



**Northwest Local Schools
Core Values Rubric 2011-2012**

Core Value	Definition/Clarification	Questions to Ask Yourself	Aligned Action Plans
An active partnership with parents and community.	<p>PARTNERSHIP: Participation, association or joint interest among people.</p> <p>A relationship between people with similar goals, concerns or direction.</p>	<p>Do I consider parents partners?</p> <p>Do I actively solicit input from parents?</p> <p>Do I consider the community and how the school district impacts it?</p>	
Honesty and integrity in all we do.	<p>HONESTY: Truthful, sincere or frank. Free from deceit or fraud.</p> <p>INTEGRITY: Adherence to moral and ethical principles, Unimpaired.</p>	<p>Do I behave with integrity every day, all the time, even when it doesn't benefit me?</p> <p>Am I honest, meaning that I confront issues and people kindly without talking behind their backs?</p>	
Respecting tradition while looking to the future.	<p>TRADITION: Handing down of statements, beliefs, traditions or customs. A continuing pattern of culture.</p>	<p>There are things we do at Northwest that are meaningful, even if I don't understand them.</p> <p>Do I respect those traditions?</p>	
Equipping educators with the means to provide dynamic learning experiences.	<p>EQUIP: To furnish or provide whatever is needed. To furnish with intellectual or emotional resources.</p>	<p>Do I help my colleagues by sharing best practices, tools and information that can help them be the best educator possible?</p>	
Continuous learning and improvement.	<p>CONTINUOUS: Uninterrupted, without cessation.</p> <p>IMPROVEMENT: Bringing into a more valuable or desirable condition.</p>	<p>Do I intentionally plan what I do, review what I do, adjust what I do, and then revise what I do to continuously make it better?</p>	

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<p>Respecting the worth and dignity of each individual, creating a safe learning environment.</p>	<p>DIGNITY: Bearing conduct or speech indicative of self-respect.</p> <p>Appreciation for an individual or situation.</p> <p>SAFE: Secure from liability, harm, danger or risk.</p>	<p>Do I treat everyone that I come into contact with with respect, the way that I would want to be treated?</p> <p>Do I understand that not all people have the same talents and that not all people are like me?</p> <p>Do I make sure that people around me feel not only physically safe, but emotionally safe as well?</p>	
<p>Equal and diverse educational opportunities for all students to prepare them to be competitive in a global market.</p>	<p>EQUAL: Balanced, sufficient, uniform, and alike in value.</p> <p>DIVERSE: Of different kind, form or character.</p> <p>OPPORTUNITIES: A situation or condition favorable for attaining a goal. A good position, chance or prospect.</p>	<p>Do I understand that fair is not always equal?</p> <p>Do I try as hard with the students that do not come to school well-fed, well-clothed, and well-cared for?</p> <p>Do I understand that success for one student may not be success for another student with different abilities?</p>	
<p>An environment that reflects community values and enhances the development of the whole individual.</p>	<p>VALUES: The ideals, values or customs of a society, relative worth, merit or importance.</p> <p>WHOLE: Pertaining to all aspects of human nature: spiritual, physical and intellectual.</p>	<p>Do I know what my community values, specifically?</p> <p>Do I use those specific values to create the district, building or classroom culture?</p> <p>Am I concerned with students' welfare in areas other than academic?</p> <p>How do I know I am concerned in these areas?</p> <p>What am I doing to address those areas?</p>	