

**NEW ENGLAND ASSOCIATION OF  
SCHOOLS AND COLLEGES, INC.**



**SELF-STUDY GUIDE**

**1**

***CORE VALUES, BELIEFS,  
AND LEARNING EXPECTATIONS***

**FOR 2012 SCHOOLS  
COMMISSION ON PUBLIC SECONDARY SCHOOLS**



## Teaching and Learning Standard

# 1

## Core Values, Beliefs, and Learning Expectations

*Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21<sup>st</sup> century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.*

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21<sup>st</sup> 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.
3. The school's core values, beliefs, and 21<sup>st</sup> 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.
4. The school regularly reviews and revises its core values, beliefs, and 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.

## Directions for the Committee on Core Values, Beliefs, and Learning Expectations

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is adhering to the Standard for Accreditation on Core Values, Beliefs, and Learning Expectations. Committee members should remember that the process of determining adherence to the Standard is a dynamic one. It begins with the Committee developing a deep and rich understanding of the Standard and the Rating Guide. 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 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://cpss.neasc.org>.
- B. Read and discuss the Standard for Accreditation on Core Values, Beliefs, and Learning Expectations 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 and glossary from the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the "Getting Started" tab.
- C. Engage all members of the Committee in an activity to identify (imagine) what practices one would see for each indicator at a school which was meeting the Core Values, Beliefs, and Learning Expectations Standard at the highest level. For example, with regard to Indicator #4, Committee members might suggest:
  1. annually the faculty discusses its core values and beliefs about learning at a designated faculty meeting;
  2. as part of the work of PLC's faculty regularly discusses research on learning to include an assessment of the implications of such research on the school's beliefs about learning;
  3. the school examines data about students' achievement of school-wide learning expectations, student performance on standardized tests, and student work as part of a review of targeted school-wide learning priorities;
  4. and/or the faculty incorporates discussion of district and community priorities into its discussion of the school's core values, beliefs, and learning expectations;

5. once the practices have been generated, compare them to the Standard's Rating Guide in the acceptable and exemplary categories on page 11 of this booklet.
- D. Engage all members of the Committee in an activity to review the Rating Guide for the Standard on Core Values, Beliefs, and Learning Expectations. Assess the extent to which the school is adhering to the Standard using the Rating Guide. Pay particular attention to the deficient rating. The Committee should report any and all areas of deficiency to the Steering Committee.

## II. Collecting Data Related to the Standard on Core Values, Beliefs, and Learning Expectations

### A. Data Already Gathered

#### 1. State Report

Examine your school's state report for implications related to the Standard on Core Values, Beliefs, and Learning Expectations. Identify the indicators in the Standard for which the specific data in the report is relevant.

#### 2. Opinion Surveys

Review the results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to each indicator in this Standard.

### B. Data to be Gathered by the Committee

1. Gather the following information as evidence you will need later in this process. You will eventually need to **attach this evidence to the self-study narrative essay**.
  - a. The school's approved statement of (1) core values, (2) beliefs about learning, and (3) its 21<sup>st</sup> century learning expectations, labeling those learning expectations that are academic, civic, and social and labeling the school's core values and beliefs about learning. (1.1 and 1.2) *Please note – You are labeling your school's core values, beliefs about learning, and 21<sup>st</sup> century learning expectations for the purpose of your self-study committee's analysis and for the visiting committee, not to create a document that has a particular prescribed format or design.*
2. Gather the following evidence you will need for each indicator in the Standard (as noted in parenthesis). You will eventually **make this evidence available in the workroom at the school**. *Please note: it is possible that you may not find evidence for all indicators.*

### Indicator 1

*The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.*

- a. The names and positions of individuals involved in the most recent review of the school's core values, beliefs, and learning expectations as well as the time period during which the review process took place (1.1)
- b. A one-page description of the process used, including the specific educational research examined, to identify the school's core values and beliefs about learning (1.1)

### Indicator 2

*The school has challenging and measurable 21<sup>st</sup> 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.*

- c. The analytic rubrics developed for the school's 21<sup>st</sup> century learning expectations (academic, civic, and social), with the targeted level of achievement indicated for each (1.2)

### Indicator 3

*The school's core values, beliefs, and 21<sup>st</sup> 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.*

- d. A list of examples of ways that the culture of the school reflects the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.3)
- e. A list of examples of specific changes made to the (a) curriculum, (b) instruction, and (c) assessment in response to the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.3) *(see the CPSS website for a graphic organizer which may be helpful)*
- f. A list of examples of specific changes to, or adaptations of, school policies, procedures, and decisions resulting from examination of the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.3) *(see the CPSS website for a graphic organizer which may be helpful)*
- g. A list of resource allocations that have been made in response to supporting the school's core values, beliefs, and its 21<sup>st</sup> century learning expectations (1.3)

### Indicator 4

*The school regularly reviews and revises its core values, beliefs, and 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.*

- h. A list of dates and processes used in recent reviews of the school's guiding documents (mission, core values, etc.) since the last decennial evaluation (do not include the school's response to #2 - b, on page 5) (1.4)
- i. A list of data (standardized test data, local assessment data, et.al.) reviewed by the committee and used to develop the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.4)
- j. A list of educational research reviewed in the process of developing the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.4)
- k. A list of district and school community priorities that were reviewed in the process of developing the school's core values, beliefs, and 21<sup>st</sup> century learning expectations (1.4)
- l. Other evidence deemed relevant by the committee, especially relating to innovative thinking and practices, that relates to core values, beliefs, and 21<sup>st</sup> century learning expectations

### **III. Analyzing the Evidence, Drawing Conclusions, and Providing Supporting Details**

Once you have gathered the data requested, use the prompts that follow to analyze and discuss all the gathered evidence and information as it relates to the various indicators in the Standard on Core Values, Beliefs, and Learning Expectations. Only after these steps have been completed should the Committee begin the process of writing the Narrative

#### **Prompts for Analyzing Evidence and Drawing Conclusions**

- 1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.**

##### **Analyzing the Evidence**

- a. Based on a review of the evidence, including opinion survey results and any other relevant evidence, what does the evidence show about how the school community engaged in a *dynamic, collaborative, and inclusive* process that was *grounded in research* to identify its core values and beliefs about learning?

##### **Drawing a Conclusion**

- b. State the extent to which the process to identify the school's core values and its beliefs about learning was dynamic, collaborative, and inclusive and the school's foundational beliefs about learning are grounded in research.

2. **The school has challenging and measurable 21<sup>st</sup> 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.**

**Analyzing the Evidence**

- a. Based upon a review of the evidence, including opinion survey results, what does the evidence show about the level of challenge and measurability of the school's 21<sup>st</sup> century learning expectations/competencies in academic, civic, and social areas, the clarity of the definitions of the school's learning expectations as expressed in analytic rubrics, and the rigor of the school's 21<sup>st</sup> century learning expectations?

**Drawing a Conclusion**

- b. State the extent to which the school's 21<sup>st</sup> century learning expectations are challenging, measurable, inclusive of academic, civic, and social competencies, and have targeted high levels of achievement.

3. **The school's core values, beliefs, and 21<sup>st</sup> 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.**

**Analyzing the Evidence**

- a. Based on a review of the evidence, including opinion survey results, what does the evidence show about how the school's core values, beliefs, and learning expectations are actively reflected in the culture of the school, are deliberately used to drive curriculum, instruction, and assessment in every classroom, and are used to guide specific school policies, procedures, decisions, and resource allocations?

**Drawing a Conclusion**

- b. State the extent to which the school's core values, beliefs, and 21<sup>st</sup> century learning expectations are *actively reflected in the school's culture, deliberately drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.*

4. **The school regularly reviews and revises its core values, beliefs, and 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.**

**Analyzing the Evidence**

- a. Based on a review of the evidence, including opinion survey results, what does the evidence show about the *regularity* of the school's review and revision of its core values, beliefs, and 21<sup>st</sup> century learning expectations and the extent to which such reviews *incorporate research, multiple data sources, and district and school community priorities?*

**Drawing a Conclusion**

- b. State the extent to which the process used by the school to review and revise its core values, beliefs, and 21<sup>st</sup> century learning expectations was *grounded in research, was informed by the analysis of multiple data sources, and was informed by district and school community priorities.*

## IV. Writing the Narrative

- A. Write at least one paragraph for each indicator in the Standard; for some indicators with bullets, you may need to write several paragraphs.
- B. Write a conclusion for each indicator and underline the conclusion in the paragraph. For example, for Indicator #4, "Review of the school's core values, beliefs, and learning expectations rarely includes the examination of research, but the review consistently responds to identified district learning goals identified from the review of standardized test data."
- C. Write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences forms the details that justify or support your underlined conclusion.
- D. This Narrative Essay should be 6-9 double-spaced pages and should be written in the third person. Sample Narratives can be found on the CPSS website located at <http://cpss.neasc.org>

## V. Writing the Executive Summary

Write the Executive Summary of the conclusions and evidence. Consult the Guidelines for Review of Standards Essays and Executive Summaries in the *Accreditation Handbook* (page 37).

### Content of the Executive Summary

- Identify and list the school's strengths in adhering to the *specific indicators* in the Standard on Core Values, Beliefs, and Learning Expectations.
- Identify and list the school's needs in adhering to the *specific indicators* in the Standard on Core Values, Beliefs, and Learning Expectations.
- Use the rating guide provided on page 11 to determine the school's level of adherence to the Standard on Core Values, Beliefs, and Learning Expectations, based on the conclusions and supportive evidence in the narrative essay.
- Write a one-page summary of the evidence in the Narrative Essay to support the Committee's judgment of the school's level of adherence to the Standard on Core Values, Beliefs, and Learning Expectations, making sure you include the rating, e.g., "acceptable."
- 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.

## VI. Using the Rating Guide

### Purpose

The Rating Guide which follows has been developed:

- To assist schools in assessing their level of adherence to the Standard and thus to further understanding of the important concepts in the Standards
- To assist visiting teams in assessing the school's level of adherence to the Standard
- To inform the Commission as it considers the school's evaluation report, adherence to the Standards, and accreditation status

**Please note:** The Rating Guide is a guide for helping the school to determine the extent to which it adheres to the Standard. The Rating Guide should be applied to the Standard as a whole, not to individual indicators. The Guide is not a rubric, and it should not be thought of in that manner nor should it be used as a rubric would be. The value and importance of individual indicators has been incorporated into the various parts of the Rating Guide.

### Directions

1. Begin with the *Deficient* category.
  - a. It is important to emphasize that every word in the Rating Guide has meaning, including transitional words and words such as *all, any, every, and, or*.
  - b. Because there are aspects within each Standard that are at the core of a school's ability to adhere to the Standard, those concepts are placed in the *Deficient* category and they are critical. This is the reason that *Deficient* is the starting place for use of the Rating Guide.
2. Read aloud the stem (the wording that begins, "A Rating of Deficient...") in the *Deficient* category and then move through each of the bulleted items that follow.
  - a. If the Committee members agree that each bulleted item is present, move on to the *Limited* category.
  - b. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Deficient* to this Standard, and its work is complete.
3. Read aloud the stem (the wording that begins, "A Rating of Limited...") in the *Limited* category and then move through each of the bulleted items, paying careful attention to the guiding words provided at the end of the stem, e.g. "but lacks:"
  - a. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
  - b. If the Committee members believe that the school has not met all of the bulleted items, the school will then assign a rating of *Limited* to this Standard. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
  - c. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Limited* to this Standard, and its work is complete.
4. Continue the process through the *Acceptable* category and to the *Exemplary* category, if appropriate.

# 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations in keeping with district priorities