

RATING GUIDE

Core Values, Beliefs, and Learning Expectations

A rating of **DEFICIENT** is appropriate if any of the following exist:

- The absence of a statement of the school's core values, beliefs, and learning expectations
- The failure of the statement to identify a set of core values and beliefs for the school beyond generic goals
- A statement of core values, beliefs about learning, and learning expectations that is not informed by current research
- A statement of core values, beliefs, and learning expectations that was not developed through a dynamic, collaborative, and inclusive process
- A lack of challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and a lack of school-wide analytic rubrics that identify targeted high levels of achievement for all 21st century learning expectations

A rating of **LIMITED** is appropriate if the school has engaged in a dynamic process informed by current research to identify its core values and beliefs about learning and has developed challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement, but lacks:

- School-wide rubrics that clearly define in observable, measurable terms the 21st century learning expectations of the school
- An active commitment by all members of the school community to using the core values and beliefs about learning to guide the school

A rating of **ACCEPTABLE** is appropriate if the school has engaged in a dynamic process informed by current research to identify its core values and beliefs about learning to which all members of the school community are committed and has developed challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined in observable and measurable terms by school-wide analytic rubrics that identify targeted high levels of achievement, and:

- the school's core values, beliefs, and 21st century learning expectations at least minimally drive school initiatives, policies, and procedures and decisions about curriculum, instruction, and assessment practices
- the culture of the school, curriculum, instruction, and assessment, and the school's policies, procedures, decisions, and resource allocations generally reflect the school's core values, beliefs, and 21st century learning expectations

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- The school's formal processes to ensure that the core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations
- The school has in place an established, ongoing process with prescribed timelines, research and data sources, and identified members of the stakeholders to guide the regular review and revision of the school's core values, beliefs, and 21st century learning expectations in keeping with district priorities