

SCHOOL REFORM - CHOICES FOR CHANGE (IDC 05/31/2001)

DOMAIN	OPTION 1	OPTION 2	OPTION3	OPTION 4
COMMUNITY	Sees school as the place where learning occurs	Is aware of the shared responsibility for learning	Occasionally visits schools offering help and expertise	Provides community-based learning activities
PARENTS	Have an "arms-length" involvement in pedagogy	Regularly informed about pedagogical direction	Regularly consulted on pedagogical decisions	Actively engaged in pedagogical decisions
LEADERSHIP	Principal makes decisions and occasionally consults	Decisions are reached by vote and/or consensus	Leadership is occasionally shared in various areas	Teachers and community take ownership for change
SCHOOL VISION	Goals are established without vision-making	Vision-making has some impact on setting goals	Shared vision is used in establishing many goals	A shared vision drives all activities in the school
TEAM BUILDING	Teachers work individually most of the time	Teachers work in teams but not within classroom	Teachers work effectively in small team settings	Everyone is part of a team; sharing planning & tasks
PROFESSIONAL DEVELOPMENT	Expertise for PD comes from outside the school	Some use of in-house expertise in PD	In-house expertise is used regularly for PD	Internal expertise with help of a "critical friend"
TIME MANAGEMENT	No time for teamwork is built into workloads	Funding grants are used to create team time	Most team time is built into workloads	Team manages their own time and workloads
CYCLE ORGANIZATION	Teachers teach students by single grade levels	Teaching in teams with various groupings	One teacher stays with a group for two years	Cycle team manages all students in that cycle
PEDAGOGY	Learning is organized in individual disciplines	Learning is integrated across disciplines	Learning is sometimes organized across fields	Learning is continuously integrated across pgrms.
EVALUATION	End-of-grade tests defined by disciplines	End-of-cycle evaluation across disciplines	Variety of instruments integrating programs	Portfolios integrating multiple competencies
TECHNOLOGY	Taught as a set of skills to be mastered	Occasionally built into learning activities	Regularly integrated into learning situations	Used as a continuous resource within class