



Performance Standards Resource Cards

FOR K-12 AND POSTSECONDARY INSTITUTIONS



Key Characteristic 1: Culture of Learning

STANDARD 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

Elements

Leaders model the attributes and implement practices that shape and sustain the desired institution culture, setting expectations for all staff members.

Leaders and professional staff members implement practices, processes, and decision making that embody the values of respect and fairness and are free from bias.

Sample evidence

- Analyzed stakeholder surveys
- Handbook indicating institution's practices regarding purpose and expectations for stakeholders
- Program evaluation and analyzed feedback regarding institution's initiatives regarding respect, culture, and bias-free environment (such as an advisory program that emphasizes those aspects)
- Site council information that indicates stakeholder representation and input into decision making

Rubric

Level 4: Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Level 3: Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Level 2: Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Level 1: Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Important terms

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment

Culture: The beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates

Key Characteristic 1: Culture of Learning

STANDARD 2

Learners’ well-being is at the heart of the institution’s guiding principles, such as mission, purpose, and beliefs.

Elements

Staff members demonstrate commitment to learners’ academic and non-academic needs and interests.

The institution’s practices, processes, and decisions are documented and are consistent with and based on its stated values.

Sample evidence

- Analyzed student surveys that indicate perceptions regarding academic and non-academic support
- Handbook indicating institution’s practices regarding student support systems
- Classroom observation data indicating student engagement, differentiation, and remediation of content
- Extracurricular and co-curricular participation and opportunities for students
- Mission and vision statements and a documented process on the creation and review of the content

Rubric

Level 4: Staff members continually demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.

Level 3: Staff members routinely demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are documented and are consistent with and based on its stated values.

Level 2: Staff members occasionally demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions are consistent with and based on its stated values.

Level 1: Staff members seldom demonstrate commitment to learners’ academic and non-academic needs and interests. The institution’s practices, processes, and decisions may not be based on its stated values.

Important term

Well-being: The holistic focus on the learner’s academic development as well as non-academic factors such as health, nutrition, physical, and social-emotional development

Key Characteristic 1: Culture of Learning

STANDARD 3

Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being.

Elements

Leaders establish and sustain conditions that result in support and active participation among stakeholders.

Leaders collaborate with stakeholders to advance identified priorities.

Institutions choose areas of focus consistent with guiding principles and based on analyzed data on learners’ needs.

Sample evidence

- Analyzed stakeholder surveys that indicate active stakeholder involvement and support of institution’s priorities
- Analyzed data regarding student performance
- Institution’s improvement plan that identifies learner priorities
- Policy handbook that identifies systemic stakeholder involvement

Rubric

Level 4: Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners’ needs and consistent with guiding principles.

Level 3: Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners’ needs and consistent with guiding principles.

Level 2: Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners’ needs and consistent with guiding principles.

Level 1: Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.

Important terms

Stakeholders: Staff, students, parents, community members, and others who have a vested interest in the institution

Growth mindset: Instilling in learners the belief that they can achieve, thrive, and overcome challenges

Well-being: The holistic focus on the learner’s academic development as well as non-academic factors such as health, nutrition, physical, and social-emotional development

Key Characteristic 1: Culture of Learning

STANDARD 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

Elements

A formal structure is planned and implemented to promote a culture and climate in which learners receive support from adults and peers.

Peer and adult interactions and behaviors demonstrate respect, trust, and concern for one another's well-being.

Sample evidence

- Master schedule that includes time for formal student advocacy programs
- Curriculum and materials that support positive student relationships with other students and staff members
- Analyzed survey information that indicates the effectiveness of positive student and staff relationships

Rubric

Level 4: A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.

Level 3: A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.

Level 2: A formal structure may be planned and is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.

Level 1: A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Important term

Formal structure: Experiences provided by an institution that are consistently implemented, process-oriented, and made known to appropriate stakeholder groups

Key Characteristic 1: Culture of Learning

STANDARD 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

Elements

The institution's documented operating practices cultivate and set expectations for collegiality and collaboration.

Professional staff members interact with respect and cooperation, learn from one another, and consider one another's ideas.

Professional staff members work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Sample evidence

- Professional staff collaboration plan, such as PLCs
- Analyzed surveys from professional staff regarding the effectiveness of PLC program or similar collaborative activities
- Program evaluation data that support effective collaboration and problem solving among professional staff members

Rubric

Level 4: The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 3: The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 2: The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 1: The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Important term

Professional practice: An accepted and understood skill, expectation, and body of knowledge used to make decisions and execute actions within an institution or learning environment

Key Characteristic 1: Culture of Learning

STANDARD 6

Professional staff members receive the support they need to strengthen their professional practice.

Elements

Professional staff members receive resources and assistance based on data and information unique to the individual.

Professional staff members receive mentoring and coaching from leaders and peers.

Sample evidence

- Documented procedures for staff to obtain necessary resources to support classroom instruction and collegial interaction
- Analyzed surveys from professional staff regarding the availability of resources and support to increase student outcomes
- Documentation that supports a formal mentoring or coaching program, including data on process and effectiveness

Rubric

Level 4: Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.

Level 3: Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.

Level 2: Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.

Level 1: Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Important term

Mentoring or coaching program: A formal and informal structure for staff members to examine and reflect about instructional practices for the purpose of improving student learning and student results

Key Characteristic 2: Leadership for Learning

STANDARD 7

Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs.

Elements

Leaders engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process.

The continuous improvement process is based on analyzed data about learners’ academic and non-academic needs and the institution’s organizational effectiveness.

Leaders and professional staff members implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Sample evidence

- The institution’s continuous improvement plan
- Analyzed data regarding the implementation of the continuous improvement plan, including success metrics and the adjustments made based on feedback
- Policy or handbook that identifies systemic stakeholder involvement in the continuous improvement process

Rubric

Level 4: Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 3: Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 2: Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 1: Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Important term

Continuous improvement process: An embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning

Key Characteristic 2: Leadership for Learning

STANDARD 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.

Elements

The governing authority’s policies and decisions demonstrate a commitment to learners and support the institution’s identified priorities.

The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution’s improvement.

Sample evidence

- The governing authority’s complete policy document
- Documentation regarding governing authority training, including leadership development and ethics
- Analyzed survey results regarding the governing authority’s collaboration with institutional leadership and effectiveness in supporting the goals of the institution

Rubric

Level 4: The governing authority’s policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution’s identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution’s improvement.

Level 3: The governing authority’s policies and decisions demonstrate a commitment to learners and support the institution’s identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution’s improvement.

Level 2: The governing authority’s decisions demonstrate some commitment to learners and sometimes support the institution’s identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution’s improvement.

Level 1: The governing authority’s decisions demonstrate minimal commitment to learners and rarely support the institution’s identified priorities. The governing authority and institution leaders seldom collaborate on the institution’s improvement.

Important term

Governing authority: The person or group of people with the highest level of control over an institution, which generally has the responsibility for oversight and policy setting

Key Characteristic 2: Leadership for Learning

STANDARD 9

Leaders cultivate effective individual and collective leadership among stakeholders.

Elements

Leaders recognize and encourage leadership potential among stakeholders.

Leaders create conditions that offer formal and informal leadership opportunities and support individuals and groups to improve their leadership skills.

Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.

Sample evidence

- Documentation regarding employee recognition programs that support leadership potential and success
- Analyzed survey results that identify stakeholder perceptions regarding leadership opportunities
- Policy or handbook documentation that identifies systemic leadership opportunities for stakeholders

Rubric

Level 4: Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.

Level 3: Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.

Level 2: Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.

Level 1: Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Important term

Stakeholders: Staff, students, parents, community members and others who have a vested interest in the institution

Key Characteristic 2: Leadership for Learning

STANDARD 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

Elements

Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities.

Leaders use data from a variety of sources to forecast future staffing needs and employ strategies to attract qualified candidates from a broad range of backgrounds.

Leaders implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Sample evidence

- Documentation regarding employee qualifications
- Marketing materials that promote recruiting practices aligned with the institution's vision, mission, and values
- Supervision and evaluation documentation that is analyzed for overall effectiveness, leveraged for professional development, and contributes to improved student outcomes

Rubric

Level 4: Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Level 3: Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Level 2: Leaders hire qualified professional staff members who contribute to the institution's purpose and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.

Level 1: Leaders hire qualified professional staff members without consideration of contribution to the institution's purpose and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Important terms

Best practices: Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving student learning and overall organizational effectiveness

Professional practice: An accepted and understood skill, expectation, and body of knowledge used to make decisions and execute actions within an institution or learning environment

Key Characteristic 2: Leadership for Learning

STANDARD 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

Elements

Leaders demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change.

The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances.

The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

Sample evidence

- Emergency and crisis planning documentation
- Standard operating procedures outlined in handbooks, employee guides, or other documents

Rubric

Level 4: Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.

Level 3: Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

Level 2: Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

Level 1: Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Important term

Standard operating procedures: Established or prescribed methods to be followed routinely for the performance of designated operations or in designated situations

Key Characteristic 2: Leadership for Learning

STANDARD 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

Elements

Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards.

Curriculum and instructional practices are assessed to assure alignment, relevancy, and effectiveness for each and every learner.

Sample evidence

- Curriculum document that includes standards that are aligned to relevancy and effectiveness
- Documentation regarding the instructional model for the institution and its integration into observation and evaluation instruments
- Formal curriculum assessment data and analyzed results indicating effectiveness and possible needs for improvement

Rubric

Level 4: Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner.

Level 3: Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, and effectiveness for each and every learner.

Level 2: Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, and effectiveness for each and every learner.

Level 1: Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner.

Important term

Professional staff: Staff members responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment, and academic intervention

Key Characteristic 2: Leadership for Learning

STANDARD 13

Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.

Elements

Staff members demonstrate the required knowledge and skills for their positions.

Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles.

Staff members’ individual and collective decisions and behaviors demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Sample evidence

- Analyzed teacher observation and evaluation data
- Records regarding appropriately certified and licensed staff members

Analyzed survey data indicating overall learning environment and alignment with the institution’s mission and goals

Rubric

Level 4: All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Level 3: All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Level 2: Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Level 1: Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Important term

Qualified personnel: Professional staff members who meet appropriate standards and required certifications to implement the mission of the institution

Key Characteristic 2: Leadership for Learning

STANDARD 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners’ personal interests.

Elements

Professional staff members suggest and provide selected information resources and materials for learners that broaden and enrich the learning process and support learners’ personal interests.

Information resources and materials are selected from credible sources and based on verifiable information.

Sample evidence

- Documentation of available resources to support instruction, including the process by which resources are selected, validated, and deemed accurate and reliable
- Analyzed survey data indicating stakeholder perceptions of resource validity

Rubric

Level 4: Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners’ personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

Level 3: Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners’ personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

Level 2: Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners’ personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

Level 1: Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners’ personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Important term

Reliable sources: Sources of information that are deemed honest and accurate by the institution through an accepted method of validation

Key Characteristic 2: Leadership for Learning

STANDARD 15

Learners’ needs drive the allocation and management of human, material, digital, and fiscal resources.

Elements

Professional staff members analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner’s needs are met.

Adjustments to resource allocation are based on current data and at predetermined points in time.

Sample evidence

- Analyzed learner needs assessment data including process, results, and implementation strategies
- Analyzed survey data indicating stakeholder perceptions related to the effectiveness of resource allocation
- Long- and short-term strategic planning document that plans for effective resource allocation

Rubric

Level 4: Professional staff members engage in a systematic process to analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner’s needs are met. Adjustments to resource allocation are consistently based on current data at any point in time.

Level 3: Professional staff members routinely analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner’s needs are met. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.

Level 2: Professional staff members sometimes analyze learners’ needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner’s needs are met. Adjustments to resource allocation are sometimes based on current or updated data.

Level 1: Professional staff members rarely analyze learners’ needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners’ needs or to ensure each and every learner’s needs are met.

Important term

Resources: Assets and capacity to fulfill the needs of and support for the learning environment; generally, resources are categorized as financial, human, and physical or digital materials

Key Characteristic 3: Engagement of Learning

STANDARD 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

Elements

Respect for different cultures, backgrounds, and abilities is present in the institution's culture and learning environments.

The presence and contributions of the global community are included in the curricular content and instructional practices.

Sample evidence

- Documentation of initiatives related to different cultures, backgrounds, and abilities and analyzed evaluation of the effectiveness of the initiatives
- Analyzed survey information supporting the institution's disposition regarding positive culture
- Curricular material that documents respect for different cultures

Rubric

Level 4: Respect for different cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.

Level 3: Respect for different cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.

Level 2: Respect for different cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.

Level 1: Respect different cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Important term

Culture: Refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates

Key Characteristic 3: Engagement of Learning

STANDARD 17

Learners have the support and opportunities to realize their learning potential.

Elements

Professional staff members develop and provide academic and non-academic experiences.

Learners have access and choice in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses.

Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being.

Learners are challenged and supported to strive toward individual achievement and self-efficacy.

Sample evidence

- Analyzed survey information regarding student perspectives related to support, learning opportunities, and student agency
- Documentation regarding learner choice and differentiation of instruction
- Individualized learning plans for students, including goals, benchmarks, and achievement levels

Rubric

Level 4: Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive toward maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.

Level 3: Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive toward individual achievement and self-efficacy.

Level 2: Professional staff members consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive toward individual achievement and self-efficacy.

Level 1: Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive toward individual achievement and self-efficacy.

Important term

Learning dimension: Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills

Key Characteristic 3: Engagement of Learning

STANDARD 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

Elements

Conditions within the institution promote learners' lifelong skills.

Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success.

Learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

Sample evidence

- Analyzed survey information regarding student perspectives on learning environments
- Documentation regarding non-academic curriculum and opportunities—such as advisory programs and activities—to develop lifelong skills
- Individualized learning plans for students, including goals, benchmarks, and achievement levels

Rubric

Level 4: Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 3: Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 2: Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 1: Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration or design thinking.

Important term

Design thinking: A structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions

Key Characteristic 3: Engagement of Learning

STANDARD 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

Elements

Conditions within the institution are learner-centered and promote learners' active discovery and expression of their needs and interests.

Learners give input into instructional and learning activities available to them.

Learners are involved in identifying their learning targets and monitoring their progress.

Sample evidence

- Analyzed survey information regarding student perspectives on learning environments
- Analyzed classroom observation data that indicate student-centered learning
- Individualized learning plans for students, including student participation in the development of goals and achievement levels

Rubric

Level 4: Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.

Level 3: Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.

Level 2: Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.

Level 1: Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Important term

Student agency: The individual and collective perspective and actions of students within the context of learning and education

Key Characteristic 3: Engagement of Learning

STANDARD 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

Elements

Learners pursue opportunities that may not always result in success, knowing they will be supported.

Learners show motivation, curiosity, and excitement about their learning.

Sample evidence

- Information regarding learner support services, response-to-intervention programs, or similar initiatives
- Analyzed learner survey information regarding their perceptions of learning, motivation, and support
- Programs that celebrate student work at all levels and abilities

Rubric

- Level 4:** Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- Level 3:** Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
- Level 2:** Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- Level 1:** Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Important term

Love of learning: The ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons

Key Characteristic 3: Engagement of Learning

STANDARD 21

Instruction is characterized by high expectations and learner-centered practices.

Elements

Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests.

Professional staff members deliver instruction designed for learners to reach their potential.

Sample evidence

- Individualized instructional plans
- Analyzed classroom observation data that support differentiation and individualized learning
- Analyzed learner performance data based on both growth and mastery over time

Rubric

Level 4: Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.

Level 3: Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.

Level 2: Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.

Level 1: Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Important term

Learner-centered practices: Practices that shift the focus of instruction from the teacher to the student to nurture learners as active, responsible agents of developing their own learning; they also add personalized pathways and an emphasis on learner voice and choice regarding when, how, and why they learn certain topics

Key Characteristic 3: Engagement of Learning

STANDARD 22

Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum.

Elements

Professional staff members monitor and adjust instruction based on each learner’s response to instruction and achievement of desired learning targets.

Professional staff members analyze trend and current data to deepen each learner’s understanding of content.

Sample evidence

- Classroom observation data that support use of formative assessment to gauge learner progress in learning
- Professional development plan that includes the use of data and analysis techniques
- Analysis of formative and summative achievement data to guide course map and instruction

Rubric

Level 4: Professional staff members consistently monitor and adjust instruction based on each learner’s response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner’s understanding of content at increasing levels of complexity.

Level 3: Professional staff members regularly monitor and adjust instruction based on each learner’s response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner’s understanding of content.

Level 2: Professional staff members sometimes monitor and adjust instruction based on each learner’s achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner’s understanding of content.

Level 1: Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner’s understanding of content.

Important term

Depth of knowledge: Refers to the level of understanding required to answer a question or perform an activity

Key Characteristic 3: Engagement of Learning

STANDARD 23

Professional staff members integrate digital resources that deepen and advance learners’ engagement with instruction and stimulate their curiosity.

Elements

Professional staff members select and integrate digital resources that add value to the learning process and encourage learners’ active engagement in the learning process.

Digital resources support learners’ pursuit of interests and deepen or extend curriculum topics to stimulate learners’ curiosity.

Sample evidence

- Documentation of the overall technology plan, including resource integration, lifecycle, and expected outcomes
- Analyzed classroom observation data that support effective integration of digital resources
- Professional development documentation on the integration of digital resources

Rubric

Level 4: Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners’ active engagement in the learning process. Digital resources consistently support learners’ pursuit of interests and deepen or extend curriculum topics to stimulate learners’ curiosity.

Level 3: Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners’ active engagement in the learning process. Digital resources routinely support learners’ pursuit of interests and deepen or extend curriculum topics to stimulate learners’ curiosity.

Level 2: Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners’ active engagement in the learning process. Digital resources sometimes support learners’ pursuit of interests and deepen or extend curriculum topics to stimulate learners’ curiosity.

Level 1: Professional staff members select and integrate few or no digital resources, or select digital resources that rarely add value to the learning process or encourage learners’ active engagement in the learning process. Digital resources rarely support learners’ pursuit of interests or deepen or extend curriculum topics to stimulate learners’ curiosity.

Important terms

Active engagement in learning: Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information

Digital resources: Along with the associated hardware, applications (apps), software, programs, or websites that engage students in learning activities and support students’ learning goals

Key Characteristic 4: Growth in Learning

STANDARD 24

Leaders use data and input from a variety of sources to make decisions for learners’ and staff members’ growth and well-being.

Elements

Leaders demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data.

Leaders make decisions by taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Sample evidence

- Continuous improvement plan that indicates analysis as to why initiatives were chosen
- Analyzed survey data from stakeholders that indicate perceptions about the institution
- Professional development regarding the use of data as a tool to inform continuous improvement

Rubric

Level 4: Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Level 3: Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Level 2: Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Level 1: Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Important terms

Reliable sources: Sources of information that are deemed honest and accurate by the institution through an accepted method of validation

Well-being: The holistic focus on the learner’s academic development as well as non-academic factors such as health, nutrition, physical, and social-emotional development

Key Characteristic 4: Growth in Learning

STANDARD 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

Elements

Leaders create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments.

Professional staff members, as a group or as individuals, engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes.

Leaders provide and engage in learning opportunities for professional staff members to implement action research.

Sample evidence

- Analysis of classroom observations that indicate areas needed for improvement
- Comprehensive professional development plan
- Analysis of interventions implemented and the evidence indicating the impact of each intervention
- A professional learning community implementation plan for professional staff

Rubric

Level 4: Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

Level 3: Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.

Level 2: Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

Level 1: Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Important term

Action research: A systematic, self-reflective inquiry conducted by staff in order to improve instructional practices, enhance student performance, and strengthen organizational effectiveness

Key Characteristic 4: Growth in Learning

STANDARD 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Elements

Leaders implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources.

Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Sample evidence

- Curriculum documents, including scope and sequence, course maps, and other pivotal instructional documents
- Curriculum review plan—including resource cycles, adoption cycles, and evidence of stakeholder engagement
- Program evaluation analysis to support ongoing initiatives

Rubric

Level 4: Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 3: Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 2: Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 1: Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Important terms

Program evaluation: An ongoing monitoring of programs, or one-time studies of program processes, outcomes, and/or program impact

Organizational conditions: Conditions that affect the effectiveness and efficiency of the operations of the institution

Key Characteristic 4: Growth in Learning

STANDARD 27

Learners’ academic and non-academic needs are identified and effectively addressed through appropriate interventions.

Elements

The institution addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn.

Strategies and interventions for these needs are planned and implemented based on analyzed information, data, and instructional best practices to ensure learners’ success.

Sample evidence

- Analyzed classroom observation data that supports the use of interventions for learners of all abilities
- Professional development plan that includes the use of data and analysis techniques
- Analysis of formative and summative achievement data to guide interventions

Rubric

Level 4: The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners’ success.

Level 3: The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners’ success.

Level 2: The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners’ success.

Level 1: The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners’ ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Important term

Interventions: A set of intentional, specific, formalized, and flexible methods to assist learning and promote positive learner outcomes

Key Characteristic 4: Growth in Learning

STANDARD 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

Elements

Professional staff members engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills.

Learners choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Sample evidence

- Data indicating personalized learning plans that include goals and interests
- Professional development plan that includes instruction about how to individualize learning goals and plans
- Samples of learner ownership of learning, such as learner-led conferences, career exploration goals, and access to academic progress

Rubric

Level 4: Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 3: Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 2: Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 1: Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Important term

Acquisition of skills: A phased process that includes skill introduction, skills practice, and skill mastery; requires an active process to plan, monitor and sustain skill development

Key Characteristic 4: Growth in Learning

STANDARD 29

Understanding learners’ needs and interests drives the design, delivery, application, and evaluation of professional learning.

Elements

Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests.

A documented process is used to select, deliver, implement, and evaluate professional learning.

Sample evidence

- Professional development plan that includes a needs assessment, delivery methods, and an analysis of overall effectiveness
- Analyses by leaders and professional staff regarding the effectiveness of professional development programs to improve professional practice
- Professional development that is aligned to learner performance data

Rubric

Level 4: Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is fully implemented and monitored for fidelity.

Level 3: Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.

Level 2: Professional learning is occasionally learner-centered and designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

Level 1: Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Important term

Professional practice: An accepted and understood skill, expectation, and body of knowledge used to make decisions and execute actions within an institution or learning environment

Key Characteristic 4: Growth in Learning

STANDARD 30

Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning.

Elements

Professional staff members and learners use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives.

Assessment data are used for planning, decision making, and modification of curriculum and instruction.

Sample evidence

- Assessment plan for the institution, including formal assessment systems, common summative assessments, and examples of formative assessments
- Analyzed data regarding assessment evaluation and alignment to learner outcomes
- Professional development information on the appropriate and effective use of formative and summative assessment data

Rubric

Level 4: Professional staff members and learners collaborate to determine learners’ progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 3: Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 2: Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 1: Professional staff members seldom use assessment data to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Important term

Balanced assessment system: A balanced system of assessment that provides students with multiple opportunities to demonstrate learning and understanding and incorporates formative, interim, and summative assessment, with an emphasis on formative assessment practices and the necessary resources and professional learning that ensure data are understood and used appropriately to support decision making and action

Key Characteristic 4: Growth in Learning

STANDARD 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

Elements

The institution sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas.

The institution monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance.

The institution communicates results and plans for improving learner performance with stakeholders.

Sample evidence

- Analyzed data demonstrating trends in student growth and achievement over time
- Aggregated and disaggregated results from required and selected assessments, highlighting progress and gaps
- Plans for and analyzed results of targeted academic interventions, instructional and/or curriculum changes, and targeted professional development

Rubric

Level 4: The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.

Level 3: The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.

Level 2: The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.

Level 1: The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

Important terms

Valid and reliable: Assessments that measure what is intended to be measured (valid) with performance results that are consistent when administered to the same learners under similar conditions (reliable).

Sample Evidence continued on back.

Important terms continued on back.

STANDARD 31 CONTINUED

- Summaries of how results and action plans have been shared with stakeholders
- Assessments that are valid, reliable, and free of bias
- Documentation of accommodations

Over time: Minimum of three years.

Continually: With regularity (i.e., at equal intervals) and uniformity (i.e., in a similar manner); for contexts where a percentage of implementation is applicable, occurring more than 75 percent of the time

Formal: Consistently implemented, process-oriented and made known to appropriate stakeholder groups.

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