

Standard 1 – Learning Culture
Writing Template
for public schools, districts, centers, and programs

## Instructions

1. The first sentence listed is the **principle**.
	* If needed, add the language from the rubric or another qualifier to describe how well the school is aligned with the principle.
	* For example, “Learners *are beginning to* experience a wide range of assessment practices to support and improve learning.”
2. Following the principle are all of the **descriptors**. For each, explain how your school aligns or has plans for alignment with the descriptor. Use a qualifier if needed.
	* Use 2-3 examples to support alignment to the descriptor.
	* If the school has no information for that descriptor, make sure to state that. 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 the school has plans for the future, those can be stated.
3. Repeat for all descriptors.
4. The last sentence, the concluding statement, is the **rating**. Use the Principles Rubric to determine the rating. Choose only one rating.
5. Once you’ve finished all principles for the Standard, write the **strengths and areas of growth** for the entire Standard. Use the language of the principles and descriptors to help write the strengths or needs.
6. Remember to >>>Remove any instructional text (in blue)<<< from your final write up.

### Principle 1.1

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults
* The school community creates policies and protocols that define and support respectful treatment of all members of the school community and considers the experiences of historically marginalized communities
* The school community emphasizes and strengthens understanding of, and commitment to diversity, equity, inclusion, and belonging

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming:

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.1.

### Principle 1.2

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school community develops, implements, and regularly reviews the 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 ensures the core values, beliefs about learning, and vision of the graduate are known and understood by all stakeholders.
* The school ensures the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and guide the school’s policies, procedures, decisions, and resource allocations.
* The school ensures the core values, beliefs about learning, and vision of the graduate include the school’s commitments to diversity, equity, inclusion, and belonging.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.2.

### Principle 1.3

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school community creates opportunities for students to connect with adults and peers to support their social, emotional, and physical well-being.
* The school community provides a balance of academic, social, and civic opportunities to meet the needs of diverse learners.
* The school community ensures that each student is 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.
* The school community honors individuality among all community members and provides positive opportunities for extended learning and growth.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.3.

### Principle 1.4

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The professional staff employs a growth mindset and uses innovative methods to achieve common goals.
* The professional staff commits to research-based instruction and reflective practice.
* The professional staff creates the conditions and trust necessary for the full and active participation of all educators.
* The professional staff collaborates as problem-solvers and co-learners.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.4.

### Principle 1.5

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school culture promotes a shared sense of agency and responsibility among educators and learners.
* The school culture ensures educators and learners understand that learning from mistakes is an important part of intellectual and personal growth.
* The school culture promotes norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others.
* The school culture emphasizes the importance of persistence.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.5.

### Principle 1.6

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school community ensures the principal, working with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset.
* The school community involves educators, students, and families in decision-making, specifically elevating the voices of historically marginalized communities.
* The school community provides opportunities for student leadership, including student government and career and technical education student organizations.
* The school community ensures the school board, superintendent, and principal are collaborative, reflective, and constructive.
* The school community ensures the principal is given appropriate decision-making authority to lead the school.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.6.

### Principle 1.7

FIRST SENTENCE

>>> If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle:

The school culture fosters civic and community engagement.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school culture encourages social awareness and understanding of local, national, and global perspectives.
* The school culture encourages learning experiences that connect to or make an impact on the community beyond the school campus.

CONCLUDING SENTENCE/RATING:

>>> Insert one of the following: not yet evident / initiating / developing / implementing / transforming <<<

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 1.7.

### Standard 1 Strengths

### Standard 1 Areas of Growth