



Building Bright Futures Through High School Redesign.

Best Practice Continua Personalization & Culture Change



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Personalization A. Structure

The following chart captures the EDUCATIONAL best practices (the “WHAT”) that characterize three levels of school personalization, i.e., Traditional, Transitional, and Transformational.

The colors indicate the level of effort required to make the change from one level to the next:
Green = Relatively Easy; Yellow = Moderately Difficult; Red = Very Difficult.

Level of difficulty is a function of both effort and anticipated resistance to change. As can be seen, the attainment of the fully personalized environment depicted in the Transformational Column is very difficult, and while aspired to, is met by very few schools. ***It requires a high level of sophistication in culture change/change leadership skills to reach the Transformational level.***

	TRADITIONAL (industrial model)	➤	TRANSITIONAL (teacher-centered model)	➤	TRANSFORMATIONAL (student-centered model)
1. Equity	7-9 Periods	Yellow	Open Access to AP, IB, etc.	Red	De-tracking/Honors Challenge
2. Schedule	7-9 Periods	Red	Block	Red	Flexible Scheduling & Grouping
3. Learning Locus	Classroom	Yellow	School	Red	Anywhere/Anyplace
4. Time frame	8am - 2pm	Green	Before School/8-2/After School	Red	Anytime
5. Governance	Student Council	Yellow	Rep Democratic Structure	Red	Student Led Site Council
6. Student Support	Guidance	Red	Teachers & Guidance	Yellow	Advisories/Teachers/Guidance

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Personalization

B. Ownership for Learning & Development

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	TRADITIONAL (industrial model)	➤	TRANSITIONAL (teacher-centered model)	➤	TRANSFORMATIONAL (student-centered model)
1. Philosophy	My Kids/My Classroom	Yellow	Our Kids/Our School	Red	Whole Child/Our Community
2. Student	Passive Recipient/ Complaint	Red	Engaged	Yellow	Passion & Self-Direction
3. Classroom Climate	Teacher Control	Yellow	Some Shared Ownership	Red	Positive & Student Led Managed
4. Personalization	Parent-Teacher Conference	Yellow	Student Led Conference	Yellow	Student Exhibitions
5. Accountability	Student	Red	Teacher	Yellow	Learning Team
6. Professional Culture	Faculty Meetings	Yellow	Professional Learning Community	Red	Critical Friends Group
7. Develop Vehicle	Recertification Hours - 3 Years	Yellow	Common Planning Time/ Group Learning	Red	Collaborative Inquiry
8. Parents	Passive/Not Engaged	Yellow	Attend Events	Red	Proactive & Full Partner
9. Community	Compliance	Yellow	Cooperation & Provide Resources	Red	Collaboration & Full Partner

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Personalization C. Pedagogy

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	TRADITIONAL (industrial model)	➤	TRANSITIONAL (teacher-centered model)	➤	TRANSFORMATIONAL (student-centered model)
1. Teacher Goal	Pass My Specific Course	Green	Meet All Course Requirements	Red	Post-Secondary Readiness/Success
2. View of Student	Deficit Model	Green	RTI	Red	Assets Model-Learner Profiles
3. Personalization	Group Instruction	Green	Differentiation	Red	Student Choice/PPP
4. Content Vehicle	Text-Driven Instruction	Yellow	Competency & Percentage-Based Instruction	Red	Demonstration of Mastery
5. Individualization	One Size/Speed Fits All	Yellow	Limited Differentiation	Red	Each Student Own Focus & Pace
6. Feedback	Provided by Teacher	Red	Student Reflection & Peer Input	Red	Full Discussion of Learning
7. Driver	Teacher/Content	Red	Inquiry/Essential Questions	Red	Performance Based Assessment
8. Teacher Role	Instructor	Red	Instructor/Advisor	Yellow	Facilitator/Advisor/Coach
9. Data Use	Not Collected or Ignored	Green	Spotty/Isolated Use for Instruction	Red	Full Use - Integrated & Systemic
10. Technology	None or Crutch	Green	Limited Tools	Yellow	Full Suite/Enabler of Learning

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Personalization D. Assessment

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	TRADITIONAL (industrial model)	➤	TRANSITIONAL (teacher-centered model)	➤	TRANSFORMATIONAL (student-centered model)
1. Purpose	To Categorize/ Slot Students	Green	To Identify Deficits	Yellow	To Facilitate Learning
2. Framework	Assessment of Learning	Green	Assessment for Learning	Yellow	Assessment for Learning
3. Type of Assessment	High Stakes Tests	Yellow	Structured Performance Assessment	Red	Assessment as Learning
4. Reporting	Letter Grades/GPA	Red	Standards Based Description	Red	Proficiency Description
5. Graduation Requirments	Seat Time	Red	Limited Performance Options	Red	Multiple Pathways

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Culture Change E. Leadership

The following chart captures the CULTURE CHANGE/CHANGE LEADERSHIP best practices (the “HOW”) that characterize three levels of school personalization, i.e., Traditional, Transitional, and Transformational.

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	TRADITIONAL (early 20th century model)	➤	TRANSITIONAL (late 20th century model)	➤	TRANSFORMATIONAL (21st century model)
1. Vision	Non-Existent/Fragmented	Yellow	Some on Same Page	Red	Common & Compelling Vision
2. Emphasis	Activity	Yellow	Best Practices Implementation	Yellow	Student Results
3. Administrators	Focus on Management	Red	Focus on Leadership	Red	Positive Influence/Servant Leadership
4. Administrators	Isolated/Task Focused	Red	Focus on Learning & PD	Red	Model & Facilitate Accountability
5. Leadership Style	Authoritarian or Friend	Yellow	Authoritative & Participation	Red	Coach/Politician/Participative
6. Capacity Building	Classroom Practice Development Only	Yellow	Leadership Development	Red	Leadership & Infrastructure Development
7. Control	Top Down	Red	Some Sharing	Red	Fully Collaborative + Students
8. Students	Student Groups/ Teams Only	Yellow	Some Inclusion & Training	Red	Leadership Role on Most Teams
9. Union	Antagonist	Red	Limktd Cooperation	Red	Full Partner in Learning Process

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Culture Change

F. Culture Change/Change Leadership

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	TRADITIONAL (early 20th century model)	TRANSITIONAL (late 20th century model)	TRANSFORMATIONAL (21st century model)
1. Leadership	Unschooling in Culture Change	Limited Familiarity with Change Procedure	Employ Performance & Change Models
2. Communication	Fragmented or Wrong Focus	Some Processes in Place	Fully Integrated Processes
3. Buy-in	Little Focus	Some Attention Paid - Reactive	Proactive Sophistication Influence Plans
4. Teams	Loosely Structured	Disciplined Structure & Meetings	Chartered Engines of Change
5. Role Clarity	Limited & Haphazard	Some Role/Job Definition	Fully Defined/Vetted Jobs/Roles
6. Psych Contract	Matches Original Role Experience	Limited Role Flexibility Accepted	Change as a Way of Life
7. Decision Making	Fire Fighting	Some Structure	Planful & Integrated & Timely
8. Performance/Talent Management	Not Employed	Some Role Definition & Strategy	Fully Integrated Processes
9. Policy Support	Not Addressed	Some Support	Fully Aligned with Personal Strategies