



2020 - A VISION FOR LEARNING

Accreditation Visit Team Member Handbook

for Team Members participating in an Accreditation Visit of a CPEMHS School in 2020

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Schools

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2020 Accreditation Visit Framework

Purpose of the Accreditation Visit

The purpose of the Accreditation visit is to review the school's alignment to the Foundational Elements; to reflect and give feedback on the school's Priority Areas for Growth; to give the school feedback on its journey as a learning organization (the 4Cs); to reflect on student learning at the school; and to give overall commendations and recommendations for growth. The school has previously had a Collaborative Conference visit two years prior to the Accreditation Visit. During the Collaborative Conference visit, the school received feedback on their alignment to the Foundational Elements as well as the Principles in each Standard. The school's Priority Areas for Growth were confirmed, and the school was asked to create a School Improvement/Growth Plan to reflect these Priority Areas. During the Accreditation visit, the team will continue to support the school in the development of its goals for growth.

Overarching Principles of the visit

- The primary purpose of the visit will be to hold schools accountable for improvement and growth on their identified priorities – not necessarily improvement or alignment with every Principle in the Standards.
- The visit will be organized largely based on observing and discussing the school's Priority Areas for Growth.
- The visiting team will employ a growth mindset in meetings, interactions, and de-briefs with school personnel.
- The spirit of the visit will be based on trust, inquiry, collaboration, and support.
- The visiting team will place a large emphasis on observing learning and teaching practices through classroom observations and talking with teachers and students about their work.

What the team will look for on the visit

- Any changes in alignment with the Foundational Elements
- Progress made implementing the School Improvement/Growth Plan and possible next steps regarding the Priority Areas
- Evidence of effective teaching and learning throughout the school
- Other areas of change or growth that the school has identified and wants feedback on
- The school's capacity as a learning organization to make change based on the 4Cs Framework: Conceptual Understanding, Commitment, Capacity, Competency

Accreditation Visit Outline

The Accreditation visit will take place over four days. The team will consist of 6-8 visitors, depending on the size of the school. The team will include a chair, assistant chair, and other educators representing CPS. The first day will include team orientation and a meeting with the school board and superintendent in the hotel conference room. The second and third days of the visit will include a school tour, classroom visits, and meetings with representative groups of various stakeholders connected to the Priority Areas. The fourth day includes time for the team to complete its report and any other paperwork. Costs for the Accreditation visit including meals, hotel rooms, and travel expenses will be paid by the school.

Before the Accreditation visit

Understand the 2020 Standards

Read all Standards and Principles. The connections between the Standards will form a complete picture of the school in the Self-Reflection, Collaborative Conference Report, and School Summary Report. The visiting team will also analyze the school's readiness and capacity for change and will examine how the changes will improve teaching and learning. That is, the team will look for a focus on, and prioritization of, outcomes.

Understand the Core Values, Beliefs about Learning, and Vision of the Graduate

The school's guiding statements include a combination of its current core values, beliefs about learning, and learning expectations. Visiting team members determine the extent to which the mission, core values, beliefs about learning, and vision of the graduate are reflected in the culture of the school and the extent to which it drives important decisions about policies, procedures, and resource allocations. Look for evidence that the school has articulated its vision of the graduate, is reflective about its common beliefs, and regularly makes decisions that promote the achievement of the learning expectations for all students.

The core values and beliefs about learning include:

- the core values held by stakeholders in the school
- the beliefs about learning that stakeholders agree upon which should be used to guide the curriculum, instructional, and assessment programs and practices

The vision of the graduate is a critical document because it includes and defines the following for future success:

Transferable skills are the essential skills students need to be able to confront new challenges in and outside of school. Transferable skills include creativity, critical thinking, communication, and collaboration.

Dispositions are the patterns of behavior and thinking necessary for success in and out of school. Examples of dispositions could be persistence, flexibility, empathy, courage, and accuracy.

Knowledge includes the topics, information, and facts that are essential for students to be able to recall or access.

Understandings are the ability to marshal skills and facts wisely and appropriately, through the effective application, analysis, synthesis, and evaluation.

Review Preliminary Information

The school and the chair will enter preliminary information into the Accreditation Portal. Team members will receive a user name and password for the Accreditation Portal to read and review the school and community summary, core values, beliefs, and vision of the graduate, learning expectations, the Self-Reflection, the Collaborative Conference visit report, school improvement plan, and the School Summary Report and corresponding evidence.

In year one of the Accreditation cycle, the school reflected on its alignment to the NEASC 2020 Standards. The Self-Reflection phase and related data collection informed the school's plan for growth. The school implemented its plan for growth and completed a Summary Report to detail its efforts toward change over the past 18 months, since the time of the Collaborative Conference visit.

Team members will be assigned sections to review and will develop questions from reading the Summary Report and reviewing this guide. Among the evidence uploaded to the portal is the new NEASC survey for students, parents, and faculty members, which the school will have administered before beginning its Self-Reflection. The survey provides external perspectives to help assess the school's alignment to the Standards for Accreditation. There may be additional evidence in hard copy at the school.

School Summary Report Components

The school summary report will be prepared by the school prior to the Accreditation visit and uploaded to the portal. The purpose is to provide updates and additional information related to the school's progress since the Collaborative Conference (CC) visit.

Part 1 – Foundational Elements Alignment

- Detail on the school's alignment to the Foundational Elements and any changes since the CC visit. Any necessary evidence of growth or any that shows a change in the rating.

Part 2 – Reflection on Priority Areas

- Summary of the progress made in all identified Priority Areas/school growth/improvement plan from the CC visit.
- Evidence of growth to support the explanation, using the Action-Impact-Growth framework.

Part 3 – Reflection on the Principles

- Descriptions of the changes in the rating of any Principles since the time of the CC visit and a brief explanation about the changes.

Part 4 – Capacity as a Learning Organization

- The school's narrative on each of the 4Cs: conceptual understanding, commitment, competency, and capacity as well as reflection on the school's capacity for ongoing growth.

Part 5 – School's Plans and Requests for the Accreditation Visit

- Questions from the school, such as any particular areas to be reviewed more deeply concerning the Priority Areas or areas of growth for the future.

Accreditation Visit Protocol

The Accreditation visit will take place over four days. The team will arrive on Sunday at about 3 p.m. and leave on Wednesday at around 3 p.m. The team will consist of 6 – 8 visitors, depending on the size of the school. The team will include a chair and assistant chair and other educators from member schools.

The visit protocol has changed to reflect the next stage of the Accreditation process for schools. Schools will design the visit based on a menu of options. Some elements will be required, and some will be based on the specific Priority Areas that the school has identified. Each visit will be different based on the Priority Areas for that specific school. Principals and visiting team chairs will work together to design the visit.

Required Elements of the Protocol

School tour – Students conduct a tour of the school for the visiting team. If there is a priority area related to facilities, then the facilities manager/head custodian should conduct a tour for one or two visiting team members.

Overview presentation – The school administrators and Accreditation Coordinators give an overview presentation that explains their journey since the Collaborative Conference, which includes progress on and next steps for each priority area and the 4Cs, focusing on the school's capacity for growth. Time for questions and discussion should be included after the presentation.

Priority Area meetings – Small group meetings to discuss each priority area in-depth, involving personnel related to the implementation of each priority area for growth.

Priority Area observations – Observations of activities related to each priority area, for example, PLC meetings, RTI meetings, advisory sessions, common planning time, etc. Include any activities that authentically relate to each priority area and can provide additional insight into how the school has implemented that priority area for growth or the related actions.

Classroom observations – General observations of classroom instruction for 5-10 minutes in each classroom concurrent with priority area blocks. Two to three hours on Monday and Tuesday. Team members will be looking for evidence of student learning and any areas identified by the school related to the Priority Areas or specific areas identified by the school.

Meeting with a group of students – The team will meet with at least one group of students that reflect the diversity of the student body to discuss student learning in the school.

Meetings with the principal and superintendent – The chair should meet with the principal daily and meet with the superintendent one on one at least once during the visit.

Meeting with the school board – A meeting with the school board, or representatives from the board, should be held to ensure that there is support for the Accreditation process and the school’s chosen Priority Areas.

Discussions about student work – The team should have some opportunities to review student work. The review of student work should be organized based on the school’s Priority Areas and/or questions for the visiting team. Some suggestions to facilitate this review of student work are:

- Teacher conferences – Teachers will be asked to discuss work by reviewing a selection of student work that the teacher chooses with a visiting team member.
- Student-led conferences – Students will be asked to bring a portfolio or several pieces of work and sit down with a team member to discuss their work. The meetings should take place held in a common space, such as the library. There can be 2-3 students with 1-2 team members.
- Review of student work – Samples of student work are curated by the school organized based on the type(s) of assessment(s) rather than department area(s), to demonstrate alignment to selected Principles and/or Priority Areas for Growth

Debrief – Similar to the Collaborative Conference, the team chair and assistant chair, or possibly the whole team will sit down with the principal and leadership team to have a closed-door debrief about the visit and the school’s next steps on Wednesday.

Chair’s closing remarks – The chair will briefly address the faculty on Wednesday after school. This presentation could be a joint one with the chair and the principal.

Optional Elements to Demonstrate Priority Area Growth

Constituent group meetings – Meetings with individuals or groups of stakeholders including parents, central office staff, students, and teachers, who have specific knowledge related to the Priority Areas.

Survey results – Schools have the option of retaking the NEASC opinion survey or portions of the survey to show growth in Priority Areas at least a month prior to the visit.

Other – The school may have other ideas on how to demonstrate growth that may be incorporated into the visit.

Visit Schedule

Sunday

The visiting team will arrive at the hotel between 3:00 and 4:00 p.m. as determined by the chair and will receive on-site training. The focus is on ensuring that team members understand team responsibilities and the information that they have received about the visit.

Some members of the visiting team may meet with members of the school board/school committee. This meeting can be held in the hotel workroom in the late afternoon at approximately 5:00 p.m. for 45 minutes. If this meeting is not held on Sunday, it will be scheduled at another time during the visit.

On Sunday evening, the team meets for dinner from 6:00-7:00 p.m. and then works until approximately 9:00 p.m. to prepare for the next day's activities and debrief the school's summary report.

Monday and Tuesday

The goal is for the school to demonstrate its progress on the Priority Areas for Growth through meetings and observations related to each priority area. The team will spend considerable time visiting classrooms to observe teaching and learning practices.

Team members will participate in several activities, including:

- school tour
- overview presentation
- priority area meetings
- priority area observations
- classroom observations
- meetings with the principal and superintendent
- meeting with the school board/committee (if not on Sunday)
- meeting with students
- discussions about student work

Wednesday

Wednesday will include time for the team to finish the report and any necessary paperwork. There will be a brief faculty meeting after school. Prior to the faculty meeting, the team will debrief with the principal and anyone else the principal would like to be present.

The principal and chair will determine, in advance, how the closing remarks will be delivered. For example, using a workshop model, looking at Priority Areas and next steps, or the principal and chair making remarks together.

Sample Accreditation Visit Schedule

Sunday

- 3-4:00 p.m. Team arrival and check-in at hotel (time determined by the chair)
- 5:00-5:45 p.m. Meeting with the school committee/school board of education (unless scheduled for another day during the visit)
- 6:00 p.m. Team dinner
- 7:00 p.m. Orientation and planning for the visit

Monday

- 7:30 a.m. Team arrival and organizational meeting
- 8:00 a.m. School tour
- 8:45 a.m. Overview presentation
- 9:30 a.m. Block A - Priority Area meetings and observations
- 12:00 p.m. Lunch
- 12:30 p.m. Block B - Priority Area meetings and observations
- 3:30 p.m. Return to the hotel
- 4:00 p.m. Team work time
- 6:00 p.m. Dinner
- 7:00 p.m. Team discussion and writing time

Tuesday

- 7:30 a.m. Team arrival and organizational meeting
- 8:00 a.m. Block C - Priority Area meetings and observations
- 12:00 p.m. Lunch
- 12:30 p.m. Block D - Priority Area meetings and observations
- 3:30 p.m. Return to the hotel
- 4:00 p.m. Team work time
- 6:00 p.m. Dinner
- 7:00 p.m. Team discussion and writing time

Wednesday

- 7:30 a.m. Team arrival
- 8:00 a.m. Team work time and finishing report
- 12:00 p.m. Lunch
- 1:00 p.m. Debrief with the principal and leadership team
- 2:15 p.m. Closing remarks to the faculty

Conducting a Meeting

Set the stage. Begin on time, even if everyone is not present. Keep track of the time.

- Call the group to order and state the purpose of the meeting. *Short* introductions are appropriate.
- Begin the discussion with a general question which anyone might answer. Be sure to let as many people respond as possible before changing to a new subject or question. Be sensitive to the dynamics of the group. Questions can be created by team members, or they use the questions in the Appendixes.
- Be confident and relaxed. There is no need to be apologetic about your questions. When appropriate, clarify and summarize what has been said.
- Ask for the information that you need in a straightforward manner. Don't pose as an expert. Move on to another topic if there is little or no interest by the group in the issue at hand.
- Near the end of the meeting, ask if anybody has something else to say and be sure to invite further discussions with individuals at a later time.
- Thank them and dismiss the group on time.

Remember that *the purpose of the meeting is to gather and clarify information*. Do not share any judgments, conclusions, or information about team members' schools with those at the meeting. Corroborate impressions with others on the visiting team.

Accreditation Report Format and Writing

There are several sections to the Accreditation Report. Keeping in mind what has already been reported on in the Collaborative Conference Report, the newly designed accreditation report seeks to address the progress made by the school since the Collaborative Conference visit and provides additional information to help the school on its school improvement journey. After gathering evidence from a variety of sources and clarifying any questions that arise, you will write a report that expresses your conclusions.

Summary Section

Part 1 – Foundational Elements Reflection

The team provides an update on the Foundational Elements and will confirm or change ratings from the CC.

- ✓ Determine whether the school meets or does not meet each Foundational Element using the Foundational Elements Rubric (Appendix F)
- ✓ Write a brief narrative to explain your conclusions using the points outlined in the Foundational Elements writing guide (Appendix E)
- ✓ Rate the school's alignment to each Foundational Element by checking the appropriate box in the online portal.

Part 2 – Reflection on Priority Areas

The team provides feedback on each priority area and suggested next steps or new priorities related to their work so far including impacts or outcomes of the stated plan. Teams can use the Continuum of Terms (See Appendix.) when drawing conclusions.

Write a Conclusion/Narrative for Each Priority Area

- ✓ List the school’s Priority Area Goal in the section entitled “Priority Area.”
- ✓ In the section entitled “Action, Impact, and Growth,” summarize the progress made on each of the Priority Areas briefly and concisely, while still using as much relevant detail as possible. Form conclusions about how well the school is implementing the Priority Areas.
- ✓ Use the bullet points from the Action-Impact-Growth framework to write your summary. Use any information gathered through documents, meetings, and observations to draw your conclusions. These three parts can be integrated into one narrative for each Priority Area.
- ✓ In the section entitled “Recommended Next Steps,” please list, in bullet form, the team’s recommended next steps for the school related to that Priority Area. These could include the school’s suggested next steps as well as those recommended by the team.
- ✓ Cite three sources of evidence used to formulate each conclusion (some of the sources listed may not be valid for the Accreditation visit). Check these off, using the radio buttons in the online portal.

Action-Impact-Growth (framework to be used for creating response narratives)

Describe the actions

- What has been done and who was involved?
- What is the status of each action? What is completed, in process, or planned for the future?
- How was progress measured? What evidence was used? How would you rate the success of the actions?

Describe the impact of the actions

- What impact have the completed actions had toward alignment with the Standards for Accreditation?
- What impact have the completed actions had on learning, achievement, and well-being of students?
- What impact do you anticipate actions, which are in progress or planned for the future, will have on alignment with the Standards for Accreditation or student learning, achievement, or well-being?

Describe the opportunities for growth and detail the next steps

- What are the new opportunities for growth based on the actions and impacts to date?
- What are the next steps related to this priority area?

Part 3 - Reflection on Student Learning

Provide a reflection on teaching and learning in the school based on classroom observations, meeting with students, and looking at student work. Write one paragraph for each Principle, 2.4 – 2.9, from Standard 2: Student Learning. Begin each paragraph with a conclusion, using the language of the Principle and the Continuum of Terms (See Appendix.).

Part 4 – Learning Organization Feedback

The team will provide feedback on the 4Cs framework: conceptual understanding, commitment, competency, and capacity. Team members can use the Continuum of Terms when drawing conclusions. Consider the school as a whole and include relevant examples from each Priority Area.

The visiting team can consider the following questions in their summary responses for each of the 4Cs:

- What are the strengths within the 4Cs in the school?
- Which of the 4Cs needs attention? In what ways?
- What are the logical next steps to ensure the 4Cs are fully supporting the school’s development as a learning organization?

Conceptual Understanding

Determine and summarize

- how there is a shared understanding of what optimal or effective learning looks like in the school.

Commitment

Determine and summarize

- the extent to which the members of the school community are committed to the school’s vision of the graduate.
- the extent to which members of the school community are committed to a growth mindset for students, adults, the school.
- the extent to which the school community is committed to alignment with the Standards for Accreditation.

Competency

Determine and summarize

- the extent to which the school community understands and acknowledges the changes that need to be made in order to align with the Standards.
- the extent to which faculty members, staff members, and school and district leaders have the skills, knowledge, and dispositions necessary to help students achieve the school’s vision of the graduate.

Focus question: What additional professional learning will be required for the school to align with the Standards for Accreditation and to implement the school’s current Priority Areas?

Capacity

Determine and summarize

- the school’s time, resources, and support needed to make progress on its identified priorities.

Part 5 – Commendations, Additional Recommendations, and Additional Areas of Focus

- ✓ Determine **commendations**, which are areas where the school has done a good job implementing the Priority Areas or working toward building a learning organization in the area of the 4Cs. Always begin a commendation with a phrase that references what is being commended.
 - Begin the commendation with a noun starting with the word “the.” Commend the practice mentioned in the narrative. Every commendation should be easily traced back to your writing.
- ✓ If there are additional areas of the Standards not covered by the Priority Areas that the team feels need attention, write additional **recommendations** to address these issues. Please limit these to a maximum of ten.
 - Recommendations begin with a verb and are written in the imperative. Recommendations direct the school to accomplish something. The recommendation should have an expected outcome. It may be what the school wants to accomplish or another generalized outcome. In most cases, it should not be prescriptive.
 - Recommendations should not be written for Priority Areas or Foundational Elements. These should be addressed in the recommended next steps in each Priority Area.
 - Recommendations should be related to Principles that do not fall within Priority Areas but need immediate attention.
- ✓ The visiting team will provide feedback on any **additional areas of focus** that the school asked the team to examine and provide feedback on during the Accreditation visit.

Continuum of Terms for Writing Conclusions

From the Rubric	Quantitative	Qualitative
<p>TRANSFORMING</p> <p>driving innovation</p> <p>organizations or systems support and sustain</p> <p>firmly in place</p> <p>implementing</p> <p>living</p> <p>plans and timelines</p> <p>in place</p> <p>working on</p> <p>developing</p> <p>initiating</p> <p>not yet in action</p> <p>being considered by the school community</p> <p>thinking about</p> <p>NOT YET EVIDENT</p>	<p>ALWAYS</p> <p>all</p> <p>across the school</p> <p>pervasively</p> <p>often</p> <p>the vast majority</p> <p>most</p> <p>extensively</p> <p>consistently</p> <p>frequently</p> <p>sometimes</p> <p>in some areas</p> <p>occasionally</p> <p>limited</p> <p>infrequently</p> <p>rarely</p> <p>NEVER</p>	<p>by design – not by design</p> <p>individually – collaboratively</p> <p>deliberately – haphazardly</p> <p>formally – informally</p> <p>implicitly – explicitly</p> <p>purposefully – lacking connection</p> <p>systematically – by happenstance</p> <p>consistently – inconsistently</p> <p>commonly – seldom</p> <p>targeted – scattered</p> <p>regularly – sporadically</p>

Appendix A

Classroom Observation Sheets

Evidence Gathering Worksheet

Context: e.g. student work, observation, interview, meeting.

In the conclusion section describe the Principle or descriptors observed

Literal Notes	Conclusions

Look-fors in Classrooms and Student Work

Learning	
<p>skills and competencies necessary to attain the school’s vision of the graduate</p> <p>knowledge, understandings, transferable skills, and dispositions necessary for future success</p> <p>dispositions, such as independence, flexible thinking, and persistence</p> <p>disciplinary and interdisciplinary knowledge</p> <p>deep understanding</p> <p>higher-order thinking</p> <p>inquiry</p> <p>application of knowledge and skills to authentic tasks</p>	<p>questioning, analysis, and understanding impacts</p> <p>analysis, synthesis, creativity, making connections, and understanding relationships</p> <p>critical and creative thinking</p> <p>using technology in informed, effective, and ethical ways</p> <p>communicate clearly and creatively</p> <p>construct knowledge</p> <p>create</p> <p>problem-solve</p> <p>share work with an audience</p> <p>collaboration</p>
Teaching	
<p>interdisciplinary learning, project-based learning, and authentic learning experiences</p> <p>strategic differentiating and individualizing</p> <p>purposefully organized group learning</p> <p>connections to prior knowledge across disciplines</p> <p>additional support and alternative strategies</p> <p>organizational, grouping, and tiered intervention strategies</p> <p>learning that is personalized, relevant, and authentic</p> <p>opportunities for students to determine learning outcomes, set goals and reflect upon the results</p> <p>student discourse and reflection on learning</p> <p>student choice, pursuit of personal interests, and opportunities for creative expression</p> <p>opportunities to learn in and out of school</p> <p>experiences that are cognitively challenging</p> <p>a wide range of assessment strategies, including formative, summative assessments, and common assessments</p> <p>specific and measurable criteria for success provided to learners prior to assessments</p>	<p>regular and consistent checks for understanding</p> <p>presentation of learning to authentic audiences</p> <p>multiple and varied opportunities over time to demonstrate learning</p> <p>consistent, systematic, specific, and timely corrective feedback</p> <p>opportunities to revise and improve work</p> <p>teacher feedback as well as peer feedback and self-reflection</p> <p>separate grading/reporting and feedback for work habits and academic skills</p> <p>technology to:</p> <ul style="list-style-type: none"> ○ access, support, document, and supplement learning ○ broaden perspectives locally and globally ○ personalize the pace of learning ○ share work with an audience beyond the school community ○ collaborate digitally to support learning ○ engage in learning beyond the constraints of the school building and school day

Appendix B

Questions to Consider for the School Board

- What is the board’s role in developing the vision of the graduate, 21st century learning expectations, or the skills students should develop by the time they leave high school?
- How does the school provide information to the board regarding its aggregate progress in achieving the vision of the graduate or 21st century learning expectations? How does the board use that information?
- How does the board support teachers and administrators in their efforts to review, revise, and develop the curriculum?
- What is the board’s role in approving the curriculum?
- How do you determine whether or not all students, from the most self-sufficient to those most in need are receiving appropriate instruction?
- How is technology being used to support instruction in the district and how do you support the use of technology?
- How does the board support instructional improvement at the schools and support teachers in improving instruction?
- In what ways does the school board provide the principals with decision-making authority?
- How is the school board involved in the schools?
- Does the school board provide a regular time for teachers to meet to write curriculum, to collaborate about the improvement of instruction, and to review student assessments?
- How does the school board support the schools in providing for all students, including those who are especially at-risk?
- What is your view of the most important support services available at the schools?
- How do the schools reach out to you as parents or community members to involve you in participating on committees or other efforts?
- If you could do something to improve the facilities at the school, what would you do? How would this improve teaching and learning?
- Do you believe that the school is a clean and safe place to learn? If not, where do you see a problem?
- Do the community and governing body provide adequate funding for the school to deliver its programs? If not, what are the inadequacies?
- Sometimes the schools receive grants to begin initiatives or improve particular areas. How is the board able to support funding once the grants are finished?

Appendix C

Questions to Consider for Students

- See questions in Principle 1.1
- How does the school culture support you in understanding that learning from mistakes is an important part of intellectual and personal growth? How does the school culture emphasize trying hard and give you opportunities to revise your work?
- What processes are in place in classrooms that support respectful discourse including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others?
- What opportunities do you have for leadership or participation?
- What opportunities are available if you need academic, social, or emotional assistance?
- How is instruction designed to meet or personalize your needs as a learner?
- How do teachers know you understand?

- In what ways do you have choice in what you learn, have the opportunity to explore your personal interests, and have opportunities for creative expression which are integrated into learning experiences?
- Describe the types of activities that help you learn best.
- How are you challenged in your classes?/ What makes you feel challenged?
- In what ways is content presented so that you learn deeply?
- What choices can you make in your work or your learning?
- Talk about some ways you can show your learning (assessments)?
- How do you know what you will be learning and what you are expected to learn and be able to do (rubrics?)
- What kinds of feedback do you get from teachers on your work and how does it help you to learn more?
- Describe some ways in which you look at your own work and determine what you have learned? Do you have chances to explain this learning to the teacher or others? Do you have chances to think about how you could have done something differently or about things you may want to learn more about?
- How is technology used to support your learning?
- How do you communicate with others using technology?
- In what ways are group learning activities organized?
- How do teachers and support staff provide additional support and alternative instructional strategies within the regular classroom?
- Give some examples of things you have learned that can be applied in the real world or your life.
- What opportunities do you have to learn in and out of school?
- Describe some activities that have made you think or do some creative work and what did you learn from them?

Appendix D

Questions to Consider for Priority Area Meetings

These are general questions that can be used for any Priority Area. Team members are encouraged to create their own questions prior to the Priority Area meetings, based on the information provided in the school’s Summary Report:

General Questions

- What has the school done so far to meet this Priority Area goal?
- What impact have the completed actions had on learning, achievement, and well-being of students?
- How was progress measured? What evidence was used? How would you rate the success of the actions?
- What are the new opportunities for growth based on the actions and impacts to date?
- What are the next steps related to this Priority Area goal?

Additional Questions (based on the Summary Report)

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-
-
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Appendix E

Foundational Elements Questions

For each Foundational Element within the Standards for Accreditation, consider the questions below to determine whether the school “Meets” or “Does Not Meet” each Element.

FOUNDATIONAL ELEMENT

1.1a The school community provides a safe environment.

Questions

- How do students and adults feel safe in the school?
- How does the school community deliberately build and maintain a physically safe environment for learners and adults?
- What policies and processes are in place or designed to ensure the safety of learners and adults?

FOUNDATIONAL ELEMENT

1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

Questions

- Does the school community have a written document describing its core values, beliefs about learning, and vision of the graduate?

FOUNDATIONAL ELEMENT

2.2a There is a written curriculum in a consistent format for all courses in all departments.

Questions

- Is there 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
 - instructional strategies
 - assessment practices?

FOUNDATIONAL ELEMENT

3.1a The school has a current School Improvement/Growth Plan.

Questions

- Does the school have a School Improvement/Growth Plan that includes school-specific goals?

- Does the School Improvement/Growth Plan inform decision-making in the school based on the school's priorities?

FOUNDATIONAL ELEMENT

4.1a The school has intervention strategies designed to support students.

Questions

- Does the school provide a range of intervention strategies for students? If so, briefly describe these strategies.
- Does the school have a process to identify and refer students who need additional assistance? If so, briefly describe this process.

FOUNDATIONAL ELEMENT

5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.

Questions

- Do the school buildings and facilities ensure a safe, secure, and healthy environment for students and adults?
- Are school buildings and facilities clean and well-maintained?
- Do the school buildings and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?

Appendix F Foundational Elements Rubric

Use the following criteria to determine whether the school is meeting each of the Foundational Elements in the Standards.

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
1.1a The school community provides a safe environment.	The school community deliberately builds and maintains a physically safe environment for learners and adults. The school community maintains policies and processes to ensure the safety of learners and adults.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.	The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
2.2a There is a written curriculum in a consistent format for all courses in all departments.	The written curriculum includes: <ul style="list-style-type: none"> • units of study with guiding/essential questions, concepts, content, and skills • instructional strategies • assessment practices. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
3.1a The school has a current School Improvement/Growth Plan.	The school has a plan that includes school-specific goals and informs decision-making in the school.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
<p>MEETS: All criteria of the Foundational Element are evident in the school.</p>		
<p>DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.</p>		
<p>4.1a The school has intervention strategies designed to support students.</p>	<p>The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">DOES NOT MEET</div>
<p>5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.</p>	<p>The community and district provide school buildings and facilities that:</p> <ul style="list-style-type: none"> • ensure a safe, secure, and healthy environment • are clean and well maintained • meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. 	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">DOES NOT MEET</div>

Appendix G

Principles of Effective Practice

Questions to Consider that May be Related to the Priority Areas

Standard 1: Learning Culture

Principle 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

Potential questions to consider

- How does the school community provide a physically, emotionally, and intellectually safe environment for learners and adults?
- What are some examples of policies and protocols that have been created to define and support respectful treatment of all members of the school community?
- How does the school ensure all learners are known and valued and have equitable access to a full range of school programs and services?
- What systems are in place to identify learning gaps and social disparities and has the school developed programs and initiatives to address these gaps?
- How does the school community ensure individuality among all community members and positive opportunities for extended learning and growth?
- What efforts has the school made to actively emphasize and strengthen understanding of, and commitment to, equity and diversity?

Principle 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

Potential questions to consider

- Describe the manner in which the school engaged in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning.
- Describe how the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom.
- How does the school community ensure the core values, beliefs about learning, and vision of the graduate promote a commitment to continuous improvement and guide the school's policies, procedures, decisions, and resource allocations?

Principle 1.3 The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Potential questions to consider

- How is the school community focused on providing a balance of academic/intellectual, physical, social, and civic opportunities to meet the needs of diverse learners?
- What strategies are used to help students to develop the skills necessary to achieve a positive school/life balance?
- Does the school have plans, programs, and services in place to identify and support the social and emotional needs of students?
- How does the school ensure that each student is known by an adult mentor in the school, or through some other formal process, to assist him or her in achieving the school's vision of the graduate?
- How does the school community demonstrate a broad and collective commitment to all areas of learning?
- How does the school community acknowledge the importance of and assist in building each student's readiness to learn and help struggling learners?
- In what ways does the school community demonstrate the value it has for all learners in planning its instructional and assessment practices?

Principle 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

Potential questions to consider

- In what ways does the school community's professional culture embody a spirit of continuous improvement; promote the use of innovative methods to achieve common goals; and demonstrate a commitment to research-based instruction and reflective practice?
- How does the school community demonstrate a growth mindset?
- What strategies or processes create the conditions and trust necessary for the full and active participation of all educators in collaboration and reflection?
- How does the school culture support educators in maintaining expertise in their content area and in content-specific instructional practices?
- How does the school culture emphasize the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences?

Principle 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.

Potential questions to consider

- How is the school community's culture dynamic and vibrant with a shared sense of agency and responsibility?
- How does the school culture ensure and support learners and educators in understanding that learning from mistakes is an important part of intellectual and personal growth?
- What norms and protocols are in place that support respectful discourse including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others?

Principle 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

Potential questions to consider

- How does the principal, working with other building leaders, provide instructional leadership that sets high standards for student achievement and fosters a growth mindset?
- How does the school community encourage educators to exercise initiative, innovation, and leadership essential to the improvement of the school and to increase students' engagement in learning?
- What structures or procedures are in place to ensure the school board, superintendent, and principal are collaborative, reflective, and constructive?
- Is the principal given appropriate decision-making authority to lead the school?

Principle 1.7 The school culture fosters civic engagement and social and personal responsibility.

Potential questions to consider

- How does the school's culture encourage social awareness, upstanding behavior, and fair and respectful treatment between and among all members of the school community?
- How does the school ensure that democratic values of agency, civil dialogue, adjusting thinking in the face of new information, equality, and a commitment to the common good to inform the curriculum, characterize classroom behavior, and guide school governance?
- How does the school culture support and encourage learning experiences that connect to or make an impact on the community beyond the school campus?

Standard 2: Student Learning

Principle 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

Potential questions to consider

- How does the school's vision of the graduate include knowledge, understandings, and dispositions necessary for future success? Does the school's vision of the graduate include transferable skills?
- Are the transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement? How does the school measure individual student progress toward achieving the transferable skills?
- Describe the school's formal process to assess and communicate individual learner and whole-school progress toward achieving the school's vision of the graduate.

Principle 2.2 There is 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.

Potential questions to consider

- Describe the extent to which the written curriculum for all courses in all departments/all grade levels includes:
 - units of study with guiding/essential questions, concepts, content, and skills
 - instructional strategies
 - assessment practices
 - discipline-specific, higher order thinking and transferable skills
 - dispositions, such as independence, flexible thinking, and persistence
 - disciplinary/interdisciplinary knowledge
 - the school's vision of the graduate.

Principle 2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.

Potential questions to consider

- How does the curriculum make connections to prior knowledge across disciplines?
- How does the curriculum place an emphasis on learner application of knowledge and skills?
- In what ways does the curriculum emphasize deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences?
- How is the curriculum articulated/constructed vertically and horizontally to ensure depth of understanding?

Principle 2.4 Instructional practices are designed to meet the learning needs of each student.

Potential questions to consider

- In what ways are teachers strategically differentiating, individualizing, and/or personalizing instructional practices based on student learning needs?
- How is formative assessment used to adjust instruction in all classrooms?
- In what ways are group learning activities purposefully organized?
- How do teachers and support staff provide additional support and alternative instructional strategies within the regular classroom?
- What organizational, grouping, and tiered intervention strategies are in place to meet the needs of each learner within the regular classroom?
- What structures and supports are available to provide all learners with access to rigorous learning opportunities?
- What opportunities do teachers have to collaborate with others regarding instructional practices designed to meet the needs of all students?

Principle 2.5 Students are active learners who have opportunities to lead their own learning.

Potential questions to consider

- What strategies are used to ensure that learning that is personalized, relevant, and authentic?
- What examples in the curriculum or in lessons provide opportunities for students to determine learning outcomes?
- How is project-based learning incorporated into individual classrooms and throughout classrooms in the school?
- In what ways does learning foster student agency by providing opportunities for students to set goals and reflect upon the results to guide their own learning process?
- How do students apply knowledge and skills to authentic tasks?
- In what ways are student discourse and reflection on learning incorporated into classroom learning?
- In what ways do students have choice, engage in pursuit of personal interests, and have opportunities for creative expression which are integrated into learning experiences.
- What opportunities do students have to learn in and out of school?

Principle 2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Potential questions to consider

- How are learners engaged in the use of inquiry and problem solving, the incorporation of questioning, analysis, and understanding impacts?
- Describe learning activities from various grade levels and departments that prioritize deep understanding, analysis, synthesis, creativity, making connections, and understanding relationships.
- How do learners develop critical and creative thinking skills?
- How do learners develop dispositions, such as independence, flexible thinking, and persistence through the use of inquiry, problem-solving and higher order thinking?
- How are learning and assessment experiences deliberately designed to be cognitively challenging and require learners to develop and exercise a full range of thinking skills and learning dispositions?

Principle 2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.

Potential questions to consider

- Is assessment of, for, and as student learning used?
- Describe the range of assessment strategies, including formative and summative assessments, and how the results are used to inform and differentiate instruction.
- Does the school have common assessments that serve to ensure consistent and equitable learning opportunities across grades or courses?
- How do educators provide specific and measurable criteria for success to learners prior to assessments?
- How do educators communicate the school's vision of the graduate and related unit-specific learning goals to be assessed prior to each unit of study?
- How do educators regularly and consistently check for understanding in ways that engage every learner's thinking about the concept, skill, or information being learned?

- What opportunities do learners have for presentation of learning to authentic audiences, including students, families, community members, and professionals?
- In what ways do results from assessment strategies inform classroom instruction and curriculum in all content areas?

Principle 2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

Potential questions to consider

- How are learners provided with multiple and varied opportunities over time to demonstrate their learning?
- How do learners receive consistent, systematic, specific, and timely corrective feedback on their work?
- What opportunities and time do learners have to revise and improve their work?
- How are learners provided with teacher feedback as well as peer feedback and self-reflection to guide next steps in learning?
- Is there a separate grading/reporting and feedback system for work habits and academic skills?

Principle 2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Potential questions to consider

- How do learners use technology in informed, effective, and ethical ways to communicate clearly and creatively?
- How do learners use technology to personalize the pace of learning and access, support, document, and supplement their learning?
- How do learners use technology to share work with an audience beyond the school community and broaden their perspectives locally and globally?
- How do learners collaborate digitally to support their learning?
- How is technology used to engage in learning beyond the constraints of the school building and school day?

Standard 3: Professional Practices

Principle 3.1 The school engages all stakeholders in the development and implementation of a School Improvement/Growth Plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

Potential questions to consider

- How does the School Improvement/Growth Plan promote a strategic mindset that incorporates backward design?

- In what ways does the School Improvement/Growth Plan include specific and measurable goals with expected learning impacts?
- Is the School Improvement/Growth Plan informed by the perspectives of the school community and current research?
- Is the School Improvement/Growth Plan aligned with district priorities?
- Is the School Improvement/Growth Plan aligned to the Standards for Accreditation?
- How does the School Improvement/Growth Plan inform decision-making in the school?
- How does the School Improvement/Growth Plan reflect the school’s core values, beliefs about learning, and vision of the graduate?
- How does the School Improvement/Growth Plan include the evaluation of initiatives with opportunities for reflection and input from the various stakeholders?

Principle 3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

Potential questions to consider

- In what ways do educators, individually and collaboratively:
 - continuously examine their practice to ensure consistency with the school’s core values, beliefs about learning, and vision of the graduate?
 - engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning?
- What opportunities do educators have to engage in formal and informal collaboration?
- In what ways do educators examine their practice to ensure consistency with the school’s core values, beliefs about learning, and the vision of the graduate?
- What opportunities do educators have to engage in formal and informal professional development to improve student learning and well-being?
- How do educators use resources outside of the school, including educational research, to maintain currency with best practices?
- How do educators engage in peer observation? Under what conditions? How often?
- How do educators engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning?
- How do educators apply the skills and knowledge gained through professional learning to their practice?

Principle 3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Potential questions to consider

- What is the process for educators, individually and collaboratively, to examine a range of evidence of student learning including:
 - student work
 - common course and common grade-level assessments
 - data from a variety of formative and summative assessments
 - achievement data, disaggregated by subgroups
 - individual and school-wide progress in achieving the school’s vision of the graduate
 - data from sending schools
 - post-secondary data

- feedback from a variety of sources, including students, other educators, supervisors, families, and the school community?
- How do educators use the examination of evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services?
- In what ways do educators analyze data to identify and respond to inequities in student achievement and has this improved practices?
- How is data and evidence used to improve programs and services, including health, counseling, library/information, and student support services?
- How do educators ensure that grading and assessment practices are aligned with the school's beliefs about learning?

Principle 3.4 Collaborative structures and processes support coordination and implementation of curriculum.

Potential questions to consider

- What collaborative structures and processes are in place to achieve effective curricular coordination within and among each academic area, department, and program in the school?
- What structures and processes are in place to achieve vertical articulation and implementation of the curriculum within the school and with sending schools in the district?
- What structures and processes ensure clear alignment between the written, taught, and learned curriculum?
- How do the collaborative structures and processes support coordination and implementation of the curriculum?

Principle 3.5 School-wide organizational practices are designed to meet the learning needs of each student.

Potential questions to consider

- How are school-wide organizational practices designed to meet the learning needs of each student? Who is involved? What data is used to make decisions about the design?
- How do school-wide organizational practices ensure access to challenging academic experiences for all learners?
- How does the school ensure courses throughout the curriculum are populated with learners reflecting the diversity of the student body?
- How does the school provide and support learning environments and practices that are inclusive?
- How do school-wide organizational practices support opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses?
- How are organizational practices examined and adjusted on a regular basis to ensure the needs of each student are being met?

Principle 3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Potential questions to consider

- In what ways do educators enable and promote relationships with the community, businesses, and higher education institutions that support authentic student learning experiences?
- How do educators engage students and families as partners in each learner’s education and reach out specifically to those families who have been less connected with the school?

Standard 4: Learning Support

Principle 4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Potential questions to consider

- What is the range of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that the school provides to support each student’s academic, social, and emotional success and well-being? Who is involved?
- How are the interventions monitored and what are the next steps for students who achieve success as well as those who are still struggling? Any tiered interventions?
- Is there a formal, defined process to identify and refer students who need additional assistance? Describe this process and who is involved.
- Are any outside interventions used? Describe those services and when they are used.
- How and from whom do families, especially to those most in need, receive information about available student support services?

Principle 4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

Potential questions to consider

- Do school counseling services include the implementation of a written, developmental guidance program? How is this program delivered and what topics are included?
- How do school counselors ensure regular meetings with students to provide personal, social, emotional, academic, career, and college counseling?
- Do school counseling services include the delivery of collaborative outreach and referrals to community and area mental health agencies and social service providers?
- Do counseling personnel engage in program evaluation or collect feedback to improve services?

Principle 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Potential questions to consider

- Do school health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students?
- In what ways do school health services include preventative health services and direct intervention services to students?
- How do school health services ensure the use of an appropriate referral process to meet the needs of students in a timely manner?
- In what ways are school health services informed by ongoing student health assessments?
- How do health services ensure the physical and emotional well-being of students is being met?
- Do health services personnel engage in program evaluation or collect feedback to improve services?
- In what other ways does the school align to this Principle?

Principle 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.

Potential questions to consider

- How are library/information personnel and staff actively engaged in the implementation of the school's curriculum and instructional practices to support student learning?
- Describe the range of materials, technologies, and other information services that support the school's curriculum.
- Are library/information services available for students and staff before, during, and after school?
- How are library/information services responsive to students' interests and needs in order to support independent learning? What types of outreach are used to engage students and foster inquiry and deeper learning?
- How does the library/media center or information services area include a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning?
- How do library/information services personnel engage in program evaluation or collect feedback to improve services to students and student learning?

Principle 4.5 Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Potential questions to consider

- How do support services ensure collaboration among all educators, counselors, targeted services, and other support staff in order to achieve success in meeting each identified student's goals?
- How do support services include appropriate and challenging educational experiences for identified students?
- In what ways do support services ensure inclusive learning opportunities and instruction for identified students?

Standard 5: Learning Resources

Principle 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

Potential questions to consider

- How well do the school buildings and facilities ensure a safe, secure, and healthy environment that support the delivery of high-quality programs and services for all students?
- How are the school buildings and facilities adequately sized for the school community, population, and programs and services?
- Do the school buildings and facilities have appropriate spaces to support student learning and the curriculum?
- Are the buildings and facilities kept clean and well maintained?
- Do the buildings and facilities have appropriate mechanical systems that work properly and are up to date?
- Does the building(s) and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?

Principle 5.2 The school/district provides time and financial resources to enable researched-based instruction, professional growth and the development, implementation, and improvement of school programs and services.

Potential questions to consider

- How is time during the school day organized and does it support research-based instruction, professional collaboration among educators, the learning needs of all students, and student programs and services?
- What time and resources are provided for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research?
- What time and resources are dedicated to the development, improvement of school programs and services?

Principle 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

Potential questions to consider

- Describe the range of school programs and services funded and supported by the district's governing body.
- Is there any planning for future programs and services with a plan to secure funding?
- Are there sufficient professional and support staff to ensure appropriate class sizes and teacher load to fully implement the curriculum for all students?
- Is there adequate and dependable funding for equipment and technology and support of those items?
- Is there adequate and dependable funding for instructional materials and supplies to implement the curriculum for all students?
- Is there adequate funding for co-curricular programs and other learning opportunities for students?

Principle 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

Potential questions to consider

- How often does the school/district schedule regular maintenance and repair of the building and facilities?
- How does the school/district ensure safe, secure, and adequate buildings and facilities on their campus through short- and long-term plans?
- What provisions does the school/district make to address projected enrollment changes and staffing needs in relation to the building and facilities?
- Is there a district technology plan to provide sufficient technology for the needs of students and staff short and long term?
- Is there a capital improvement plan to ensure the maintenance of buildings and grounds and future needs for infrastructure improvements if necessary?

Principle 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Potential questions to consider

- What protocols, including infrastructure are in place to ensure the safety of students, staff, and visitors in the event of an emergency?
- Is there written documentation that describes responses for various situations?
- Describe the working relationship and emergency protocols between the school and emergency services personnel in the school and in the community
- Does the school have a crisis team that meets regularly to review and revise protocols? Who is included in this group, how often they meet, and what is discussed at meetings?

Appendix H

Principles of Effective Practice Rubric

This continuum is used to determine the school's phase of implementation and alignment to each Principle in the Standard when writing the Self-Reflection and determining any changes to the phase of implementation from the time of the Collaborative Conference to the time of the Accreditation visit.

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.