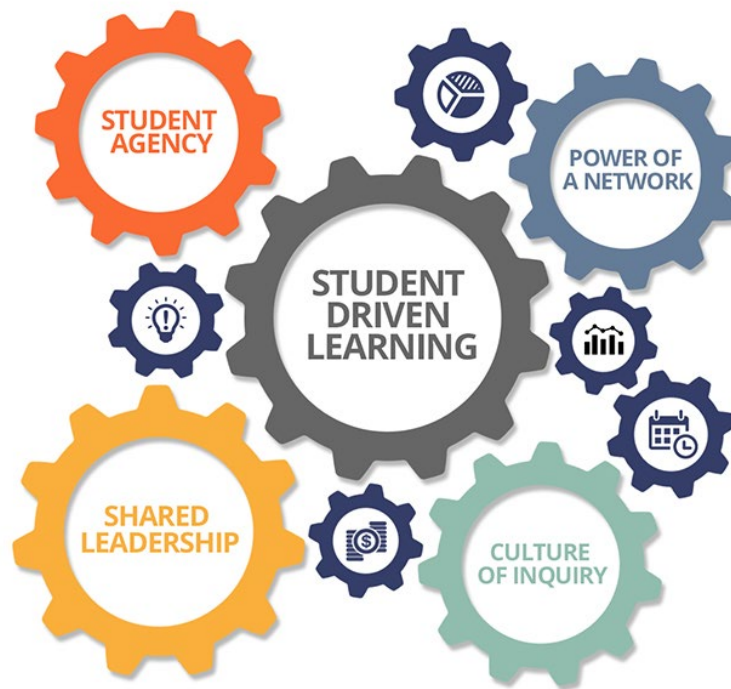**CSSR**
The Center for Secondary School Redesign

Building Bright Futures Through High School Redesign.

School Personalization
Traditional, Transitional & Transformational

CSSR
The Center for Secondary School Redesign

School Personalization
Power of a Network

The following chart captures the practices that characterize three levels of school personalization, i.e., Traditional, Transitional, and Transformational. The transformational practices in the third column are described starting on page 5.

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.*

DIMENSIONS	TRADITIONAL (industrial model)		TRANSITIONAL (teacher-centered model)		TRANSFORMATIONAL (student-centered model)
Philosophy	My Kids/My Classroom		Our Kids/Our School		Whole Child/Our Community
Accountability	Student		Teacher		Learning Team
Community	Compliance		Cooporation & Provided Resources		Collaboration & Full Partner
Feedback	Provided by Teacher		Student Reflection & Peer Input		Full Discussion of Learning
Teacher Role	Instructor		Instructor/Advisor		Facilitator/Advisor/Coach

School Personalization
Student Agency

The following chart captures the practices that characterize three levels of school personalization, i.e., Traditional, Transitional, and Transformational. The transformational practices in the third column are described starting on page 5.

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DIMENSIONS	TRADITIONAL (industrial model)		TRANSITIONAL (teacher-centered model)		TRANSFORMATIONAL (student-centered model)
Student	Passive Recipient/ Compliant	🟥	Engaged	🟨	Passion & Self-Direction
Governance	Student Council	🟨	Rep Democratic Structures	🟥	Student Led Site Council
Personalization	Group Instructor	🟩	Differentation	🟥	Student Choice/PPP
Classroom Climate	Teacher Control	🟨	Some Shared Ownership	🟥	Positive & Student Led/Managed
Equity	Tracks	🟨	Open Access to AP, IB, etc.	🟥	De-Tracking/Honors Challenge
Student Support	Guidance	🟥	Teachers & Guidance	🟨	Advisories/Teachers/Guidance

School Personalization
Culture of Inquiry

The following chart captures the practices that characterize three levels of school personalization, i.e., Traditional, Transitional, and Transformational. The transformational practices in the third column are described starting on page 5.

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DIMENSIONS	TRADITIONAL (industrial model)		TRANSITIONAL (teacher-centered model)		TRANSFORMATIONAL (student-centered model)
Culture	To Categorize/Slot Students	(green)	To Identify Deficits	(yellow)	To Facilitate Learning
Framework	Assessment of Learning	(green)	Assessment of Learning	(yellow)	Assessment of Learning
Teacher Role	Instructor	(red)	Instructor/Advisor	(yellow)	Facilitator/Addvisor/Coach
Professional Culture	Faculty Meetings	(yellow)	Prof Learning Community	(red)	Focus Empowered Groups

School Personalization
Student-Driven Learning

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DIMENSIONS	TRADITIONAL (industrial model)		TRANSITIONAL (teacher-centered model)		TRANSFORMATIONAL (student-centered model)
Learning Locus	Classroom		School		Anywhere/Anyplace
Timeframe	8am - 2pm		Before School/8-2/After School		Anytime
Curriculum Impetus	Teacher/Content		Inquiry/Essential Questions		Permance Based Assessment
Individualization	One Size/Speed Fits All		Limited Differentiation		Each Student Own Focus & Pace
Graduation Requirements Content Vehicle	Seat Time Text-Driven Instruction		Limited Performance Options Competency & Pct-Based Instruction		Multiple Pathways Demostration of Mastery

School Personalization
Leadership & Substainability

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DIMENSIONS	TRADITIONAL (industrial model)		TRANSITIONAL (teacher-centered model)		TRANSFORMATIONAL (student-centered model)
Positive Influence	Focus on Management	🟥	Focus on Leadership	🟥	Positive Influence/Servant Leadeship
Capacity Building	Classroom Practice Development Only	🟨	Leadership Development	🟥	Leadership & Infrastructure Development
Control	Top Down	🟥	Some Sharing	🟥	Fully Collaborative + Students
Students	Student Groups/ Teams Only	🟨	Some Inclusion & Training	🟥	Leadership Role on Most Teams
Policy Support Vision	Not Addressed	🟩	Some Support Some on Same Page	🟨	Fully Aligned with Personal Strategies Common & Compelling Vision