its core values, beliefs about learning, and vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success.

#### Potential questions to consider

- Does the school community have a written document describing its core values, beliefs about learning, and vision of the graduate?
- Does the vision include the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success?

#### Possible evidence to consider

- the school's vision of the graduate, core values, and beliefs about learning
- other evidence/examples that demonstrate the school meets the Element

## STANDARD 2 - Student Learning (Foundational Elements)

### 2.2a

There is a written curriculum in a consistent format for all courses in all departments across the school.

#### Potential questions to consider

- Is there a written curriculum in a consistent format for all courses in all departments which includes:
  - units of study with guiding/essential questions, concepts, content, and skills?
  - instructional strategies?
  - assessment practices?
- Are there competency-based elements of the curriculum for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education?

#### Possible evidence to consider

- written curriculum documents for all courses, departments, and programs
- other evidence/examples that demonstrate the school meets the Element

## STANDARD 3 - Professional Practices (Foundational Elements)

### 3.1a

The school has a current school growth/improvement plan.

#### Potential questions to consider

- Does the school have a school growth/improvement plan that includes school-specific goals?
- Does the school growth/improvement plan inform decision-making in the school based on the school's priorities?

#### Possible evidence to consider

- the school's current growth/improvement plan
- other evidence/examples that demonstrate the school meets the Element

### 3.6a

All career and technical education programs have a program advisory committee and implement a systematic program review process.

#### Potential questions to consider

- Does the school have effective career and technical program advisories?
- Does the school complete regular program reviews?

#### Possible evidence to consider

- documentation (agendas, meeting notes, reports) from program advisory committee meetings and past program reviews
- plans for upcoming program reviews
- other evidence/examples that demonstrate the school meets the Element

## STANDARD 4 - Learning Support (Foundational Elements)

### 4.1a

The school has intervention strategies designed to support learners.

#### Potential questions to consider

- Does the school have a process to identify and refer students who need additional assistance? If so, briefly describe this process.
- Does the school provide a range of intervention strategies for students? If so, briefly describe these strategies.

#### Possible evidence to consider

- the process to identify and refer students who need additional assistance
- the range of intervention strategies available for students
- student/family handbook
- publications related to interventions in the school
- other evidence/examples that demonstrate the school meets the Element

## STANDARD 5 - Learning Resources (Foundational Elements)

### 5.1a

The school site and plant support the delivery of curriculum, programs, and services.

#### Potential questions to consider

- Do the community and district provide school buildings and facilities that:
  - ensure a safe, secure, and healthy environment for both students and adults?
  - are clean and well-maintained?
  - meet all applicable federal and state laws and comply with local fire, health, and safety regulations?

#### Possible evidence to consider

- maintenance and cleaning schedules for the school and grounds
- documents regarding the school's compliance with all applicable federal and state laws and with local fire, health, and safety regulations
- any negative impacts of the facility on teaching and learning or the delivery of services
- capital, short- and long-term plans for upgrades/repairs to the buildings and facilities
- other evidence/examples that demonstrate the school meets the Element

# Appendix C

## Principles of Effective Practice

### Questions to Consider

For each Principle of Effective Practice within the Standards for Accreditation, consider the questions below when writing the Self-Reflection Report narrative and to help the school determine at what level the school is aligned with each Principle based on the phases of implementation defined in the Principle Rubric:

Not Yet Evident ► Initiating ► Developing ► Implementing ► Transforming

### STANDARD 1 - Learning Culture (Principles of Effective Practice)

#### Principle 1.1

**The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging.**

#### Potential questions to consider

- How does the school community build and maintain a socially, emotionally, and intellectually safe environment for learners and adults?
- How does the school community demonstrate a culture of learning focused on the strengths of both students and adults?
- What policies and protocols have been created to define and support respectful treatment of all members of the school community and consider the experiences of historically marginalized communities?
- What systems are in place to identify and address learning gaps and social disparities?
- What efforts has the school made to actively emphasize and strengthen understanding of, and commitment to, equity and diversity?
- How does the school define the concepts of diversity, equity, inclusion, and belonging?
- How does the school community support diversity of opinion and personal experience?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- student/family handbook
- anti-discrimination policies or other policies that support the safety and respectful treatment of all members and consider the experiences of historically marginalized communities
- comparative annual data on disciplinary incidents and actions
- committees or programs that promote a socially and emotionally safe environment
- agendas from professional development activities to educate staff on diversity, equity, inclusion, and belonging
- other evidence/examples that demonstrate the school's alignment to this Principle



## **Principle 1.2**

**The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.**

### **Potential questions to consider**

- How did the school engage in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning?
- How did the school develop a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success?
- How does the school ensure that its core values, beliefs about learning, and vision of the graduate are known and understood by all members of the school community?
- How are the core values, beliefs about learning, and vision of the graduate actively reflected in the school culture and in every classroom?
- How do the core values, beliefs about learning, and vision of the graduate promote the school's commitments to diversity, equity, inclusion, and belonging? Are these commitments used to inform practice and decision-making?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- documents containing the school's vision of the graduate, core values, and beliefs about learning
- research consulted as the school was developing its core values, beliefs, and vision of the graduate
- agendas, notes, or minutes from meetings where the core values, beliefs, and vision of the graduate were discussed
- agendas, notes, or minutes from meetings where documents were approved by the school board/committee, the faculty, and/or any other group
- examples of how the core values, beliefs about learning, and vision of the graduate are actively reflected in the culture of the school and drive curriculum, instruction, and assessment
- examples of how the core values, beliefs about learning, and vision of the graduate are connected to school improvement and guide policies, procedures, and resource allocations
- other evidence/examples that demonstrate the school's alignment to this Principle

### **Principle 1.3**

**The school community takes collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.**

#### **Potential questions to consider**

- How does the school community create opportunities for students to connect with adults and peers to support their social, emotional, and physical well-being?
- How does the school community provide a balance of academic, social, and civic opportunities to meet the needs of diverse learners?
- What strategies are used to help students to develop the skills necessary to achieve a positive school/life balance?
- What plans, programs, and services does the school have to identify and support the social and emotional needs of students?
- How does the school maintain and support high expectations for all students?
- How does the school ensure that all students are known by an adult mentor in the school, or through some other formal process, to assist them in achieving the school's vision of the graduate?
- In what ways does the school community demonstrate the value it has for all learners in planning its instructional and assessment practices?
- How do the school's efforts to know, value, and connect to each student take into account the experiences and identity of students, especially those from historically marginalized communities?
- How does the school ensure that all staff, including classroom teachers and support staff, share responsibility for all students, especially struggling learners?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- details regarding the formal program or process that ensures each student is known by an adult mentor in the school
- examples of how messages of support, high expectations, and the value of school/life balance are communicated to students
- descriptions of interventions or programs designed to promote the social and emotional well-being of students
- examples of the ways students are known, valued, and connected to the school community
- other evidence/examples that demonstrate the school's alignment to this Principle

## **Principle 1.4**

**The professional staff commits to continuous improvement through research, collaborative learning, innovation, and reflection.**

### **Potential questions to consider**

How does the school community employ a growth mindset?

How does the school demonstrate a commitment to research-based instruction and reflective practice?

- How does the school create the conditions and trust necessary for the full and active participation of all educators?
- How do educators use innovative methods to learn, solve problems, and achieve common goals?
- In what ways does the school's professional culture and commitment to continuous improvement include work to build the cultural competency of all educators?
- In what ways is there ongoing and authentic formal and informal professional collaboration?
- How does the school culture support educators in maintaining expertise in their content area and in content-specific instructional practice?
- How does the school culture promote the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences?
- How does the school community use ongoing, relevant, assessment data, including feedback from the school community, to improve school programs and services?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- agendas of faculty meetings, leadership team meetings, professional development sessions, collaborative time, or workshops that support learning, reflection, and continuous improvement
- agendas and minutes of data team meetings, or other groups that collaboratively analyze data
- agendas and minutes from collaborative meetings, such as professional learning community (PLC) or other team meetings
- current research that has been read and/or implemented by the faculty
- other evidence/examples that demonstrate the school's alignment to this Principle

## **Principle 1.5**

**The school's culture promotes intellectual risk taking and personal and professional growth for educators and learners.**

### **Potential questions to consider**

- How does the school culture promote a shared sense of agency and responsibility among educators and learners?
- How does the school ensure educators and learners understand that learning from mistakes is an important part of intellectual and personal growth?
- How does the school employ norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others?
- How does the school emphasize the importance of persistence and opportunities for revision of student work?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- examples of ways in which the school culture is nurtured to be dynamic and vibrant
- artifacts in which a shared sense of agency and responsibility is communicated, planned, and implemented
- revision, retake or reassessment policies for student work
- norms or protocols used in faculty, department, or other group meetings
- other evidence/examples that demonstrate the school's alignment to this Principle

## **Principle 1.6**

**The school has an inclusive leadership model reflecting the school community.**

### **Potential questions to consider**

- How does the principal, working with other building leaders, provide instructional leadership that sets high standards for student achievement and fosters a growth mindset?
- How does the school involve educators, students, families, and community members in decision-making, specifically elevating and honoring the voices of historically marginalized communities?
- How does the school provide opportunities for student leadership, e.g., student government, career and technical education student organizations, school councils?
- What systems or policies ensure that the school board, superintendent, and principal are collaborative, reflective, and constructive?
- Is the principal given appropriate decision-making authority to lead the school?
- How does the school community encourage educators to exercise initiative, innovation, and leadership essential to the improvement of the school?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- ways in which high standards and a growth mindset are promoted in the school community, such as publications, announcements, forums, etc.
- evidence of diverse stakeholder participation in school council/advisory meetings, student government or other student leadership organizations, and/or other meetings that involve parents, students, and educators
- goals or vision statements from school board, superintendent, principal, and/or the school
- school growth/improvement plan
- examples of how educator initiative, innovation, and leadership results in improvements to student engagement, learning, and achievement
- standards or criteria for educator supervision/evaluation that address leadership
- other examples/evidence that demonstrates the school's alignment to this Principle

## **Principle 1.7**

### **The school culture fosters civic and community engagement.**

#### **Potential questions to consider**

- How are civic engagement and community engagement defined? Do these definitions, as well as the school's culture and practices, honor the experiences and identities of historically marginalized communities?
- How does the school culture encourage social awareness and understanding of local, national, and global perspectives?
- How does the school culture encourage learning experiences that connect to or make an impact on the community beyond the school campus?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- student handbook or other publications which outline expectations and procedures for behavior and treatment of others
- anti-discrimination, anti-bullying, or other policies which promote respectful behavior and treatment of others
- courses, exhibitions, lessons, clubs, activities, etc., which involve civic and community engagement
- examples of community service programs or community-based internships
- other examples/evidence that demonstrate the school's alignment to this Principle

## STANDARD 2 - Student Learning (Principles of Effective Practice)

### Principle 2.1

The school's vision of the graduate is defined by measurable criteria and learners receive feedback on their progress toward proficiency.

#### Potential questions to consider

- Does the school's vision define what proficiency looks like for each aspect of the vision with specific and measurable criteria for success?
- How does the school measure individual student progress toward achieving the knowledge, understandings, dispositions, and transferable skills in the vision?
- How does the school assess and communicate individual learner and whole-school progress toward achieving the school's vision of the graduate?
- How is the school's vision of the graduate embedded into curriculum, instruction, and assessment practices?
- How are students provided opportunities to practice and receive feedback on their progress toward aspects within the vision?

#### Possible evidence to consider

- the vision of the graduate document which defines knowledge, understandings, dispositions, and transferable skills necessary for future success
- the specific and measurable criteria for success that define proficiency in the elements of the school's vision of the graduate
- reports provided to individual students and their families identifying progress made in achieving the vision of the graduate
- reports provided to the community identifying the school-wide or whole-school progress in achieving the vision of the graduate
- examples of ways the school embeds the vision of the graduate into curriculum, instruction, and assessment practices
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 2.2

There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

### Potential questions to consider

- Describe the extent to which the written curriculum for all courses in all departments/all grade levels includes:
  - units of study with guiding/essential questions, concepts, content, and skills
  - instructional strategies
  - assessment practices
  - discipline-specific, higher order thinking and transferable skills
  - dispositions, such as independence, flexible thinking, and persistence
  - disciplinary/interdisciplinary knowledge
  - the school's vision of the graduate
  - opportunities for students to see themselves represented within the curriculum
  - competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education.
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- written curriculum documents for all courses and departments at all grade levels
- guides or plans regarding the creation and revision of written curriculum documents or maps
- other examples/evidence that demonstrate the school's alignment to this Principle



**Principle 2.3 The written curriculum emphasizes deep understanding, through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.**

**Potential questions to consider**

- How does the curriculum make connections to prior knowledge across disciplines?
- How does the curriculum place an emphasis on learner application of knowledge and skills?
- How are discipline-specific, higher-order thinking and transferable skills and dispositions integrated into the curriculum?
- How does the curriculum embed the skills and competencies necessary to attain the school's vision of the graduate?
- How is the curriculum articulated/constructed vertically and horizontally to ensure depth of understanding?
- In what other ways does the school align to this Principle?

**Possible evidence to consider**

- written curriculum documents
- agendas or minutes from meetings where content and vertical and horizontal articulation are discussed and determined
- lesson plans related to assignments that result in deep understanding
- videos of teaching practice demonstrating implementation of curriculum
- project-based or performance-based assessments
- interdisciplinary classes, projects, or classroom experiences
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 2.4

Instructional practices are designed to meet the learning needs of each student.

### Potential questions to consider

- In what ways are teachers strategically differentiating, individualizing, and/or personalizing instructional practices based on student learning needs?
- How is instruction informed by best practices of cultural competency and responsiveness?
- How is formative assessment used to adjust instruction in all classrooms?
- In what ways are group learning activities purposefully organized to meet learner needs?
- How do teachers and support staff provide additional support and alternative instructional strategies within the regular classroom?
- What organizational, grouping, and tiered intervention strategies are in place to meet the needs of each learner within the regular classroom?
- What structures and supports are available to provide all learners with access to rigorous learning opportunities?
- What opportunities do teachers have to collaborate with others regarding instructional practices designed to meet the needs of all students?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- examples of how data from assessments is used to adjust instruction
- school-wide tiered intervention strategies, such as Multi-Tiered Systems of Support
- examples of lessons with purposeful organization of group learning activities
- lesson plans which include differentiation, individual plans for students, and personalizing of instructional practices
- videos of lessons that include purposeful organization of group learning activities or other instructional practices designed to meet the learning needs of all students
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 2.5

Students are active learners who have opportunities to lead their own learning.

### Potential questions to consider

- What examples in the curriculum develop student agency through meaningful, relevant, and self-initiated learning experiences?
- What examples in the curriculum or in lessons provide opportunities for students to set goals and reflect upon the results to guide learning?
- How does the curriculum enable students to apply their knowledge and skills to authentic tasks?
- In what ways do students have choice, engage in pursuit of personal interests, and have opportunities for creative expression which are integrated into learning experiences?
- In what ways are student discourse and reflection on learning incorporated into classroom learning?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- student work exemplars that demonstrate project-based learning and application of knowledge and skills to authentic tasks from various courses and grade levels
- lesson plans or videos that demonstrate student discourse and reflection
- documents or protocols used for student reflection on their work
- assessments from various courses and grade levels that illustrate student choice, pursuit of personal interests, and opportunities for creative expression
- artifacts from student-led conferences
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 2.6

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

### Potential questions to consider

- How does the school design learning and assessment experiences that are cognitively challenging and require learners to develop and exercise a full range of thinking skills and learning dispositions?
- Describe learning activities from various grade levels and departments that prioritize analysis, synthesis, creativity, making connections, and understanding relationships.
- Describe learning activities from various grade levels and departments that involve investigation and examination.
- How do learners develop flexible, critical, and creative thinking skills?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- assessments designed to measure the skills, knowledge and dispositions embedded in the vision of the graduate
- learning and assessment experiences that are cognitively challenging and help learners develop critical thinking skills
- lessons, assignments, and assessments that engage students in inquiry and problem solving and questioning, analysis, and understanding impacts
- other evidence/examples that demonstrate the school's alignment to this Principle

## Principle 2.7

Learners experience a wide range of assessment practices to support and improve learning.

### Potential questions to consider

- Is assessment of, for, and as student learning used across the school?
- Describe the range of assessment strategies, including formative and summative assessments, and how the results are used to inform and differentiate instruction.
- How does the school use common assessments to ensure consistent and equitable learning opportunities across grades or courses?
- Do educators provide specific and measurable criteria for success to learners prior to assessments?
- How do educators regularly and consistently check for understanding in ways that engage every learner's thinking?
- What opportunities do learners have to present their learning to authentic audiences, including students, families, community members, and professionals?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- a range of assessments, both formative and summative
- specific and measurable criteria for success provided to learners prior to assessments
- examples of educators regularly checking for understanding during classes
- opportunities learners have to present their work to authentic audiences
- examples of how results of various assessment practices changed classroom instruction and/or curriculum
- other examples/evidence that demonstrate the school's alignment to this Principle

## **Principle 2.8**

**Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.**

### **Potential questions to consider**

- How are learners provided with multiple and varied opportunities over time to demonstrate their learning?
- How do learners receive consistent, systematic, specific, and timely corrective feedback on their work?
- What opportunities and time do learners have to revise and improve their work?
- How are learners provided with teacher feedback as well as peer feedback and self-reflection to guide next steps in learning?
- Is there a separate grading/reporting and feedback system for work habits and academic skills/academic knowledge and transferable skills/dispo?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- retake or reassessment policies
- examples of learners receiving consistent, systematic, specific, and timely corrective feedback on work
- student work that demonstrates opportunities for learners to revise based on feedback
- school-wide, department, and classroom grading policies
- student grade report(s) or the feedback system for work habits and academic skills
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 2.9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

### Potential questions to consider

- How do learners use technology in informed, effective, and ethical ways to communicate clearly and creatively?
- How do learners use technology to personalize the pace of learning and access, support, document, and supplement their learning?
- How do learners use technology to share work with an audience beyond the school community and broaden their perspectives locally and globally?
- How do learners collaborate digitally to support their learning?
- How is technology used to engage in learning beyond the constraints of the school building and school day?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- the acceptable use policy
- examples of learners using technology to communicate clearly and creatively
- examples of learners using technology to support, document, and supplement their learning
- online courses, credit recovery courses, or other ways that students use technology to personalize the pace of learning
- teachers' digital classroom sites
- lessons and assessments that integrate technology and examples of how teachers help/guide learners to use technology to benefit learning
- information literacy curriculum materials and examples of how learners incorporate them into learning
- examples of how technology is used by learners to share work beyond the school community
- examples of ways technology broadens students' perspectives locally and globally
- other examples/evidence that demonstrate the school's alignment to this Principle

## STANDARD 3 - Professional Practices (Principles of Effective Practice)

### Principle 3.1

The school engages all stakeholders in the development and implementation of a school growth/improvement plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

#### Potential questions to consider

- How does the school growth/improvement plan reflect the school's core values, beliefs about learning, and vision of the graduate?
- Does the school growth/improvement plan include school-specific and measurable goals with expected learning impacts and criteria for success?
- How is the school growth/improvement plan informed by the perspectives of the school community and current research?
- How is the school growth/improvement plan aligned with district priorities?
- How is the school growth/improvement plan aligned with the Standards for Accreditation?
- How does the school growth/improvement plan inform decision-making in the school?
- How does the school growth/improvement plan incorporate the evaluation of initiatives with opportunities for reflection and input from the various stakeholders?
- How and with what stakeholder involvement is the school improvement plan updated/revised?
- In what other ways does the school align to this Principle?

#### Possible evidence to consider

- the school's current growth/improvement plan
- copies of any district-wide strategic plan or improvement plans
- agendas, notes or minutes of meetings in which growth/improvement plan goals or outcomes were discussed
- data collected and analyzed following plan implementation
- other examples/evidence that demonstrate the school's alignment to this Principle



## Principle 3.2

Educators engage in ongoing reflection, formal and informal collaboration, and professional development.

### Potential questions to consider

- How do educators, individually and collaboratively, engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning?
- How do educators develop consistent grading and assessment practices aligned with the school's beliefs about learning?
- What opportunities do educators have to engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice?
- In what ways do educators maintain currency with best practices and content-specific instructional practices?
- How do educators engage in supervision and evaluation and use effective and timely feedback to improve practices that result in increased student learning?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- schedules for any types of formal collaboration
- minutes and/or agendas from department, professional learning community (PLC) or other professional practice meetings that demonstrate professional discourse for reflection, inquiry, and the analysis of teaching and learning
- professional development activities in and outside the school/district that educators attended to improve student learning and well-being
- professional development schedule
- professional development plan
- protocols and schedules for peer observation
- supervision and evaluation practices/systems
- other examples/evidence that demonstrate the school's alignment to this Principle

### Principle 3.3

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

#### Potential questions to consider

- In what ways do educators, individually and collaboratively, examine a range of evidence of student learning including:
  - student work
  - data from a variety of formative and summative assessments including common course and common grade-level assessments
  - disaggregated data of participation, performance, and experiences by subgroups
  - individual and school-wide progress in achieving the school's vision of the graduate
  - data from sending schools and post-secondary data
  - feedback from a variety of sources, including students, other educators, supervisors, families, and the school community?
- How do educators use the examination of evidence of student learning and well-being to:
  - improve curriculum, instruction, and assessment practices
  - analyze data to identify and respond to inequities in student achievement
  - evaluate and improve programs and services, such as health, counseling, library/information, and student support services
  - emphasize the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences?
- In what other ways does the school align to this Principle?

#### Possible evidence to consider

- protocols used to look at student assessment data
- systems/processes used to monitor student well-being
- agendas and/or minutes from data teams or other meetings where educators examine data from a range of assessments and other achievement data
- examples of ways educators analyze data to respond to inequities in student achievement
- examples of ways data are used to improve health, counseling, library/information and support services
- examples of ways data and feedback are collected from students, families, other educators, etc.
- other examples/evidence that demonstrate the school's alignment to this Principle

### **Principle 3.4**

#### **Collaborative structures and processes support coordination and implementation of curriculum.**

##### **Potential questions to consider**

- Does the school have a formal, ongoing curriculum cycle of review and revision for all courses in all departments?
- How does the school achieve effective curricular coordination within and among each academic area, department, and program in the school?
- What structures and processes are in place to achieve vertical articulation and implementation of the curriculum within the school and with sending schools in the district?
- What structures and processes ensure clear alignment between the written, taught, and learned curriculum?
- How does the curriculum review process address the elimination of bias and the promotion of representation and inclusivity?
- In what other ways does the school align to this Principle?

##### **Possible evidence to consider**

- agendas or minutes from meetings where vertical articulation of curriculum is discussed or results from these meetings
- structures and processes that ensure alignment of the written and taught curriculum
- agendas or minutes from academic content or department meetings, cross-curricular, cross grade level, or other meetings where curriculum coordination is discussed
- scope and sequence for content areas or curriculum maps
- ways curriculum is supported and implemented
- other examples/evidence that demonstrate the school's alignment to this Principle

### **Principle 3.5**

**School-wide organizational practices are designed to meet the learning needs of each student.**

#### **Potential questions to consider**

- How are school-wide organizational practices designed to meet the learning needs of each student? Who is involved? What data is used to make decisions about the design?
- How do school-wide organizational practices ensure access to challenging academic experiences for all learners?
- How does the school ensure courses throughout the curriculum are populated with learners reflecting the diversity of the student body?
- How does the school provide inclusive learning environments and opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses?
- How does the school ensure equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical education programs? Is data for course enrollment, co-curricular participation, and other data disaggregated to identify patterns?
- What written admission policies articulate equitable enrollment criteria for students and an equitable process for determining student enrollment allotments (if applicable) from participating and sending schools?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- program of studies or other explanation of all courses offered to students
- course selection and approval process documents provided to students
- descriptions of heterogeneously grouped courses
- efforts made to ensure challenging academic experiences for all learners
- efforts made to ensure courses throughout the curriculum are populated with learners who reflect the diversity of the student body
- changes made to organizational practices to better and more equitably meet student needs
- other examples/evidence that demonstrate the school's alignment to this Principle

### **Principle 3.6**

**Educators develop productive student, family, community, business, and higher education partnerships that support learning.**

#### **Potential questions to consider**

- In what ways do educators enable and promote relationships with the community, businesses, and higher education institutions that support authentic student learning experiences?
- How do educators engage students and families as partners in each learner's education and reach out specifically to those families who have been less connected with the school, and families from historically marginalized communities?
- How does the school develop career and technical education program advisories and community, business, and higher education partnerships that support work-based learning?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- evidence of partnerships with community organizations, business, and higher education institutions that support authentic student learning including information about students who benefit from these partnerships
- communications from the school to families to engage them in supporting student learning
- agendas, calendars, logs, or schedules from parent meetings, calls, or conferences about students
- processes in place to support professional staff in communicating with families that are less connected with the school
- other examples/evidence that demonstrate the school's alignment to the Principle

## STANDARD 4 - Learning Support (Principles of Effective Practice)

### Principle 4.1

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

#### Potential questions to consider

- What is the range of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that the school provides to support each student's success and well-being? Who is involved?
- How are interventions monitored and what are the next steps for students who achieve success as well as those who are still struggling?
- What is the school's approach to tiered interventions for identified and non-identified students?
- How does the school identify and refer students who need additional assistance?
- Are any outside interventions used? Describe those services and when they are used.
- How do families, especially those most in need, receive information about available student support services?
- In what other ways does the school align to this Principle?

#### Possible evidence to consider

- support services available for all students and details regarding where students and families can find out about the services
- sequential steps in the formal, defined process to identify, refer, and provide interventions for students who need additional assistance
- a list of the ways families, especially those most in need, receive information about available student support services
- examples of data analysis to monitor and assess students' progress
- other examples/evidence that demonstrate the school's alignment to this Principle

## **Principle 4.2**

**All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.**

### **Potential questions to consider**

- Do school counseling services have adequate, certified/licensed personnel and support staff to deliver effective services to students?
- Do school counseling services include the implementation of a written, developmental guidance program? How is this program delivered and what topics are included?
- How do school counselors ensure regular meetings with students to provide personal, social, emotional, academic, career, and college counseling?
- How are school counseling services informed by best practices of cultural competency and responsiveness?
- Do school counseling services include collaboration with and referrals to community and area mental health agencies and social service providers?
- How do counseling personnel engage in program evaluation or collect feedback from graduates to improve programs and services?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- a list of all certified/licensed counseling personnel and support staff and brief descriptions of the roles and responsibilities of each position
- curriculum documents or topics for the developmental guidance program
- a description, log, or other form of data that indicates amount of time counselors spend with individual students related to personal, social, emotional, academic, career and college counseling
- a list of mental health and social service agencies with which the school has a partnership or direct affiliation
- a description of any counseling groups or services available for students and where this information is published
- feedback from students and parents regarding school counseling services including program evaluation or survey data
- other examples/evidence that demonstrate the school's alignment to this Principle

### **Principle 4.3**

**All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.**

#### **Potential questions to consider**

- Do school health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students?
- In what ways do school health services include preventative health services and direct intervention services to students?
- How do school health services use an appropriate referral process to meet the needs of students in a timely manner?
- In what ways are school health services informed by ongoing student health assessments?
- In what ways are school health services informed by best practices of cultural competency and responsiveness?
- How do health services personnel engage in program evaluation or collect feedback to improve services?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- a list of certified/licensed health services personnel and brief descriptions of roles and responsibilities of each position
- a description of ongoing, preventative, and direct intervention strategies provided by school health services
- the health services referral process and how it is accessed
- plans for and data from ongoing student health assessments
- a list of agencies that students may be referred to for additional services
- feedback from students and parents regarding school health services including program evaluation or survey data
- other examples/evidence that demonstrate the school's alignment to this Principle



## Principle 4.4

All students receive library/information services that support their learning from adequate, certified/licensed personnel.

### Potential questions to consider

- Do library/information services have adequate, certified/licensed personnel and support staff possessing professional expertise in literature, research, technology, and inquiry?
- How are library/information personnel and staff actively engaged in the implementation of the school's curriculum and instructional practices and supporting teachers to enhance student learning?
- How do library personnel provide professional support to classroom teachers to ensure high-quality instruction on information literacy, research techniques, citing sources, and accessing literature from a variety of genres?
- How are library personnel and support staff responsive to student's interests and needs to support independent reading and lifelong learning?
- How is the work of library personnel and support staff informed by best practices of cultural competency and responsiveness?
- How do library personnel and support staff assist students in becoming active learners who have opportunities to lead their own learning?
- Does the library/information facility have:
  - up-to-date technology, materials, supplies, and furnishings
  - a collection that supports the curriculum and is reflective of the diversity of the student body
  - a physical setting that encourages collaboration, opportunities for inquiry, and authentic learning?
- Is the facility open and available to students and adults before, during, and after school?
- Do library/information services personnel engage in program evaluation or collect feedback to improve services to students and student learning?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- a list of certified/licensed library/information services personnel and support staff including brief job descriptions of the roles and responsibilities of each individual
- the operating hours of the library or other facility providing information services before, during, and after school and where the operating hours are published
- an inventory of print materials, non-print materials, computer hardware and software, and other resources that support the school's curriculum and how these resources can be accessed

- examples of library/media personnel actively engaged in the implementation of the curriculum
- feedback from students and families regarding library/information services including program evaluation or survey data
- other examples/evidence that demonstrate the school's alignment to this Principle

## **Principle 4.5**

**English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.**

### **Potential questions to consider**

- Are there adequate, certified/licensed personnel and support staff to meet students' needs?
- How do support services ensure collaboration among all educators, counselors, targeted services, and other support staff to meet each student's goals?
- How do support services include appropriate and challenging educational experiences for identified students?
- How do support services ensure inclusive learning opportunities and instruction for students?
- How are support services informed by best practices of cultural competency and responsiveness?
- In what other ways does the school align to this Principle?

### **Possible evidence to consider**

- a brief description of the roles and responsibilities of the certified/licensed personnel and support staff who provide services for students, including special education, 504, and English language learners
- examples of collaboration among educators, counselors, and support staff to achieve student goals
- examples of specialized programs and services available to students
- ways in which learning for students is supported
- other examples/evidence that demonstrate the school's alignment to this Principle

## STANDARD 5 - Learning Resources (Principles of Effective Practice)

### Principle 5.1

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

#### Potential questions to consider

- How do the school buildings and facilities ensure a safe, secure, and healthy environment that supports the delivery of curriculum, programs, and services for all students?
- Are the school buildings and facilities adequately sized for the school community?
- Do the school buildings and facilities have appropriate spaces to support student learning and the curriculum?
- Are the buildings and facilities clean and well maintained?
- Do the buildings and facilities have appropriate mechanical systems that work properly and are up to date?
- Do the buildings and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?
- If applicable, do the school's residential programs:
  - create and maintain an environment that allows students to learn and practice independent and community living skills
  - provide a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity?
- In what other ways does the school align to this Principle?

#### Possible evidence to consider

- a list of maintenance personnel and job descriptions or roles and responsibilities
- maintenance and cleaning schedules for the buildings and grounds
- documents regarding school compliance with all applicable federal and state laws and with local fire, health, and safety regulations
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 5.2

The community and the district's governing body provide time to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

### Potential questions to consider

- How is time provided to support research-based instruction, professional collaboration among educators, the learning needs of all students, and student programs and services?
- How is time provided to support professional development, the evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- the school schedule and calendar
- budget or other data/information about funds dedicated to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services
- the professional development schedule for the academic year and a description of monetary allocations which support professional development activities
- a description of professional learning community (PLC) or common planning groups that meet regularly
- a description the uses of any intervention blocks during the school day
- descriptions/listings, meeting agendas, or other opportunities for teachers to develop curriculum during the school year and/or at other times
- examples of current research reviewed by faculty members to improve instruction
- other examples/evidence that demonstrate the school's alignment to this Principle

### **Principle 5.3**

**The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities, and employ a review process of its financial practices.**

#### **Potential questions to consider**

- Describe the range of school programs and services funded and supported by the district's governing body.
- Are there sufficient professional and support staff to ensure appropriate class sizes and teacher load?
- Is there adequate and dependable funding for professional development?
- Is there adequate and dependable funding to support library/information services to provide a wide range of materials and technologies in support of the school's curriculum?
- Is there adequate and dependable funding for a full range of materials, supplies, and technologies to fully implement the curriculum?
- How does the school/district ensure proper maintenance and replacement of furniture, technology, and equipment?
- Is there adequate funding for co-curricular programs and other learning opportunities for students?
- How does the school/district ensure that records of all funds collected and disbursed are audited at appropriate intervals according to local and state requirements?
- Does the school/district follow generally accepted financial policies and procedures?
- In what other ways does the school align to this Principle?

#### **Possible evidence to consider**

- the school's program of studies
- the co-curricular activities or other learning opportunities funded by the district
- the total number of professional staff and support staff and their roles
- course loads and caseloads for professional staff
- the school's approved budget for the current school year
- budgeted amounts for the last two years for professional development, curriculum revision, technology and technology support, equipment, and instructional materials and supplies and the adequacy of the funding to accomplish goals
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 5.4

The community and district's governing body has short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.

### Potential questions to consider

- How does the school/district ensure the maintenance and repair of the building and facilities?
- How often does the school/district schedule regular maintenance and repair of the building and facilities?
- What provisions does the school/district make to address projected enrollment changes and staffing needs in relation to the building and facilities?
- Is there a district technology plan to provide sufficient technology for the needs of students and staff in the short and long term?
- Is there a comprehensive capital improvement plan to ensure the maintenance of buildings and grounds and future needs for infrastructure improvements if necessary?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- maintenance and repair plans for the school/district
- capital improvement plan(s)
- district technology plan
- enrollment projections
- data to support any written plans or any future considerations for inclusion into capital, short- or long-term plans
- other examples/evidence that demonstrate the school's alignment to this Principle

## Principle 5.5

The school has infrastructure and protocols in place to provide a physically safe environment for students and adults.

### Potential questions to consider

- What infrastructure does the school maintain to support a physically safe environment for students and adults?
- What policies, processes, and protocols are in place to ensure the safety of students and adults?
- What written documentation exists to guide responses for various situations?
- Describe the working relationship and protocols between the school and local emergency services personnel
- Does the school have a crisis team that meets regularly to review and revise protocols? Who is included in this group, how often do they meet, and what is discussed at meetings?
- Does the school have safety data sheets (SDSs) and written and applied safety testing in all relevant areas?
- In what other ways does the school align to this Principle?

### Possible evidence to consider

- crisis response plans
- agreements with local emergency services
- crisis team meeting agendas/minutes
- other examples/evidence that demonstrate the school's alignment to this Principle

# Appendix D

## Foundational Elements Rubric

Use the following criteria to determine whether the school is meeting each of the Foundational Elements in the Standards.

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
<p style="text-align: center;"><b>Meets:</b> All criteria of the Foundational Element are evident in the school.</p> <p style="text-align: center;"><b>Does not meet:</b> Some criteria of the Foundational Element are not yet evident in the school.</p>		
<p>1.1a The school community provides a socially and emotionally safe environment for students and adults.</p>	<p>The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults.</p> <p>The school community creates policies and protocols that define and support respectful treatment of all members of the school community and consider the experiences of historically marginalized communities.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>
<p>1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</p>	<p>The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>
<p>2.2a There is a written curriculum in a consistent format for all courses in all departments.</p>	<p>The written curriculum includes:</p> <ul style="list-style-type: none"> <li>▪ units of study with guiding/essential questions, concepts, content, and skills</li> <li>▪ instructional strategies</li> <li>▪ assessment practices</li> </ul>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>



<p>3.1a The school has a current school growth/ improvement plan.</p>	<p>The school has a plan that includes school-specific goals and informs decision-making in the school.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does not meet</p>
<p>3.6a All career and technical education programs have a program advisory committee and implement a systematic program review process.</p>	<p>The school:</p> <ul style="list-style-type: none"> <li>▪ has effective career and technical education program advisories</li> <li>▪ completes regular program reviews.</li> </ul>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does not meet</p>
<p>4.1a The school has intervention strategies designed to support students.</p>	<p>The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does not meet</p>
<p>5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.</p>	<p>The community and district provide school buildings and facilities that: ensure a safe, secure, and healthy environment are clean and well maintained meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does not meet</p>

# Appendix E

## Principles of Effective Practice Rubric

Use the following continuum to determine the school's current phase of implementation which best describes the school's alignment to each Principle in the Standard.

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Standard 1: Learning Culture					
1.1 The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

<b>1.3</b> The school community takes collective responsibility for the well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>1.4</b> The professional staff commits to continuous improvement through research, collaborative learning, innovation, and reflection.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>1.5</b> The school’s culture promotes intellectual risk-taking and personal and professional growth for educators and learners.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>1.6</b> The school has an inclusive leadership model reflecting the school community.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>1.7</b> The school culture fosters civic and community engagement.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

<b>Standard 2: Student Learning</b>					
<b>2.1</b> The school’s vision of the graduate is defined by measurable criteria and learners receive feedback on their progress toward proficiency.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>2.2</b> There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school’s vision of the graduate.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>2.3</b> The written curriculum emphasizes deep understanding through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>2.4</b> Instructional practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>2.5</b> Students are active learners who have opportunities to lead their own learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.7 Learners experience a wide range of assessment practices to support and improve learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

<b>Standard 3: Professional Practices</b>					
<b>3.1</b> The school engages all stakeholders in the development and implementation of a school growth/improvement plan, which reflects the school’s core values, beliefs about learning, and vision of the graduate.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>3.2</b> Educators engage in ongoing reflection, formal and informal collaboration, and professional development.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>3.3</b> Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>3.4</b> Collaborative structures and processes support coordination and implementation of curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>3.5</b> School-wide organizational practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>3.6</b> Educators develop productive student, family, community, business, and higher education partnerships that support learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

<b>Standard 4: Learning Support</b>					
<b>4.1</b> All students receive appropriate intervention strategies to support their academic, social, and emotional success.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>4.2</b> All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>4.3</b> All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>4.4</b> All students receive library/information services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>4.5</b> English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

<b>Not yet Evident</b>	<b>Initiating “Thinking About It”</b>	<b>Developing “Working on It”</b>	<b>Implementing “Living It”</b>	<b>Transforming “Shifting the Paradigm”</b>
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school’s vision of the graduate.

<b>Standard 5: Learning Resources</b>					
<b>5.1</b> The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>5.2</b> The community and district’s governing body provide time to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>5.3</b> The community and the district's governing body provide adequate and dependable financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>5.4</b> The community and the district’s governing body has short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
<b>5.5</b> The school has infrastructure and protocols in place to provide a physically safe environment for students and adults.	Not Yet Evident	Initiating	Developing	Implementing	Transforming