

MONITORING THE TRANSFORMATION

| <i>Vision Setting and Articulation</i> | <i>Culture Readiness</i> | <i>Stages and Responses to Implementation</i> | <i>Teacher Instruction</i> | <i>Student Learning</i> | <i>Assessment Rubrics and Student Products</i> | <i>Facility Redesign</i> |
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| Is your school vision in place? | When you review the CASRS again what progress has been made in your school's cultural readiness for change? | Do you still have several patterns of concerns from your staff about the transformational change underway? | Has teacher instruction changed to align with the school's vision? | What student learning have you observed that aligns with the Millennial and Gen X interests in learning? | Do teachers discuss alternatives to grades when they design assessments? | Do you have a budget that is reasonable your school facility plans to create more flexible 21 st century learning environments? |
| Can the majority of the staff articulate the vision? | What CASRS areas are strong and which areas need to still be strengthened for your school's cultural readiness for change? | Do you have strategic leadership plans in place that are addressing staff concerns? | Have you identified the professional development areas still necessary to have an impact on teacher instructional practice? | Do your teachers design instruction to engage the current generations of students? | Have you observed that there are a variety of formative product, process and progress assessments in classrooms? | Is your current facility reflective of this generation of students' learning interests and styles? |
| Are stakeholders promoting the vision? | Have you developed a repository of resources to continuously improve staff's on-going learning readiness and awareness of transformation through professional development? | Has the level of teacher implementation progressed to the point of overall school instructional transformation? | Are collaborative professional communities engaging in discussions on a deeper level about transforming instruction? | Do you see substantial evidence of student engagement in classrooms through deeper level questioning and critical thinking approaches? | Are teachers using analytical rubrics effectively and in kid friendly language? | Have you done research by investigating the creative designs for learning and working in schools and businesses? |
| Are there concrete or behavioral artifacts created by the vision? | Do you now have teachers who are instructional models of transformation who can teach other teachers? | Are most teachers enthusiastically responding to implementation? | Do you have a "sacred" classroom observation time schedule and are you using the observation tools in this book? | Do you see substantial evidence of students learning the UFS? | Do students take ownership of their academic progress through setting goals and using teacher and peer feedback to improve their achievement? | Do you have a way to use existing resources to recreate your classroom learning spaces? |

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| Do you need to amend the vision of your school to support changes in learning that have been discovered? | Do you have overall buy-in for the transformation? | For those teachers who are still resistant, do you have a formidable process for influencing their implementation? | Have your observations and feedback significantly improved classroom practice? | Do your teachers demonstrate instructional behaviors in classrooms that motivate students to become innovative? | Are students using portfolios effectively? | Have you created blended learning structures? |
| Do you have a process to orient and instill the vision in new staff members? | Are resisters neutralized? | Do you have support from the District for transformation, or if you are the District, do you have support from most school sites for the transformation? | Are teachers teaching the Universal Fundamental Skills (UFS) effectively? | Do you see evidence of transitional and transformative changes in your classrooms where student-learning formats are not traditional? | Are student products performance based and value-laden by being purposeful, authentic and supportive of the learning? | Have you set aside financing for a robust infrastructure to support technology? |
| Has the vision helped you to reinforce transformation? | Have you built effective capacity for change in your culture? | | Do you have any teachers at your school that can model paradigm shifts in instruction for other teachers? | Are student products representative of learning aligned with the UFS? | Is your technology budget providing the necessary digital resources to support learning? | Does your facility remodel plan allow for maximum learning flexibility for students? |
| | | | Is blended learning used? Kahn Academy videos? Flipped Classrooms? | Are student products authentic, performance based and value laden? | | Have you gained buy-in from community vendors and parents to donate some of the classroom furniture, décor and resources? |
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