

Standard 4 – Learning Support  
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 4.1

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school provides a range of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student’s success and well-being.
* The school provides a formal tiered system of support for identified and non-identified students.
* The school provides a formal, defined process to identify and refer students who need additional assistance.
* The school provides outreach to families about available support services, especially to those most in need.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 4.1.

### Principle 4.2

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* School counseling services include adequate, certified/licensed personnel and support staff to deliver effective services to students.
* School counseling services include a written, developmental program.
* School counseling services include regular meetings with students to provide personal, social, emotional, academic, career, and college counseling.
* School counseling services include collaboration with community and area mental health agencies and social service providers.
* School counseling services include the use of graduate follow-up studies to improve programming and curriculum development.
* School counseling services include opportunities for students to identify career aptitudes and interests.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 4.2.

### Principle 4.3

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* School health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students.
* School health services include preventative health services and direct intervention services.
* School health services ensure the use of an appropriate referral process.
* School health services are informed by ongoing student health assessments.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 4.3.

### Principle 4.4

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Library/information services have adequate, certified/licensed personnel and support staff possessing professional expertise in literature, research, technology, and inquiry.
* Library/information services ensure personnel and staff are actively engaged in the implementation of the school's curriculum and instructional practices and support teachers in enhancing student learning.
* Library/information services 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.
* Library/information services are responsive to students’ interests and needs to support independent reading and lifelong learning.
* Library/information services assist students in becoming active learners who have opportunities to lead their learning.
* The library/information facility has up-to-date technology, materials, supplies, and furnishings.
* The library/information facility has a collection of materials that supports the curriculum, is reflective of the diversity of the student body, and offers a comprehensive range of cultures and backgrounds.
* The library/information facility has a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning.
* The library/information facility is open and available for students and adults before, during, and after school.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 4.4.

### Principle 4.5

FIRST SENTENCE

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

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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* Support services have adequate, certified/licensed personnel and support staff to meet students’ needs.
* Support services include collaboration among all educators, counselors, targeted services, and other support staff to meet each student’s goals.
* Support services include appropriate and challenging educational experiences.
* Support services provide inclusive learning opportunities and instruction.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 4.5.

### Standard 4 Strengths

### Standard 4 Areas of Growth