

Instructional Design Implementation Rubric of Change

Definition of Levels	
Level 1 - Inquiry	A school in the inquiry phase believes that teaming, inclusionary practices and cultural shifts need to occur. They believe that “we” as a whole need to make the change, but steps have not been taken to change discussion, behavior, and actions. A school at this level is still inquiring about the process and is not working toward an Instructional Design structure for the students. Pull out is prevalent and teams are non-existent. A majority of the Instructional Design criteria from the Guiding Principles are missing.
Level 2 - Initiation	A school in the initiation phase is in the beginning process of changing the structure for the school towards an inclusive environment. The school as a whole understands the need and has begun active participation in the change process. Students are beginning to be clustered, dialogue and discussion among staff about values and beliefs underlying Instructional Design are in process, and some teaming is occurring. Staff at this level made a commitment to moving forward and are beginning to shift from the intellectual conversation to new practices. Schools at this level are still missing many of the Instructional Design criteria from the Guiding Principles.
Level 3 - Implementation	A school in the implementation phase commits to concepts of inclusive practices and the Instructional Design. Staff are implementing some Instructional Teams of general educators and specialists (Title I, ESL, Special Ed). Fostering effective practices among the teams is in place. Staff continue to seek ongoing assistance, and pressure and support are evident in the initiative. Schools within this phase see the Instructional Design structure as an expectation and shared responsibility among staff in the building. Teaching is shifting from the personal lens of the teacher to the cultural lens of the children. Implementing the Guiding Principles is a priority and the instructional design remains fluid and flexible as needs and number of students change.
Level 4 - Institutionalization	A school in this phase has established effective teams, the schedule reflects shared planning time, and inclusion is an embedded practice. The staff made the shift from intellectual conversation about race to the changed practice. Collaboration is evident, and there is a high priority on staff for continuous learning and improvement. Instructional Design has become “the way we do our work here,” and the Guiding Principles are embedded in all aspects of the day and calendar year. Implementing the Guiding Principles is a priority and the instructional design remains fluid and flexible as needs and number of students change.

Levels adapted from Michael Fullan’s Stages of Change (1982)
Source: Madison Metropolitan School District. November 2006

I want to Know More about... (check all that apply)	Professional Growth Options (check all that apply)						
	Workshop In	Workshop Out	Observe/ Mentor	Peer Collaborator	Study Group	Video of a Strategy	Other
1. Read to							
2. Write to							
3. Making Words / Word Wall							
4. Six Traits							
5. Exploring Prior Knowledge							
6. Guided Reading							
7. Comprehension Strategies							
8. Vocabulary Strategies							
9. Spelling Techniques							
10. Interactive Writing							
11. Decoding Strategies							
12. Literature Circles							
13. Content Area Reading Strategies							
14. Content Area Writing Strategies							
15. Independent Reading							
16. Other Draft Books							

Source: Dr. Susan Abplanalp
Madison Metropolitan School District

I want to Share Expertise in these.... (check all that apply)	Ways I would be Willing to Share (check all that apply)					
	Workshop	Observe/ Mentor	Peer Collaborator	Study Group	Video of a Strategy	Other
1. Read to						
2. Write to						
3. Making Words / Word Wall						
4. Six Traits						
5. Exploring Prior Knowledge						
6. Guided Reading						
7. Comprehension Strategies						
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Source: Dr. Susan Abplanalp
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Supporting Adolescent Literacy

Change the Structures to Support Students

- Flexible grouping for instruction using assessment tools
- Teaming for collaboration and shared responsibility
- Consistent walkthroughs to gather evidence of performance and implementation
- Collaborative review of student work on a regular basis
- Prioritize literacy schoolwide and support for instructional consistency

Create a Literacy-Rich Schoolwide Focus for Adolescents

- Provide systemic coaching support for leadership teams—“We CAN do this!”
- Increase precision/intentional teaching (*Breakthrough*—Fullan, Hill, & Crevola, 2006)
- Precision and intentionality require an understanding of formative assessment, consistent instructional routines, and an understanding of the role of dialogue and language in learning
- Schoolwide focus is one of the most important actions a middle or high school can take to improve achievement (Langer, 2001; Reeves, 2000)
- Focus on literacy schoolwide leads to long term improvement in climate, achievement (Fisher, Frey, & Williams, 2002)

Key Components—Adolescent Literacy Support Framework

- Address student motivation to read and write and connect to students’ lives
- Implement research-based literacy strategies for teaching and learning consistently across a school
- Integrate reading and writing across the curriculum
- Ensure support, sustainability, and focus through organizational structures and leadership capacity

Source: Jo Seidel

www.smartlearningcommunity.net

Team Self Assessment

See *The Handbook for SMART School Teams*, chapter 1, for a full description of each characteristic and how to address barriers.

Team Characteristic	Current Situation <i>1= not at all, 5 = absolutely!</i>
PEOPLE	
We have skilled, talented and committed people on our team.	1 2 3 4 5
We share a common set of values and goals	1 2 3 4 5
We share a common vision	1 2 3 4 5
We have the full complement of skills we need to get the job done	1 2 3 4 5
We have the skills we need to get the job done	1 2 3 4 5
We are structured in a way that capitalizes on our strengths, interests, talents etc.	1 2 3 4 5
We are enjoying the experience – most of the time	1 2 3 4 5
We have a variety of styles (learning, leadership, and communication)	1 2 3 4 5
We value diversity and make the best use of the fact that we are different	1 2 3 4 5
TASK	
We know what has to get done	1 2 3 4 5
We know the priorities	1 2 3 4 5
We know who's supposed to do what	1 2 3 4 5
We have specific time frames	1 2 3 4 5
We agree on what constitutes completeness, depth, scope, quality	1 2 3 4 5

Team Characteristic	Current Situation <i>1= not at all, 5 = absolutely!</i>
PROCESS: We have defined processes and shared definitions and expectations for...	
Sustaining our shared vision	1 2 3 4 5
Collaborating	1 2 3 4 5
Communicating effectively	1 2 3 4 5
Solving problems	1 2 3 4 5
Making decisions	1 2 3 4 5
Setting goals	1 2 3 4 5
Focusing on results	1 2 3 4 5
Monitoring our progress / success and adjusting as we go	1 2 3 4 5
We adhere to these processes	1 2 3 4 5

What insights have you gained about your team, based on this assessment?

- Where are you strongest as a team? People? Process? Task?

- Where do you feel most comfortable as a leader? People? Process? Task?

Identify 1-2 barriers to effective collaboration that you can do something about.

