



## Comparison of *This We Believe* (2010) with *The Successful Middle School* (2021)

Previously 4 Essential Attributes, now 5.

Previously 16 Characteristics, now 18.

- Moved part of one from Curriculum, Integration, Assessment area to Culture and Community (value young adolescents)
- Combined multiple learning and teaching approaches and active, purposeful learning into one characteristic about instruction.
- Added 2 new characteristics: one about school safety, one about school policies and practices

*This list is organized by the sequence of areas and characteristics in the new edition.*

This We Believe (2010)	The Successful Middle School (2021)
<b>Essential Attributes</b>	<b>Essential Attributes</b>
<p><b><i>Developmentally Responsive</i></b> Using the nature of young adolescents as the foundation on which all decisions are made</p>	<p><b><i>Responsive</i></b> <i>Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.</i></p>
<p><b><i>Challenging</i></b> Recognizing that every student can learn and everyone is held to high expectations</p>	<p><b><i>Challenging</i></b> <i>Cultivating high expectations and advancing learning for every member of the school community.</i></p>
<p><b><i>Empowering</i></b> Providing all students with the knowledge and skills they need to take control of their lives</p>	<p><b><i>Empowering</i></b> <i>Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.</i></p>
<p><b><i>Equitable</i></b> Advocating for every student’s right to learn and providing challenges and relevant learning opportunities</p>	<p><b><i>Equitable</i></b> <i>Providing socially just learning opportunities and environments for every student.</i></p>
	<p><b><i>NEW - Engaging</i></b> Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.</p>
<b>Characteristics by Area</b>	<b>Characteristics by Area</b>
<b>Culture and Community</b>	<b>Culture and Community</b>
<p><i>Was in CIA:</i> Educators value young adolescents and are prepared to teach them.</p>	<p>Educators respect and value young adolescents. <i>(moved from Curriculum, Instruction, Assessment from 2010 and split into two)</i></p>
<p>The school environment is inviting, safe, inclusive, and supportive of all</p>	<p>The school environment is <i>welcoming</i>, inclusive, and <i>affirming</i> for all</p>

Every student's academic and personal development is guided by an adult advocate	Every student's academic and personal development is guided by an adult advocate
	NEW - School safety is addressed proactively, justly, and thoughtfully ( <i>itemized school safety out of first characteristic in this group from 2010</i> )
Comprehensive guidance and support services meet the needs of young adolescents	Comprehensive <i>counseling</i> and support services meet the needs of young adolescents.
The school actively involves families in the education of their children	The school <i>engages</i> families as <i>valued partners</i> .
The school includes community and business partners	The school <i>collaborates with</i> community and business partners.
<b>Curriculum, Instruction, and Assessment</b>	<b>Curriculum, Instruction, and Assessment</b>
<i>Was:</i> Educators value young adolescents and are prepared to teach them.	Educators are specifically prepared to teach young adolescents <i>and possess a depth of understanding in the content areas they teach.</i>
Curriculum is challenging, exploratory, integrative, and relevant.	Curriculum is challenging, exploratory, integrative, and <i>diverse. (relevant is included in descriptor of integrative)</i>
Health and wellness are supported in curriculum, school-wide programs, and related policies.	Health, wellness, <i>and social-emotional competence</i> are supported in curricula, school-wide programs, and related policies. ( <i>moved from Culture and Community</i> )
Educators use multiple learning and teaching approaches AND Students and teachers are engaged in active, purposeful learning	Instruction fosters learning that is active, purposeful, and <i>democratic.</i> (combined 2 characteristics)
Varied and ongoing assessments advance learning as well as measure it	Varied and ongoing assessments advance learning as well as measure it
<b>Leadership and Organization</b>	<b>Leadership and Organization</b>
A shared vision developed by all stakeholders guides every decision.	A shared vision developed by all stakeholders guides every decision.
	NEW - Policies and practices are student-centered, unbiased, and fairly implemented.
Leaders are committed to and knowledgeable about this age group, educational research, and best practices	Leaders are committed to and knowledgeable about <i>young adolescents, equitable practices, and educational research</i>
Leaders demonstrate courage and collaboration	Leaders demonstrate courage and collaboration
Ongoing professional development reflects best educational practices	Professional <i>learning</i> for all staff is <i>relevant, long term, and job embedded.</i>
Organizational structures foster purposeful learning and meaningful relationships	Organizational structures foster purposeful learning and meaningful relationships