SCHOOL TRANSFORMATION + DEVELOPMENT MAP 3.1.6

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Average point value for multi-column issues

		MAINTAINING TRADITION 1	INITIATING CHANGE 2	PROGRESSIVE 3	TRANSFORMING 4	TRANSFORMED 5	SCORING NOW	SCORING FUTURE
		INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW	INCLUDES PRACTICES BELOW		
		EDUCATIONAL DELIVERY	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**		
		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	EXHIBIT-IONS	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	OWNER-SHIP	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	AWARE-NESS	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		
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 Sk		Objectives: inquiry based, social skills, project learning, critical thinking		

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		EDUCATIONAL DELIVERY	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**		
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**		
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**		
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**		
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**		
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		
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**		

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		EDUCATIONAL DELIVERY	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**		
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 ORG	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		Mega-blocks within schedule	No uniform schedule; determined by teachers (students)		
					EDUCATIONAL DELIVERY TOTAL OVERALL SCORE			
					EDUCATIONAL DELIVERY AVERAGE OVERALL SCORE			
		FACILITIES	**FACILITIES**	**FACILITIES**	**FACILITIES**	**FACILITIES**		
		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 PROOFING	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		

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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	MOVE-MENT	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	AUTON-OMY	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	COMMUN-ITY	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	LEADER-SHIP	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		
		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		

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		EDUCATIONAL DELIVERY	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**	**EDUCATIONAL DELIVERY**		
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		
		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	COMPU-TER 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 TOTAL OVERALL SCORE		
						FACILITIES AVERAGE OVERALL SCORE		