

Standard 5 – Learning Resources  
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 5.1

FIRST SENTENCE

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

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

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The community and district provide school buildings and facilities that fully support the delivery of the curriculum, programs, and services.
* The facilities are adequately sized for the school community.
* The facilities have appropriate spaces to support student learning and the curriculum
* The facilities are clean and well-maintained.
* The facilities have appropriate mechanical systems .
* The facilities meet all applicable federal and state laws and comply with local fire, health, and safety regulations.
* Residential programs create and maintain an environment that allows students to learn and practice independent and community living skills.
* Residential programs 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.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 5.1.

### Principle 5.2

FIRST SENTENCE

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

The 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.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The community and the district's governing body provide time to support research-based instruction, professional collaboration among educators, learning needs of all students, and student programs and services.
* The community and the district's governing body provide time for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 5.2.

### Principle 5.3

FIRST SENTENCE

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

The 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 their financial practices.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The community and the district's governing body provide adequate and dependable financial resources for a wide range of school programs and services.
* There is adequate and dependable funding for sufficient professional and support staff to ensure appropriate class sizes and teacher load.
* There is adequate and dependable funding for professional development.
* Library/information services have funding to provide a wide range of materials and technologies in support of the school's curriculum.
* The school has funding for a full range of technology and support to fully implement the curriculum.
* The school has adequate and dependable funding for sufficient instructional materials and supplies to fully implement the curriculum.
* The school has adequate and dependable funding for proper maintenance and replacement of furniture, technology, and equipment.
* The community and the district's governing body ensure that records of all funds collected and disbursed are audited at appropriate intervals according to local and state requirements.
* The community and the district's governing body follow generally accepted financial policies and procedures.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 5.3.

### Principle 5.4

FIRST SENTENCE

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

The community and the district's governing body have short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The community and the district's governing body schedule regular maintenance and repair of the school building and facilities.
* The community and the district's governing body develop and implement a plan to address enrollment changes and staffing needs.
* The community and the district's governing body develop and implement a comprehensive technology plan.
* The community and the district's governing body develop and implement a comprehensive capital improvement plan.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 5.4.

### Principle 5.5

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 has infrastructure and protocols to provide a physically safe environment for students and adults.

DESCRIPTORS

>>> Add details and examples after each descriptor:

* The school maintains infrastructure designed to support a physically safe environment for students and adults.
* The school maintains policies, processes, and protocols regarding safety for students and adults.
* The school maintains written documentation that describes responses for various situations.
* The school maintains a positive working relationship and protocols with emergency services personnel.
* The school maintains a school crisis team that meets regularly to review and revise protocols.
* The school maintains safety data sheets (SDSs) and written and applied safety testing in all relevant areas.

CONCLUDING SENTENCE/RATING:

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

The school is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ phase for Principle 5.5.

### Standard 5 Strengths

### Standard 5 Areas of Growth