

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>
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?

<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>
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?
				Are you using a GES process to improve teacher instruction?		