NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Self-Reflection Guide

for public schools, districts, centers, and programs

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The Standards for Accreditation

The steering committee and Self-Reflection writers should review and understand the language in the current NEASC Standards for Accreditation. The five Standards are Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.

Each Standard includes Principles of Effective Practice, which define expectations. Schools reflect upon and report progress in aligning with the Principles for each Standard.

The Descriptors of Effective Practice are examples of what each Principle looks like in practice. Descriptors serve as guidance or benchmarks to assist schools in aligning with each Principle over time.

At a minimum, Accredited schools must align with each of the Foundational Elements, which represent essential building blocks for each Standard. Schools not meeting the Descriptors of Effective Practice for the Foundational Elements are expected to prioritize actions to ensure alignment.

The Self-Reflection

The school engages in the Self-Reflection to determine its alignment with the Standards. It should be viewed as research and reflection to help sharpen vision and actions for continuous improvement. The Self-Reflection should include information from faculty members, administrators, students, families, and other stakeholders. The Self-Reflection phase and related data collection will inform the School Growth/Improvement Plan. Overall, the time required to complete the Self-Reflection is approximately three to six months.

Steering Committee

The steering committee guides and oversees the entire Self-Reflection process, provides support, takes care of logistics, and ensures all parts of the Self-Reflection Report are completed and entered into the Accreditation portal. The steering committee writes the School and Community Summary, Part 1 *A Look Back*, and Part 3 *Priority Areas for NEASC School Growth Plan*.

NEASC Opinion Surveys and Evidence Collection

Before beginning the Self-Reflection, the steering committee will collect information from students, families, and the members of the professional staff 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 by NEASC at no cost. The principal will receive an email with the survey links and directions in late August or early September.

The steering committee will help collect other evidence to determine alignment with the Standards and provide documentation to be used in the Self-Reflection Report. Evidence could 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 writers may change, evolve, alter, or refine conclusions. See the Appendix in this guide for examples of evidence that could be collected for each Principle.

Self-Reflection Writers

The school develops one or more groups of writers that engage in Self-Reflection through inquiry and evidence-gathering. The writers are responsible for completing Part 2 *Current Conditions* of the Self-Reflection Report, which comprises the five Standard narratives.

Writing the School and Community Summary Section

The steering committee writes the School and Community Summary. It is a 750-1,500-word narrative that provides general information about the school. A sample can be found in Appendix A of the Accreditation Handbook. The steering committee needs to share the draft and final School and Community Summary with all members of the professional staff to afford the opportunity to review it and provide input, even though no vote for approval is required.

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 district and community, both 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
  - o for a school with CTE programs, the state graduation or program completion rate
- ☐ 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
  - o for a school with CTE programs:
    - ▪ a statement on how the school or center keeps track of its graduates' destinations.
    - ▪ a list of the program's graduation rates over the last 3-5 years, including numbers or percentages of students who have enrolled in college, directly joined the workforce in the field or outside of it, pursued a military career, or other.
- ☐ local educational opportunities available to students and the community

- ☐ school/business partnerships

- ☐ school/college partnerships

- ☐ student recognition programs

If the school has CTE programs, indicate the 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, indicated the extent to which they been successful.

Core Values, Beliefs about Learning, Vision of the Graduate Section

Enter the core values, beliefs about learning, and vision of the graduate into the designated text box in the portal by copy-pasting the text versions of these guiding documents from Word documents, Google Docs, or PDFs. If also including the stakeholder-friendly graphic is desired, the image(s) may be hyperlinked just below, *but not in lieu of the text versions*.

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, of what are the faculty and the school most proud? 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

Alignment with the Standards for Accreditation

The Self-Reflection writers will assess and review the school's alignment with each Standard using the Principles of Effective Practice and corresponding rubric.

A. Unpack the Standards, Foundational Elements, and Principles

Ensure all writers clearly understand the meaning of the Foundational Elements, Principles, and Descriptors.

Discuss the Principles of Effective Practice in each Standard, reviewing the Descriptors that serve as guidance for each Principle. Begin thinking about how well the school aligns with each Principle. The Descriptors are meant to be aspirational, so your school may not align with every Descriptor at the time of your Self-Reflection.

B. Collect evidence

Before writing about the school's alignment with the Foundational Elements and the Principles, the Self-Reflection writers need to gather evidence.

Evidence can be in many forms and be found before and during the writing. For example, evidence could be from 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. The professional staff can participate in a brainstorming activity for each Standard using NEASC-provided data collection spreadsheets. Some evidence may be anecdotal in your narrative and not documented.

Be sure to engage the school's faculty members and other stakeholders including students, families, and community members in the Self-Reflection through collecting evidence, input, and feedback.

Place emphasis on gathering *existing* evidence, not creating evidence for the Self-Reflection. See Appendices B and C for examples of evidence to consider for each Principle.

As evidence is collected, it should be saved in a shared drive. Hyperlinks can also be added to within the pertinent Self-Reflection Report narratives. Note: Hyperlinks do not transfer to the portal from Google Docs. They will need to be re-inserted if copy-pasted into the Accreditation portal text boxes, so add them after you put the information in the portal.

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

Writers should engage 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 questions to consider and evidence for the Foundational Elements and the Principles in Appendices A and B, the writers 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 (Appendix D) to determine if the school "Meets" or "Does Not Meet" each Foundational Element.

Use the Principle Rubric (Appendix E) 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

Use the Foundational Element and Standard/Principle writing templates to guide writing.

Write the five Standard narratives in a shared drive, such as Google Drive, OneDrive, or SharePoint, to co-create, draft, save, and update work as information is finalized. Once the draft narratives are approved by the professional staff, they can be copy-pasted into the Accreditation portal. While it is also possible to type the narratives directly into the Accreditation portal, it is not recommended.

The length of each narrative will vary based on the school's level of alignment with the Foundational Elements and Principles of Effective Practice.

Writing Foundational Element Narratives

Write a narrative for each Foundational Element using the corresponding writing templates. The narrative paragraph(s) should provide details, evidence, and examples to support and explain your conclusions for each Descriptor. If appropriate, indicate which criteria of the Foundational Element still need additional work to ensure alignment and explain what the school needs to do to meet each. The length of each narrative will vary based on the school's circumstances. Determine the school's level of alignment with each of the Foundational Elements using the Foundational Elements Rubric.

Use the template for writing. The Foundational Element and Descriptors are already written on the template. Adjust judgments about alignment as necessary.

Information and examples for the Foundational Element can be taken from the corresponding Principle.

The first sentence is the Foundational Element with a qualifier if necessary. For example, from 1.2a, "The school has a written document describing its core values; however, it has yet to develop beliefs about learning and a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success." From 3.1a, "The school has yet to have a School Growth/Improvement Plan."

The next sentence will be the first Descriptor. Write one to a few sentences describing your conclusions, with examples, 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.

For each Foundational Element, the last sentence identifies the decision on where the school aligns with the Foundational Elements Rubric ratings of Meets or Does Not Meet. For instance, the sample below meets both criteria, so the school meets this Foundational Element. If the school does not meet part or one of the criteria, the school does not meet it.

Sample Narrative for Foundational Element 4.1a

The school has several intervention strategies designed to support students. The school has a formal process in place to identify and refer students. Teachers can fill out an online form for any student who is struggling and submit it to the Student Support Team (SST). Once a referral is made, the SST reviews the needs of the student and develops an individualized intervention plan with timelines to support and monitor the student. The SST assesses students every six weeks then makes additional recommendations as needed. The school provides a broad range of intervention strategies for students. A Multi-Tiered System of Supports (MTSS) begins with teachers using Tier 1 interventions in the classroom. If students need more supports to be successful, they may be moved to another tier. A therapeutic class 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, that the student visit during the RBB

for academic assistance. Counselors run various groups and programs during the RBB block to support students having social-emotional needs. The school meets Foundational Element 4.1a.

Note: The first sentence in italics is the Foundational Element. The other two sentences in *italics* are the Descriptors for this Foundational Element to help guide the narrative, as noted in the writing template. In the corresponding Principle 4.1, these programs may be explained in more detail along with information about other programs and services.

Writing Principle of Effective Practice Narratives

Write a narrative for each of the Principles using the writing templates. The narrative paragraph(s) should provide details, evidence, and examples to support and explain your conclusions and plans to address each Descriptor in the Principle.

- Use the Descriptors for each Principle as the topic sentences for paragraphs or questions to answer in the narrative. When done, review the narrative, and use the rubric to determine the extent of alignment: Not Yet Evident, Initiating, Developing, Implementing, or Transforming.

- Use the template for writing. The Principle and Descriptors are already written. Adjust as necessary.

- For each Principle narrative, the first sentence will be the Principle. You can use a qualifier to explain your alignment. The judgment may be made after the narrative is written.

The next sentence will be the first Descriptor. Describe how your school aligns or has plans for alignment with each Descriptor in the Principle. Use 2-3 examples to support alignment with the Descriptor. If the school has no information for that Descriptor, state it. For example, from 1.4, "we have yet to collaborate as problem-solvers and co-learners as often as we would like due to lack of time." If you have plans for the future, those can be stated. For example, from 2.1, "we have a committee that will make recommendations on assessing individual learner progress toward achieving the vision of the graduate. The committee has had one organizational meeting."

Repeat this process for each Descriptor to reflect on the current conditions and discover strengths and areas of need.

At the end of the narrative for each Principle, list some action steps that will help the school move up to the next level on the rubric or implement the Descriptor more fully.

Determine alignment of Not Yet Evident, Initiating, Developing, Implementing, or Transforming by using the rubric. For each Principle, the last sentence on the template identifies your decision on where the school falls on the Principle Rubric.

In the portal, click on the rating 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, and the "Developing" radio button should be selected.

Sample Narrative for Principle 2.2

There have yet to be written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes. However, the school's newly designed template includes instructional strategies, materials, and resources; formative and interim assessments; opportunities for all students to see themselves represented within the curriculum; and connections to the school's vision of the graduate. The template also includes sections for materials and a check for bias. The school and district want to ensure students see themselves represented in the curriculum, so materials are varied to ensure all students feel engaged and belong. Each department will transition to the new template as they enter a new 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. The written curriculum includes competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education. Curriculum is being written for the two new CTE programs in environmental science and dental assisting. Because the vision of the graduate has yet to be developed, connections to it will be incorporated into curriculum documents over the next two or three years. The school is in the Developing phase for Principle 2.2.

Note: The first italicized sentence uses the language of the Principle, and the other italicized sentences quote the Descriptors.

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.

- Use the Principles and Descriptors to help guide writing the strengths and areas of growth.

- Ensure each strength and area for growth is grounded in the narrative. For example, an area for growth may be a Principle that the school has yet to align with now but would like to in the future.

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 (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 for growth for each Standard area, noting themes. Taking district and current school priorities into consideration, the principal, along with the rest of the steering committee, should identify three to five Priority Areas on which to focus its growth and improvement efforts on student learning.

> Please remember that if the school does not meet 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 Foundational Element or Principle. Connect the Priority Area to the Foundational Element(s) or Principle(s) by number in parentheses after the goal statement.

Sample Priority Area Goal

Priority Area #1 Goal Statement: The school will revise its core values and beliefs about learning, develop a vision of the graduate, and 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 2028 (1.2, 1.2a, 2.1).

Writing the 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?
- What are some of the objectives you hope to implement to achieve this goal, that is, action steps?
- 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, to engage in sufficient collaboration and professional

development to achieve the goal? If not, what is needed?

- How will you measure the success of this goal over the next three-five years?

<div align="center">Sample school response</div>

The core values and beliefs about learning were developed 10 years ago. About 30 percent of 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. The curriculum reflects the learning expectations; however, it was not intentionally created as such and needs updating. For example, communication skills are apparent in several curriculum guides. Currently, only English teachers formally evaluate 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. Once the vision of the graduate is completed, we will develop a way to assess and communicate students' progress toward achieving the vision of the graduate. We are satisfied with our current project-based system by grade level but may need to tweak it to align with the new vision of the graduate. 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 next year's budget. The curriculum director has written a grant for funding so a consultant can guide and help us gather information from multiple stakeholders as we develop our vision of the graduate.

Career and Technical Education (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 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 and technical education programs of study.

Using the Program Review Reports for Career Technical Education (CTE) Programs guide (See Appendix A), CTE faculty members will write program reports, gather evidence, write narratives, and reach conclusions. The objective is for CTE faculty members to reflect deeply on programs and practices, identify the specific strategies and practices used 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. Common areas for improvement across programs may be identified as Priority Areas for Growth. The program reports should be copy-pasted into the portal to the designated section in the Self-Reflection Report.

Final Submission by the school

When all parts of the Self-Reflection Report are completed and copy-pasted into the NEASC Accreditation Portal, the principal submits the report by clicking the green "Mark Report Complete" button on the Report Home page.

NEASC Accreditation Portal
www.accportal.org/cpsvision

Ensuring Community Representation through the Self-Reflection Process

The Commission has developed the following recommendations and tools for ensuring community representation 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 by using the following lenses:

Access

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.

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.

Decision-making

How much 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?

Disaggregate Data

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.

Focus Groups

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.

Appendix A
Instructions for CTE Program/Cluster Reports
for Self-Reflection

Introduction

This document was developed to assist in drafting program review reports for career technical programs or clusters 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 areas for program improvement and growth.

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

Format of the Report

The report will include:

- School and Community Summary information
- program narrative
- strengths
- areas for growth
- Priority Areas

School and Community Summary Information

Please provide the information below to the steering committee to include in the School and Community Summary section of the Self-Reflection.

- **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?

- **Graduation Rates or Program Completion 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?

Program Narrative

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.

Use the CTE writing template to organize your report. Once the report is finished, copy-paste it into the Accreditation portal.

Student Demographics

- ☐ 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?

Evidence to consider

graphs or charts showing student demographics disaggregated by gender, race, and ethnicity over the last 3-5 years

STANDARD 2 - Student Learning

Principle of Effective Practice 2.2 (Curriculum)

There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, formative assessments, assessments aligned with expected course outcomes, instructional strategies, and connections to the school's vision of the graduate.

Please answer these questions here, or make sure they are included in the school's Self-Reflection Report:

Describe the extent to which the written curriculum documents for all courses in each program or cluster includes:

- a scope and sequence or curriculum map for each course in the school that includes units of study with guiding/essential questions, concepts, content, skills, and assessments aligned with expected course outcomes
- competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education
- instructional strategies, materials, and resources
- formative and interim assessments
- opportunities for all students to see themselves represented within the curriculum
- connections to the school's vision of the graduate
- a published curriculum revision cycle

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 to consider

curriculum documents

list of licenses and certifications aligned with the curriculum

Principle 2.4 (Instruction)

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

Please answer these questions here, or make sure they are included in the school's Self-Reflection report:

- 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?

- 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?

- 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.

Evidence to consider

lesson and unit instructional plans

examples of how data from assessments is used to adjust instruction

Principles 2.7 (Assessment) and 2.8 (Feedback)

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

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

Please answer these questions here, or make sure they are included in the school's Self-Reflection report:

- Describe the range of assessment strategies, including formative and summative assessments, and how the results are used to inform and differentiate instruction. What type of safety instruction and safety testing is offered in the program?

- 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?

- What kinds of feedback do teachers provide to ensure students can revise and improve their work? Is it specific and timely?

Evidence to consider

assessment documents

STANDARD 5 - Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure to ensure consistent delivery of curriculum, programs, and services.

Program/Cluster Basics

- What is the physical layout of the space?
- Where is it located? How many rooms are there?
- Where is the equipment located?
- Identify any safety or health issues.
- Is there proper signage?
- Is there a clear evacuation route?
- Are there lockers? Are there bathrooms?
- Describe the overall appearance to visitors.
- Adequacy of Program/Cluster 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 to consider

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

Work-Based Learning Opportunities

- 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 for dual enrollment?

Evidence to consider

Numbers of students in work-based learning last 3-5 years

List of articulation agreements with higher education institutions

List of school-industry partnerships

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 to consider

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

photographs of production jobs

Strengths

Identify the program or cluster's strengths.

Examples of strengths:

- The grant of $250,000, written by the plumbing department, enabling the school to purchase new equipment and expand training opportunities for students

- The strong support from the community for the automotive program supported by the donation of four vehicles, which allows students greater access to training vehicles

- The warm, inviting atmosphere in the Biotechnology classes, making all students feel included as valued members of the school community and resulting in a 95 percent decline in behavioral incidents over the past three years

Areas for Growth

Identify areas for growth based on the program report. Areas of growth can be needed resources or aspects of the program that the school wants to improve.

Examples of areas of growth:

- 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 stronger curriculum

Priority Areas for Growth

Priority Areas related to the school's CTE program can be included in the school's growth and improvement plan. Priority Areas are big picture goals, connected to the Standards, Principles, or Foundational Elements that include multiple steps for completion. Explain why the goal is important and how it will transform the educational experience for students.

Examples of CTE focused Priority Area Goals:

- The school will expand the membership of the Trade Advisory Committee to include more members from business and industry to ensure that the program is getting advice from a wider range of prospective employers (3.6).

- The school will pursue articulation agreements with additional institutions of higher education to expand opportunities for students to receive college credit (3.6).

- The school will complete a written curriculum for a specific program and ensure alignment with the school's vision of the graduate (2.2, 2.2a).

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

Element 1.1a

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

Questions to consider

- How does the school community build and maintain a socially, emotionally, and intellectually safe environment for students and adults?

- What policies and protocols define and support respectful treatment of all members of the school community and consider the experiences of historically marginalized communities?

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

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.

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?

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

Element 2.2a

There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes.

Questions to consider

- Are there written curriculum documents for all courses in all departments that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills?

- Are assessments aligned with expected course outcomes included?

- Are there competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education?

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

Element 3.1a

The school has a current school growth/improvement plan.

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?

Evidence to consider

the school's current growth/improvement plan

other evidence/examples that demonstrate the school meets the Element

Element 3.6a

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

Questions to consider

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

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

Element 4.1a

The school has intervention strategies designed to support learners.

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.

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

Element 5.1a

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

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?

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

Element 5.5a

The school provides a physically safe environment for students and adults.

Questions to consider

- Does the school maintain infrastructure to support a physically safe environment for students and adults?

- Does the school have policies, processes, and protocols regarding safety for students and adults?

Evidence to consider

Safety and crisis plans for the school and the district

The existence of a safety or crisis committee in the school or district that meets regularly

Evidence of safety procedures concerning school entrances and exits

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

Principle 1.1

The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to all students feeling that they belong and are valued and accepted.

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 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?

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 supports, and the provision and allocation of learning resources.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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

Principle 2.1

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

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?

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 are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, formative assessments, assessments aligned with expected course outcomes, instructional strategies, and connections to the school's vision of the graduate.

Questions to consider

- Describe the extent to which the written curriculum documents for all courses in all departments/all grade levels include:
- a scope and sequence or curriculum map for each course in the school that includes units of study with guiding/essential questions, concepts, content, skills, and assessments aligned with expected course outcomes
- competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education
- instructional strategies, materials, and resources
- formative and interim assessments
- opportunities for all students to see themselves represented within the curriculum
- connections to the school's vision of the graduate
- competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education

Is there a published curriculum revision cycle? In what other ways does the school align to this Principle?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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/dispositions?

- In what other ways does the school align to this Principle?

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.

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?

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

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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

Principle 4.1

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

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?

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.

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?

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.

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?

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.

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?

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.

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?

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

Principle 5.1

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

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?

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.

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?

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 financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.

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?

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.

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?

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.

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?

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.

Meets: *All criteria of the Foundational Element are evident in the school.*

Does not meet: *Some criteria of the Foundational Element are not yet evident in the school.*

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?
1.1a The school community provides a socially and emotionally safe environment for students and adults.	The school community: ■ builds and maintains a socially, emotionally, and intellectually safe environment for students and adults ■ 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	☐ Meets ☐ Does not meet
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.	The school community: ■ uses a dynamic, collaborative, and inclusive process informed by current research to develop its core values, beliefs about learning, and vision of the graduate ■ creates a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success	☐ Meets ☐ Does not meet

2.2a There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes.	The written curriculum documents include a scope and sequence or curriculum map for each course in the school that includes: ▪ units of study with guiding/essential questions, concepts, content, and skills; and assessments aligned with expected course outcomes ▪ competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education	☐ Meets ☐ Does not meet
3.1a The school has a current school growth/ improvement plan.	The school has a plan that: ▪ includes school-specific goals ▪ informs decision-making in the school	☐ Meets ☐ Does not meet
3.6a All career and technical education programs have a program advisory committee and implement a systematic program review process.	The school: ▪ has effective career and technical education program advisories ▪ completes regular program reviews	☐ Meets ☐ Does not meet
4.1a The school has intervention strategies designed to support learners.	The school provides: ▪ a process to identify and refer students who need additional assistance ▪ a range of intervention strategies for students	☐ Meets ☐ Does not meet

5.1a The school site and plant support the delivery of curriculum, programs, and services.	The community and district provide school buildings and facilities that: - support the delivery of curriculum, programs, and services - are clean and well-maintained - meet all applicable federal and state laws and comply with local fire, health, and safety regulations	☐ Meets ☐ Does not meet
5.5a The school provides a physically safe environment for students and adults.	The school maintains: - infrastructure designed to support a physically safe environment for students and adults - policies, processes, and protocols regarding safety for students and adults	☐ Meets ☐ Does not meet

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 all students feeling that they belong and are valued and accepted.	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

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.

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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.4 The professional staff commits to continuous improvement through research, collaborative learning, innovation, and reflection.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.5 The school's culture promotes intellectual risk-taking and personal and professional growth for educators and learners.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.6 The school has an inclusive leadership model reflecting the school community.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.7 The school culture fosters civic and community engagement.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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 2: Student Learning

2.1 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
2.2 There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, formative assessments, assessments aligned with expected course outcomes, instructional strategies, and connections to the school's vision of the graduate.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.3 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
2.4 Instructional practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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.

2.5 Students are active learners who have opportunities to lead their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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

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 3: Professional Practices

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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.3 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
3.4 Collaborative structures and processes support coordination and implementation of curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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.

3.5 School-wide organizational practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Standard 4: Learning Support					
4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.2 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

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.

4.3 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
4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Standard 5: Learning Resources

5.1 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

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.

5.2 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
5.3 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
5.4 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
5.5 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

About Us

NEASC Mission Statement

NEASC partners with schools to assess, support, and promote high quality education for all students through accreditation, professional assistance, and pursuit of best practices.

Commission on Public Schools Statement

The NEASC Commission on Public Schools, in partnership with its members, strives to ensure that all students experience an equitable, high-quality education necessary for their future success and well-being.

We will accomplish this mission through a cycle of continuous improvement and growth that includes:

- quality, research based, Standards for Accreditation
- an inclusive, collaborative process of Accreditation
- an inquiry-based process of Self-Reflection
- valid and reliable feedback and assessment through peer review
- ongoing monitoring and professional support

Resources

Accreditation resources are available on our website at www.neasc.org/public

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