

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



SELF-STUDY GUIDE

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SCHOOL CULTURE AND LEADERSHIP

**FOR 2019 SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

Revised April 2017

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School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Directions for the Committee on School Culture and Leadership

This Standard committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is aligning to the Standard for Accreditation on School Culture and Leadership. Committee members should remember that the process of determining alignment to the Standard is a reflective one. 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 aligning 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

Make a copy of this Self-Study Guide for each member of the Standard Committee from the website:

<http://cpss.neasc.org>.

Read and discuss the Standard for Accreditation on School Culture and Leadership 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 from the document, *Explanation of the Standards for Accreditation*, which can be found on our website under the "Getting Started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

II. Collecting Data Related to the Standard on School Culture and Leadership

A. Data already gathered:

The results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to this Standard

B. Data to be gathered by the committee:

Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence by uploading it to the portal, linking it in the Narrative Essay, or making it available in the workbook at the school for your use and use by the visiting team.

Indicator 1

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

- ✓ Student, parent, and teacher handbooks (5.1)
- ✓ Copies of discipline and attendance policies (5.1)
- ✓ Comparative annual data on disciplinary actions, incidences of vandalism, etc. (5.1)
- ✓ Describe any specific programs, school initiatives or activities that are related to improving school climate (5.1)
- ✓ Describe any specific programs, school initiatives or activities that are related to that foster students' sense of pride and ownership in their school (5.1)
- ✓ Provide examples that document how the school fosters student responsibility for learning (5.1)
- ✓ Provide examples that document how the school promotes high expectations for all students (5.1)
- ✓ Compile any results from any school survey or other assessments related to school climate (5.1)

Indicator 2

The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

- ✓ A list of the courses/classes that are heterogeneously grouped in each core curriculum area and a description of how the school fosters heterogeneity (5.2)
- ✓ A description of how the school ensures that students have equitable access to all courses (and levels) and that the school is an inclusive learning environment (5.2)

Indicator 3

There is a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

- ✓ A description of the school's formal, ongoing program(s) through which each student has an adult in the school who knows the student well and how the program assists the student in achieving the school's 21st century learning expectations (5.3)

OR

- ✓ A description of the formal process(es) that the school has developed through which the school has determined that each student has an adult in the school who knows the student well and how the process assists the student in achieving the school's 21st century learning expectations (5.3)

Indicator 4

In order to improve student learning through professional development, the principal and professional staff:

- *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning*
 - *use resources outside of the school to maintain currency with best practices*
 - *dedicate formal time to implement professional development*
 - *apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.*
- ✓ A description of the formal sessions or ongoing activities where the principal and professional staff have engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning (5.4)
 - ✓ Provide examples of the resources outside the school employed by faculty to maintain currency with best practices (workshops, seminars, programs) (5.4)
 - ✓ Provide a description of the formal time allotted over the past two years to professional development for all faculty (5.4)
 - ✓ Provide examples of the application of the skills, practices or ideas gained and their impact on improving curriculum, instruction, and assessment (5.4)

Indicator 5

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

- ✓ A description of the school's supervision and evaluation process (5.5)
- ✓ A list of resources (seminars, courses, workshops, programs) attended by administrators who supervise and evaluate teachers (5.5)

Indicator 6

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

- ✓ A copy of the school's daily schedule with a brief explanation of how it works (5.6)
- ✓ A description of how the school's schedule supports instruction, professional collaboration, and student learning needs (5.6)
- ✓ A list of time available for faculty to meet to collaborate (e.g., PLC groups, early release, late start days)

Indicator 7

Student load and class size enable teachers to meet the learning needs of individual students.

- ✓ A copy of the master schedule with class sizes for every section in every course (5.7)
- ✓ A copy of student load for individual teachers (5.7)
- ✓ Overall class size by department (5.7)

Indicator 8

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

- ✓ Provide examples of how the principal has involved other building leaders in instructional improvement based on the school's core values, beliefs, and learning expectations (5.8)

Indicator 9

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

- ✓ Provide examples of how each group; teachers, students, and parents, are afforded meaningful roles within the decision making processes of the school. (5.9)

Indicator 10

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

- ✓ Provide examples where teachers have initiated and led school improvements and have exercised leadership to effect change and improve the school (5.10)

Indicator 11

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

- ✓ Provide examples that demonstrate collaborative, reflective, and constructive interactions in which the principal, superintendent, and school board have worked together towards achieving the school's 21st century learning expectations (5.11)

Indicator 12

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

- ✓ A copy of the principal's job description (5.12)
- ✓ Provide examples that demonstrate how the school board and superintendent have or have not given the principal sufficient decision-making authority to lead the school (5.12)

III. Analyzing the Evidence, Writing a Conclusion Sentence(s), and Writing an Indicator Narrative

Once you have gathered the data requested, use the directions that follow to guide your analysis and discussion on the gathered evidence and information as it relates to the various indicators in the Standard on School Culture and Leadership. Only after these steps have been completed should the committee begin the process of writing the Narrative. The narrative writing will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the Narrative Essay or uploaded through the portal.

Indicator 1

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the school community's efforts to *consciously and continuously build a safe, positive, respectful, and supportive culture*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school community’s efforts have *consciously and continuously built a safe, positive, respectful, and supportive culture*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school’s culture *fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school’s culture *fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all*.

Writing a Conclusion Sentence(s):

In the online portal in the dialogue box entitled “Conclusions,” write one or two sentences which identifies the **extent or degree** to which the school community *consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all*.

Example:

The school community has consciously and continuously built a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations.

Writing the narrative for the Indicator(s):

Now, in the “Evidence and Explanation” dialogue box, write sentences based on your discussion and analysis that justify or support your conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III.

This writing will form your Narrative Essay. It should be written in the third person.

Indicator 2

The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school’s 21st century learning expectations.

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school is *equitable, inclusive, and ensures access to challenging academic experiences for all students*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school is *equitable, inclusive, and ensures access to challenging academic experiences for all students*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school is *making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school is *making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body*.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school is *fostering heterogeneity*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school is *fostering heterogeneity*.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school is *supporting the achievement of the school's 21st century learning expectations*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school is *supporting the achievement of the school's 21st century learning expectations*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the school is *equitable and inclusive, ensuring access to challenging academic experiences for all students*, the **extent or degree** to which the school is *making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body*, the **extent or degree** to which the school is *fostering heterogeneity*, and the **extent or degree** to which the school is *supporting the achievement of the school's 21st century learning expectations*.

Example:

The school is mostly equitable and inclusive in ensuring access to challenging academic experiences for all students and making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, partially fostering heterogeneity, and inconsistently supporting the achievement of the school's 21st century learning expectations.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 3

There is a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school provides *a formal, ongoing program(s)* through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school *provides a formal, ongoing program(s)* through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

OR

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school implements *a formal, ongoing process(es)* through which they demonstrate that each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school implements *a formal, ongoing process(es)* through which they demonstrate that each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which there is a formal, ongoing program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 4

In order to improve student learning through professional development, the principal and professional staff:

- *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning*
- *use resources outside of the school to maintain currency with best practices*
- *dedicate formal time to implement professional development*
- *apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.*

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how, through professional development, the principal and professional staff has *engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning* in order to improve student learning?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which, through professional development, the principal and professional staff has *engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning* in order to improve student learning.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the principal and professional staff *use resources outside of the school to maintain currency with best practices*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal and professional staff *use resources outside of the school to maintain currency with best practices*.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the principal and professional staff *dedicate formal time to implement professional development*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal and professional staff *dedicate formal time to implement professional development*.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the principal and professional staff *apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal and professional staff *apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the principal and professional staff use professional development time *to engage in professional discourse, reflection, inquiry, analysis to improve student learning, use resources outside of the school to maintain currency with best practice, and apply the skills, practices, and ideas in order to improve instruction and assessment.*

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 5

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *school leaders use research-based supervision and evaluation to improve student learning?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *school leaders use research-based supervision and evaluation to improve student learning.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which *school leaders use research-based supervision and evaluation to improve student learning.*

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 6

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the school's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.*

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 7

Student load and class size enable teachers to meet the learning needs of individual students.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *how student load and class size enable teachers to meet the learning needs of all students?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *student load and class size enable teachers to meet the learning needs of all students.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which *student load and class size* enable *teachers to meet the learning needs of all students*.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 8

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the principal *works with other building leaders* to provide *instructional leadership that is rooted in the school's core values and beliefs about learning*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the principal *works with other building leaders* to provide *instructional leadership that is rooted in the school's core values and beliefs about learning*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the principal *works with other building leaders* to provide *instructional leadership that is rooted in the school's core values and beliefs about learning*.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 9

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *teachers are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *teachers are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *students are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *students are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *parents are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership?

Based on the analysis of your information, state the **extent or degree** (see **continuum of terms**) to which *parents are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 10

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *teachers exercise initiative and leadership* in order to *improve the school* and to *increase students' engagement in learning*?

Based on the analysis of your information, state the **extent or degree** (see **continuum of terms**) to which *teachers exercise initiative and leadership* in order to *improve the school* and to *increase students' engagement in learning*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which *teachers exercise initiative and leadership* in order to *improve the school* and to *increase students' engagement in learning*.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 11

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school board, superintendent, and principal are *collaborative, reflective, and constructive in achieving the school's 21st century learning expectations*?

Based on the analysis of your information, state the **extent or degree** (see **continuum of terms**) to which the school board, superintendent, and principal are *collaborative, reflective, and constructive in achieving the school's 21st century learning expectations*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 12

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school board and superintendent *provide the principal with sufficient decision-making authority to lead the school?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school board and superintendent *provide the principal with sufficient decision-making authority to lead the school.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which the school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

See examples in Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the “print self-study report” command.

V. Writing the Executive Summary/Standard Rating/Strengths/Needs

- a. Write a one-page executive summary of the evidence from the Standard’s narrative essay, which will be used to support the committee’s judgment of the school’s level of alignment to the Standard on School Culture and Leadership in the portal. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.
- b. Use the rating guide provided to determine the school’s level of alignment to the Standard on School Culture and Leadership, based on the conclusions and supportive evidence written in the Narrative Essay. Check the box of the corresponding level in the Executive Summary section of the portal in the section entitled “Advisory Rating.”
- c. Identify the school’s strengths in aligning to the specific indicators in the Standard on School Culture and Leadership and enter them into the portal in the section for Strengths.
- d. Identify the school’s needs in aligning to the specific indicators in the Standard on School Culture and Leadership and enter them into the portal in the section for Needs.
- e. 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.

Please consult the Self-Study Seminar Handbook or the portal for a sample Executive Summary.

Continuum of Terms for Writing Conclusions

Quantitative	Qualitative
<p>ALWAYS all across the school pervasively often the vast majority most extensively consistently frequently sometimes in some areas occasionally limited infrequently rarely NEVER</p>	<p>by design – not by design individually – collaboratively deliberately – haphazardly formally – informally implicitly – explicitly purposefully – lacking connection systematically – happenstance consistently – inconsistently commonly – seldom targeted – scattered regularly – sporadically not yet</p>

RATING GUIDE

School Culture and Leadership

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school has yet to implement a program(s) or process(es) to ensure that every student has a connection with an adult in the building, in addition to the guidance counselor, who knows the student well
- The school is not equitable and inclusive
- The principal, working with other building leaders, does not provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- The school is not safe

A rating of **LIMITED** is appropriate if the school has implemented a program(s) or process(es) but has yet to ensure that every student has a connection with an adult in the building, in addition to the guidance counselor, who knows the student well; is working towards becoming inclusive and equitable and ensures access to challenging academic experiences for many students; the principal marginally provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; and the school is safe, but:

- The school board and superintendent do not provide the principal with the sufficient decision-making authority to lead the school

A rating of **ACCEPTABLE** is appropriate if the school has a formal ongoing program(s) or process(es) in place and can ensure that every student has a connection with an adult in the building, in addition to the guidance counselor, who knows the student well; is equitable and inclusive and ensures access to challenging academic experiences for all students, fostering heterogeneity; the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all; and:

- Student load and class size enable teachers to meet the learning needs of individual students
- The school board and superintendent provide the principal with the sufficient decision-making authority to lead the school
- The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students
- The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations
- In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

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

- The school has a formal ongoing program(s) or process(es) in place that ensures every student has an adult in the school, in addition to the school counselor, who knows the student well, and assists the student in achieving the 21st century learning expectations
- The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations
- School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning
- Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership
- Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning