

SCHOOL TRANSFORMATION + DEVELOPMENT MAP 4.1

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		SCHOOL TRANSFORMATION + DEVELOPMENT MAP 4.1									
		MAINTAINING TRADITION 1	INITIATING CHANGE 2	PROGRESSIVE 3	TRANSFORMING 4	TRANSFORMED 5					
		EDUCATIONAL DELIVERY		EDUCATIONAL DELIVERY		EDUCATIONAL DELIVERY		EDUCATIONAL DELIVERY			
		ALL GRADES		ALL GRADES		ALL GRADES		ALL GRADES			
		INSTRUCTION		INSTRUCTION		INSTRUCTION		INSTRUCTION			
								Today	Future		
E1	LEARNING THEME	No focused learning theme/expression	Themes to designate internal sub-schools w/ little impact on instruction		Thematic curricular component w/in school		Choice thematic, magnet school				
E2	EXHIBITIONS	Learner work is rarely actively expressed outside Classroom	Learner work occasionally expressed in Corridors etc	Learners present work in regular exhibitions		Exhibitions feature outside "experts"		Exhibitions recorded for portfolios + resource			
E3	DIFFERENCES	Little or no recognition of learning differences among learners	Multiple intelligences/learning styles recognized		Multiple intelligences + learning styles honored thru differentiated instruction		MI+ learning styles used as a basis of social learning				
E4	PERSONAL LEARNING	"Broadcast" teaching: same to all learners in the classroom	Occasional differentiated instruction		Differentiated instruction as basic approach		Personalized learning plans; learner determined projects				
E5	COOPERATIVE LEARNING	Learners learn alone	Occasional 2 person teams		Occasional larger teams		Learners regularly work in larger teams		Learners learn 75% in teams		
E6	TEACHER TEAMS	Self contained classroom teaching exclusively	Common planning to coordinate curriculum/know learners		Teachers swap classes for sharing instruction		Occasional team teaching		Teachers teach synchronously in coordinated teams		
E7	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				
E8	AWARENESS	Learners know very little about activities in neighboring classrooms	Learners 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				
E9	TECHNOLOGY	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		
E10	DISPLAY	Best learner work is displayed on bulletin boards	All learner work on bulletin boards, but trumped by sports in Lobbies		Each learner's work is presented + critiqued		Building is rich with 2D & 3D display of learner projects				
E11	DELIVERY	Almost exclusive lecturing	Lecturing w/ some discussion		Lecturing + regular group discussion		Lecturing, group discussion, + some problem solving		Project-based learning, discussions, + just-in-time lecturing		
E12	INTEGRATION	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		
E13	LEARNING LOCATION	Learning exclusively in Classrooms, Labs	Learning exclusively in Classrooms with some field trips		Occasional internships/service learning for some learners		Regular internships/service learning are integral to learning				
E14	WHO TEACHES	Teacher does the teaching	Teacher with aides do teaching		Learners also teach in paired groups/study teams		Learners teach each other in project based environment		Learners regularly teach others; outside "experts" for projects		
E15	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	CURRICULUM/ ASSESSMENT	CURRICULUM/ ASSESSMENT	Today	Future	
E16	ASSESSMENTS	Learners poorly informed about standards for tests, papers, worksheets	Learners informed about standards for tests, papers, worksheets		Learners know rubrics for exhibitions, performances, displays + exams		Authentic teaching and learning: teach the "whole" child		Outside "experts" + learners also assess with rubrics		
E17	CURRICULUM FLEXIBILITY	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		
E18	SOCIAL/ EMOTIONAL	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 learners				
E19	CURRICULUM	Teaching objectives determined by items to be tested	Curriculum objectives traditional and/or standards driven		Curriculum mostly standards-based with occasional inquiry + social skills		Objectives: inquiry based, social skills, project learning, critical thinking				

E20	KNOWLEDGE	Curriculum oriented to teachers teaching known answers	Occasional indeterminate answer assignments			Issues that have no single answers; problem solving is the focus		
E21	TEXTBOOKS	"Textbook is the curriculum", few or no connections among subjects/disciplines,	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		
E22	PACE + VEHICLES	District/state determine what all learners learn + what learning vehicles will be	Teacher determines what all learners learn + what learning vehicles will be	Teacher teams determine what learners learn + what learning vehicles will be	Learners have some determination in learning vehicles	Learners determine own personalized learning plan within a rubric		
E23	GRADING	Individual teacher responsible for determining policy + grades	School determines policy; teachers determine learner grades	Grades established by team of teachers at exhibitions		Grades established by teachers, peers, outside experts, & learner self assessment		
E24	FREQUENCY	Occasional testing seen as record keeping	Lag time between testing + feedback	Feedback on tests is quick + formative		Learners receive frequent, immediate feedback on interventions (RTI)		
		LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	LEADERSHIP	Today	Future
E25	DISTRIBUTION	Central Admin + Guidance at front door	Central Guidance but distributed Admin (VP/AP at learning areas)			Admin + Guid at learning areas		
E26	SCHEDULING	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		
		PROF. DEVELOPMENT	PROF. DEVELOPMENT	PROF. DEVELOPMENT	PROF. DEVELOPMENT	PROF. DEVELOPMENT	Today	Future
E27	PROFESSIONAL DEVELOPMENT	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		
E28	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	Today	Future
E29	ADVISORS	Guidance counselors believed sufficient to advise learners	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		
E30	KNOWING	Principal does not know names of all learners	Learners known individually by individual teachers; sharing of knowledge of Learners among teachers is circumstantial	Learner known by teacher team focused on relationship building		Learner known by teacher team focused on relationship building + personalizing learning		
		CONNECTIONS	CONNECTIONS	CONNECTIONS	CONNECTIONS	CONNECTIONS	Today	Future
E31	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		
E32	ARTICULATION	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-Gray educational delivery highly articulated; dual degree programs		
E33	COMMUNITY	Community uses seen as detrimental to learner safety	Evening/weekend community use of limited spaces	Community use of limited spaces		Community users during school day embraced as learning opportunity for learners		
		ELEMENTARY	ELEMENTARY	ELEMENTARY	ELEMENTARY	ELEMENTARY	Today	Future
E34	TECHNOLOGY	No computer use	Computer keyboarding	Learners regularly make electronic presentations	Learners show teachers use of technology	Regularly virtually learning		
E35	GROUPING	Learners grouped by age/year level	Learners grouped by age/year level; regrouped for RTIs		Age/year groupings, RTIs; teachers loop with learners	Multi grade instruction for developmental reasons		
E36	EXPLORATORY	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	Today	Future
E37	TRACKING	Learners are ability tracked	Learners ability tracked w/ G+T	Learners ability tracked w/G+T + learning ctrs	Learners heterogeneously grouped	All learners on personal learning plans		
E38	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		

		FACILITIES						
		ALL GRADES	ALL GRADES	ALL GRADES	ALL GRADES	ALL GRADES	Today	Future
		OVERALL PLANNING	OVERALL PLANNING	OVERALL PLANNING	OVERALL PLANNING	OVERALL PLANNING		
F1	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		
F2	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 concurrent educational deliveries with ease	Spaces/furniture flexible/agile to anticipate future educational trends		
F3	COLLABORATION	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		
F4	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		
F5	FLEXIBILITY	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		
F6	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 + learner centric social/work spaces		
F7	EXPRESSION	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		
F8	SCHOOL ORGANIZATION	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		
F9	INTERDISCIPLINARY	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		
F10	MOVEMENT	Learner movement expected to be across entire building; hall passes	Learner movement controlled by teachers; hall passes	Building guides learner movement within non-autonomous subzones	Building guides learner movement within intentional focused subzones	Small school or movement only within relationship zones; hall passes passe		
F11	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		
F12	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 learners		
F13	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		
F14	LEADERSHIP	Admin + Guid central but hard to find	Central Admin + Guid at front door	Central Admin; distributed Guidance spaces		Distributed Guid + Admin		
F15	PARENTS/ VOLUNTEERS	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	Today	Future
F16	TRANSPARENCY	No windows to corridors	View panels at doors	Windows to Commons spaces, other Classrooms allow teachers to observe learners working separately/independently		Abundant windows connecting all spaces, including Teacher + Admin		
F17	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		
F18	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		

