



Mission, Vision, Values, and Goals A Developmental Continuum

Essential Question	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<p>Mission: Is it evident that our reason for existence is learning?</p>	<p>No effort has been made to engage all faculty in identifying what they want students to learn, or how they will respond when students do not learn. School personnel view the mission of the school as teaching rather than learning.</p>	<p>An attempt has been made, typically by the central office, to identify learning outcomes for all grade levels or courses, but this attempt has not impacted practice of most teachers. Responding to students who are not learning is left the discretion of individual teachers.</p>	<p>Teachers are clear regarding the learning outcomes their students are to achieve. They have developed strategies to assess student mastery of these outcomes, they monitor the results, and they attempt to respond to students who are not learning.</p>	<p>Learning outcomes are clearly articulated to all stakeholders in the school, and each student's attainment of the outcomes is carefully monitored. The school has developed systems to provide more time and support for students experiencing initial difficulty in achieving the outcomes. The Practices, programs, and policies of the school are continually assessed on the basis of their impact on learning. Staff members work together to enhance their effectiveness in helping students achieve learning outcomes.</p>
<p>Vision: Do we know what kind of school we are trying create?</p>	<p>No effort has been made to engage faculty in describing the preferred conditions for their school.</p>	<p>A vision statement has been developed for the school, but most staff are unaware of it, or are unaffected by it.</p>	<p>Staff members have worked together to describe the school they are trying to create. They have endorsed this general description and feel a sense of ownership in it. School improvement planning and staff development initiative are tied to the shared vision.</p>	<p>Staff members routinely articulate that major principles of the shared vision and use those principles to guide their day-to-day efforts and decisions. They honestly assess the current reality in their school and continually seed effective strategies for reducing the discrepancies between the conditions described in the vision statement and their current reality.</p>
<p>Values: How must we behave to move our vision forward?</p>	<p>Staff members have not yet articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for all and the vision of what the school might become. When they discuss school improvement, they focus on what other groups must do.</p>	<p>Staff members have articulated statements of beliefs or philosophy for their school; however, these value statements have not yet impacted their day-to-day work or the operation of the school.</p>	<p>Staff members have made a conscious effort to articulate and promote the attitudes, behaviors, and commitments that will advance their vision of the school. Examples of the core values at work are shared in stories and celebrations. People are confronted when they behave in ways that are inconsistent with the core values.</p>	<p>The values of the school are embedded in the school culture. These shared values are evident in new staff and to those outside the school. They influence policies, procedures, and daily practices of the school as well as day-to-day decisions of individual staff members.</p>
<p>Goals: What are our priorities?</p>	<p>No effort has been made to engage staff in setting and defining school improvement goals related to student learning. If goals exist, they have been developed by the administration.</p>	<p>Staff members have participated in a process to establish goals, but the goals are typically stated as projects to be accomplished, or are written so broadly that they are impossible to measure. The goals do not yet influence instructional decisions in a meaningful way.</p>	<p>Staff members have worked together to establish long and short-term improvement goals for their school. The goals are clearly communicated. Assessment tools and strategies have been developed and implemented to measure progress toward the goals.</p>	<p>All staff pursues measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff demonstrates willingness to identify and pursue challenging goals.</p>