NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

SELF-STUDY GUIDE

5

CULTURE AND LEADERSHIP

FOR 2017 SCHOOLS
COMMITTEE ON TECHNICAL & CAREER INSTITUTIONS

5 Culture and Leadership

The school/center culture is equitable and inclusive, and it embodies the school/center's foundational mission, core values, beliefs, and expectations about student learning. The culture is characterized by reflective, collaborative, and constructive dialogue about researched-based practices that support high expectations for teaching and learning. The leadership of the school/center fosters mutual respect and a safe, positive culture by promoting citizenship, learning, and shared leadership that engage all members of the school/center community in efforts to improve teaching and learning.

1. The school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

2. The school/center is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.

3. In order to improve student learning through professional development, the principal and professional staff:
    - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
    - use resources inside and outside of the school/center to maintain current with best practices
    - dedicate formal time to implement professional development
    - have a planned orientation program for new staff
    - apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment
    - Ensure that all faculty and staff meet state and local certification requirements.

4. Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff.

5. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

6. The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's mission, core values, beliefs, and learning expectations.

7. All members of the school/center community feel welcome at the school/center and have opportunities for school/center improvement.

8. Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.

9. The work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.

10. The school/center committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations.

11. The principal/director has sufficient decision-making authority to lead the school/center.

12. Current written policies and procedures are readily available to all personnel and to the public.

13. A written school/center improvement plan with measures of accountability has been implemented.

14. Students are provided opportunities for student government/leadership.

15. The school/center's calendar is designed to ensure minimal disruption of the school's educational program.

16. The school/center encourages non-traditional careers for students and supports gender equity in all programs.

Directions for the Committee on Culture and Leadership

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school/center is adhering to the Standard for Accreditation on Culture and Leadership. Committee members should remember that the process of determining adherence to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the Committee will begin the writing of the Narrative. The final step in the process is for the Committee to write an Executive Summary and to assess the extent to which the school/center is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

I.   Gaining an Understanding of the Standard and Preparing to Begin

A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: http://ctci.neasc.org.

B. Read and discuss the Standard for Accreditation on Culture and Leadership so that all members of the Standard Committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation* which can be found on our website under the "Getting Started" tab. Also, establish common definitions for terms in the standards so that discussions among school/center staff are based on a shared understanding of the terminology.

II.   Collecting Data Related to the Standard on Culture and Leadership

A. Data Already Gathered:
The results of the opinion surveys administered to parents, students, and teachers with regard to this Standard.

B. Data to be Gathered by Committee:
Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence to make it available in the workroom at the school/center for your use and use by the visiting committee.

<u>Indicator 1</u>
The school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

- ✓ Student, parent, and teacher handbooks (5.1)
- ✓ Copies of discipline and attendance policies (5.1)

- ✓ Comparative annual data on disciplinary actions, incidences of vandalism, etc. (5.1)
- ✓ Describe any specific programs, school/center initiatives or activities that are related to improving school/center climate (5.1)
- ✓ Describe any specific programs, school/center initiatives or activities that are related to that foster students' sense of pride and ownership in their school/center(5.1)
- ✓ Provide examples that document how the school/center fosters student responsibility for learning (5.1)
- ✓ Provide examples that document how the school/center promotes high expectations for all students (5.1)
- ✓ Compile any results from any school/center survey or other assessments related to school/center climate (5.1)

Indicator 2

The school/center is equitable, inclusive, and fosters heterogeneity by using student-grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.

- ✓ A list of the courses/classes that are heterogeneously grouped in each core curriculum area and a description of how the school/center fosters heterogeneity (5.2)
- ✓ A one page description of how the school/center ensures that students have equitable access to all courses (and levels) and that the school/center is an inclusive learning environment (5.2)

Indicator 3

In order to improve student learning through professional development, the principal and professional staff:
- *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning*
- *use resources inside and outside of the school/center to maintain current with best practices*
- *dedicate formal time to implement professional development*
- *have a planned orientation program for new staff*
- *apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment*
- *Ensure that all faculty and staff meet state and local certification requirements.*

- ✓ A one-page description of the school/center's formal, ongoing program(s) through which each students has an adult in the school/center who knows the student well and how the program assists the student in achieving the school's learning expectations (5.3)

  OR

- ✓ A description of the formal process(es) that the school/center has developed through which the school/center has determined that each students has an adult in the school/center who knows the student well and how the process assists the student in achieving the school's learning expectations (5.3)

Indicator 4

Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff.

- ✓ A one-page description of the center/school's supervision and evaluation process (5.4)
- ✓ A list of resources (seminars, courses, workshops, programs) attended by administrators who supervise and evaluate teachers (5.4)

Indicator 5

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

- ✓ A copy of the center/school's daily schedule with a brief explanation of how it works (5.5)
- ✓ A description of how the center/school's schedule supports instruction, professional collaboration, and student learning needs (5.5)
- ✓ A list of time available for faculty to meet to collaborate (e.g., PLC groups, early release, late start days)

Indicator 6

The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's core values, beliefs, and learning expectations.

- ✓ Provide examples of how the principal/director has involved other building leaders in instructional improvement based on the center/school's core values, beliefs, and learning expectations (5.6)

Indicator 7

All members of the school/center community feel welcome at the school/center and have opportunities for school/center improvement.

- ✓ Provide community survey results/feedback regarding feelings of welcome (5.7)
- ✓ Provide calendar/invitations that indicate awareness of opportunities to participate in school/center improvement (5.7)

Indicator 8

Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.

- ✓ Provide examples where teachers have initiated and led school/center improvements and have exercised leadership to effect change and improve the school/center (5.8)

Indicator 9

The work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.

- ✓ *Provide examples of how each group has been acknowledged and celebrated.*

Indicator 10

The school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations.

- ✓ Provide examples that demonstrate collaborative, reflective, and constructive interactions in which the principal/director, superintendent and school committee have worked together towards achieving the school/center's learning expectations (5.10)

Indicator 11
The principal/director has sufficient decision-making authority to lead the school.

- ✓ A copy of the principal/director's job description (5.11)
- ✓ Provide examples that demonstrate how the school/center's board and superintendent have or have not given the principal/director sufficient decision-making authority to lead the school/center (5.11)

Indicator 12
Current written policies and procedures are readily available to all personnel and to the public.

- ✓ Identify location of all written policies and procedures to ensure accessibility. (5.12)

Indicator 13
A written school/center improvement plan with measures of accountability has been implemented.

- ✓ Provide copy of the current improvement plan (5.13)
- ✓ Identify measurements of accountability (5.13)

Indicator 14
Students are provided opportunities for student government/leadership.

- ✓ Provide examples of how students are afforded meaningful roles in student government and leadership positions (5.14)

Indicator 15
The school/center's calendar is designed to ensure minimal disruption of the center/school's educational program.

- ✓ Provide examples of the school/center calendar and student schedule (5.15)

Indicator 16
The school/center encourages non-traditional careers for students and supports gender equity in all programs.

- ✓ Provide documentation supporting enrollment of student in non-traditional career pathways (5.16)
- ✓ Identify recruitment materials that promote gender equity (5.16)

III.   Analyzing the Evidence, Writing a Conclusion Sentence(s), and Writing an Indicator Narrative

Once you have gathered the data requested, use the directions that follow to guide your analysis and discussion on the gathered evidence and information as it relates to the various indicators in the Standard on Culture and Leadership. **Only after these steps have been completed should the Committee begin the process of writing the Narrative**. The narrative writing will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

Indicator 1

The school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

Analysis:
a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about the school/center community's efforts to *consciously and continuously build a safe, positive, respectful, and supportive culture?*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center community's efforts have *consciously and continuously built a safe, positive, respectful, and supportive culture.*

b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the center/school's culture *fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all*?

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the culture *fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which the school/center community *consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.*

Example:
The school/center community has consciously and continuously built a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations.

Writing the narrative for the Indicator(s):
Take your conclusion sentence that includes the **extent** to which the school/center is meeting the indicator or each component of the indicator; place it at the beginning of your paragraph and underline it.

Now, following the underlined conclusion sentence and based on your discussion and analysis, write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III. This information forms the details that justify or support your underlined conclusion.

This writing will form one part of your Narrative Essay. It should be double-spaced and it should be written in the third person. We recommend that fonts be consistent across the Indicators and prefer Times New Roman/12.

Indicator 2

The school/center is equitable, inclusive, and fosters heterogeneity by using student-grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.

Analysis:

a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about the how *the school/center is equitable, inclusive, and fosters heterogeneity by using student-grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center *ensures that there is an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.*

b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center is equitable, inclusive?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center is equitable, inclusive.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which the school/center is *equitable and inclusive* and the **extent** to which every student in the high school/center has access to grouping practices that reflect their *unique learning and social needs and demonstrate an awareness of the diversity of the population of the school/center.*

   Example:
   The school/center is equitable and inclusive, and minimally fosters heterogeneity in academic and career technical core courses.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 3

In order to improve student learning through professional development, the principal and professional staff:
- *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning*
- *use resources inside and outside of the school/center to maintain current with best practices*
- *dedicate formal time to implement professional development*
- *have a planned orientation program for new staff*
- *apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment*
- *ensure that all faculty and staff meet state and local certification requirements.*

Analysis:

a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how, through professional development, the principal/director and professional staff has engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning in order to improve student learning?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which, through professional development, the principal/director and professional staff has engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning in order to improve student learning.

b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director and professional staff use resources outside of the school/center to maintain currency with best practices?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal/director and professional staff uses resources outside of the school/center to maintain currency with best practices.

c. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director and professional staff dedicate formal time to implement professional development?

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the principal/director and professional staff dedicates formal time to implement professional development.

d. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director and professional staff *has a planned orientation program for new staff.*

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the principal/director and professional staff has a planned orientation program for new staff.

e. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director and professional staff apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment?

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the principal/director and professional staff apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

f. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director and professional *ensure that all faculty and staff meet state and local certification requirements.*

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the principal/director and professional staff *ensures that all faculty and staff meet state and local certification requirements.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which the principal and professional staff use professional development time *to engage in professional discourse, reflection, inquiry, analysis to improve teaching and learning, use resources outside of the school/center to maintain currency with best practice, dedicate formal time to implement professional development, have a planned orientation program for new staff, apply the skills, practices, and ideas gained in order to improve instruction and assessment* and *ensure that all faculty and staff meet state and local certification requirements.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 4
Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty and staff.

Analysis:
Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *school/center leaders use research-based supervision and evaluation processes that focus on improve student learning to evaluate the performance of the administration, faculty and staff?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *school/center leaders use research-based supervision and evaluation processes that focus on improved student learning to evaluate the performance of the administration, faculty and staff.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identify the extent or degree to which *school/center leaders use research-based supervision and evaluation processes that focus on improved student learning to evaluate the performance of the administration, faculty and staff.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 5
The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

Analysis:
Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which the school/center's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 6
The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's core values, beliefs, and learning expectations.

Analysis:
Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the principal/director *works with other building leaders* to provide *instructional leadership that is rooted in the school/center's core values, beliefs and learning expectations?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal/director *works with other building leaders* to provide *instructional leadership that is rooted in the school/center's core values, beliefs and learning expectations.*

Writing a Conclusion Sentence(s):
Write one or two sentences, which identifies the extent or degree to which the principal/director *works with other building leaders* to provide *instructional leadership that is rooted in the school/center's core values, beliefs and learning expectations.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
    Follow the directions as detailed under this heading in Indicator 1.

Indicator 7

All members of the school/center community feel welcome at the school/center and have opportunity for school/center improvement.

Analysis:
a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how community members are made to *feel welcome at the school/center.*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community members' are made to *feel welcome at the school/center.*

b. Using the examples in Section II and survey results to form your discussion, what does the evidence shows about what opportunities are provided *for school/center improvement.*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which community members are provided with the opportunities to be involved in *school/center improvement.*

Writing a Conclusion Sentence(s):
    Write one or two sentences which identifies the extent or degree to which *all members of the school/center community feel welcome at the school/center and have opportunity for school/center improvement.*

    See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
    Follow the directions as detailed under this heading in Indicator 1.

Indicator 8

Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.

Analysis:
    Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *teachers exercise initiative and leadership* essential to the improvement of *the school/center* and to *increase students' engagement in learning?*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *teachers exercise initiative and leadership* essential to the improvement of *the school/center* and to *increase students' engagement in learning.*

Writing a Conclusion Sentence(s):
    Write one or two sentences which identifies the extent or degree to which *teachers exercise initiative and leadership* essential to the improvement of *the school/center* and to *increase students' engagement in learning.*

    See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
    Follow the directions as detailed under this heading in Indicator 1.

Indicator 9

The work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *the work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which *the work, contributions, and achievements of students and school/center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 10

The school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *the school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teach *the school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which *the school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/center's learning expectations.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 11

The principal/director has sufficient decision-making authority to lead the school/center.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *the principal/director has sufficient decision-making authority to lead the school/center?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the principal/director has sufficient decision-making authority to lead the school/center.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which *the principal/director has sufficient decision-making authority to lead the school/center.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 12
Current written policies and procedures are readily available to all personnel and to the public.

Analysis:
Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *current written policies and procedures are readily available to all personnel and to the public?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *current written policies and procedures are readily available to all personnel and to the public..*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which *Current written policies and procedures are readily available to all personnel and to the public.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 13
A written school/center improvement plan with measures of accountability has been implemented.

Analysis:
Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *a written school/center improvement plan with measures of accountability has been implemented?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *a written school/center improvement plan with measures of accountability has been implemented.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the extent or degree to which *a written school/center improvement plan with measures of accountability has been implemented.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

Indicator 14

Students are provided opportunities for student government/leadership.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *students are provided opportunities for student government/leadership?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *students are provided opportunities for student government/leadership.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which *students are provided opportunities for student government/leadership.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 15

The school/center's calendar is designed to ensure minimal disruption of the school's educational program.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *the school/center's calendar is designed to ensure minimal disruption of the school's educational program?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the school/center's calendar is designed to ensure minimal disruption of the school's educational program.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which *the school/center's calendar is designed to ensure minimal disruption of the school's educational program.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 16

The school/center encourages non-traditional careers for students and supports gender equity in all programs.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how *the school/center encourages non-traditional careers for students and supports gender equity in all programs?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the school/center encourages non-traditional careers for students and supports gender equity in all programs.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which *the school/center encourages non-traditional careers for students and supports gender equity in all programs.*

See examples in Indicator 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school/center enters the "print self-study report" command.

V. Writing the Executive Summary/Standard Rating/Strengths/Needs

a. Write a one-page summary of the evidence in the Standard's narrative essay which will be used to support the Committee's judgment of the school/center's level of adherence to the Standard on Culture and Leadership. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.

b. Use the rating guide provided to determine the school's level of adherence to the Standard on Culture and Leadership, based on the conclusions and supportive evidence in the Narrative Essay and write a sentence that follows the summary.

> Example:
> Based on the CTCI Rating Guide for the Standard on Culture and Leadership, Sample High School/Center judges its adherence to the Standard as Acceptable.

c. Identify and list the school's strengths in adhering to the *specific indicators* in the Standard on Culture and Leadership.

d. Identify and list the school's needs in adhering to the *specific indicators* in the Standard on Culture and Leadership.

e. Attach a list of the names, positions, and signatures of the Committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of Committee members attest to the thoroughness of the Committee's work and to the veracity of the Narrative Essay and Executive Summary.

Please consult the Self-Study Seminar Handbook, page 43, for a sample Executive Summary.

Sample Continuum of Terms for Writing Conclusion Statements

ALWAYS

all

across the school

pervasive

often

the vast majority

most

by design

collectively

extensively

frequently

in some areas

consciously

deliberately

formally

informally

not by design

occasionally

sometimes

scattered

sporadically

infrequently

rarely

NEVER

R A T I N G   G U I D E

CULTURE AND LEADERSHIP

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:
- The school/center is not equitable and inclusive
- The principal/director, working with other building leaders, does not provide instructional leadership that is rooted in the school/center's core values, beliefs, and learning expectations
- The school/center is not safe

A rating of **LIMITED** is appropriate if the school/center has implemented a program(s) or process(es) but has yet to ensure that every student has a connection with an adult in the building, in addition to the guidance counselor, who knows the student well; is working towards becoming inclusive and equitable and ensures access to challenging academic experiences for many students; the principal/director marginally provides instructional leadership that is rooted in the school/center's core values, beliefs, and learning expectations; and the school/center is safe, but:
- The school committee and superintendent do not provide the principal/director with the sufficient decision-making authority to lead the school/center

A rating of **ACCEPTABLE** is appropriate if the school/center has a formal ongoing program(s) or process(es) in place and can ensure that every student has a connection with an adult in the building, in addition to the guidance counselor, who knows the student well; is equitable and inclusive and ensures access to challenging academic experiences for all students, fostering heterogeneity; the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; the school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all; and:
- The school committee and superintendent provide the principal/director with the sufficient decision-making authority to lead the school/center
- The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students
- The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's core values, beliefs, and learning expectations.
- In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources inside and outside of the school/center to maintain current with best practices
  - dedicate formal time to implement professional development
  - have a planned orientation program for new staff
  - apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment
  - Ensure that all faculty and staff meet state and local certification requirements.

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:
- The school/center is equitable, inclusive, and fosters heterogeneity by using student-grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.
- School/center leaders regularly use research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty and staff.
- Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.
- A written school/center improvement plan with measures of accountability has been implemented.
- The school/center encourages non-traditional careers for students and supports gender equity in all programs.