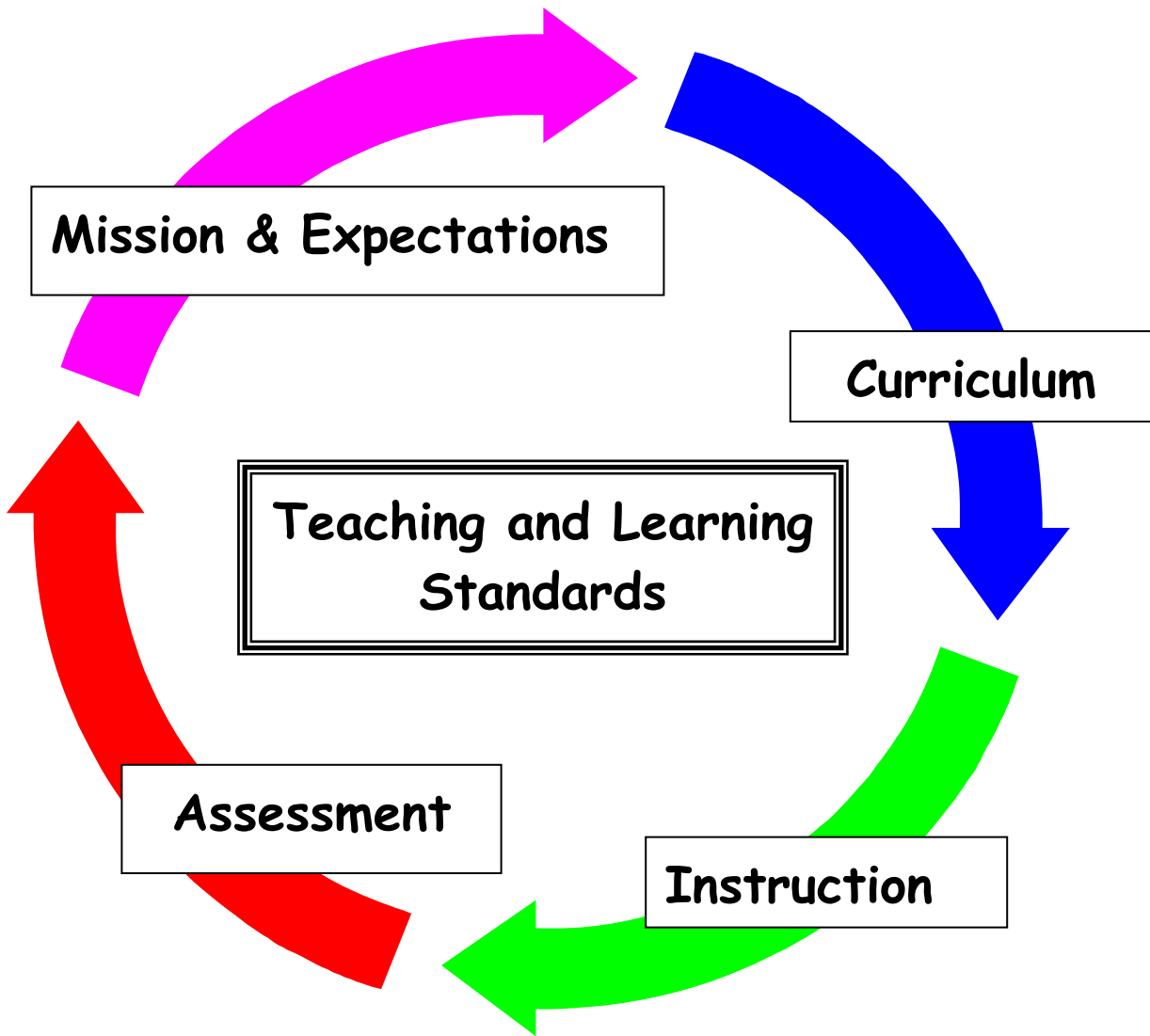


Introduction

Using the indicators and guiding prompts, 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 Mission and Expectations for Student Learning. Committee members should keep in mind that the process of determining adherence to the Standard is a dynamic one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined.

Before You Begin

1. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://cpss.neasc.org>.
2. Review the contents of the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the "Getting Started" tab, which was developed to clearly explain and illustrate the meaning of the Standard. The website includes guiding questions and statements for each indicator (available through the links indicated by the question marks) as well as a glossary which defines key terms and concepts referred to in the Standard.



Teaching and Learning Standard

1

Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.
4. For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

Instructions for Completing the Self-Study Report

1. Read and discuss the Standard for Accreditation on Mission and Expectations for Student Learning 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, utilize the prompting questions and glossary from the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the “Getting Started” tab.
2. Draw initial, working conclusions about the extent to which the school is achieving each of the indicators and the narrative portion of the Standard.¹ For example, with regard to Indicator #6, a working conclusion might read: “School personnel refer to the school’s mission and expectations occasionally, but do not use them to guide and direct decision-making.” The committee would then have to identify evidence to support this conclusion. On the following pages you will find the text of the Standard in bold followed by prompts for each indicator. Use the prompts for each indicator to guide your discussion of evidence needed to support the committee’s working conclusions about the Standard.
3. Gather evidence and/or information from departments/teams or elsewhere to support the committee’s working conclusions. You may want to create an Information Request Form to help gather the evidence from various sources. (A sample is provided on page A1 in the Appendix of the *Accreditation Handbook*.) The committee should also review the results of the Opinion Questionnaires administered to parents, students, and teachers with regard to this Standard as they are a rich source of evidence, keeping in mind that salient findings should be incorporated into the narrative reports.
4. Identify all relevant data in the School and Community Profile and ensure its inclusion in the Standards essay.
5. Analyze and discuss all the gathered evidence and/or information related to your working conclusions about the school’s adherence to each of the indicators and to the narrative portion of the Standard. During the discussion/analysis of each indicator, it may be helpful to take notes and to record pertinent information using the text of this Self-Study Guide. The committee should agree to each final conclusion and to the fact that the evidence is accurate and appropriately supportive.
6. Write a report of 8-12 double-spaced pages presenting and discussing evidence that justifies the conclusions of the extent to which you meet the indicators in the Standard as well as the concepts in the introductory paragraph of the Standard. Your report should discuss each of the indicators in order and have a conclusion for each indicator. Bold, italicize, or underline each conclusion.

¹ Note: Conclusions are about what is happening now, not about what you should be doing or what action you plan to take in the future.

7. Attach all requested documentation/information indicated with an * in this Guide. Attachments are not included in the 8-12 page limit.
8. Prepare requested additional documentation/information indicated with a ⊗ to be available in the visiting committee workroom.
9. 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 38).

Content of the Executive Summary

- Use the rating guide provided on page 6 to determine the school's level of adherence to the Standard on Mission and Expectations for Student Learning based on the conclusions and supportive evidence in the essay.
- Write a one-page summary of the evidence in the report that led to the committee's judgment of the school's level of adherence to the Standard on Mission and Expectations for Student Learning.
- Identify and list the school's strengths in adhering to the specific indicators in the Standard on Mission and Expectations for Student Learning.
- Identify and list the school's needs for improvement in adhering to the specific indicators in the Standard on Mission and Expectations for Student Learning.
- Attach a list of the names, positions, and signatures of the committee members responsible for the preparation of this Essay and Executive Summary. Signatures of committee members attest to the thoroughness of the committee's work and to the veracity of the Essay and Executive Summary.

A sample essay and executive summary are available on the Association's website, at <http://cps.neasc.org> under the "Self-Study" tab.

RATING GUIDE FOR MISSION & EXPECTATIONS STANDARD

DEFICIENT:
<ul style="list-style-type: none"> • The school has: <ul style="list-style-type: none"> • no mission and expectations; or • no mission, or one that is not representative of the community’s values and beliefs about learning; or • no expectations; or • The school has a mission and expectations but lacks: <ul style="list-style-type: none"> • school-wide rubrics; or • an awareness that school-wide expectations apply to all students.
<p>LIMITED: The school has a mission and expectations representative of the community’s fundamental values and beliefs about learning, developed by the school community, and approved and supported by the professional staff and the school board, but the school has not:</p> <ul style="list-style-type: none"> • clearly defined the expectations; or • developed school-wide rubrics beyond developing an exemplar for the further development of school-wide rubrics.
<p>ACCEPTABLE: The school has a mission and expectations representative of the community’s fundamental values and beliefs about learning, developed by the school community, approved and supported by the professional staff and the school board and has:</p> <ul style="list-style-type: none"> • a targeted level of successful achievement for the student academic expectations identified in a rubric; and • definitions of the academic, civic, and social expectations that are measurable and reflect the school’s culture; and • identified indicators by which it assesses the school’s progress in achieving school-wide civic and social expectations; and • the ability to provide examples of policy, procedure, curricular, instructional, and/or assessment practices congruent with the mission and expectations.
<p>EXEMPLARY: The school has a mission and expectations representative of the community’s fundamental values and beliefs about learning, developed by the school community, approved and supported by the professional staff and the school board and has:</p> <ul style="list-style-type: none"> • a targeted level of successful achievement for the student academic expectations identified in a rubric; and • definitions of the academic, civic, and social expectations that are measurable and reflect the school’s culture; and • identified indicators by which it assesses the school’s progress in achieving school-wide civic and social expectations; and • a plan in place for the regular review of the mission and expectations; and • the ability to provide examples of policy, procedure, curricular, instructional, and/or assessment practices driven by the mission and expectations.

Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. **The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.**
 - a. * Attach a copy of the school's mission statement.
 - b. * Attach a copy of the academic, civic, and social learning expectations to which the school has made a commitment for all students in its mission statement.
 - c. Include the names and positions of the people involved as well as the timeline for development of the school's current statement of mission and expectations.
 - d. Indicate the date of approval by the faculty, board, and any other school-wide governing organization of the school's mission and expectations for student learning.
 - e. Cite evidence that the mission and expectations have been shared with members of the school, school system, local governing body and larger community.
 - f. Briefly describe evidence that the administration, faculty, and school board are supportive of the mission and expectations.
 - g. Assess the extent to which the school's mission and expectations were developed and supported by the school community.
2. **The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.**
 - a. Describe how the school determined the school community's values and beliefs about student learning.
 - b. Identify the school community's values and beliefs about student learning as articulated in the mission statement.
 - c. Assess the extent to which the mission statement clearly articulates the school community's values and beliefs about student learning.

* Attach requested documentation/information.

3. The school shall define school-wide academic, civic, and social learning expectations that:

- **are measurable;**
- **reflect the school’s mission.**

- a. Explain how the learning expectations in the mission reflect the school’s mission statement.
- b. * Attach a copy of the definitions developed by the faculty for each one of the expectations articulated in the mission. (For example, a definition stating that students should be able “to write well” upon graduation is not sufficient. Rather, the Commission would expect a clear statement indicating the aspects of writing that will be monitored, e.g., grammar, supportive evidence, transitions between paragraphs.)
- c. Assess the extent to which the academic, civic, and social expectations in the mission are measurable.

4. For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.

- a. * Attach rubrics for each of the academic expectations in the mission, indicating the level of successful achievement.
- b. Assess the extent to which the faculty was involved in the development of the school-wide rubrics for the academic expectations in the mission.

5. The school shall have indicators by which it assesses the school’s progress in achieving school-wide civic and social expectations.

- a. * Attach a description of the indicators that will be used to assess achievement of each of the civic and social expectations in the mission, (e.g., attendance and tardiness data, discipline referral data, community service requirements data, service-oriented club/extra-curricular activities, etc.).
- b. Assess the adequacy of the indicators the schools uses to assess achievement of the civic and social expectations in the mission.

* Attach requested documentation/information.

- 6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.**
 - a. Discuss examples of ways in which the mission and expectations for student learning have been used to guide procedures, policies, processes, and decisions in the school (e.g., organizational practices, attendance, grade retention, instructional leadership, school schedule, etc.).
 - b. Assess the extent to which the school's mission and expectations for student learning deliberately guide and drive procedures, policies, processes, and decisions in the school and therefore are a part of the culture of the school.

- 7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.**
 - a. Indicate the number of times that the school's mission and expectations have been comprehensively reviewed since the last evaluation, briefly explaining the process and data used in each case.
 - b. Cite evidence of the consistency of the school's mission with the mission of the district.
 - c. Explain the extent to which the academic expectations in the mission incorporate or reflect district and state learning goals.
 - d. Explain the connections made with other standards and organizations (national, state, and professional) in the development of the expectations for student learning articulated in the mission.
 - e. Briefly describe the process in place to regularly review the school's statement of mission and expectations for student learning.
 - f. Assess the thoroughness and inclusiveness of the school's process for reviewing the school's statement of mission and expectations for student learning.