

Standard 3 – Professional Practices  
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 3.1

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 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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school develops and regularly updates a school growth/improvement plan that reflects the school’s core values, beliefs about learning, and vision of the graduate.
* The school develops and regularly updates a school growth/improvement plan that includes school-specific and measurable goals with expected learning impacts and criteria for success.
* The school develops and regularly updates a school growth/improvement plan that is informed by the perspectives of stakeholders and current research.
* The school develops and regularly updates a school growth/improvement plan that is aligned with district priorities and the Standards for Accreditation.
* The school develops and regularly updates a school growth/improvement plan that informs decision-making in 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 3.1.

### Principle 3.2

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Educators, individually and collaboratively engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning.
* Educators, individually and collaboratively develop consistent grading and assessment practices aligned with the school’s beliefs about learning.
* Educators, individually and collaboratively engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice.
* Educators, individually and collaboratively maintain currency with best practices and content-specific instructional practices.
* Educators, individually and collaboratively engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 3.2.

### Principle 3.3

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

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

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 3.3.

### Principle 3.4

FIRST SENTENCE

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

Collaborative structures and processes support coordination and implementation of curriculum.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school uses structures and processes to ensure a formal, ongoing curriculum cycle of review and revision for all courses in all departments.
* The school uses structures and processes to ensure effective curricular coordination within and among each academic area, department, and program in the school.
* The school uses structures and processes to ensure vertical articulation within the school and with sending schools in the district.
* The school uses structures and processes to ensure clear alignment between the written, taught, and learned curriculum.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 3.4.

### Principle 3.5

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Organizational practices include access to challenging academic experiences for all learners.
* Organizational practices include inclusive learning environments and opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses.
* Organizational practices include equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical education programs.
* Organizational practices include written admission policies that identify equitable enrollment criteria for students and an equitable process for determining student enrollment allotments, if applicable, from participating and sending schools.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 3.5.

### Principle 3.6

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Educators enable and promote relationships with the community, businesses, and higher education institutions to support authentic student learning experiences.
* 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.
* Educators develop effective career and technical education program advisories and community, business, and higher education partnerships that support work-based learning.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 3.6.

### Standard 3 Strengths

### Standard 3 Areas of Growth