

## Seven Standards for High School Restructuring

### Teaching and Learning Standards

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Revised Fall 2003 to reflect the standards in effect in 2005

### Mission and Expectations for Student Learning

#### Overview:

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

#### Indicators:

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1 The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
- 2 The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
- 3 The school shall define school-wide academic, civic, and social learning expectations that:
  - are measurable
  - reflect the school's mission
- 4 For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.
- 5 The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.

- 6 The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
- 7 The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards

## **Curriculum**

### **Overview:**

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependant upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

### **Indicators:**

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1 Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
- 2 The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
- 3 The written curriculum shall:
  - prescribe content;
  - integrate relevant school-wide learning expectations;
  - identify course-specific learning goals;
  - suggest instructional strategies;
  - suggest assessment techniques including the use of school-wide rubrics.
- 4 The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
- 5 The curriculum shall:
  - be appropriately integrated;
  - emphasize depth of understanding over breadth of coverage.
- 6 The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
- 7 There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.

- 8 Instructional materials, technology, equipment, supplies, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
- 9 The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
- 10 The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
- 11 Professional development activities shall support the development and implementation of the curriculum.

## **Instruction**

### **Overview:**

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be *reflective* about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

### **Indicators:**

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1 Instructional strategies shall be consistent with the school's stated mission and expectations for student learning.
- 2 Instructional strategies shall:
  - a. personalize instruction;
  - b. make connections across disciplines;
  - c. engage students as active learners;
  - d. engage students as self-directed learners;
  - e. involve all students in higher order thinking to promote depth of understanding;
  - f. provide opportunities for students to apply knowledge or skills;
  - g. promote student self-assessment and self-reflection.
- 3 Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
- 4 Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
- 5 Discussion of instructional strategies shall be a significant part of the professional culture of the school.

- 6 Technology shall be integrated into and supportive of teaching and learning.
- 7 The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
- 8 Teacher supervision and evaluation processes shall be used to improve instruction for the purpose of enhancing student learning and meeting student needs.

## Assessment of Student Learning

### Overview:

*Assessment* is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust their instruction to better respond to the learning needs of students. Further, it communicates the growth and competence of students to parents, school officials, and the public. The results of student learning must be continually discussed and used to develop short-term and long-term strategies for improving curriculum and instruction.

### Indicators:

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1 The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
- 2 The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
- 3 For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
- 4 Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
- 5 Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
- 6 Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purpose of revising the curriculum and improving instructional strategies.
- 7 The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
- 8 The school's professional staff shall communicate:
  - individual student progress in achieving school-wide academic expectations to students and their families;

- the school's progress achieving all school-wide expectations to the school community.

## **Leadership and Organization**

### **Overview:**

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which support student learning and well-being.

### **Indicators:**

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1** The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
- 2** The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
- 3** Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
- 4** The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
- 5** Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
- 6** The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of curriculum, instruction, and assessment.
- 7** Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
- 8** Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
- 9** The school shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
- 10** The professional staff shall collaborate within and across departments in support of learning for all students.

- 11 All school staff shall be involved in promoting the well-being and learning of students.
- 12 Student success shall be regularly acknowledged, celebrated, and displayed.
- 13 The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
- 14 The school board shall support the implementation of the school's mission and expectations for student learning.

### **School Resources for Learning**

#### **Overview:**

Student learning and well-being are dependant upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

#### **Indicators:**

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

#### **All Student Support Services**

- 1 The school's student support services shall be consistent with the school's mission and expectations for student learning.
- 2 The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
- 3 Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and psychical needs of students.
- 4 All student support services shall be regularly evaluated and revised to support improved student learning.
- 5 There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
- 6 Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
- 7 There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media

services.

### **Guidance Services**

- 8 The school shall provide a full range of comprehensive guidance services, including:
- individual and group meetings with counseling personnel;
  - personal, career, and college counseling;
  - student course selection assistance;
  - collaborative outreach to community and area mental health agencies and social service providers;
  - appropriate support in the delivery of special education services for students.

### **Health Services**

- 9 The school's health services shall provide:
- preventative health services and direct intervention services;
  - appropriate referrals;
  - mandated services;
  - emergency response mechanisms;
  - ongoing student health assessments

### **Library Information Services**

- 10 The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
- 11 Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
- 12 A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty, and utilized to improve teaching and learning.
- 13 Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
- 14 The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- 15 Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

## Special Education Services

- 16 The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

## Community Resources for Learning

### Overview:

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

### Indicators:

*To jump to each indicator's guiding question, click on the corresponding numbered bullet*

- 1 The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
- 2 The school shall foster productive business/community/higher education partnerships that support student learning.
- 3 The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
- 4 The physical plant and facilities shall meet all applicable federal and state laws and be in compliance with local fire, health, and safety regulations.
- 5 Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
- 6 A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
- 7 There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
- 8 The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
- 9 Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.