Standard 3 Writing Template

Instructions

* 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, “The school community provides a safe, positive, respectful, and inclusive culture and is beginning to demonstrate commitment to diversity, equity, inclusion, and belonging.”
* The next sentence is the first descriptor. All descriptors are listed. Use a qualifier if needed. Describe how your school aligns or has plans for alignment with the descriptor. Use 2-3 examples to support alignment to the descriptor. If the school has no information for that descriptor state it. 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 you have plans for the future, those can be stated.
* Repeat for all descriptors.
* The last sentence is the rating. Use the Principles Rubric to determine the rating. Choose one rating and delete the others.
* Once you finish all Principles for the Standards, write the strengths and areas of growth for the entire Standard. Use the language of the principles and descriptors to help write the strength or need.
* Remove the blue text from your writing when you are finished.

Principle 3.1

First sentence - 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.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

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.  (Add 2-3 examples and information here:)

Write Here:

The school growth/improvement plan includes school-specific and measurable goals with expected learning impacts and criteria for success.  (Add 2-3 examples and information here:)

Write Here:

The school growth/improvement plan is informed by the perspectives of stakeholders and current research.  (Add 2-3 examples and information here:)

Write Here:

The school growth/improvement plan is aligned with district priorities and the Standards for Accreditation.  (Add 2-3 examples and information here:)

Write Here:

The school growth/improvement plan informs decision-making in the school.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.1.

Principle 3.2

First sentence - Educators engage in ongoing reflection, formal and informal collaboration, and professional development.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

Educators, individually and collaboratively, engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning.  (Add 2-3 examples and information here:)

Write Here:

Educators develop consistent grading and assessment practices aligned with the school’s beliefs about learning.  (Add 2-3 examples and information here:)

Write Here:

Educators engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice.  (Add 2-3 examples and information here:)

Write Here:

Educators maintain currency with best practices and content-specific instructional practices.  (Add 2-3 examples and information here:)

Write Here:

Educators engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.2.

Principle 3.3

First sentence - Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

Educators, individually and collaboratively, examine student work. (Add 2-3 examples and information here:)

Write Here:

Educators, individually and collaboratively, examine data from a variety of formative and summative assessments. (Add 2-3 examples and information here:)

Write Here:

Educators, individually and collaboratively, examine disaggregated data of participation, performance, and experiences by subgroups. (Add 2-3 examples and information here:)

Write Here:

Educators, individually and collaboratively, examine individual and school-wide progress in achieving the school’s vision of the graduate. (Add 2-3 examples and information here:)

Write Here:

Educators, individually and collaboratively, examine data from sending schools and post-secondary data. (Add 2-3 examples and information here:)

Write Here:

Educators, individually and collaboratively, examine feedback from a variety of sources, including students, other educators, supervisors, families and the school community. (Add 2-3 examples and information here:)

Write Here:

Educators use the examination of evidence to improve curriculum, instruction, and assessment practices. (Add 2-3 examples and information here:)

Write Here:

Educators use data to identify and respond to inequities in student achievement. (Add 2-3 examples and information here:)

Write Here:

Educators use data to evaluate and improve programs and services. (Add 2-3 examples and information here:)

Write Here:

Educators use data to emphasize the use of evidence-based research, reflective practice, data, and feedback to improve learners’ educational experiences.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.3.

Principle 3.4

First sentence - Collaborative structures and processes support coordination and implementation of curriculum.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

The school uses structures and processes to ensure a formal, ongoing curriculum cycle of review and revision for all courses in all departments.  (Add 2-3 examples and information here:)

Write Here:

The school ensures effective curricular coordination within and among each academic area, department, and program in the school.  (Add 2-3 examples and information here:)

Write Here:

The school ensures vertical articulation within the school and with sending schools in the district.  (Add 2-3 examples and information here:)

Write Here:

The school ensures clear alignment between the written, taught, and learned curriculum.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.4.

Principle 3.5

First sentence - School-wide organizational practices are designed to meet the learning needs of each student.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

The school provides access to challenging academic experiences for all learners.  (Add 2-3 examples and information here:)

Write Here:

The school provides inclusive learning environments and opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses.  (Add 2-3 examples and information here:)

Write Here:

The school ensures equitable inclusion of students from historically underrepresented groups in all courses, programs, and opportunities, including career and technical education programs.  (Add 2-3 examples and information here:)

Write Here:

The school has 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.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.5.

Principle 3.6

First sentence - Educators develop productive student, family, community, business, and higher education partnerships that support learning.   (If needed, add the language from the rubric or another qualifier to describe how well the school is meeting the principle.)

Descriptor sentences (add examples, information, or details after each sentence.)

Educators enable and promote relationships with the community, businesses, and higher education institutions to support authentic student learning experiences.  (Add 2-3 examples and information here:)

Write Here:

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.  (Add 2-3 examples and information here:)

Write Here:

Educators develop effective career and technical education program advisories and community, business, and higher education partnerships that support work-based learning.  (Add 2-3 examples and information here:)

Write Here:

Concluding sentence - The school is in the not yet evident/initiating/developing/implementing transforming phase for Principle 3.6.

Standard 3 Strengths

Standard 3 Areas of Growth