



INSTITUTE FOR EDUCATIONAL RENEWAL

at John Carroll University

**Great Schools Framework
2010**

The Institute for Educational Renewal (IER) is a Cleveland-based non-profit organization dedicated to engaging students and teachers in elementary and middle schools in rigorous and meaningful academic work that results in high achievement for all learners. In partnership with John Carroll University since 1991, IER offers comprehensive professional development services that involve administration, teachers, staff, students and families in creating Great Schools in Cleveland and First-Ring districts.

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THE GREAT SCHOOLS FRAMEWORK: An Introduction

Our great schools framework presents our beliefs about the essential elements of great schools. It represents our thinking, our research base, and our commitment as we partner with schools to achieve both long-term and short-term excellence. In all of our work, our belief is that our focus on **collaborative leadership, effective teaching and learning, and positive school culture** supports the unique character of each school.

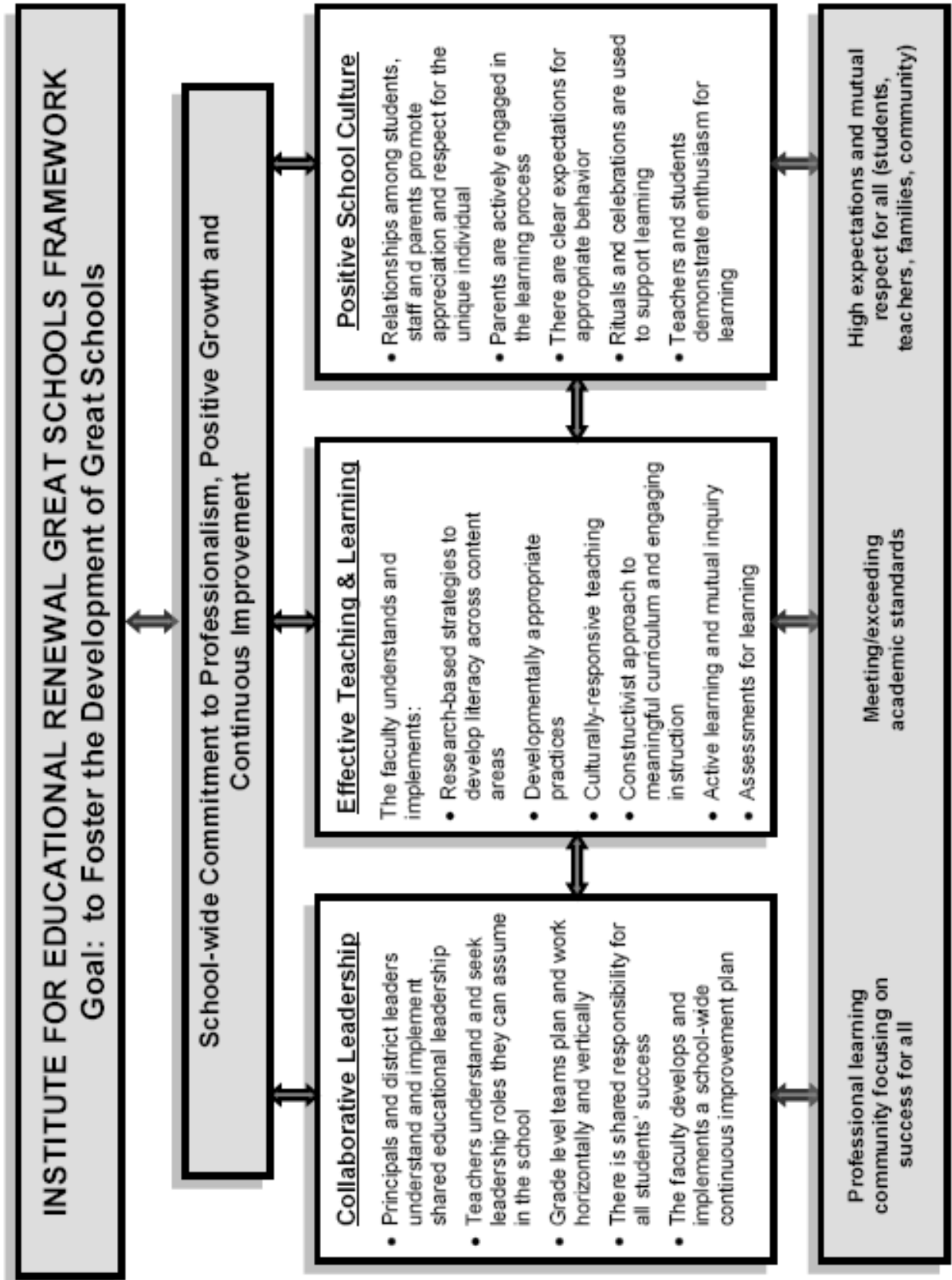
Collaboration between the principal and teachers develops shared educational leadership and fosters a climate for continuous improvement in student performance and school renewal (Sergiovanni, 2000; DuFour, Eaker & DuFour, 2008; Lambert, 2002). Consensus about the school's goals and responsibilities and the means for achieving success are shared with the entire school community. Teachers know and understand the leadership roles they can assume in the school and are encouraged to look at their school critically. Together, the school-wide community implements an organized structure for achieving long-term, sustainable goals of excellence. Professional development is connected to classroom practice. Grade level teams work both horizontally and vertically to promote the development of a professional learning community focusing on success for all. Engaging in professional dialogue that focuses on student outcomes enables teachers to answer the questions: What do we want the student to learn? How will we know they have learned it? How and why will they learn it? What will we do if they have not learned it?

At the heart of **effective teaching and learning** in a great school are research-based strategies for developing literacy across the content areas. An integrated balanced literacy framework provides a focus for school-based professional development. Through school-wide professional development, individual coaching, and facilitation IER emphasizes the development of professional knowledge, both theoretical and practical, that results in improvement in teaching practices and builds capacity for shared ownership for the success of all students. Student success is enhanced with classroom practices that are developmentally appropriate. Constructivist teaching methods promote meaningful and engaging instruction that involves students in the learning process, promotes assessment for learning, and encourages active learning and mutual inquiry. Effective, culturally responsive teaching strategies provide a basis for instruction that address standards while connecting content to children's own experiences.

A **positive school culture** is a vital component of great schools (Eaker, DuFour & DuFour, 2002). Schools achieve a positive school culture characterized by high expectations and mutual respect for all – students, teachers, families, and community – by nurturing relationships that promote a caring environment (Noddings, 2005). Attending to the needs of the whole child and having an awareness of and appreciation for the uniqueness of each individual results in feelings of belonging. In great schools, families are valued as partners in their child’s learning. Clear expectations for appropriate behavior are consistent throughout the school. Consequences for unacceptable behavior are understood and reinforced by students, faculty and parents. Together the school community engages in rituals and celebrations of learning. Teachers create an environment that fosters enthusiasm for learning.

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THE GREAT SCHOOLS FRAMEWORK



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EXPLORING THE COMPONENTS OF COLLABORATIVE LEADERSHIP

We must shift from a culture of teacher isolation to a culture of deep and meaningful collaboration. (Eaker, DuFour & DuFour, 2002)

Principals understand and implement shared educational leadership

Great schools develop when everyone shares in the planning and implementation of the school's vision. Principals foster teacher leaders. Together, principals and teachers develop an educational plan for student success.

In shared educational leadership, a principal:

- Includes staff in the planning and guides them in the implementation of the school's vision
- Supports teachers who take risks and implement new strategies in their classrooms
- Leads efforts for positive school culture
- Provides time for teacher collaboration
- Delegates leadership roles within the school

Teachers understand and seek leadership roles they can assume in the school

When teachers see themselves as leaders within their schools, they take ownership in creating and achieving the school's vision and educational plan. Teachers are valued for their professional level of expertise and work with the principal to create a great school.

Teachers seeking leadership roles:

- Participate in ongoing professional development
- Engage in reflection of their own professional practice
- Engage in professional dialogue with colleagues
- Seek opportunities to develop collaborative leadership within the school
- Develop positive classroom and school climate
- Aid in the planning and implementation of the school's mission, vision, values and goals.

Grade level teams plan and work horizontally and vertically

Teachers meeting at and across grade levels are given the opportunity to support each other, as they share best instructional practices, discuss student learning, and develop curriculum. Teachers move away from working in isolation as they become contributing members of grade level teams.

Effective grade level teaming includes:

- Meeting on a regular basis
- Identifying learning goals
- Planning instruction and assessment
- Analyzing student work
- Sharing best practices
- Planning interventions
- Meeting across grade levels to align curriculum with standards

There is shared responsibility for all students' success

In a great school, everyone – teachers, parents, students, administrators – works together toward the same goal of improving student learning. With shared responsibility, “there is a message that permeates the culture of the school that student achievement is important” (Richardson, 2000).

Shared responsibility for all students' success is characterized by:

- A shift in thinking from, “Whose job is it?” to “How can we do it better?”
- In addition to seeing themselves as being in charge of their classrooms, teachers also see themselves as members of a collaborative team, coming together to focus on student learning goals

The faculty develops and implements a school-wide continuous improvement plan

School-wide planning allows a school to move toward becoming a great school by identifying a common vision and goals, and the steps necessary to meet those goals. The vision of the school is one designed and shared by all

members of the school community, and all are responsible for implementing the plan.

In school-wide planning:

- Administration, faculty, staff and parents are all included in the planning process
- The school functions as a professional learning community by identifying, planning and evaluating short-term and long-term goals
- The staff identifies instructional goals, professional development needs and home outreach strategies
- Action committees are formed to implement the various components of the plan for school change

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EXPLORING THE COMPONENTS OF EFFECTIVE TEACHING AND LEARNING

If our teaching is to be an art, we need to do more than compile materials and methods; we also need to infuse them with a sense of priority and vision, passion and grace. (Calkins, 2001)

The faculty understands and implements research-based strategies to develop literacy across content areas

Research in literacy is continually evolving as we discover more about how children learn. It is important for the staff to identify recent research in the field of education that enables them to make informed decisions about best practices.

Faculty gains information on research-based strategies when they:

- Belong to professional organizations
- Read educational periodicals
- Engage in study groups
- Conduct action research
- Implement research-based strategies across the curriculum

The faculty understands and implements developmentally appropriate practices

Children grow through a series of predictable stages – physically, socially, intellectually and emotionally – through social interactions with adults and other children. Children’s developmental needs should be the foundation for instruction. A child’s interest and “need to know” motivate learning.

In a developmentally appropriate classroom:

- Children have time during the day to be active, make choices and explore the environment
- Teachers spend part of the day observing children at work
- The learning environment provides opportunities for children to experiment and solve problems
- Children’s work is measured and evaluated against developmental milestones, always allowing for individual differences

The faculty understands and implements culturally responsive teaching

Schools are made up of children with different strengths, talents and cultures. Culturally responsive teaching allows a student to choose academic excellence while identifying with his or her own culture. Teachers recognize that students bring a wealth of knowledge that supports academic achievement.

Culturally responsive teaching is characterized by:

- Involving all students in the construction of knowledge
- Believing all students can engage in rigorous instruction and learn at high levels
- Building on students' personal and cultural strengths
- Helping students examine the curriculum for multiple perspectives, promoting global awareness
- Appreciating and providing continuity between children's home lives and school experiences
- Using varied instructional and assessment practices that promote learning
- Making the culture of the classroom inclusive of all students

The faculty understands and implements a constructivist approach to meaningful curriculum and engaging instruction

Students come to school with a variety of valuable experiences. Learning takes place when students engage in a process of seeking and making meaning from those experiences (Piaget, 2001). The classroom is a place where knowledge is individually and socially constructed (Vygotsky, 1978).

In a constructivist classroom:

- Teachers seek students' points of view and value their questions
- Curriculum activities rely heavily on primary sources of data and manipulative materials
- Assessment is interwoven with teaching
- Students work together
- Students engage in questioning, interpreting and analyzing information
- Students explore issues that are interesting and meaningful to them
- Curriculum is presented whole to part with emphasis on big concepts
- Students make, build, try, wonder, create, question

The faculty understands and implements active learning and mutual inquiry

Great schools are places where people are busy, active and engaged in their own learning. A community of learners develops when all members (students, staff and parents) are actively engaged in learning opportunities. When active learning is taking place, increased motivation is evident in student work, parent involvement, and in the overall climate of the school.

Active learners are provided opportunities to build meaning through:

- Questioning for learning
- Conversation with peers and adults
- Observations to validate and support learning
- Construction of knowledge
- Interaction with the learning environment

The faculty understands and implements assessments for learning

Learning can only take place when teachers know their students. Assessment for learning begins when teachers identify students' needs as the basis for planning instruction. Authentic assessment is continual and is integral to the curriculum. Through self evaluation, students begin to take responsibility for their own learning. Using multiple forms of assessment allows teachers to build an ongoing picture of what students know, so they can take them where they need to go next.

Teachers might choose a combination of the following meaningful assessments:

- Portfolios containing a variety of work
- Conferences focused on essential skills
- Anecdotal records reflecting teacher observations
- Checklists monitoring student progress
- Performance assessments based on learning goals
- Classroom tests based on curriculum
- Standardized tests as designated by the district and State

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EXPLORING THE COMPONENTS OF POSITIVE SCHOOL CULTURE

School culture is the set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the “persona” of the school. (Peterson, 1994)

Relationships among students, staff and parents promote appreciation and respect for the unique individual

Today’s public schools bring together people with varied interests and experiences who must work together for student success. Individuals are recognized for their unique strengths and the overall climate of a school is characterized by relationships that promote a caring environment.

A school that appreciates and respects individuals:

- Draws on the strengths of individuals to create a positive learning community
- Implements informal and structured events which bring the school together to assess, enhance, and deepen social and personal ties
- Recognizes and appreciates when individuals can respectfully disagree and engage in honest discussion
- Confronts and resolves matters in a constructive manner

Parents are actively engaged in the learning process

Everyone benefits from parent involvement in education. A positive school environment encourages parents to articulate the kind of education they want for their children. Parents understand the school’s mission and participate in making it real within the school community.

When parents are engaged in the learning process:

- Parents and teachers define the areas in which they can influence positive academic achievement for their children
- Parent leaders reach out to other parents, expanding the scope of involvement and empowering parents to believe they can influence the quality of their children’s education
- Parents work with teachers and administrators to establish ongoing leadership opportunities for families

There are clear expectations for appropriate behavior

Clear expectations for appropriate behavior are consistent throughout the school. Expectations and consequences are understood and reinforced by students, faculty, staff and parents alike.

Consistent behavioral expectations:

- Create an orderly environment
- Allow students, parents and staff to understand what behaviors are expected
- Lead to an environment where the focus is on learning, not discipline

Rituals and celebrations are used to support learning

Rituals and celebrations showcase the accomplishments of students and staff. They infuse meaning, purpose and structure into school life while providing living examples of a school's values. Celebration is fun! "What's the point of building community if we can't have fun?" (Senge,2006)

Schools that use rituals and celebrations to support learning:

- Reinforce what's important by explicitly stating the purpose for the ritual or celebration
- Make everyone responsible for identifying groups of individuals who deserve recognition
- Create opportunities for many individuals to receive recognition

Teachers and students demonstrate enthusiasm for learning

Students and teachers who are motivated to learn are enthusiastic about school. Individuals are engaged in learning for their own sake and for personal satisfaction, becoming lifelong learners and engaged citizens. Intrinsic motivation drives learning.

Enthusiasm for learning is evident when:

- Student interest is aroused and developed through stimulating instruction
- Learning is made relevant by connecting content to student interests and experiences
- Teachers model enthusiasm for learning by sharing positive experiences as learners

RUBRIC: Collaborative Leadership

Components of Collaborative Leadership (from IER's Great Schools Framework)			
In the school:	What it looks like in a beginning school	What it looks like in a progressing school	What it looks like in a sustaining school
Principal understands and implements shared educational leadership	<ul style="list-style-type: none"> Principal has a vision for the school and is beginning to seek staff input in the implementation of that vision Principal recognizes the importance of supporting teachers as they try new classroom strategies Principal recognizes the importance of positive school culture Principal is seeking time for teacher collaboration 	<ul style="list-style-type: none"> Principal has a vision for the school and includes staff in the implementation of the school's vision Principal values teacher efforts to implement new strategies in their classrooms Principal occasionally engages the staff in efforts to create a positive school culture Principal provides occasional opportunities for teacher collaboration Principal periodically delegates leadership roles to others within the school community 	<ul style="list-style-type: none"> Principal includes staff and parents in the planning and implementation of the school's vision Principal encourages teachers to take risks and implement new strategies in their classrooms Principal leads staff efforts to develop and maintain a positive school culture Principal provides time for weekly, ongoing teacher collaboration Principal regularly delegates leadership roles to others within the school community
Teachers understand and seek leadership roles they can assume in the school	<ul style="list-style-type: none"> Some teachers seek opportunities for ongoing professional development Teachers recognize the importance of reflection on their practice Teachers recognize the value of engaging in professional dialogue with their colleagues Teachers realize the importance of teacher leadership in the school Teachers are beginning to develop positive climate in their classrooms Teachers support the school's mission, vision, values and goals 	<ul style="list-style-type: none"> Many teachers seek opportunities for ongoing professional development Teachers are beginning to take time to reflect on their practice Teachers are beginning to make time to engage in professional dialogue with their colleagues Teachers are beginning to seek leadership roles they can assume in the school Teachers develop positive climate in their classrooms and are beginning to think about the school climate Teachers help achieve the school's mission, vision, values and goals in their classrooms 	<ul style="list-style-type: none"> Teachers regularly seek opportunities for professional development and share their learning with the school Teachers regularly engage in reflection of their own professional practice Teachers regularly engage in professional dialogue with a variety of their colleagues Teachers regularly seek opportunities to develop collaborative leadership within the school Teachers work together to develop a positive climate throughout the entire school community Teachers aid in the creation and achievement of the school's mission, vision, values and goals throughout the school
Grade level and department teams plan and work horizontally and vertically	<ul style="list-style-type: none"> Some grade level and/or department teams are beginning to meet on a regular basis Some teams plan instruction and assessment together Some teams are beginning to discuss student work Some teams are beginning to share best practices at team meetings Some teams meet occasionally with other grade level or department teams 	<ul style="list-style-type: none"> Most grade level and/or department teams meet on a consistent basis Most teams plan instruction and assessment together Most teams share and discuss student work together Many teams are sharing best practices at team meetings Many teams meet across grade levels and/or departments to discuss student learning 	<ul style="list-style-type: none"> All grade level and/or department teams in the school meet on a consistent basis with a focus on student learning Together, each team identifies learning goals and plans instruction and assessment around those goals Together, teams analyze student work and plan interventions All team members share best practices at their respective meetings Teams regularly meet across grade levels and/or departments to discuss student learning
There is shared responsibility for all students' success	<ul style="list-style-type: none"> Student success is seen as reflective of the individual teacher There are opportunities for teachers to come together to discuss student learning Teachers value colleagues' input when focusing on student learning goals Administration is beginning to develop a continuous improvement plan School members have identified a long-term goal 	<ul style="list-style-type: none"> Student success is seen as reflective of the school's teachers as a whole Teachers work together toward the same goal of improving student learning Teachers value and seek colleagues' input on achieving student learning goals Administration and some faculty are included in the development of a continuous improvement plan School members have identified and are planning for short- and long-term goals 	<ul style="list-style-type: none"> Student success is seen as reflective of teachers, students, administration and parents Teachers, parents, students and administrators work together toward the same goal of improving student learning Teachers see themselves as members of a collaborative team, coming together to focus on student learning goals Administration, faculty, staff and parents are all included in the development of a continuous improvement plan The school functions as a professional learning community by identifying, planning and evaluating short- and long-term goals The staff identifies instructional goals, professional development needs and community outreach strategies Action committees representative of the staff are formed to implement the various components of the improvement plan
The faculty develops and implements a school-wide continuous improvement plan	<ul style="list-style-type: none"> The staff is beginning to identify professional development needs based on their long-term goal Administration is beginning to take action to implement components of the continuous improvement plan 	<ul style="list-style-type: none"> The staff identifies instructional goals and professional development needs based on those goals Some staff works with the administration to implement various components of the continuous improvement plan 	<ul style="list-style-type: none"> The staff identifies instructional goals, professional development needs and community outreach strategies Action committees representative of the staff are formed to implement the various components of the improvement plan

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RUBRIC: Effective Teaching and Learning

Components of Effective Teaching and Learning (from IER's Great Schools Framework)			
The teacher understands and implements:	What it looks like in a beginning classroom	What it looks like in a progressing classroom	What it looks like in a sustaining classroom
Research-based strategies to develop literacy across content areas	<ul style="list-style-type: none"> The teacher is beginning to implement several components of the CLF in the literacy curriculum The teacher is seeking new information on teaching The teacher attends school-wide professional development The teacher is beginning to collect data on his/her students 	<ul style="list-style-type: none"> The teacher implements many components of the CLF in the literacy curriculum The teacher is involved in study group(s) The teacher actively participates in school-wide professional development The teacher collects data on his/her students to monitor progress 	<ul style="list-style-type: none"> The teacher implements components of the CLF throughout the day and across the curriculum The teacher helps to plan or facilitate study group(s) The teacher helps to plan or facilitate school-wide professional development The teacher conducts action research within his/her classroom
Developmentally appropriate practices	<ul style="list-style-type: none"> The teacher occasionally provides time for children to be active, make choices and explore the environment The teacher observes children at work when time permits or situations necessitate The learning environment is arranged adequately for instruction The teacher is aware of developmental milestones appropriate to his/her students 	<ul style="list-style-type: none"> The teacher provides time weekly for children to be active, make choices and explore the environment The teacher spends part of each week observing children at work The learning environment is arranged to provide some opportunities for children to experiment The teacher is beginning to measure and evaluate children's work against developmental milestones 	<ul style="list-style-type: none"> The teacher provides time daily for children to be active, make choices and explore the environment The teacher spends part of each day observing children at work The learning environment is arranged to provide opportunities for children to experiment and solve problems The teacher measures and evaluates children's work against developmental milestones
Culturally-responsive teaching	<ul style="list-style-type: none"> The teacher is identifying what high expectations look like for each student The teacher is beginning to try out new instructional practices The teacher solicits information on students' personal and cultural strengths The teacher is planning activities to involve families The teacher is building a classroom environment that will represent his/her students 	<ul style="list-style-type: none"> The teacher holds high expectations for all students in the class The teacher uses several instructional and assessment practices The teacher acknowledges students' personal and cultural strengths There are activities in place to provide continuity between children's home and school experiences The culture of the classroom is inclusive of most students 	<ul style="list-style-type: none"> The teacher provides rigorous instruction and holds high expectations for all students in the class The teacher uses a variety of instructional and assessment practices The teacher acknowledges and builds on students' personal and cultural strengths There is a regular forum for providing continuity between children's home lives and school experiences The culture of the classroom is inclusive of all students
Constructivist approach to meaningful curriculum and engaging instruction	<ul style="list-style-type: none"> The teacher solicits information from students on topics that interest them There are occasional opportunities for students to work together The curriculum occasionally includes manipulative materials The curriculum is usually presented to students as represented in texts 	<ul style="list-style-type: none"> The curriculum occasionally includes topics that interest and are meaningful to students There are opportunities for students to work together throughout the week The curriculum includes primary sources of data and manipulative materials The curriculum is often presented whole to part with emphasis on big concepts 	<ul style="list-style-type: none"> Students frequently explore topics that interest and are meaningful to them There are frequent opportunities for students to work together throughout the school day The curriculum relies heavily on primary sources of data and manipulative materials The curriculum is generally presented whole to part with emphasis on big concepts
Active learning and mutual inquiry	<ul style="list-style-type: none"> The teacher is beginning to include time for student point of view and questions The teacher is beginning to include time for dialogue in the classroom every week. The teacher is introducing students how to use the learning environment 	<ul style="list-style-type: none"> The teacher periodically seeks students' points of view and responds to questions The teacher occasionally provides time for students to engage in conversation with peers and with adults Students often interact with the learning environment to construct knowledge 	<ul style="list-style-type: none"> The teacher frequently seeks students' points of view and encourages their questions The students are engaged in conversation with peers and with adults throughout the school day Students continually interact with the learning environment to construct knowledge
Assessments for learning	<ul style="list-style-type: none"> The teacher reviews data analysis provided by the district or school administrator The teacher is beginning to use an occasional formative assessment in addition to summative tools Performance assessments are summative in nature and cover the curriculum Students occasionally evaluate their own work 	<ul style="list-style-type: none"> The teacher analyzes data from formal assessments The teacher uses checklists and/or anecdotal records to monitor the progress of some students Performance assessments are both formative and summative in nature and cover the curriculum Students periodically evaluate their own work to monitor progress 	<ul style="list-style-type: none"> The teacher analyzes data from formal assessments and uses results to inform instruction The teacher uses checklists and/or anecdotal records for each student to evaluate learning Performance assessments are based on learning goals Students are involved in the assessment process through portfolios or other representations of their work

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RUBRIC: Positive School Culture

Components of Positive School Culture (from IER's Great Schools Framework)			
Components	What it looks like in a beginning school	What it looks like in a progressing school	What it looks like in a sustaining school
	<ul style="list-style-type: none"> The staff acknowledges the strengths and expertise of some members Individuals are beginning to seek opportunities for professional development Staff members meet together occasionally Teachers generally interact respectfully with each other A purpose and set of values are being identified for the school Individuals are beginning to acknowledge issues that impact the school's environment 	<ul style="list-style-type: none"> Staff are beginning to utilize each other as resources for knowledge and experience Individuals are supported in their efforts of continuous professional development and academic achievement School events are planned in order for the staff and community to come together on a regular basis Most staff interact respectfully with each other and with other members of the school community The school's purpose and values are consistent and are shared across school members There is a forum for individuals to openly discuss issues and offer their opinions 	<ul style="list-style-type: none"> Members of the school regularly draw on the strengths and expertise of individuals in the school community Individuals share the knowledge and experience gained through professional development and academic achievement with the school community Both structured and informal events are in place to bring the school together and deepen social and personal ties All members of the school community – students, teachers, staff, administrators, parents – exhibit mutual respect Together, members of the school share ideas, decide upon common values and set goals for the school The staff confronts and resolves matters in a constructive manner
Relationships among students, staff and parents promote appreciation and respect for the unique individual	<ul style="list-style-type: none"> Meetings focusing on academic achievement are provided for parents Parents are aware of the school's mission statement Parents are made aware of the value of their involvement in their children's education There are activities in place at the school to involve parents 	<ul style="list-style-type: none"> Many parents attend and participate in academic events at the school Parents understand and support the school's mission Parents and teachers define the areas in which they can influence positive academic achievement for children There are parents at the school who assume leadership roles and who are actively involved in school activities 	<ul style="list-style-type: none"> Most parents participate in academic events and are able to articulate the education they want for their children Parents are involved in creating the school's mission and participate in making it real within the community Parents and teachers work together as teams to maximize student achievement Parent leaders reach out to other parents, expanding the scope of involvement and empowering parents to believe they can influence their children's education
There are clear expectations for appropriate behavior	<ul style="list-style-type: none"> School members are beginning to develop school-wide expectations for appropriate behavior School members are beginning to develop school-wide consequences for unacceptable behavior The staff seeks to spend less time focusing on discipline 	<ul style="list-style-type: none"> Clear expectations for appropriate behavior are consistent throughout the school and are modeled for students Logical consequences for unacceptable behavior are consistent throughout the school There is a forum in place to address discipline issues so that collaboration time can focus on learning 	<ul style="list-style-type: none"> Students, parents and faculty all understand and support the appropriate behavior expected at school Consequences for unacceptable behaviors are understood and consistently reinforced by students, faculty and parents The school environment is orderly and is focused on learning, not discipline
Rituals and celebrations are used to support learning	<ul style="list-style-type: none"> Several teachers are beginning to hold celebrations of learning in their classrooms The principal acknowledges the contributions of staff members Teachers recognize student achievement through "student of the week"-type activities 	<ul style="list-style-type: none"> Many teachers are holding celebrations of learning that include various members of the school community Teachers and administrators acknowledge the contributions of staff and students The school recognizes student accomplishments in regular assemblies 	<ul style="list-style-type: none"> Frequent rituals and celebration throughout the school showcase the accomplishments of students and staff Everyone is responsible for identifying groups of individuals who deserve recognition There are opportunities for many individuals to receive recognition for a variety of accomplishments
Teachers and students demonstrate enthusiasm for learning	<ul style="list-style-type: none"> Teachers are seeking information on instructional strategies and topics that will stimulate students Teachers are beginning to solicit information on student experiences Teachers occasionally share positive experiences as learners with their colleagues and students Many students seek to achieve in school 	<ul style="list-style-type: none"> Teachers are beginning to incorporate new strategies and material into their teaching that stimulate student interest Teachers periodically build upon student experiences when planning their teaching Teachers regularly share, and invite students to share, positive learning experiences Most students and staff are focused on achievement and are engaged in the learning process 	<ul style="list-style-type: none"> Student interest is consistently aroused through stimulating instruction Learning is made relevant to students by frequently connecting content to student experiences All members of the school community model enthusiasm for learning by sharing positive experiences as learners Individuals are engaged in learning for their own sake and for personal satisfaction

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