

TOOLS

CRITERIA CATEGORY F

F. Vision and Purpose

F-15. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

Suggested evidence to examine:

- a copy of the written vision
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what stakeholder groups have been involved in the establishment of the school=s vision
- the degree of involvement of these stakeholder groups
- the process for reaching consensus among the stakeholder groups regarding the vision
- interviews with staff, students, parents and other stakeholders to determine their level of understanding and commitment to the vision
- the process for regular communication with the school community regarding review and revision of the school=s visions and purpose
- other evidence identified by the school

To what extent is the school=s purpose defined further by expected schoolwide learning results and the academic standards and supported by the governing board and the central administration??

Suggested evidence to examine:

- interviews with board and district personnel
- memos and other written materials indicating support
- participation of board and district personnel in development of the vision and expected schoolwide learning results
- other evidence identified by the school

To what extent do the expected schoolwide learning results stress attainment of the academic standards?

Suggested evidence to examine:

- written list of expected schoolwide learning results
- description of the process to develop expected schoolwide learning results as a complement to the academic standards
- interviews with staff, students, parents and community members
- the extent to which the expected schoolwide learning results define the school=s standards-based curricular program
- other evidence identified by the school

CRITERION F-15: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.

STAGES

<p>Representatives of all segments of the school community collaborate to establish a coherent vision of what students should know and perform upon exit from high school. By virtue of its collaborative development, this vision is consistent with and supported by board and district policies.</p> <p>This coherent vision is based on state, local and national standards. This vision is congruent with current research and practices, state curricular frameworks and a belief that all students can learn.</p> <p>The school's vision drives all curricular and instructional activities and the related planning and system processes, e.g., staff development, time and resource allocation and program development.</p> <p>The instructional goals established for each subject area, course, and program are clearly related to achievement of the rigorous academic standards and the expected schoolwide learning results for all students.</p> <p>The coherent vision focuses on expected student learning, powerful teaching and learning, and analysis of observable evidence that students are successfully achieving standards-based curricular content standards and expected schoolwide learning results.</p>	<p>The school's vision was developed with representatives of all stakeholder groups. The developed expected schoolwide learning results are congruent with the vision statement. The school/community's vision for the learning results is acknowledged and supported by the district and board.</p> <p>The staff's vision of what students should know and be able to do upon exit from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice.</p> <p>The school -community vision statement and implementation plan articulates the process that ensures all students will participate in a curriculum that is challenging, rigorous and meaningful.</p> <p>The instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interest, and a belief that all students can learn.</p>	<p>The school's vision statement is generally consistent with the curriculum and reflects state requirements. It was developed with some input from the faculty and members of the school/ community. It reflects school goals which focus on students gaining the knowledge necessary to meet basic, general, or college preparatory requirements and on the school maintaining a curriculum that supports that focus.</p> <p>The district and board issue the vision, goals or philosophy to inform the school. The school is expected to align with that vision.</p> <p>The school's stakeholders are beginning to discuss expected schoolwide learning results for all students based on the school's vision and academic standards.</p> <p>The instructional goals are defined primarily by departments or clusters and are based on the amount of knowledge and factual information students are expected to acquire for each course sequence.</p>	<p>The school /community has a formal statement of philosophy, and goals that is kept on file at the school and meets external needs for such a document.</p> <p>These documents are not often used in making decisions regarding curricular instruction and staff development.</p> <p>The district and school's goals and/or philosophy statements are incongruent and have been developed independent of each other.</p> <p>Instructional goals developed by the district office personnel are independent of day to day school operations.</p> <p>The school's curriculum is almost totally based on tradition and textbook guides, and the focus is on student's accumulation of facts. A few areas are beginning to utilize academic standards.</p> <p>At the classroom level, student learning goals are determined by the individual teacher, based on the factual information to be covered and student performance on standardized tests.</p>
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