

IDAHO TRANSFORMATION TOOLKIT CHECKLIST

TEACHERS AND LEADERS					
Replace the Principal		APPROVED <input type="checkbox"/> YES <input type="checkbox"/> NO			
Strand C: <i>Selecting a Principal and Recruiting Teachers</i>		Assess	Goal/Objective	Action Plan/Task	Budget
C1	Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader (890)				
<i>If replacing principal then:</i>					
C2	Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm (891)				
C3	Screen candidates (892)				
C4	Prepare to interview candidates (893)				
C5	Interview candidates (894)				
C6	Select and hire principal (895)				
C7	Establish a pipeline of potential turnaround leaders (896)				
Turnaround Leadership and Competencies		APPROVED <input type="checkbox"/> YES <input type="checkbox"/> NO			
Strand G: <i>Leading Change (Especially for Principals)</i>		Assess	Goal/Objective	Action Plan/Task	Budget
G1	Become a change leader (919)				
G2	Communicate the message of change (920)				
G3	Collect and act on data (921)				
G4	Seek quick wins (922)				
G5	Provide optimum conditions for school turnaround team (923)				
G6	Persist and persevere, but discontinue failing strategies (924)				
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.		APPROVED <input type="checkbox"/> YES <input type="checkbox"/> NO			
Strand H: <i>Evaluating, Rewarding, and Removing Staff</i>		Assess	Goal/Objective	Action Plan/Task	Budget
C8	Recruit teachers to support the transformation (897)				

Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
<i>Strand H:</i>	<i>Evaluating, Rewarding, and Removing Staff</i>	Assess	Goal/Objective	Action Plan/Task	Budget
H1	Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff (925)				
H2	Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools (926)				
H3	Include evaluation of student outcomes in teacher evaluation (927)				
H4	Make the evaluation process transparent (928)				
H5	Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures (929)				
H6	Document the evaluation process (931)				
H7	Provide timely, clear, constructive feedback to teachers (932)				
H8	Link the evaluation process with the district's collective and individualized professional development programs (933)				
H9	Assess the evaluation process periodically to gauge its quality and utility (934)				

Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school).					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
Strand H:	<i>Evaluating, Rewarding, and Removing Staff</i>	Assess	Goal/Objective	Action Plan/Task	Budget
H10	Create a system for making awards that is transparent and fair (935)				
H11	Work with teachers and teachers' union at each stage of development and implementation (936)				
H12	Implement a communication plan for building stakeholder support (937)				
H13	Secure sufficient funding for long-term program sustainability (938)				
H14	Provide performance-based incentives using valid data on whether performance indicators have been met (939)				
H15	Use non-monetary incentives for performance (940)				

Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
Strand H:	<i>Evaluating, Rewarding, and Removing Staff</i>	Assess	Goal/Objective	Action Plan/Task	Budget
<i>b- Rewarding Staff</i>					
H10	Create a system for making awards that is transparent and fair (935)				
H11	Work with teachers and teachers' union at each stage of development and implementation (936)				
H12	Implement a communication plan for building stakeholder support (937)				
H13	Secure sufficient funding for long-term program sustainability (938)				
H14	Provide performance-based incentives using valid data on whether performance indicators have been met (939)				
H15	Use non-monetary incentives for performance (940)				

c - Removing Staff		Assess	Goal/Objective	Action Plan/Task	Budget
H16	Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems) (941)				
H17	Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning (942)				
H18	Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals (943)				
H19	Negotiate expedited processes for performance-based dismissals in transformation schools (944)				
H20	Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals (945)				
H21	Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers (946)				
H22	Facilitate swift exits to minimize further damage caused by underperforming employees (947)				

INSTRUCTIONAL and SUPPORT STRATEGIES

Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
<i>Strand K: Reforming Instruction</i>		Assess	Goal/Objective	Action Plan/Task	Budget
K1	Establish a team structure among teachers with specific duties and time for instructional planning (970)				
K2	Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction (971)				
K4	Ensure that teachers align instruction with standards and benchmarks (974)				
K8	Prepare standards-aligned lessons and differentiated activities (978)				
K9	Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework (979)				
K11	Employ effective classroom management (981)				

Ensure continuous use of data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
<i>Strand K: Reforming Instruction</i>		Assess	Goal/Objective	Action Plan/Task	Budget
K5	Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments (975)				
K6	Differentiate and align learning activities (976)				
K7	Assess student learning frequently using standards-based classroom assessments (977)				

INSTRUCTIONAL and SUPPORT STRATEGIES

Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
<i>Strand K: Reforming Instruction</i>		Assess	Goal/Objective	Action Plan/Task	Budget
K3	Align professional development with classroom observations and teacher evaluation criteria (972)				
<i>Strand I: Providing Rigorous Staff Development</i>		Assess	Goal/Objective	Action Plan/Task	Budget
I1	Provide professional development that is appropriate for individual teachers with different experience and expertise (948)				
I2	Offer an induction program to support new teachers in their first years of teaching (950)				
I3	Align professional development with identified needs based on staff evaluation and student performance (951)				
I4	Provide all staff high quality, ongoing, job-embedded, and differentiated professional development (952)				
I5	Structure professional development to provide adequate time for collaboration and active learning (953)				
I6	Provide sustained and embedded professional development related to implementation of new programs and strategies (955)				
I7	Set goals for professional development and monitor the extent to which it has changed practice (957)				
I8	Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice (958)				
I9	Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers (959)				
I10	Create a professional learning community that fosters a school culture of continuous learning (960)				
I11	Promote a school culture in which professional collaboration is valued and emphasized (961)				

LEARNING TIME and SUPPORT

Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.					
		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>
<i>Strand J: Increasing Learning Time</i>		Assess	Goal/Objective	Action Plan/Task	Budget
J1	Become familiar with research and best practices associated with efforts to increase learning time (962)				
J2	Assess areas of need, select programs/strategies to be implemented and identify potential community partners (963)				
J4	Allocate funds to support extended learning time, including innovative partnerships (965)				
J7	Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development (968)				
J8	Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications (969)				

Provide ongoing mechanisms for family and community engagement.		APPROVED		<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Strand D: Working with Stakeholders for Transformation		Assess	Goal/Objective	Action Plan/Task	Budget		
D1	Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation (898)						
D3	Engage parents and community (901)						
Strand K: Reforming Instruction		Assess	Goal/Objective	Action Plan/Task	Budget		
K10	Demonstrate sound homework practices and communication with parents (980)						
Strand K: Reforming Instruction		Assess	Goal/Objective	Action Plan/Task	Budget		
J3	Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication (964)						
J5	Assist school leaders in networking with potential partners and in developing partnerships (966)						
J6	Create and sustain partnerships to support extended learning (967)						

GOVERNANCE

Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.

		APPROVED			
		<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
<i>Strand B: Moving Toward School Autonomy</i>		Assess	Goal/Objective	Action Plan/Task	Budget
B1	Examine current state and district policies and structures related to central control and make modifications to fully support				
B2	Reorient district culture toward shared responsibility and accountability (885)				
B3	Establish performance objectives for the school (886)				
B4	Align resource allocation (money, time, human resources) with the school's instructional priorities (887)				
B5	Consider establishing a turnaround office or zone (to also include transformations and other models) (888)				
B6	Negotiate union waivers if needed (889)				

GOVERNANCE

Ensure school receives intensive ongoing technical support from district, state, or external partners.		APPROVED	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Strand A:	<i>Establishing and Orienting District Team</i>	Assess	Goal/Objective	Action Plan/Task	Budget	
A1	Appoint a district transformation Team					
A2	Assess team and district capacity to support transformation (880)					
A3	Provide team members with information on what districts can do to promote rapid improvement (882)					
A4	Designate an internal lead partner for each transformation school (883)					
Strand F:	<i>Establishing and Orienting School Team</i>	Assess	Goal/Objective	Action Plan/Task	Budget	
F1	Appoint a school transformation Team (917)					
F2	Provide team members with information on what the school can do to promote rapid improvement (918)					
Strand E:	<i>Contracting with External Partners</i>	Assess	Goal/Objective	Action Plan/Task	Budget	
E1	Identify potential providers (906)					
E2	Write and issue request for proposals (910)					
E3	Develop transparent selection criteria (911)					
E4	Review proposals, conduct due diligence, and select provider(s) (912)					
E5	Negotiate contract with provider, including goals, benchmarks, and plan to manage assets (913)					
E6	Initiate ongoing cycle of continuous progress monitoring and adjustment (914)					
E7	Prepare to proactively deal with problems and drop strategies that do not work (915)					
E8	Plan for evaluation and clarify who is accountable for collecting data (916)					