



# Infrastructure for Continuous Improvement

## Subcomponent 1.3: Core Beliefs

Core Beliefs about themselves, students, families, and communities inform the actions that educators take and are developed based on each person's own cultural, racial, gender, and socioeconomic background. All staff are provided an opportunity to routinely examine the impact of implicit bias and the beliefs they hold on their professional practice and student outcomes.

### Indicators and Criteria

#### 1. Core Beliefs about Students Honor Their Background, Culture, and Abilities

##### Criteria:

- Educators recognize the educational experiences of students as meaningful sources of information and expertise.
- Educators believe that students from every background and culture are imbued with the potential to learn when instruction is empowering, rigorous, engaging, and honors the unique cultural and linguistic contribution they bring to the learning community.
- Educators believe that effective core instruction alone should result in at least 80% of all students (including students with disabilities) meeting standards in each content area.

#### 2. Core Beliefs About Families & Communities Honor Their Background, Culture, and Expertise

##### Criteria:

- Educators recognize the educational and lived experiences of families and community members as meaningful sources of information and expertise.
- Educators believe that families and communities from all cultures, racial backgrounds are equal partners in the education of their children. See Component 2: Family and Community Engagement.

#### 3. Core Beliefs about Effectiveness of Education When Educators Work Together Toward Common Goals

##### Criteria:

- Educators share collective responsibility for the social, emotional, behavioral, developmental and academic outcomes of every student.
- Educators believe professional development and collaboration supports them in continuous improvement of their professional practice.
- Quantitative and qualitative assessment of student learning helps teachers identify areas for instructional improvement.
- Educators understand that MnMTSS is a systemic, continuous improvement framework for ensuring equitable positive social, emotional, behavioral, developmental and academic outcomes for every student.

#### 4. Fidelity: Core Beliefs Promote Healthy Environments that Support Students from Diverse Backgrounds

##### Criteria:

- Current measures (repeated at least annually) indicate that educators have values, beliefs, and attitudes about students, families and communities, and teaching and learning that will facilitate the thriving of students from diverse backgrounds.
- These beliefs are asset-based and rooted in the belief that each student can learn with the appropriate support.
- Training, coaching, and improvement plans are in place to facilitate staff's shared understanding of core beliefs.