SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.7

Name(s)_____   School (District)_____

	MAINTAINING TRADITION 1	INITIATING CHANGE 2	PROGRESSIVE 3	TRANSFORMING 4	TRANSFORMED 5

Col 1 = 1 point
Col 2 = 2 points
Col 3 = 3 points
Col 4 = 4 points
Col 5 = 5 points
Average point value for multi-column issues

		INCLUDES PRACTICES BELOW	N	F	INCLUDES PRACTICES BELOW	N	F	INCLUDES PRACTICES BELOW	N	F	INCLUDES PRACTICES BELOW	N	F	INCLUDES PRACTICES BELOW	N	F	TOTALS NOW	FUTRE
		EDUCATIONAL DELIVERY	N	F	EDUCATIONAL DELIVERY	N	F	EDUCATIONAL DELIVERY	N	F	EDUCATIONAL DELIVERY	N	F	EDUCATIONAL DELIVERY	N	F	NOW	FUTRE
		ALL GRADES			ALL GRADES			ALL GRADES			ALL GRADES			ALL GRADES				
		INSTRUCTION			INSTRUCTION			INSTRUCTION			INSTRUCTION			INSTRUCTION				
1	LEARNING THEME	No focused learning theme/expression			Themes to designate internal sub-schools w/ little impact on instruction						Thematic curricular component w/i school			Choice thematic, magnet school				
2	EXHIBITIONS	Student work is rarely actively expressed outside Classroom			Student work occasionally expressed in Corridors etc			Students present work in regular exhibitions			Exhibitions feature outside "experts"			Exhibitions recorded for portfolios + resource				
3	DIFFEREN-CES	Little or no recognition of learning differences among students except "tracking"			As Column 1, but multiple intelligences/learning styles recognized			Multiple intelligences + learning styles honored thru differentiated instruction; no tracking						Mult int+ learning styles used as a basis of student social learning				
4	PERSONAL LEARNING	"Broadcast" teaching: same to all students in the classroom			Occasional differentiated instruction in assignments, assessments			Differentiated instruction as basic approach						Personalized learning plans; student initiated projects				
5	COLLAB-ORATION	Students learn alone			Occasional 2 person teams			Occasional larger teams			Students regularly work in larger teams			Students learn 75% in teams				
6	TEACHER TEAMS	Self contained classroom teaching exclusively			Common planning to coordinate curriculum/know students			Teachers swap classes for sharing instruction but do not teach together			Teachers occasionally integrate curriculum by teaching together in same place + same time			Teachers regularly teach synchronously in coordinated teams				
7	OWNERSHIP	Most teachers have "own" classrooms; others on carts			Teachers share "own" Classrooms with specialist teachers			Small groups of teachers share small # of Classrooms based on schedule						Teachers control suite of spaces with corollary teachers				
8	AWARENESS	Students know very little about activities in neighboring classrooms			Students aware of other Classrooms through occasional sharing			Learning spans several classrooms and related spaces						Learning takes place in coordinated manner in variety of shared spaces				
9	TECH-NOLOGY	Virtually no computer use			Computers seen as sophisticated writing/math tools			Computers also used for learning programs +/or web research			Computers are common in learning			Learning programs, web, virtual access are inseparable from learning				
10	DISPLAY	Best student work is displayed on bulletin boards			All student work on bulletin boards, but trumped by sports in Lobbies						Each student's work is presented + critiqued			Building is rich with 2D + 3D display of student projects				
11	DELIVERY	Almost exclusive direct instruction			Predominantly direct instruction w/ some discussion			Direct instruction with regular group discussion			Direct instruction, group discussion, + some problem solving			Project-based learning, discussions, + "just-in-time" direct instruction				
12	INTEGRA-TION	Core instruction subject based; not all "exploratories" taught			Exploratories (Art, Music, PE, Family) taught separate from non-integrated core			Exploratory coordination with core learning mostly in extracurricular			Occasional integration of core learning +/or exploratories			Regular integrated learning includes core + exploratories				
13	LEARNING LOCATION	Learning exclusively in Classrooms, Labs			Learning exclusively in Classrooms with some field trips						Occasional internships/service learning for some students			Regular internships/service learning are integral to learning				
14	WHO TEACHES	Teacher does the teaching			Teacher with aides do teaching			Students also teach in paired groups/study teams			Students teach each other in project based environment			Students regularly teach others; outside "experts" for projects				
15	MAKING LEARNING VISIBLE	No attempt to make learning visible; hidden behind corridor walls			Learning visible through occasional (mostly arts) entertainment/events			Celebratory events focusing on learning			Learning visible through authentic evaluations, educational "trophies"			Learning highly visible through all aspects of school life				
		CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT			CURRICULUM/ ASSESSMENT				
16	ASSESS-MENTS	Students poorly informed about standards for tests, papers, worksheets			Students informed about standards for tests, papers, worksheets			Students know rubrics for exhibitions, performances, displays + exams			Authentic teaching and learning: teach the "whole" child; 21st Cent Skills			Outside "experts" + students also assess with rubrics				

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Average point value for multi-column issues

		MAINTAINING TRADITION 1	INITIATING CHANGE 2	PROGRESSIVE 3	TRANSFORMING 4	TRANSFORMED 5	TOTALS
		INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	
17	CURRIC FLEX	Delivery method and curriculum is rigid and uniform	Teachers have high discretion over delivery in Classrm w/ little oversight	Teachers team to review assessment data	Teachers team to review data, create units + lessons, + evaluate success	Teachers share data as part of regular school improvement	
18	SOCIAL/ EMOTIONL	Focus on academic learning exclusively	Guidance counselor responsible for any social-emotional learning disconnected from Classroom		Social/emotional learning a regular part of curriculum	Advisor-advisee + wellness courses for all students	
19	21st CENT SKILLS	No recognition of 21st Century Skills	Some skills acknowledged but taught as separate content area, like advisor-advisee		Skills integrated in curiculum in random manner subject to teacher initiative	Full integration of skills in all aspects of curriculum	
20	CURRIC- ULUM	Teaching objectives determined by items to be tested	Curriculum objectives traditional and/or standards driven	Curriculum mostly standards-based with occasional inquiry + social skills; 21st Cent Skills		Objectives: inquiry based, social skills, project learning, critical thinking	
21	KNOW- LEDGE	Curriculum oriented to teachers teaching known answers	Occasional indeterminate answer assignments			Issues that have no single answers; problem solving is the focus	
22	TEXT BOOKS	"Textbook is the curriculum", few or no connections among subjects/disciplines, sequential	Textbooks supplemented with original materials	Variety of curricular approaches, largely teacher determined	Variety of curricular approaches, largely district determined	Textbooks used only as data resource support local delivery decisions	
23	PACE + VEHICLES	District/state determine what all students learn + what learning vehicles will be	Teacher determines what all students learn + what learning vehicles will be	Teacher teams determine what students learn + what learning vehicles will be	Students have some determination in learning vehicles	Students determine own personalized learning plan within a rubric	
24	GRADING	Individual teacher responsible for determining policy + grades	School determines policy; teachers determine student grades	Grades established by team of teachers at exhibitions		Grades established by teachers, peers, outside experts + student self assessment	
25	FRE- QUENCY	Occasional testing seen as record keeping	Lag time between testing + feedback	Feedback on tests is quick + formative		Students receive frequent, immediate feedback on interventions (RTI)	
	LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	
26	DISTRIBU- TION	Central Admin + Guidance at front door	Central Guidance but distributed Admin (VP/AP at learning areas)			Admin + Guid at learning areas	
27	SCHEDUL- ING	Room scheduling done by Central Administration	Central room scheduling but occasional teacher discretion		Room scheduling done by Distributed Administration	Room scheduling done by affected teachers	
	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	
28	PROF DEVELOP- MENT	Central admin & state reqmts determine school wide prof. development, uncoordinated	Coordinated state/district PD program	Teachers lead school in prof. development with district/state guidance		Teachers actively reflect on classroom practices, direct prof development within school vision/mission	
29	COMMON PLANNING	No common planning time	Departmental planning time	Teacher team planning time		Teachers develop research projects to inform their own instruction	
	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	RELATIONSHIP BUILDING	
30	ADVISORS	Guidance counselors believed sufficient to advise students	Group discussions led by guidance counselors	Teachers lead occasional Advisor-Advisee programs w/ vague curriculum	Teachers lead frequent Advisor-Advisee programs w/ vague curriculum	Teachers lead frequent Advisor-Advisee programs with consistent curriculum	
31	KNOWING	Principal does not now names of all students	Students known individually by individual teachers; sharing of knowledge of students among teachers is circumstantial	Student known by teacher team focused on relationship building		Student known by teacher team focused on relationship building + personalizing learning	
	CONNECTIONS	CONNECTIONS	CONNECTIONS	CONNECTIONS	CONNECTIONS	CONNECTIONS	
32	ADULTS	PTO lends valued support to school; community members not sought out	Parents sought as volunteers for program support		Community members sought as experts and mentors	Multi generation community members sought as experts, tutors, role models	

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		INCLUDES PRACTICES BELOW		INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW				
33	ARTICULA-TION	K-12 educational delivery not highly articulated		Occasional curricular connections to sending/receiving school			Occasional educational delivery + guidance connections to schools with lower or higher grade levels			K-12 educational delivery highly articulated			PK-16 educational delivery highly articulated; dual degree programs				
34	COMMUN-ITY	Community uses seen as detrimental to student safety		Evening/weekend community use of limited spaces			Community use of limited spaces						Community users during school day embraced as learning opportunity for students				
		ELEMENTARY		**ELEMENTARY**			**ELEMENTARY**			**ELEMENTARY**			**ELEMENTARY**				
35	TECHNOL-OGY	No computer use		Computer keyboarding			Students regularly make electronic presentations			Students show teachers use of technology			Regularly virtual learning				
36	GROUPING	Students grouped by age/year level		Students grouped by age/year level; regrouped for RTIs						Age/year groupings, RTIs; teachers loop with students			Multi grade instruction for developmental reasons				
37	EXPLRA-TORY	No/few exploratory programs		Phys Ed, Music are exploratory			Art added as exploratory			Science added as exploratory program			All courses are exploratory				
		MIDDLE YEARS		**MIDDLE YEARS**			**MIDDLE YEARS**			**MIDDLE YEARS**			**MIDDLE YEARS**				
38	TRACKING	Students are ability tracked		Students ability tracked w/ G+T			Students ability tracked w/G+T + learng ctrs			Students heterogeneously grouped			All students on personal learning plans				
39	SCHOOL CONCEPT	Junior High format even though may be called "Middle School"		Middle School without consistent Houses			School subdivided into houses sized for creating relationships						Perhaps K-8 for developmental + family reasons				
		HIGH SCHOOL		**HIGH SCHOOL**			**HIGH SCHOOL**			**HIGH SCHOOL**			**HIGH SCHOOL**				
40	TRACKING	Students are ability tracked		Students ability tracked w/ G+T			Students ability tracked w/G+T + learng ctrs			Students heterogeneously grouped			All students on personal learning plans				
41	SCHOOL ORGANIZATN	Departmental organizational structure + facility plan		Departmental w/ special program (Senior Project)			Mixed school organization: i.e. departmental w/9th grade house						Small learning communities: virtual departments to maintain curriculum standards				
42	ELECTIVES	Limited or no elective courses		Goal: wide range of unrelated electives									Thematic learning; career clusters; magnet schools				
43	INTERDISC-IPLINARY	Content areas are not intentionally linked		Occasional teacher driven interdisciplinary links			Core content areas linked: Science-Math, English-Soc Studies						Core content areas and exploratory areas linked				
44	APPLIED LEARNING	No applied learning in school		Tech Ed, Vocational, Career-Tech present but unrelated to core academics						Academics related to Career-Tech programs			Academics imbedded in Career-Tech				
45	CLASS SIZE	Class size based on equity; teaching alone; available # students		Variety in class sized based also on exclusiveness of subject area						Variety in class size based on team teaching			Variety in class sizes based on project teams				
46	TIME TABLE	45 to 60 minute class period		Block schedule, 90 minute class periods						Mega-blocks within schedule			No uniform schedule; determined by teachers (students)				
												EDUCATIONAL DELIVERY AVERAGE OVERALL SCORE					

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		INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW			INCLUDES PRACTICES BELOW				
		FACILITIES	N	F	FACILITIES	N	F	FACILITIES	N	F	FACILITIES	N	F	FACILITIES	N	F		
		ALL GRADES			ALL GRADES			ALL GRADES			ALL GRADES			ALL GRADES				
		OVERALL PLANNING			OVERALL PLANNING			OVERALL PLANNING			OVERALL PLANNING			OVERALL PLANNING				
1	SIZE/ CAPACITY	Circumstantial overall building size/capacity			School size set for administrative/operational efficiency; no small schools within			Efficient school size/capacity, non-autonomous schools within school			Efficient school size/capacity, semi-autonomous schools within school			Intentional building size/capacity to foster relationships; autonomous small schools/teacher teams within				
2	FUTURE PROOF	Spaces/furniture inappropriate for current educational methods: wrong sizes, locations, services, equipment			Spaces/furniture rigid: conceived to serve one concept of current educational models			Spaces/furniture allow several current educational deliveries with difficulty			Spaces/furniture allow several current educational deliveries with ease			Spaces/furniture flexible/agile to anticipate future educational trends				
3	COLLABOR-ATION	Facility makes it almost impossible for teachers to collaborate			Facility supports occasional/non-synchronous teacher collaboration			Facility supports regular/non-synchronous teacher collaboration			Facility supports regular/synchronous teacher collaboration			Facility supports teacher collaboration + control of schedule + space				
4	VISIBLE LEARNING	No attempt to make learning visible			Bulletin boards in corridors			Bulletin boards, display cases for academics			Bulletin boards, display cases, windows to classrooms, video monitors			Learning highly visible through transparency, display, activities				
5	FLEXIBIL- ITY	Spaces rigid in design; no flexibility			Flexibility only in some folding partitions; never used			Flexibility in folding partitions; often used			Many spaces are flexible for multiple uses			Spaces flexible w/ minimal effort; agile for reuse w/o physical change				
6	SOCIAL SETTING	Circulation conceived in minimal terms of moving people: Corridors + lobbies only			Functional circulation with notable public expression at Lobbies			Circulation centers on social gathering space(s) as focus of school			Central gathering space(s) + "hang out" spaces			Central social gathering space(s), "hang out" spaces + student centric social/work spaces				
7	EXPRES- SION	No intentional building expression			School colors are primary school signature			Special effort made at Main Entry; school colors prevail			School signature expressed in occasional places			School signature widely expressed throughout building				
8	SCHOOL ORGANI-ZATION	Plan based on single idea traditional of school organization: departmental, grade level, etc			Traditional planning but allows mixed grade levels			Flexible/agile school plan allows several school organizations; 9th grade house						Relationship-based plan to best support Column 5 educational delivery				
9	INTERDISC-IPLINARY	Building plan: highly separate, unrelated functional areas; does not facilitate public access to community uses			Building plan: highly separate, unrelated functional areas; zoned for public access to community spaces			Building plan strategically relates functional areas; zoned for public access to community spaces			Building plan links different program areas to facilitate interdisciplinary learning within core; zoned public uses			Building plan links program areas for interdisciplinary learning among core + specials; zoned public uses				
10	MOVEMENT	Student movement expected to be across entire building; hall passes			Student movement controlled by teachers; hall passes			Building guides student movement within non-autonomous subzones			Building guides student movement within intentional focused subzones			Small school or movement only within relationship zones; hall passes are passe				
11	AUTONOMY	Self-contained school but missing some functional spaces			Self contained school with all appropriate functions			Intended as self-contained but relies occasionally on nearby institutions for program use						Intentionally not self-contained: relies heavily on neighboring institutions				
12	COMMUNITY	No spaces for community use			Gym, Café, Auditorium occasional community use			Community access well planned + zoned			Community uses co-habitate building: Elderly Center, Clinic, Public Lib			Public + private community spaces used regularly by students				
13	MIXED USE	Single use school building			School shares site with other public uses: Library, Recreation			School shares site with business/residential			School shares site synergistically with business/residential			School planned to partly convert to other uses when enrollments drop				
14	LEADERSHIP	Admin + Guid central but hard to find			Central Admin + Guid at front door			Central Admin; distributed Guidance spaces						Distributed Guid + Admin				
15	PARENTS/ VOLUNTRS	No spaces oriented to parents			Parents access Library or Admin			Parent Room			Volunteer Room			Parent Room + Volunteer Room				

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		SPECIFIC SPACES	SPECIFIC SPACES	SPECIFIC SPACES	SPECIFIC SPACES	SPECIFIC SPACES	
16	TRANSPAR-ENCY	No windows to corridors	View panels at doors	Windows to Commons spaces, other Classrooms allow teachers to observe students working separately/independently		Abundant windows connecting all spaces, including Teacher + Admin	
17	GROUPING	Building conceived as unrelated Classrooms along Corridors	Classrooms related to others of similar use	Separate Classrooms arranged with others of different use to support interdisciplinary, multi age/grade learning		Building conceived as suites of flexible learning spaces	
18	SMALL GROUPS	No small learning spaces	Few small group learning spaces irregularly located			Variety of small learning spaces closely related to core spaces + Med Ctr	
19	ARTS	No Visual/Perf Arts spaces	Inadequate Visual/Perf Arts spaces	Spaces adequate, related to other "specials" but not related to core spaces		Adequate arts spaces located to integrate w/ core learning	
20	SPECIAL ED	Separate Spl Ed spaces	Spl Ed in ad hoc spaces converted from other uses, too big/too small	Spl Ed "pull out" model; Resource Rooms + Self Contained		Inclusion model; minimal exclusive Spl Ed spaces	
21	PE/ ATHLETICS	Inadequate space for Phys Ed	Gym for Phys Ed/Intramurals/Athletics	Multipurpose Gym designed with good acoustics for assembly use		Gym/Pe/Atlhetics facilities used by community	
22	TECH ED	No Tech Ed or "hands on" applied learning spaces	Tech Ed spaces, unrelated to core spaces		Tech Ed spaces easy access from core spaces	Tech Ed spaces integrated with core curriculum + spaces	
23	WET LABS	Highly specific labs: Science Labs designed for different sub sciences	Multi-purpose Science Labs; other disciplines separate			Labs are all flexible Wet Labs: Science=Art=Home/Fam=Tech Ed	
24	CLASS-ROOM SIZES	Irregular Classroom sizes seen as inequitable	Uniform Classroom size: equitable		Classroom sizes vary to match size of student groups	Variety of learning spaces supporting teachers collaborating with varied groups	
25	DRY LABS	Insufficient Computer Labs	Sufficient Computer Labs	Computer/Dry Labs flexible for future conversion to other uses		Laptop computers; no Labs needed	
26	MEDIA CTR	Media Ctr contains print media only	Media Ctr contains print + electronic media	Media Ctr demand reduced by classrooms contain electronic media	Media Ctr rethought as collaborative work/meeting/information place	Media Ctr partly virtual, distributed in several locations	
27	ASSEMBLY	Assembly needs not served by facilities	Assembly needs served poorly: in Gym or Café; no Stage	Cafetorium with adequate Stage	Auditorium sized for occasional peak use	Auditorium stage sized for teaching & learning, seating as few as possible	
28	TEACHER PLANNING	No common teacher spaces except Lounge or Dining	Conf Rooms for teacher use	Teacher "hotels" + Conf Rms for common planning time		Teacher Planning Ctrs with Conf + Food	
29	CONNEC-TIONS	Self contained classrooms with no connecting doors/walls	Folding walls between few classrooms, always closed	Doors/barn doors between classrooms	Variety of doors, folding walls, windows to adjacent spaces allow flexibility	Suites of flexible spaces for varied uses	

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		INCLUDES PRACTICES BELOW		INCLUDES PRACTICES BELOW		INCLUDES PRACTICES BELOW		INCLUDES PRACTICES BELOW		INCLUDES PRACTICES BELOW			
		FOOD SERVICE		**FOOD SERVICE**		**FOOD SERVICE**		**FOOD SERVICE**		**FOOD SERVICE**			
30	FOOD CHOICES + PREP	Menu includes no fresh food, one menu choice each day		Menu includes no fresh food, multiple menu options offered, breakfast & after school meals offered		Menu includes fresh, locally grown food, multiple menu options, breakfast + after school meals offered		Menu includes fresh, locally grown food, multiple menu options prepared by staff and learners, breakfast + after school meals offered		Menu includes fresh, locally grown food, multiple menu options. Grown and prepared by staff and learners, breakfast + after school meals offered			
		SUSTAINABLE DESIGN		**SUSTAINABLE DESIGN**		**SUSTAINABLE DESIGN**		**SUSTAINABLE DESIGN**		**SUSTAINABLE DESIGN**			
31	ENVIRON IMPACT	No sustainable design focus		Building design focused on energy savings		Building design incorporates energy savings, day lighting and low impact building materials		Building design minimizes impact on environment, integrates design, construction and operation of building into curriculum		Building seeks carbon neutral impact, integrates design, construction and operation of building into curriculum			
		FURN + EQUIP		**FURN + EQUIP**		**FURN + EQUIP**		**FURN + EQUIP**		**FURN + EQUIP**			
32	TECH INTE-GRATION	Virtually no technology; no phones in classrooms		Basic, non-integrated technology; intercom; no classroom phones		Partial integrated technology; classroom phones		Integrated tech. including interactive bds, doc proj; controls for all to use		Integrated technology; students use PDAs, cell phones, notebooks, Kindles			
33	STUDENT FURNITURE	Single purpose connected desk/seats designed for lectures		Desks w/ movable seats, not groupable		Flexible desks + chairs, groupable		Flexible adjustable height ergonomic desks, chairs, bean bags		Students work in personal workspaces			
34	CABINETRY	Little or no cabinets/shelving in teaching spaces		Basic fixed cabinetry; not enough to serve needs		Fixed cabinetry sufficient for basic needs		Fixed cabinetry meets all storage needs		Flexible, adjustable cabinetry on wheels; groupable to change space			
35	COMPUTER RATIO	10:1 student: computer ratio		6:1 student: computer ratio		4:1 student: computer ratio; selective use of laptops		2:1 student: computer ratio; laptops on carts		1:1 student: computer ratio; laptops, PDAs, tablets for all			
										FACILITIES AVERAGE OVERALL SCORE			