

Appendix D

Principles of Effective Practice Rubric

Use the following continuum to determine the school's current phase of implementation which best describes the school's alignment to each Principle in the Standard.

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.

Standard 1: Learning Culture					
1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.5 The school's culture promotes intellectual risk taking and personal and professional growth.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.7 The school culture fosters civic engagement and social and personal responsibility.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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Standard 2: Student Learning						
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.3	Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.4	Instructional practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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2.5 Students are active learners who have opportunities to lead their own learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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Standard 3: Professional Practices					
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.4 Collaborative structures and processes support coordination and implementation of curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.5 School-wide organizational practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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Standard 4: Learning Support					
4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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Standard 5: Learning Resources						
5.1	The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
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.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.4	The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.5	The school has infrastructure and protocols in place to ensure effective responses in crisis situations.	Not Yet Evident	Initiating	Developing	Implementing	Transforming