Strategic Level Evaluation of Kentucky Department of Education Key Core Work Processes		
Establish Learning Culture and Environment **(What will we do if they know it already, don't know it, or need other support?)**		
KEY ELEMENTS OF THIS PROCESS	**GUIDING QUESTIONS FOR QUALITY PRACTICE**	**EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS**
The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and that their needs will be equitably met- academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	• What approaches does the school/district take to ensure opportunities for character development? • How does the school/district community promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders? • What methods are used to evaluate existing character-building experiences within the school to ensure an all-encompassing culture of character? • How does the school/district help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting? • What approaches does the school/district use to ensure effective service learning (e.g., Internships/Co-op, Ready to Work, Volunteerism, Youth Leadership Councils, BETA Club, and KYA), which includes student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection? • How does the school/district community prioritize and commit to its vision/mission as the premise for how people interact and perform their best work in the school? • In what ways does the school/district ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful? • What steps does leadership take to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning? • In what ways does the school/district act as a cultural mediator, bridging student culture with school and classroom cultures? • What processes are in place to communicate with and support parents/families in order to address barriers to learning?	
Greatest Impact **Most 5 4 3 2 1 Least**		