Guide to
Developing and Implementing
Core Values, Beliefs, and
Learning Expectations

Commission on Public Schools

Committee on Public Secondary Schools

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Purposes of this Guide

This guide is designed to assist schools in meeting the 2011 Standard for Accreditation on Core Values, Beliefs, and Learning Expectations and to help schools integrate and implement the school's core values, beliefs, and 21st century learning expectations into their application of the Teaching and Learning Standards.

The guide includes the following:

- a process to develop a school's core values and beliefs about learning
- a process to develop a school's 21st century academic, social, and civic learning expectations
- a process to develop specific and measureable criteria for success of the school's 21st century learning expectations, such as school-wide analytic rubrics
- integrating the core values, beliefs, and 21st century learning expectations into the school's alignment to the Teaching and Learning Standards
- developing and implementing a local assessment system to measure student achievement of the school's learning expectations
- gathering local assessment data and reporting out data to students, their families and the school community

This guide should be especially useful to schools:

- that are about to create, review, and/or revise their core values and beliefs about learning as well as their 21st century learning expectations prior to beginning the self-study process
- that are just beginning to develop criteria for success, such as school-wide analytic rubrics
- that are just beginning to implement their faculty-developed school-wide specific and measureable criteria for success that are finding their student learning expectations to be difficult to assess
- that are finding it difficult to differentiate between the use of faculty-developed school-wide criteria for success for the school's 21st century learning expectations and course specific assignment or department specific criteria
- that are finding it difficult to gather, report, and utilize local assessment data

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I.   Developing Core Values, Beliefs, and Learning Expectations

As member schools of the Commission on Public Schools reflected on the changing landscape of education for the students of the 21st century and considered the most current educational research it became evident that schools needed to move beyond a mission statement to establish clear foundational commitments to students and their communities. While as a first step mission statements described the essence of what the school community sought to achieve, they grew holistic and difficult to use in assessing the school's achievement of the stated goals. Schools may choose to continue to define their overall mission, but in order to create an effective school culture that promotes improved learning for all students which can be effectively measured a more defined statement is needed. Consequently, the 2011 Standards move schools to further define their goals through *identifying a set of core values and beliefs about learning.* Once identified, through engagement in a dynamic, collaborative, and inclusive process informed by current research-based best practices, these core values and beliefs about learning will manifest themselves in a set of school-wide 21st century learning expectations. Once the school has established its core values, beliefs, and learning expectations it can take steps to ensure they are actively reflected in the culture of the school and drive curriculum, instruction, and assessment practices in every classroom. As well, the school should use the core values, beliefs, and learning expectations to guide the school's policies, procedures, decisions, and resource allocations. As part of the school's reflective and growth processes, the school will also regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and other school priorities.

A school's core values and beliefs about learning can be embedded in a "mission statement," but schools have learned over the past ten years that mission statements which do not specifically include and clearly identify the core values and beliefs about learning about which stakeholders feel passionate do not provide the foundational commitments upon which the school can make decisions about curriculum, instruction, and assessment practices. Therefore, many schools have chosen to retain their "mission statement," but following this statement the school will specifically state their core values, beliefs about learning, and their set of challenging and measurable 21st century learning expectations which address the school's 21st century academic, social, and civic expectations.

It is essential that the identified core values, beliefs, and 21st century learning expectations are the result of thoughtful conversations about the direction the entire school community wishes to pursue and the values that drive them toward that direction. To ensure that the core values and beliefs about learning reflect the larger community, it should be developed in a collaborative, dynamic, and inclusive process. This process should include administrators, teachers, students, parents, and community members who have reviewed research-based best practices as well as district and school community priorities in determining the school's future direction.

The 21st century learning expectations identify the school-wide essential skills that the community and research-based best practices have determined are fundamental for all students in order to be prepared for future career and post-secondary learning. These expectations must address competencies in the following areas:

- academic (e.g., proficient communicators in written and spoken language, critical thinkers)
- social (e.g., effective collaborators, establish and accept personal responsibilities)
- civic (e.g., participate effectively in ones community, being an informed member of a national and global society)

What is essential is the relevance of these skills to what all students need to know to be successful in the 21st century, and that there are sufficient opportunities incorporated into student learning for students to practice and achieve each one. These skills reach beyond student knowledge and proficiency in academic subjects. Schools will often have more expectations that address their academic goals than those that address social and civic goals.

The identification of challenging and measurable school-wide 21st century learning expectations means that the school has made an explicit commitment to teaching and assessing the achievement of each one of the learning expectations, individually for each student. Each expectation must be defined by specific and measurable criteria for success, such as a school-wide analytic rubric, that identifies targeted high levels of achievement. An analytic rubric defines the separate components or criteria contained in an expectation and also include separate, individual descriptors defining differing levels of performance for each criterion.

The school's core values and beliefs about learning as well as its 21st century learning expectations should shape the culture and determine the priorities of the school, serving as the guiding force behind decision-making related to the school's curriculum, instruction, assessment, as well as the school's policies, and procedures.

A note about analytic rubrics:
In June 2016, the Commission voted to revise the language in the Standards to say that "Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement." This new language gives schools the option to use a tool other than analytic rubrics to define learning expectations. For this guidebook, analytic rubrics are used as the tool to define learning expectations. Schools may choose to use another tool that accomplishes the same purposes.

II. Engaging in a Dynamic, Collaborative, and Inclusive Process:

Following is a set of steps school leaders could take to engage in a *dynamic, collaborative, and inclusive process* to develop core values, beliefs, and learning expectations. There are numerous other processes that skilled leaders might prefer to use, but this process is detailed as an example for school leaders who might not be sure where to begin.

1. Determine the overall time span, tentative benchmark goals, and dates for completion of each goal as well as approval of a document. If left unscripted, the process to develop a set of core values, beliefs, and learning expectations can go on for an indefinite period of time. The task can be reasonably accomplished, from start to approved document, in a school year; an aggressive schedule can accomplish the task in less time; going longer than one year may lead to a loss of focus.

2. Determine if a committee already exists in your school community that is inclusive of representatives of all of the constituencies that could be used to engage in such a process. Some schools have an existing school council consisting of:

- students
- teachers
- administrators
- parents
- community members
- others (school board member, senior citizen and/or member of the local business community are often a part of such a group)

The composition of your group may vary slightly from school to school depending on the number of constituency groups you choose to involve. If there is no existing committee, then establish an ad-hoc committee based on the constituency groups previously mentioned.

The task of developing the school's core values, beliefs, and learning expectations should not be assigned to the self-study committee on core values, beliefs, and learning expectations. The task of this self-study committee is to determine the degree to which the school adheres to its core values, beliefs, and student learning expectations rather than to develop these values and beliefs.

3. Provide the committee with background reading to give the members a broader context from which they can discuss core values, beliefs about learning and 21st century learning expectations. This assignment might include reading some of the following:

- a locally developed strategic plan
- a district mission statement
- national forums
- other state or national reports
- educational journals, books and articles

The research and resources available to inform, energize, and focus your group's thinking is voluminous and evolving so a search of the internet will easily provide foundational materials to ensure that what is eventually developed by the committee has relevance and can be defended.

4. Based on the research the committee has reviewed, they then should utilize a process to first compile a broad base of values and beliefs about learning which they will then be refined to a smaller "core" set of values and beliefs about learning.

Next, compile a list the 21st century learning expectations that the group has identified. Remember that these learning expectations must prepare students with the skills they feel are necessary for success in a career or post-secondary education and they must address academic, civic, and social competencies. Most importantly, remember that these expectations are for ALL students and they represent learning skills not academic proficiencies.

If your process is to be *dynamic*, then members of the invited committee should solicit input from the larger groups they represent. Thus, each member would return to his/her representative constituency in some form and spend at least one session informing and receiving feedback from that group that can be brought back and shared with the committee.

Depending on the time frame involved these tasks may be done as three separate processes; one round for core values, one for beliefs about learning, and one for 21st century learning expectations or they may be done in any combination the committee feels is best suited for their purposes. A suggestion would be to develop either as three separate processes or two processes, one for core values and beliefs and a second for 21st century learning expectations; to attempt all three together may too ambitious.

5. Once the process has been completed, the committee should seek formal approval by the faculty, any site-based management group, and the school's governing body.

6. After approvals have been obtained the ad hoc committee's work has been completed and the school will begin the process of developing specific and measurable criteria for success, such as school-wide analytic rubrics, targeting high levels of achievement for the 21st century learning expectations, devising protocols for their implementation into the curriculum and instructional practices, as well as developing a process for assessing students using the analytic rubrics, gathering that assessment data, and reporting assessments results to students, their families, and the school community.

7. Finally, begin the process of sharing with the school community the school's newly developed core values, beliefs about learning, and 21st century learning expectations so that they become embedded in the culture of the school.

> ✓ *Have the core values and beliefs about learning been developed dynamically, collaboratively, and inclusively by parents, teachers, students, and community members?*
> ✓ *Do the core values and beliefs about learning represent ideals about which the school is passionate?*
> ✓ *Has the school developed academic, civic and social expectations that apply to all students?*

III. What do core values, beliefs about learning, and 21st century learning expectations look like?

Core Values

A school's core values define those qualities that are foundationally desired to be both modeled by the educational practices within a school and also to be intrinsically established in the practices of its students. Beyond academic proficiencies, these values are what we hope students take with them into their futures.

The choices of values that a school and its community chose to identify can be limitless, but some schools have identified the following as examples:

- collaboration
- honesty
- perseverance
- respect
- personal integrity
- equity
- intellectual curiosity
- appreciation of diversity

There are no "correct" answers to defining which values a school should choose, but a suggestion would be to remember that these values represent the core.

Beliefs about Learning

A school's beliefs about learning form the basis for teaching and learning practices and decisions. Again there are a myriad of philosophies about what is fundamental to successful student learning, but some schools have identified the following as examples:

- All students have the potential to achieve, although at different paces
- Each student has something uniquely individual to offer their school and community
- Students learn best when instruction provides students with the opportunity to solve authentic problems
- Students should experience equal opportunities to work alone and to reflect on their learning and also to work cooperatively and collaboratively with others
- Students must feel safe, both physically and emotionally, in their school and their classrooms
- The use of technology is a vital tool in teaching students and for students to teach themselves

21st Century Learning Expectations

A school's 21st century learning expectations reach beyond the acquisition and application of knowledge in specific subject areas to encompass those skills and competencies that educational research and public policy has identified as necessary for students to learn, and which will serve as the foundational processes for future learning in career or post-secondary education. These learning expectations address academic, social, and civic competencies. While these skills may change or others may be determined, some schools have chosen some of the following as having relevance:

Academic
- Students will be able to solve problems in both conventional and innovative methods
- Students will communicate effectively through oral, written, visual, artistic, and technical modes of expression
- Students will demonstrate the acquisition of core knowledge in defined subject areas

- Students will read for comprehension and to effectively analyze arguments and opinions
- Students will be able to think critically as an individual and in collaboration with others
- Students will demonstrate the acceptance of challenge and commitment through perseverance

Social
- Students will demonstrate appropriate personal, interpersonal, and professional skills and behaviors
- Students will demonstrate integrity and ethics
- Students will demonstrate a respect for diversity
- Students will demonstrate self-reliance, time management, and acceptance of personal responsibility

Civic
- Students will demonstrate community involvement
- Students will demonstrate an understanding of cultural and political actions required of a responsible, active citizen
- Students will demonstrate an awareness of their global responsibility to others and the environment

Again, these are only examples and schools need to determine the quantity and appropriateness of their learning expectations based on their own research and decision-making processes. As the school moves on to developing their analytic rubrics for their learning expectations, it is important to note that several of the expectations provided as example contain more than one topic and therefore may require more than one analytic rubric to assess the students' and the school's achievement of that learning expectation.

IV. Creating Analytic Rubrics to Accompany the 21st Century Learning Expectations

Analytic rubrics analyze a product or performance by looking at each of its relevant component parts. The component parts are often referred to as traits or criteria. By breaking out the traits/criteria, the assessment is more accurate and provides students with specific information on how to reach the desired results.

An analytic rubric is one where performance is judged separately for each criterion so that teachers and students can assess how well students meet a criterion, distinguishing between work that effectively meets the criterion and work that does not meet it. When creating an analytic rubric, teachers must determine how fine the distinction should be for each criterion. For example, if a criterion in a particular rubric was to determine the amount of eye contact a presenter makes with his/her audience that judgment could be as simple as "did" or "did not make eye contact" (two levels of performance), never, sometimes, always made eye contact (three levels), or never, sometimes, usually, or always made eye contact (four levels.)

The school will need to develop at least one analytic rubric (sometimes more than one) for each of the school's 21st century learning expectations. Teachers must discuss the meaning of each learning expectation to determine what it will look like when a student is meeting the expectation at the level the school has deemed to be the acceptable level of achievement (this is called the targeted level). In the last example cited earlier, the school might determine the targeted level for that criterion to be "usually" on its four levels of performance.

In general, the more criteria used to evaluate the components of a learning expectation and the more levels of defined performance for each criterion in each rubric, the more specific the rubric in determining where and what the student needs to do to improve. Students can also then see what performance at the targeted level looks like, and they can see what they need to do to improve to that level. A teacher is likely to be more objective and consistent when using an analytic rubric and if more than one teacher is using the same rubric, the specificity of the descriptors increases the chances that multiple teachers will apply the rubric in a similar manner.

It is important that all professional staff members work collaboratively to develop the rubrics and discuss the criteria and the levels because they will be used across disciplines. Each rubric must identify the critical components that will be assessed for each learning expectation and define the descriptors for each level of performance in those identified components. The goal is for the definitions to be so clear that everyone, including faculty, administration, students, parents, and community members, will have a shared understanding of the meaning of each of the expectations.

Once the criteria have been written for each of the learning expectations, the school must describe the specific levels of performance through the creation of a description of the desired outcomes for each level of each criterion in each learning expectation and must indicate the acceptable level of achievement on each rubric.

Schools will define their 21st century learning expectations which address academic, civic, and social competencies through the use of the analytic rubrics so that it is important to be clear to students, parents, and teachers exactly what is expected of students. In addition, the analytic rubrics provided must ensure the expectations are measurable and reflect the school's core values and beliefs about learning.

Analytic rubrics are important for two key reasons: (1) they help the student understand the quality of learning expected and what to do to improve and (2) they provide specific information to teachers to inform revisions to curriculum, instructional strategies, and assessment techniques to assist them in helping students achieve at the desired level. It is important to understand that the school-wide rubrics will be used to judge the progress of each and every student in meeting the academic expectations in the mission.

> ✓ *Have we created analytic rubrics for each of our 21st century learning expectations so that students, parents, and teachers have a shared understanding of the meaning of each and so that students know how to reach the targeted level of achievement?*
> ✓ *Have we developed an analytic rubric for each of the 21st century learning expectations which we will use to assess the achievement of every student in our school for that expectation?*
> ✓ *Have we identified a plan to ensure that these analytic rubrics are regularly used with all students?*

V. Implementing the School's Core Values, Beliefs, and Learning Expectations

References to the school's core values, beliefs, and learning expectations occur in every Standard throughout the Committee on Public Secondary School's 2011 Standards for Accreditation so their importance to the school in aligning to the Standards is clearly established. The information that follows will assist schools in the integration of the school's core values, beliefs, learning expectations and analytic rubrics into the school and district plans for continuous school improvement.

Using the Core Values, Beliefs, and 21st Century Learning Expectations in Curriculum

Common Curriculum Format

The written and taught curriculum needs to be designed so that all students meet the desired level of achievement in each of the school's 21st century learning expectations. Because the written curriculum is the framework within which a school aligns and personalizes the delivery of the 21st century learning expectations it is essential that the school's 21st century learning expectations be specifically written within the school's formal curriculum template, which also includes specific references to units of study with essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of school-wide analytic and course specific rubrics. Without its proper place in the written curriculum it is difficult for these expectations to remain in the instructional vision of the school's teachers.

Providing Students with Opportunities to Practice and Achieve the 21st Century Learning Expectations

The school must ensure that the curriculum will provide that all students have multiple opportunities to practice and achieve the learning expectations. To illustrate this concept, let's look at a typical learning expectation – *students will write effectively*.

Let's say that a school has defined effective writing, regardless of where it occurs in the curricula or for what specific purpose the writing, to include the construction of a clear thesis, the use of supportive evidence, the use of transitions, a clear organizational pattern, and correct use of grammar and mechanics, etc. From this list of criteria, the school has created an analytic writing rubric. The school might decide that teachers in all departments must evaluate student writing according to the same criteria by using the same performance standard/rubric. This reinforcement across the curriculum will help students internalize the basic qualities of good writing, develop their skills, and make connections across disciplines. Not every writing assignment has to be assessed using the school-wide rubric nor must every department formally assess each students' writing skills, but the students should use the analytic rubric a number of times each term/semester so as to understand how well they are achieving this school-wide writing goal and to make the necessary adjustments to meet the targeted level of accomplishment. Also the use of the student's level of achievement on the writing rubric may or may not be integrated into the "grade" given to the student's writing which may be based on the student's achievement of specific course related proficiencies.

> ✓ *Do teachers understand that there must be an analytic rubric for each of the school's learning expectations, whether they address academic, civic, or social competencies?*
> ✓ *Do students in our school have an opportunity to use each of the analytic rubrics a number of times each term/semester so they can understand how well they are achieving each of the expectations and so they can make the necessary adjustments to meet the school's targeted level of achievement?*
> ✓ *Do students have opportunities in multiple disciplines to practice each of the learning expectations?*

The Standard for Accreditation on Curriculum requires that the curriculum be purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The goal of reinforcement across all departments/content areas requires that opportunities for students to practice the learning expectations are embedded in multiple curriculum areas or multiple courses within a discipline – thus the **purposeful design** of the curriculum. In other words, if the criteria for writing effectively is an expectation, then the principles for writing effectively should be stressed not only in English class, but also in writing assignments required in math, science, and other classes. If writing opportunities are not currently part of the curriculum in multiple disciplines, the curriculum may need to be revised to incorporate these experiences. While not every department must take responsibility for every learning expectation, it will be important that each department/content area take responsibility for some of the learning expectations. All students should have many opportunities to practice each of the expectations numerous times in many courses.

> ✓ *Is it clear in the written curriculum where each of the 21st century learning expectations is being taught?*
> ✓ *Has each department/content area assumed responsibility for teaching and using the analytic rubrics for some of the learning expectations?*
> ✓ *Does the school's formal curriculum template include specific references to the learning expectations?*

Using the Core Values, Beliefs, and 21st Century Learning Expectations in Instruction

Adopting Instructional Practices Consistent with the Core Values and Beliefs About Learning

Offering students opportunities within the curriculum to practice the school's learning expectations is only one part of the expectations of the Standards. The Standard for Accreditation on Instruction requires that schools use instructional strategies consistent with the core values and beliefs about learning it has developed and articulated as well as with the 21st century learning expectations; these strategies and practices will help students meet the acceptable level of performance for each learning expectation. For example, if a school believes, as expressed in its core values and beliefs, that students learn best by applying knowledge, teachers need to provide numerous opportunities for students to practice the application of knowledge. Teachers might ask students to write for audiences beyond the classroom, share portfolios with parents and critical friends, engage in project work that leads to formal public presentations, participate in internships and school-to-career opportunities, etc. In support of a school-wide learning expectation related to writing effectively, English teachers might adopt a writing workshop approach to teach students the essential components of the effective writing rubric. In math classes, teachers might ask student to write *how* they would solve a problem in addition to actually solving the problem. To teach students how to construct a thesis, science teachers might require students to defend a hypothesis in a lab report, not just to chronicle the steps of an experiment. These examples simply serve to illustrate the importance of employing instructional strategies that are consistent with the school's core values and beliefs about learning and enable students to practice and achieve school-wide learning expectations.

Using the Core Values, Beliefs, and 21st Century Learning Expectations in Assessment

Assessing Individual Student and the School's Achievement of the Learning Expectations

Assessment becomes the critical piece in determining the extent to which students are achieving the school's 21st century learning expectations. In order to know how well each student is achieving the learning expectations the school has set forth for students, the school must develop an assessment process for monitoring achievement by each student in the school of each of the learning expectations using the school-wide analytic rubrics. Schools need to develop *local* classroom assessments procedures that are deliberately focused to assess the learning expectations. As part of the local assessment process the school must develop procedures for gathering individual student data and aggregating that data to determine school-wide achievement.

Some schools have developed procedures that identify specific departments with the responsibility of ensuring specific learning expectations are taught and assessed. While the expectations and the rubrics would and should be used in many other areas, these identified areas become the control through which enough data is acquired to make reasonable judgments on individual student's proficiency as well as the school-wide proficiency.

> ✓ *Do all of our teachers use the analytic rubrics with students so that students are aware of the progress they are making towards achieving each of the school's learning expectations?*

Monitoring and Reporting Student Performance on the 21st Century Learning Expectations

Local assessments should be used to generate data about both individual and overall student achievement of the academic expectations in the mission. Individual student achievement of school-wide expectations must be communicated to students and their parents. Aggregate results of achievement of the school's 21st century learning expectations must be reported to the school community (school board or committee, district leaders, parents, etc.). Data about overall student achievement of the learning expectations should be used to guide decision-making and to communicate school performance to the school community. Communities generally receive little information about school performance beyond standardized test results. Local assessments give

schools a valuable opportunity to demonstrate their effectiveness by reporting student progress in those areas of student learning (the school's 21st century learning expectations) deemed most critical by the school community itself which helped write the school's core values, beliefs, and learning expectations.

School leaders should be aware that in assessing a school's alignment to the Standards for Accreditation, the Committee does not evaluate the school based on student achievement of the school-wide learning expectations. Rather, the Commission assesses the school's practices which enable students to achieve the learning expectations, its knowledge of student achievement of school-wide learning expectations, and the school's use of this knowledge to change and inform what is taught (curriculum) and how it is taught (instruction) as well as how the school uses the data it has gathered to review and modify the 21st century learning expectations. When a school has accomplished these steps, it is ensuring the implementation of its core values, beliefs about learning, and its 21st century learning expectations.

> ✓ *Do teachers provide students with analytic rubrics before each unit of study?*
> ✓ *Do we have a process which ensures the consistent use of the analytic rubrics as well as a process for gathering that data with all students in order to monitor individual student achievement and the school's progress in achieving each of the school's learning expectations?*
> ✓ *Do we communicate individual progress of student achievement of the 21st century learning expectations to students and their families?*
> ✓ *Do we communicate data about overall student achievement of the learning expectations to the school community?*

Becoming a Core Values, Beliefs, and Learning Expectations Driven School

The school's core values, beliefs about learning, and the 21st century learning expectations formally articulates the school's foundational commitments to students and the school community and must serve to guide changes in all areas of the school. A school that uses these core values and beliefs about learning in this way is truly delivering on its promise to its stakeholders. It is a school where students, teachers, parents, and administrators are very clear about the core values and beliefs about learning which serves to ensure that every student works to achieve each 21st century learning expectation, and provide its students with the skills and competencies required to be successful in their futures.

VI.   Overview of the Process for Developing and Using 21st Century Learning Expectations

1.   Determine your school's process for engaging all constituent groups in the school community and reviewing current research on 21st century learning skills

2.   Using your process, define the school's core values, beliefs, and 21st century learning expectations

3.   Create analytic rubrics for each learning expectation, indicating the targeted level of achievement for each expectation

4.   Provide multiple opportunities for every student to practice and achieve each expectation by purposefully incorporating the 21st century learning expectations in the curriculum documents

5.   Ensure that teachers' instructional practices are consistent with the school's core values, beliefs and learning expectations

6.   Ensure that departments/content areas/ teams assume responsibility for teaching and assessing the learning expectations

7.   Assess achievement by each student on each expectation using analytic rubrics and gather assessment data

8.   Report individual achievement based on use of analytic rubrics on each of the learning expectations to students and their families and school-wide data to the school community

9.   Review the data and use it to improve curriculum and instruction and increase student learning

VII.   Sample Core Values, Beliefs, and Learning Expectations

Following is a *sample which includes*

- *a narrative/mission statement(optional)*
- *a set of core values*
- *a set of beliefs about student learning*
- *a set of 21st century learning expectations which include academic, social, and civic competences that every student is expected to achieve*

Please note that the following is a model not an exemplar

MISSION STATEMENT (optional)

Millennial High School is a community of adult and student learners who believe that a high school education is a vital link in preparing students for life in the remainder of the 21st century. We commit to working with families and community members to support the personal, academic and career growth of every student. We believe that students must have a common core of knowledge, a set of skills to effectively utilize that knowledge, and an understanding of our responsibilities to our self and others in order to participate effectively in a global society.

CORE VALUES

- Honesty
- Perseverance
- Respect
- Personal integrity
- Collaboration

BELIEFS ABOUT LEARNING

- All students have the potential to achieve, although at different paces
- Each student has something unique to offer their school and community
- Students learn best when instruction provides them with the opportunity to solve authentic problems
- Students should experience equal opportunities to work alone and to work collaboratively with others
- Students must feel safe, both physically and emotionally, in their school and their classrooms

LEARNING EXPECTATIONS

Academic

- Students will be able to solve problems in both conventional and innovative methods
- Students will communicate effectively through oral, written, visual, artistic, and technical modes of expression
- Students will demonstrate the acquisition of core knowledge in defined subject areas
- Students will read for comprehension and to effectively analyze arguments and opinions
- Students will be able to think critically as an individual and in collaboration with others

Social
- Students will demonstrate appropriate personal, interpersonal, and professional skills and behaviors
- Students will demonstrate a respect for diversity

Civic
- Students will demonstrate community involvement
- Students will demonstrate an awareness of their global responsibility to others and the environment

VIII. Sample Analytic Rubric

Schools are urged to review current research and best practices about assessment as they begin the work of creating analytic rubrics for their learning expectations. Professional organizations such as ASCD provide a number of resources on assessment. An Internet search of "analytic rubrics" will also provide schools with a wealth of informative readings in support of rubric development.

Example 5
Analytic Rubric

**Learning Expectation: Student effectively communicates orally before an audience

Criteria	4 Exemplary	3 Proficient*	2 Developing	1 Beginning
Purpose	Speaking establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task.	Speaking establishes a purpose, demonstrates an awareness of audience and task.	Speaking attempts to establish a purpose, demonstrates some awareness of audience and task.	Speaking lacks a purpose, demonstrates minimal awareness of audience and task
Organization	Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow.	Speaking contains an introduction and conclusion. Progression of main ideas has minor inconsistencies in unity or coherence. Transitions are evident.	Speaking has a weak introduction and / or conclusion. Progression of main ideas has major inconsistencies in unity and / or coherence. Transitions are poor.	Speaking lacks an introduction and / or conclusion. Progression of main ideas is difficult or impossible to follow. Transitions are missing.
Content	Speaking contains all expected content and adheres to the agreed upon duration of the presentation. Main ideas are developed in depth and extensively supported by effective details and / or vivid examples. Presentation is unique and creative.	Speaking contains most of the expected content and mostly adheres to the agreed upon duration of the presentation. Main ideas are limited in depth and supported by only a few details or examples. Presentation is somewhat unique and creative.	Speaking contains some of the expected content and is significantly shorter or longer than the agreed upon duration. Few, if any, main ideas are developed and supported. Presentation lacks creativity and uniqueness.	Speaking contains little of the expected content and is extremely shorter than the agreed upon duration. Main ideas are unclear and rarely supported. Presentation shows no creativity.
Delivery I. Language Usage	Speaker uses well chosen vocabulary and correct pronunciation in standard English which is appropriate to the audience and task.	Speaker uses appropriate vocabulary and correct pronunciation with a few errors in standard English which is appropriate to the audience and task.	Speaker uses poorly chosen vocabulary or incorrect pronunciation with many errors in standard English or language which is inappropriate vocabulary and incorrect.	Speaker uses inappropriate vocabulary and incorrect pronunciation filled with errors in standard English or language which is inappropriate to the audience and the task.

II. Voice and Tone	Speaks clearly and expressively, with enthusiasm, uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	Speaks clearly, sometimes uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	Speaks clearly but without adjusting pace, volume, or inflection.	Speaks unclearly without appropriate pace, volume, or inflection.
III. Physical Expression	Establishes genuine rapport with audience through continual eye contact. Good posture, natural gestures, effective movements and appropriate dress all enhance the communication.	Establishes rapport with audience through frequent eye contact. Good posture, gestures, movements and dress are appropriate for the communication.	Makes occasional eye contact with audience. Posture, gestures, movements or dress detract from the communication.	Fails to make eye contact. Posture, gestures, movements or dress preclude communication.
IV. Visual Aids	Speaker effectively integrates suitable high quality audio or visual materials to explain or enhance the presentation.	Speaker integrates good quality audio or visual materials to explain or enhance the presentation.	Speaker ineffectively uses audio or visual materials and materials are of poor quality.	Speaker fails to use prepared audio or visual materials in presentation.

* Acceptable level of performance

IX.   Sample Chart of Responsibility for Learning Expectations

A school must have a *purposeful design* to ensure that all students practice and achieve each of the school's 21st century learning expectations. It is strongly encouraged that every department/content area/team in a school assumes responsibility *for at least one of the school's learning expectations* and then further identify the application of learning expectations by course. Some schools prefer to indicate primary and secondary responsibility while others specifically delegate which learning expectation(s) a department/team must incorporate into its curriculum, instructional strategies, and assessment.

Example

	Write effectively	Speak effectively	Read effectively	Use a variety of tech and info resources to gather and synthesize data	Use critical thinking skills
English	X	X	X		X
Science	X	X		X	X
Math		X		X	X
Social Studies	X	X	X	X	X
World Languages	X	X	X		
Art		X		X	
Music		X		X	X
Tech Ed	X		X		X
TV Production	X	X	X	X	

X.   Final Thought

While this guide provides specific and useful information, it is not designed to encompass *all* of the applications of the core values, beliefs, and 21st century learning expectations found in the Standards for Accreditation. Schools should always remember that the Committee for Public Secondary School's professional staff, and particularly the school's liaison, are a ready and valuable resource available to assist you in achieving the implementation of the Standards and plotting your course for continuous school improvement.