

Appendix E

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 a learner.

Standard 1: Learning Culture						
1.1 The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to all students feeling that they belong and are valued and accepted.	Not Yet Evident	Initiating	Developing	Implementing	Transforming	
1.2 The school’s core values, beliefs about learning, and vision of a learner drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.	Not Yet Evident	Initiating	Developing	Implementing	Transforming	

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1.3 The school community takes collective responsibility for the 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
1.4 The professional staff commits to continuous improvement through 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 for educators and learners.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.6 The school has an inclusive leadership model reflecting the school community.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.7 The school culture fosters civic and community engagement.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

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Standard 2: Student Learning						
2.1 The school’s vision of a learner is defined by measurable criteria and learners receive feedback on their progress toward proficiency.	Not Yet Evident	Initiating	Developing	Implementing	Transforming	
2.2 There are written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, formative assessments, assessments aligned with expected course outcomes, instructional strategies, and connections to the school’s vision of a learner.	Not Yet Evident	Initiating	Developing	Implementing	Transforming	
2.3 The written curriculum documents emphasize deep understanding through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.	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 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 experience a wide range of assessment practices to support and improve learning.	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 growth/improvement plan, which reflects the school’s core values, beliefs about learning, and vision of a learner.	Not Yet Evident	Initiating	Developing	Implementing	Transforming	
3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development.	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	

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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

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

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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 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

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

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5.2 The community and district’s governing body provide time to enable research-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 financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.4 The community and the district’s governing body has short-term and long-term plans to address the capital and maintenance needs of the school building, facilities, and technology.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.5 The school has infrastructure and protocols in place to provide a physically safe environment for students and adults.	Not Yet Evident	Initiating	Developing	Implementing	Transforming