

1. CREATING AND LIVING THE MISSION, VISION AND BELIEFS

1.1 Learning Culture	#	1	2	3	4	5
<i>1.1a Shared mission, vision, and beliefs</i>	1.1a[1]	The mission statement is written by an outside group, previous principal and/or staff, or the current principal rewrites the mission statement as a requirement of ACSIP.	The principal and some staff review the mission statement from the previous principal and either modify it or write a new one.	The mission, vision, and core beliefs are developed by a committee of staff members and shared with and adopted by the whole staff. The mission statement is posted throughout the school.	Members of shareholder groups meet to discuss the mission, vision, and beliefs and the impact that these have on student learning. The mission, vision, and beliefs are developed, based on input from representatives of many shareholder groups.	Shareholders can talk about the mission, vision, and beliefs in context of what the school is accomplishing for students, staff and the community. Elements of the school's vision, mission, and beliefs are discernable in the language and ethical actions of almost all shareholders.
<i>1.1b Learning environment for students</i>	1.1b[1]	Students are taught using traditional methods. Teachers present content, and it is	New district-mandated learning programs are implemented. Teachers may	Data analysis is used to determine a macro-view of what programs are needed to improve student	New concepts to address learning needs are based on data. District level programs are implemented	Learning for students is described in terms of "Who is not learning? What are they not

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		<p>considered the students' responsibility to learn. Data are discussed in terms of ACSIP requirements. New district-mandated learning programs are implemented. The principal enters classrooms to meet district and state requirements.</p>	<p>recognize a connection between the new programs and student learning needs. The principal walks around the school and periodically observes instructional practices.</p>	<p>learning. Programs are implemented to address specific purposes, but are not necessarily connected to one another or to the whole school. There is a balance of programs originating at the district level and those that are initiated at the school level. The principal often observes instructional practice.</p>	<p>with an eye to meeting students' needs. There is a mixture of school level and district level learning programs, which are designed to meet the specific needs of the students in that school. The principal and staff regularly observe each other's best instructional practices.</p>	<p>learning? And What are we doing about it?" Students, as well as adults who have a stake in student learning, can articulate student-learning progress. Learning is valued over teaching in that "the learning is the thing." Teachers have a "whatever it takes for students to learn" caring attitude and inspire students to achieve high standards. Learning addresses not only cognitive concerns but is designed to advance learning for students in emotional, social,</p>
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						and physical arenas.
<i>1.1c Learning environment for adults</i>	1.1c[1]	Professional development is event-oriented and occurs based on the district calendar.	Professional development is event-oriented, occurs based on the district calendar, school interest, and there is little or no long-range plan.	Adult learning is event-oriented, includes some job-embedded training (e.g., coaching, action research, walk-throughs) and is based on limited indicators of adult and/or student learning needs.	Adult learning is primarily job-embedded and is based on multiple indicators of adult and student learning needs.	Adult learning is primarily job-embedded. Individual and schoolwide professional development is held regularly and explicitly linked to multiple indicators of adult and student learning needs.
	1.1c[2]	Professional development events are designed, coordinated, and implemented by personnel that are primarily external to the school (e.g., co-operatives, central office).	Professional development events are designed, coordinated, and implemented by personnel that are primarily external to the school with occasional designs by school personnel.	Adult learning experiences are designed, coordinated, and implemented primarily by school staff, supported by external expertise, and often are centered around a theme for the year.	Adult learning experiences are designed, coordinated, and implemented primarily by school staff and aligned to school's strategic plan.	Adult learning experiences are designed, coordinated, and implemented primarily by school staff and aligned to the school's strategic and professional development plan as well as individual

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	1.1c[3]	Individual teachers are the primary recipients of training.	Individual teachers and groups of teachers (e.g., grade level, teams or content area) are the primary recipients of training.	Almost all teachers and some school staff are the primary recipients of training.	Almost all school staff and some shareholders (e.g., parents) are the primary recipients of training.	professional development plans. Almost all school staff and many shareholders (e.g., parents, students, community) are the primary recipients of training.
	1.1c[4]	No data are gathered on the evidence of impact on teaching and learning.	Limited data are gathered on the evidence of impact on teaching and learning.	Some data are gathered on the evidence of impact on a particular intervention for teaching and learning.	Multiple data are gathered on the evidence of impact on some adult learning experiences for teaching and learning.	Multiple data are gathered on the evidence of impact of almost all adult learning experiences for teaching and learning.
1.2 Leadership Culture		1	2	3	4	5
<i>1.2a Set strategic directions</i>	1.2a[1]	The principal ensures that the ACSIP complies	The principal ensures that the ACSIP complies	The principal ensures that the ACSIP complies	The principal ensures that the ACSIP complies	The principal ensures that the ACSIP complies

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		with state mandates for setting the strategic direction for the school.	with state mandates for setting the strategic direction for the school and most staff describe ACSIP contents similarly.	with state mandates for setting the strategic direction for the school and all teachers, most staff and students, and some parents, and community leaders understand its focus, strategies, and expected results.	with state mandates for setting the strategic direction for the school and all teachers and staff, most students, many parents, and some community members understand its focus, strategies, and expected results.	with state mandates and sets the strategic direction for school efforts. Almost all staff, most students and parents, and many community members understand its focus, expected results, and strategies to improve student performance.
	1.2a[2]	Communication about the strategic plan occurs mostly to meet compliance requests or requirements.	Communication about the strategic plan occurs in response to compliance requirements or in response to issues that arise during the year.	Communication about the strategic plan is ongoing among all teachers, most staff, some parents, students, and community leaders who use a common language about the strategic focus to improve	Communication about the strategic plan is ongoing with all teachers and staff, most students, many parents, and some community members using a common language about the strategic focus to improve	Communication about the strategic plan is ongoing with all staff, most students and parents, and many community members. They use a common language about the strategic focus to improve schoolwide and

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	1.2a[3]	The principal and maybe a few staff are responsible for setting and implementing schoolwide strategic efforts.	The principal and some staff are primarily responsible for setting and implementing the schoolwide strategic efforts.	<p>student learning and performance.</p> <p>The principal begins initial efforts to lead and manage a distributive leadership culture with teachers and other administrators to align the work of students, teachers, administrators, staff, and shareholders with the strategic efforts of the school.</p>	<p>schoolwide and individual student learning and performance.</p> <p>The principal continues efforts to lead and manage a distributive leadership culture with teachers, other administrators, and some students to set a results-based, strategic direction for the school and to align the work of students, teachers, administrators, staff, and shareholders with the strategic efforts.</p>	<p>individual student learning and performance.</p> <p>The principal leads and manages a distributive and shared leadership culture with teachers, other administrators, students, and some shareholders to collaboratively set a systemic, results-based, strategic direction for the school and continually align the work of, students, teachers, administrators, staff, and shareholders with the strategic efforts.</p>
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						Distributed and shared leadership reinforces the learning culture when the principal uses different leaders at different times based upon their skills and knowledge.
1.2b Use data for decisions	1.2b[1]	Data are randomly used to make schoolwide or project level decisions in relation to ACSIP as well as annual reports and are limited primarily to summative student achievement data.	Data are used primarily to make key schoolwide planning or project level decisions related to ACSIP and annual reports, and are limited primarily to summative student achievement and other student performance data.	Multiple summative data are reviewed when developing the strategic plan and may be reviewed periodically for immediate or rising issues.	Multiple summative and some formative data are generated and reviewed when developing the strategic plan and are reviewed periodically within a systemic approach.	Multiple summative and formative data are generated and reviewed continually throughout the systemic development and implementation of the strategic plan.
	1.2b[2]	Some teachers	The principal and	The principal and	The principal,	The principal,

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		may use student data to inform some teaching or learning activities. Administrators may provide schoolwide data to external sources for reporting purposes.	some groups of teachers (e.g., grade level, teams, content area) may review student data for schoolwide decisions and for reporting purposes about teaching.	some groups of teachers generate and review data from a few action research projects, which are designed to gather data about teaching or administrative practices.	many teachers, and some shareholders generate and review data through many action research projects to make instructional decisions about individual students and groups of students as well as to inform administrative practices.	almost all teachers, and many shareholders routinely generate and review data through action research projects to make instructional decisions about individual students and groups of students as well as to inform administrative practices.
<i>1.2c Align policies and procedures</i>	1.2c[1]	The principal provides input to the district alignment of policies and procedures.	The principal provides input to the district alignment of policies and procedures and determines school policy.	The principal and some teachers work to align district and school policies and procedures to support increased student and adult learning.	The principal and staff work to align policies and procedures to the school's mission, vision, and expected results. Inconsistencies are identified between school	The principal, staff, parents, students, and community work to align policies and procedures to the mission, vision, and expected results. The principal and

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					and district policies.	shareholders work with the district to rewrite existing or create new district policies that better support student learning.
1.2d Accountable for results	1.2d[1]	The principal and district administration share accountability for complying with district, state, and federal mandates.	The principal, some teachers, and district administration share accountability for complying with district, state, and federal mandates.	The principal and teachers share accountability for defining and achieving results beyond compliance requirements.	The principal and staff share accountability for defining and achieving results beyond compliance requirements.	Students, staff, and community share accountability for defining and achieving results beyond compliance requirements.
	1.2d[2]	Student performance progress is annually tracked and reported by school administration. Dialogue between adults is rare and usually focused on	Student performance progress is annually tracked and reported by school administration. Dialogue between adults is periodic and usually based	Student performance progress is periodically tracked and reported in multiple ways by most teachers and administration. Initial efforts at results-based	Student performance progress is regularly tracked and reported in multiple ways by most staff in both formal and informal collaborative architectures.	Student performance progress is a common point of dialogue between adults as they regularly track and report progress in multiple ways by multiple

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		compliance issues.	upon individual student issues.	dialogue focused on individual students and some groups of students occur between adults in developing professional communities.		shareholders. Decisions and actions reflect commitment to the mission, vision, and core beliefs and go beyond compliance to district, state and federal mandates.
<p>1.2e Adhere to code of ethics</p> <p>(Proposed 8-27-2007)</p>	1.2e[1]	The principal assumes he/she is modeling ethical behavior. There may have been periodic instances of shareholder questions, complaints, or allegations that required the district to investigate, but no action was taken against the principal.	The principal assumes he/she is modeling ethical behavior. There may have been some questions by a few disgruntled individuals, but no district interventions were needed or occurred.	The principal assumes he/she is modeling ethical behavior and shareholders describe the principal as ethical. Descriptions by shareholders highlight the principal being fair in making decisions, modeling integrity, and respecting others.	The principal models a professional code for ethical behavior. Principal sets and promotes high ethical standards and expects fairness, integrity, and ethical behavior from students and adults.	The principal holds him/herself, students, and adults accountable for ethical standards. Shareholders give explicit and varied descriptions of the principal's ethical behavior. The principal involves the community in understanding and reinforcing ethical behavior.

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1.3 Collaborative Culture		1	2	3	4	5
1.3a Interactive communication and shared language	1.3a[1]	The principal's skills vary widely in quality and limited interactive communication occurs with a few shareholders.	The principal's skills vary in quality and limited, interactive communication occurs with multiple shareholders.	The principal establishes consistent, interactive communication primarily with teachers, some staff, and parents.	The principal establishes consistent, interactive communication with most teachers, staff, students, parents, and district staff.	The principal consistently, demonstrates interactive communication with teachers, staff, district staff, students, and community members.
	1.3a[2]	There is no shared language in the school about the ACSIP, mission and vision, or teaching and learning efforts (e.g., action research and classroom walkthroughs).	There is limited shared language in the school about the ACSIP, mission and vision, or teaching and learning efforts.	Some shared language exists about the ACSIP, mission, vision, core beliefs, professional development, and teaching practices.	A shared language exists about the strategic plan (including ACSIP requirements), mission, vision, core beliefs, professional development, teaching practices, and progress and gaps in student performance.	A shared language exists within the school, district, and community about the strategic plan (including ACSIP requirements), mission and vision, and individual and joint teaching and learning efforts as well as progress toward results.

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<p><i>1.3b Collaborative architectures</i></p>	<p>1.3b[1]</p>	<p>The principal may use cooperative structures that are often time-limited with a planning or problem-based focus and have limited participation by teachers.</p>	<p>The principal and/or groups of teachers continue to use cooperative structures and may form a few collaborative structures that are often time-limited with a planning, problem-based, or instructional focus and have targeted participation by primarily teachers.</p>	<p>The principal and some staff periodically create collaborative work structures to achieve specific results of the strategic plan for students and have varied participation by staff and others.</p>	<p>The principal and staff have joint responsibility and ownership for regularly creating collaborative architectures within the school and often with the district to achieve the results of the strategic plan.</p>	<p>The principal and staff regularly engage diverse resources and people who have joint responsibility and ownership with them in collaborative architectures (school, district, and community), which are integrated into the routine of the school and are designed to achieve the results of the strategic plan.</p>
<p><i>1.3c Diverse people, ideas, perspectives, and experiences</i></p>	<p>1.3c[1]</p>	<p>The principal and some teachers consider diversity for staffing, selection of curriculum materials, and</p>	<p>The principal and some teachers consider diversity for staffing, selection of curriculum materials, and</p>	<p>The principal, most teachers, and some staff consciously engage diverse people and perspectives in</p>	<p>The principal, staff, a few students, and some community members engage diverse people, ideas,</p>	<p>The principal, staff, some students, and many community members engage diverse people, ideas,</p>

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	1.3c[2]	reporting student data to meet compliance mandates about race, gender, and ethnicity. Student voice is rarely heard.	reporting student data to meet compliance mandates as well as instructional issues. Student voice, regarding how to raise the quality of student learning and behavior, is rarely heard.	hiring, planning, instruction, monitoring progress, problem-solving, and reporting student data. Student voice, regarding how to raise the quality of student learning and behavior, is present through a few students or survey data.	perspectives, and experiences to work together to improve public education within their school. Student voice, regarding how to raise the quality of student learning and behavior, is valued during the planning and implementation phases of school efforts.	perspectives, and experiences to work together to improve public education within their school, district and community. Student voice is expected to be present during planning, implementation, monitoring of progress, and public reporting phases of school efforts to raise the quality of student performance and behavior.
<i>1.3d Open access to information</i>	1.3d[1]	Disaggregated data are accessible to the principal for annual reporting. The principal	Disaggregated data are accessible to the principal for annual reporting. The principal	Disaggregated data are accessible to teachers in a timely manner for making	Disaggregated data are accessible to staff in a timely manner for making decisions	Disaggregated data are accessible to the school community in a timely manner

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		decides when and how to formally release information.	and/or designated personnel decide when and how to formally release information.	decisions to achieve results. The principal and teachers create ways to increase timely access for all teachers to information needed to make decisions about how to increase student learning.	to achieve results. The principal and staff create ways to increase timely access for parents and students to information needed to make decisions about how to increase student learning.	for making decisions to achieve results. The principal and staff ensure that information about how to increase student learning is easily accessible and timely for students, parents, community members, and staff to make collaborative instructional and administrative decisions.
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