

## Cross Reference Table of the Twelve Principles, NEASC Standards and Vermont's *School Quality Standards*

Vermont High School Task Force: <i>High Schools on the Move</i> 12 Principles	New England Association of Schools and Colleges (NEASC) Standards	Vermont's <i>School Quality Standards</i>
<p><b>Principle 1: Engaged Learners</b> – Students are engaged learners who are responsible for and actively involved in their own learning.</p>	<p>2.4 The content of the curriculum shall be intellectually challenging, rigorous and provide opportunities for the authentic application of knowledge and skills.</p> <p>3.2 Instructional practices shall include practices that personalize instruction; make connections across disciplines; engage students as active self-directed learners; involve all students in higher order thinking to promote depth of understanding; and provide opportunities to demonstrate the application of knowledge and learning.</p> <p>5.5 Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity and be consistent with the school's mission and expectations for student learning as well as current educational research.</p> <p>6.1 The school shall allocate resources, programs and services so that all students have an equal opportunity to achieve the school's stated academic expectations for student learning and to participate in the educational program.</p>	<p>2120.4 Needs-Based Professional Development</p> <p>2120.8 Conditions, Practices and Resources of Schools</p> <p>2120.8.1 School Leadership, Staffing and Support Services</p> <p>2120.8.1.1 School Leadership</p> <p>2120.8.1.3.1 Comprehensive System of Support Services; Educational Support Team</p> <p>2120.8.1.3.2 School Counselors</p> <p>2120.8.2 Staff</p> <p>2120.8.2.2 Instructional Practices</p> <p>2120.8.3 School Facilities and the Learning Environment</p> <p>2120.8.3.3 School Facilities and Learning Environment</p>
<p><b>Principle 2: Challenging Standards</b> – Each student is expected to demonstrate that he or she has met challenging standards based on <i>Vermont's Framework of Standards and Learning Opportunities</i> or national standards.</p>	<p>1.2 The school shall have established expectations for student learning that reflect the school's mission statement; identify high expectations for all students in academic, civic and social areas; specifically state what all students should know and be able to do by the time they graduate from the school taking into account the skills, competencies, concepts and understandings identified by district, state and national standards and by professional organizations.</p>	<p>2111 Adoption of Student Performance Standards and a System of Continuous Improvement in Student Performance</p> <p>2120.8.2.1 Graduation Requirements</p> <p>2120.8.2.2 Instructional Practices</p> <p>2120.2.2 Development and Implementation of Local Comprehensive Assessment System</p>

Vermont High School Task Force: <i>High Schools on the Move</i> 12 Principles	New England Association of Schools and Colleges (NEASC) Standards	Vermont's <i>School Quality Standards</i>
<p><b>Principle 2: Challenging Standards</b> – Each student is expected to demonstrate that he or she has met challenging standards based on <i>Vermont's Framework of Standards and Learning Opportunities</i> or national standards.</p>	<p>2.9 There shall be an ongoing review and evaluation of the curriculum that takes into account assessments of student performance in achieving the school's academic expectations for student learning.</p> <p>4.3 Teachers shall use a variety and range of classroom assessment strategies to determine student knowledge, skills and competencies to assess student growth over time.</p>	
<p><b>Principle 3: Multiple Pathways</b> – High schools provide each student with a variety of learning opportunities and multiple pathways to meet graduation requirements.</p>	<p>5.5 Student grouping patterns reflect the diversity of the student body, foster heterogeneity and are consistent with the school's mission and expectations for student learning as well as current educational research.</p>	<p><b>21206. Access to Technical Education</b></p> <p><b>2120.1 Action Plans</b></p> <p><b>2120.8.1.3.1 Comprehensive System of Support Services; Educational Support Team</b></p> <p><b>2120.8 Conditions, Practices and Resources of Schools</b></p> <p><b>2120.8.1.2 Staff</b></p> <p><b>2120.8.1.1 School Leadership</b></p> <p><b>2120.8.2.1 Graduation Requirements</b></p>
<p><b>Principle 4: Personalized Learning</b> – High schools create small, personalized and safe learning environments that provide students with stable support from adults, caring connections to mentors and a sense of belonging.</p>	<p>3.2 Instructional strategies shall include practices that personalize instruction; make connections across disciplines; engage students as active self-directed learners; involve all students in higher order thinking to promote depth of understanding; and provide opportunities to demonstrate the application of knowledge and learning.</p> <p>3.3 Teachers shall provide formal and informal opportunities for students to assess their own learning.</p> <p>7.7 The physical plant and facilities shall meet all applicable federal and state laws and be in compliance with local fire, health and safety regulations.</p> <p>6.3 Each student shall have an adult member of the school community who serves to personalize his or her educational experience.</p>	<p><b>2120.8.1.3 Support Services</b></p> <p><b>2120.8.1.3.1 Comprehensive System of Support Services; Educational Support Team</b></p> <p><b>2120.8.1.3.2 School Counselors</b></p> <p><b>2120.8.1.3.3 Health Services</b></p> <p><b>2120.8.1.3.4 Interagency Teams</b></p> <p><b>2120.8.2.1 Graduation Requirements</b></p> <p><b>2120.8.2.3 Curriculum Leadership, Content and Coordination</b></p> <p><b>2120.8.3.3 School Facilities and Learning Environment</b></p>

Vermont High School Task Force: <i>High Schools on the Move</i> 12 Principles	New England Association of Schools and Colleges (NEASC) Standards	Vermont's <i>School Quality Standards</i>
<p><b>Principle 5: Flexible Structures</b> – High school schedules and organizations are flexible to allow time for varied instructional activities and to provide an integrated learning experience. Learning is the constant; time is the variable.</p>	<p>2.6 The school shall provide opportunities to extend student learning beyond the normal course offerings and the school campus.</p> <p>5.6 The schedule shall support the school’s mission and expectations for student learning and should be designed to provide the most effective implementation of curriculum and instruction.</p> <p>5.9 The school shall provide opportunities for teachers to collaborate within and across departments.</p> <p>5.5 Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity and be consistent with the school’s mission and expectations for student learning as well as current educational research.</p> <p>5.4 The organization and structure of the educational program shall promote the school’s mission and expectations for student learning.</p>	<p>2120.6 Access to Technical Education</p> <p>2120.8.2.2 Instructional Practices</p> <p>21208.1.1 School Leadership</p> <p>2120.8.1.2 Staff</p>
<p><b>Principle 6: Real-Life Experiences</b> – Students learn about careers and college opportunities through real-life experiences and adult interaction, including work-based learning, service learning, career exploration, job shadowing and career academies.</p>	<p>7.2 The school shall foster productive business/community/higher education partnerships that support student learning.</p> <p>7.11 School board decisions, policies, procedures and district plans shall support the implementation of the school’s mission and expectations for student learning.</p>	<p>2120.8.1.2 Staff</p> <p>2120.8.1.3.2 School Counselors</p> <p>2120.8.2.2 Instructional Practices</p>
<p><b>Principle 7: Instructional Leadership</b> – Adults in the school use research-based practices and effective administrative and instructional strategies to support increased student performance.</p>	<p>2.10 The school shall commit sufficient time, financial resources and personnel to the review and evaluation of curriculum.</p> <p>2.11 The professional staff shall be actively involved in the development and revision of the curriculum.</p> <p>2.12 Professional development activities shall support the development and implementation of the curriculum.</p> <p>3.4 Teachers shall use feedback from a variety of sources, such as other teachers, students, supervisors, and parents, as a means of improving instruction.</p>	<p>2111 Adoption of Student Performance Standards and a System of Continuous Improvement in Student Performance</p> <p>2120.1 Action Plans</p> <p>2120.2 Assessment</p> <p>2120.4 Needs-Based Professional Development</p> <p>2120.8 Conditions, Practices and Resources of Schools</p> <p>2120.8.1.2 Staff</p>

<b>Vermont High School Task Force: High Schools on the Move 12 Principles</b>	<b>New England Association of Schools and Colleges (NEASC) Standards</b>	<b>Vermont's School Quality Standards</b>
<p><b>Principle 7: Instructional Leadership</b> – Adults in the school use research-based practices and effective administrative and instructional strategies to support increased student performance.</p>	<p>3.6 Discussion of instructional strategies, practices and student work shall be a significant part of the professional culture of the school.</p> <p>3.7 Adequate time and financial resources shall be committed to ensuring the continuous improvement of instruction.</p> <p>4.3 Teachers shall use a variety and range of classroom assessment strategies to determine student knowledge, skills and competencies and to assess student growth over time.</p> <p>4.5 Teachers shall use the results of classroom assessments of student learning to improve their instructional practices.</p> <p>4.6 Teachers shall meet to discuss and share student work and the results of classroom assessments for the purpose of revising the curriculum and instructional strategies.</p> <p>5.11 Student success shall be regularly acknowledged, celebrated and displayed.</p>	
<p><b>Principle 8: Alignment</b> – Supported by research-based professional development, high schools align their curricula, instruction and assessment with Vermont's <i>School Quality Standards</i>.</p>	<p>1.2 The school shall have established expectations for student learning that reflect the school's mission statement; identify high expectations for all students in academic, civic and social areas; specifically state what all students should know and be able to do by the time they graduate from the school taking into account the skills, competencies, concepts and understandings identified by district, state and national standards and by professional organizations.</p> <p>4.8 The school's professional development programs shall provide opportunities for teachers to develop a broad range of assessment strategies for classroom use.</p> <p>5.9 The school shall provide opportunities for teachers to collaborate within and across departments.</p> <p>5.12 The climate of the school shall be positive, respectful and supportive, resulting in a sense of pride and ownership.</p>	<p>2111 Adoption of Student Performance Standards and a System of Continuous Improvement in Student Performance</p> <p>2120.1 Action Plans</p> <p>2120.2 Assessment</p> <p>2120.4 Needs-Based Professional Development</p> <p>2120.5 Staff Evaluation</p> <p>2120.8.2.2 Instructional Practices</p> <p>2120.8.2.3 Curriculum Leadership, Content and Coordination</p>

Vermont High School Task Force: <i>High Schools on the Move</i> 12 Principles	New England Association of Schools and Colleges (NEASC) Standards	Vermont's <i>School Quality Standards</i>
<p><b>Principle 9: Shared Purpose</b> – Every high school adopts and publicizes a compelling vision and mission that uses a results-oriented approach to promote continuous improvement.</p>	<p>1.2 The school shall have established expectations for student learning that reflect the school’s mission statement; identify high expectations for all students in academic, civic and social areas; specifically state what all students should know and be able to do by the time they graduate from the school taking into account the skills, competencies, concepts and understandings identified by district, state and national standards and by professional organizations.</p> <p>5.4 The organization and structure of the educational program shall promote the school’s mission and expectations for student learning.</p> <p>5.6 The schedule shall support the school’s mission and expectations for student learning and should be designed to provide the most effective implementation of curriculum and instruction.</p> <p>5.12 The climate of the school shall be positive, respectful and supportive, resulting in a sense of pride and ownership.</p>	<p>2111 Adoption of Student Performance Standards and a System of Continuous Improvement in Student Performance</p> <p>2120.8.1.1 School Leadership</p> <p>2120.8.2.1 Graduation Requirements</p>
<p><b>Principle 10: Pre-K-16 Continuity</b> – Every high school is a member of a pre-K-16 education system and is a partner with middle schools, colleges and post-graduation training programs to help students make successful transitions.</p>	<p>7.1 The school shall engage students and their families as partners in the students’ education as well as encourage their participation in school programs and parent support groups.</p> <p>7.2 The school shall foster productive business/community/higher education partnerships that support student learning.</p> <p>7.11 School board decisions, policies, procedures and district plans shall support the implementation of the school’s mission and expectations for student learning.</p>	<p>2120.8.1.3 Support Services</p> <p>2120.8.1.3.2 School Counselors</p> <p>2120.2.2 Development and Implementation of Local Comprehensive Assessment System</p> <p>2120.8.1.3.4 Interagency Teams</p> <p>2120.8.2.3 Curriculum Leadership, Content and Coordination</p>

<b>Vermont High School Task Force: High Schools on the Move 12 Principles</b>	<b>New England Association of Schools and Colleges (NEASC) Standards</b>	<b>Vermont's <i>School Quality Standards</i></b>
<p><b>Principle 11: Family Participation</b> – Families are active participants in their young adults’ education and have varied opportunities to volunteer, serve on decision-making groups, assist students in setting learning goals, monitor results and support learning at home.</p>	<p>4.7 Teachers shall communicate to students and their families how student work and progress are being assessed.</p> <p>4.10 The administration and faculty shall use assessment data to determine student success in meeting the school’s stated civic and social expectations and regularly report the findings to the public.</p> <p>5.1 The principal shall provide leadership in the school community by building and maintaining a vision, direction and focus for student learning.</p> <p>5.7 School leaders shall accord meaningful roles in the decision-making process to students, parents and staff members to promote an atmosphere of participation, responsibility and ownership.</p> <p>5.12 The climate of the school shall be positive, respectful and supportive, resulting in a sense of pride and ownership.</p> <p>6.7 Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and using community resources to address the academic, social, emotional and physical needs of students.</p> <p>6.8 There shall be a system for effective, ongoing communication with students, parents/guardians and school personnel designed to keep them informed about the types of available student support services and about identified student needs.</p>	<p>2120.8.1.1 School Leadership</p> <p>2120.2.2 Development and Implementation of Local Comprehensive Assessment System</p> <p>2120.3 Reports of Results</p>

Vermont High School Task Force: <i>High Schools on the Move</i> 12 Principles	New England Association of Schools and Colleges (NEASC) Standards	Vermont's <i>School Quality Standards</i>
<p><b>Principle 12: Community Partnerships</b> – Every high school forms active partnerships with families, community members, business people, civic leaders and policy-makers to ensure fiscal support and to expand student learning opportunities.</p>	<p>4.9 The administration and faculty shall use agreed upon levels of performance, indicators of successful accomplishment and other data to assess the progress of students in achieving the school's stated academic expectations for student learning and regularly report the findings to the public.</p> <p>4.10 The administration and faculty shall use assessment data to determine student success in meeting the school's stated civic and social expectations and regularly report the findings to the public.</p> <p>5.1 The principal shall provide leadership in the school community by building and maintaining a vision, direction and focus for student learning.</p> <p>5.7 School leaders shall accord meaningful roles in the decision-making process to students, parents and staff members to promote an atmosphere of participation, responsibility and ownership.</p> <p>5.12 The climate of the school shall be positive, respectful and supportive, resulting in a sense of pride and ownership.</p> <p>6.7 Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and using community resources to address the academic, social, emotional and physical needs of students.</p> <p>6.8 There shall be a system for effective, ongoing communications with students, parents/guardians and school personnel designed to keep them informed about the types of available student support services and about identified student needs.</p>	<p>2120.3 Reports of Results</p> <p>2120.8.2.3 Curriculum Leadership, Content and Coordination</p> <p>2120.8.1.2 Staff</p>