

CPEMS RATING GUIDE

Culture and Leadership

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

- 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 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 is equitable and inclusive and ensures access to challenging academic experiences for all students; the principal, working with other building leaders, provides instructional leadership that is rooted in the school's mission, 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:

- 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 and social 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
- The work, contributions, and achievement of all students and school personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school

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

- 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