

Standard 2 – Student Learning
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 2.1

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school defines what proficiency looks like for each aspect within the vision with specific and measurable criteria for success.
* The school integrates opportunities for students to practice the skills within the vision and receive feedback on their progress throughout the curriculum.
* The school embeds the vision into curriculum, instruction, and assessment practices.
* The school develops and implements a formal process to assess and communicate individual learner progress toward achieving the school’s vision of the graduate to learners and their families.
* The school develops an annual report on whole-school progress toward learners’ achievement of the vision of the graduate.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.1.

### Principle 2.2

FIRST SENTENCE

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

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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* 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, skills, and assessments aligned with expected course outcomes.
* The written curriculum documents include competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education.
* The written curriculum documents include instructional strategies, materials, and resources .
* The written curriculum documents include formative and interim assessments .
* The written curriculum documents include opportunities for all students to see themselves represented within the curriculum .
* The written curriculum documents include connections to the school’s vision of the graduate.
* The written curriculum documents include a published curriculum revision cycle.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.2.

### Principle 2.3

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The written curriculum makes connections to prior knowledge across disciplines.
* The written curriculum places emphasis on learner application of knowledge and skills.
* The written curriculum includes discipline-specific, higher order thinking and transferable skills and dispositions.
* The written curriculum embeds skills and competencies necessary to attain the school’s vision of the graduate.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.3.

### Principle 2.4

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Instructional practices include strategically differentiating, individualizing, and personalizing based on the needs of all learners
* Instructional practices include using formative assessment to adjust instruction
* Instructional practices include organizational grouping and tiered intervention strategies that meet the needs of each learner
* Instructional practices include structure and support to provide all learners with access to rigorous learning opportunities

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.4.

### Principle 2.5

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Active learning includes student agency through meaningful, relevant, and self-initiated learning experiences.
* Active learning includes opportunities for students to set goals and reflect upon the results to guide learning.
* Active learning includes application of knowledge and skills to authentic tasks.
* Active learning includes pursuit of personal interests, and opportunities for creative expression.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.5.

### Principle 2.6

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Learners engage in deliberately designed learning and assessment experiences that are cognitively challenging and require learners to develop and exercise a full range of thinking skills and learning disposition.s
* Learners engage in analysis, synthesis, creativity, making connections, and understanding relationships.
* Learners engage in investigation and examination.
* Learners engage in critical and creative thinking.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.6.

### Principle 2.7

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Effective assessment practices include formative and summative assessments to gather information about student progress and inform instruction.
* Effective assessment practices include common assessments that ensure consistent and equitable learning opportunities across grades and courses.
* Effective assessment practices include specific and measurable criteria for success provided to learners before assessments.
* Effective assessment practices include regular and consistent checks for understanding in ways that engage every learner’s thinking including self-assessment.
* Effective assessment practices include presentations of learning to authentic audiences, including students, families, community members, and professionals.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.7.

### Principle 2.8

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Learners are provided with multiple and varied opportunities over time to demonstrate their learning.
* Learners are provided with consistent, systematic, specific, and timely corrective feedback.
* Learners are provided with opportunities and time necessary to revise and improve their work.
* Learners are provided with teacher and peer feedback and self-reflection to guide next steps in learning.
* Learners are provided with separate grading, reporting, and feedback on work habits and academic skills.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.8.

### Principle 2.9

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Learners use technology in informed, effective, and ethical ways to access, support, document, and supplement their learning.
* Learners use technology in informed, effective, and ethical ways to research, create, and problem-solve.
* Learners use technology in informed, effective, and ethical ways to personalize the pace of learning.
* Learners use technology in informed, effective, and ethical ways to share work with an audience beyond the school community.
* Learners use technology in informed, effective, and ethical ways to collaborate digitally to support learning.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 2.9.

### Standard 2 Strengths

### Standard 2 Areas of Growth