

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Writing Self-Reflection Narratives
for Foundational Elements and Principles of Effective Practice

Writing Foundational Element Narratives

Determine the school's alignment for each of the Foundational Elements, using the Foundational Elements Rubric. Write a narrative for each of the six Foundational Elements, explaining the determination of Meets or Does Not Meet. Use the language of the Foundational Elements to briefly, but specifically, describe how well the school is aligned. If appropriate, indicate which criteria of the element still need additional work to ensure alignment, and explain what the school still needs to do to meet each Foundational Element. The length of each narrative will vary based on the school's circumstances.

- For each Foundational Element, begin with an opening *sentence that identifies your decision on where the school falls on the Foundational Elements Rubric*, that is, Meets or Does Not Meet.
- Write one to a few sentences, *describing your conclusions* regarding the school's alignment to the Foundational Element. If the school Does Not Meet a Foundational element, this sentence should delineate which criteria are in place and which criteria may be partially in place, or still in the consideration phase.
- In the portal, click on the determination of Meets or Does Not Meet below the text box.

Sample Narrative for Foundational Element 1.1a

The school meets all of the criteria in Foundational Element 1.1a. There are many procedures and practices that are well-established and consistently practiced for the safety of students. A school resources officer is present throughout the day. There is a strict locked door policy during classes. Outside doors are alarmed. There is a two-way radio system and overhead cameras are used for real-time monitoring and quick action. Fire alarm and lock down practices, procedures, and drills are well-known and practiced regularly. Several programs in the school support teaching students about respectful treatment of all members of the school community including regularly scheduled social skills groups and grade-level focus meetings. The handbook and the website delineate policies regarding zero tolerance, non-discrimination, and sexual harassment. Students know how to report safety concerns and trust that adults will respond.

Writing Principle of Effective Practice Narratives

Determine the school's alignment for each of the Principles of Effective Practice using the Principle Rubric. Write a narrative for each of the Principles, explaining the determination of Not Yet Evident, Initiating, Developing, Implementing, or Transforming. Describe which elements of the Principle the school is aligned with and which elements still need additional work to ensure alignment. Explain what the school still needs to do to fully implement that Principle. Use the descriptors for each Principle as guidance, and feel free to include these descriptors as topic

sentences for paragraphs or questions to answer in the narrative. The length of each narrative will vary based on the school's level of alignment to the Principle and the criteria within each Principle.

- For each Principle, begin with an *opening sentence that identifies your decision on where the school falls on the Principle Rubric*, that is, Not Yet Evident, Initiating, Developing, Implementing, or Transforming.
- Write sentences *describing your conclusions* regarding your school's alignment to the individual concepts within the Principle based on your school's level of implementation chosen on the rubric. When a Principle is in the "Developing" phase, this sentence (or these sentences) should delineate which concepts are in place and which concepts may be partially in place, or still in the consideration phase.
- The subsequent narrative paragraph(s) should then *provide details, evidence, and examples to support and explain your conclusions as well as any future plans to address concepts within the Principle*.
- In the portal, click on the determination of Not Yet Evident, Initiating, Developing, Implementing, or Transforming below the text box.

Sample Narrative for Principle 2.2

Millennial School is in the Developing phase of implementation for Principle 2.2. There is not a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. Not all departments have had opportunities to make timely updates to written curriculum with what is taught. There is a template for documentation of written curriculum, but not all content areas use this template. The common curriculum format includes units of study with essential questions, concepts, and content; however, it neither includes the specific transferable skills students are to learn nor does it integrate the school's vision of the graduate. Each course has guiding/essential questions, and each department follows either nationally or state-aligned standards. Even though there has not been a formal process in place, common assessments were developed departmentally. All course outlines identify the school's mission statement and essential questions. Beginning in the 2017-2018 school year, there has been a more concentrated effort to establish timelines and deadlines for completing the written curricula and progress has been made in many areas of curriculum development. The school is moving toward a schedule of revisiting and revising all curricula with the assistant superintendent and content area teachers to create a consistent and uniform *Understanding by Design (UbD)* format for curriculum. Although the vision of the graduate is currently embedded in the curriculum, instruction, and assessment practices, it will be written into curriculum as it is revised. The social studies department has an updated curriculum, and the English teachers are currently working on their curriculum. The unified arts teachers are slated to complete theirs by June 2019.