***IDAHO Transformation Model Probing Questions***

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| Teachers and Leaders |  | |  |  |
| **YES** | **NO** | **Evidence** | **Comments** |
| Did you replace the principal? |  |  |  |  |
| * Has the existing principal been in the position for two years or less and have the necessary competencies to be a transformation leader? |  |  |  |  |
| IF REPLACING THE PRINCIPAL:   * Has there been advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm? |  |  |  |  |
| * Where the candidates screened? By whom? |  |  |  |  |
| * Where there arrangements made in preparing to interview candidates? What were the preparations? |  |  |  |  |
| * Did you interview the candidates? By whom? |  |  |  |  |
| * Did you select and hire a principal? What competencies were considered? |  |  |  |  |
| * Has there been a pipeline of potential turnaround leaders established for future reference or possibilities? |  |  |  |  |
| Have there been strategies such as financial incentives and career ladders for recruiting, placing, and retaining effective teachers implemented. |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Have there been strategies implemented to recruit principals/teachers to support the transformation process? |  |  |  |  |
| Has there been the implementation of rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor. |  |  |  |  |
| * Has there been a system established of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff? |  |  |  |  |
| * Has there been an evaluation of a range of principal/teacher skills and knowledge, using a variety of valid and reliable tools developed and implemented? |  |  |  |  |
| * Does the principal/teacher evaluation include student growth and student outcomes? To what degree or percentage? |  |  |  |  |
| * Has there been training provided to those conducting the evaluations to ensure the evaluations are conducted with fidelity to standardize procedures? Who did the training? Who attended the training? |  |  |  |  |
| * Were the evaluation process transparent and the evaluation process documented and communicated to all stakeholders? |  |  |  |  |
| * Is clear, constructive feedback provided to the principals/teachers in a timely manner? How? By whom? |  |  |  |  |
| * Has the evaluation process been linked with the district’s collective and individualized professional development programs? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Is there a process and plan in place to assess the evaluation process periodically to gauge its quality and utility? |  |  |  |  |
| 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. |  |  |  |  |
| REWARDING STAFF:   * Has there been a system created making awards that is transparent and fair? |  |  |  |  |
| * Has there been work with teachers and teachers’ union at each stage of development and implementation? |  |  |  |  |
| * Has there been a communication plan implemented for building stakeholder support? |  |  |  |  |
| * Has there been sufficient funding secured for long-term program sustainability? What resources have been identified? |  |  |  |  |
| * Have there been performance-based incentives using valid data provided on whether performance indicators have been met? What are some examples? |  |  |  |  |
| * Is there use of non-monetary incentives for performance? What are some examples? |  |  |  |  |
| REMOVING STAFF:   * Has there been several exit points for employees created (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)? What are these points? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Have there been clear goals set 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? |  |  |  |  |
| * Has there been reform to tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals? |  |  |  |  |
| * Have there been expedited processes negotiated for performance-based dismissals in transformation schools? |  |  |  |  |
| * Has there been a team of specialists formed who are familiar with the rules and regulations that govern staff dismissals? |  |  |  |  |
| * Have the teams been available to help principals as they deal with underperforming employees to minimize principal’s time spent dismissing low performers? |  |  |  |  |
| * Have there been swift exits facilitated to minimize further damage caused by underperforming employees? |  |  |  |  |
| 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). |  |  |  |  |
| * Has there been a system created making awards that is transparent and fair? |  |  |  |  |
| * Has there been work with teachers and teachers’ union at each stage of development and implementation? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Has there been a communication plan implemented for building stakeholder support? |  |  |  |  |
| * Has there been sufficient funding secured for long-term program sustainability? What resources have been identified? |  |  |  |  |
| * Have there been performance-based incentives using valid data provided on whether performance indicators have been met? What are some examples? |  |  |  |  |
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| Instructional and Support Strategies |  | |  |  |
| **YES** | **NO** | **Evidence** | **Comments** |
| Has there been a process to use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards? |  |  |  |  |
| * Has a team structure been established among teachers with specific duties and time for instructional planning? How much time per week does this occur? |  |  |  |  |
| * Does the principal’s role focus on building leadership capacity, achieving learning goals, and improving instruction? |  |  |  |  |
| * Has there been align of instruction with standards and benchmarks and how is this ensured that teachers utilize this information? Which content areas? Which grade levels? What measures are taken to ensure instruction to the alignment? |  |  |  |  |
| * Have standards-aligned lessons been prepared and differentiated activities identified? Which content areas? Which grade levels? |  |  |  |  |
| * Has there been sound instruction provided with a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework? How is this monitored? How is the measured for effectiveness? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Has there been effective classroom management strategies employed? |  |  |  |  |
| Has there been ongoing, high quality, job-embedded staff professional development provided aligned with the school’s comprehensive instructional program and designed with school staff? |  |  |  |  |
| Reforming Instruction:   * Has there been an alignment of professional development with classroom observations and teacher evaluation criteria? |  |  |  |  |
| Providing Rigorous Staff Development:   * Has there been professional development provided that is appropriate for individual teachers with different experience and expertise? |  |  |  |  |
| * Is there an induction program offered to support new teachers in their first years of teaching? |  |  |  |  |
| * Has there been alignment of professional development with identified needs based on staff evaluation and student performance? |  |  |  |  |
| * Has there been all staff high quality, ongoing, job-embedded, and differentiated professional development provided? How often? |  |  |  |  |
| * Has there been a structured professional development schedule or plan to provide adequate time for collaboration and active learning? |  |  |  |  |
| * Has there been sustained and embedded professional development provided related to implementation of new programs and strategies? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Are there goals set for professional development and monitor the extent to which it has changed practice? How is effectiveness determined? How is implementation monitored? |  |  |  |  |
| * Have school leaders acted as instructional leaders, ensuring and providing regular feedback to teachers to help them improve their practice? How often? |  |  |  |  |
| * Has there been alignment of professional development with classroom observations (including peer observations) to directly build specific skills and knowledge of teachers? |  |  |  |  |
| * Has there been a professional learning community created that fosters a school culture of continuous learning? Who is part of this community? How were the members selected? |  |  |  |  |
| * Has there been a school culture promoting professional collaboration as valued and emphasized? |  |  |  |  |
| Is there continuous use of data (e.g., formative, interim, and summative assessments) ensured to inform and differentiate instruction to meet the academic needs of individual students? |  |  |  |  |
| * Has there been a process implemented to monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments? How often? |  |  |  |  |
| * Have there been strategies implemented to differentiate and align learning activities based on student needs and student outcomes? What strategies? How is effectiveness determined? |  |  |  |  |
|  | **YES** | **NO** | **Evidence** | **Comments** |
| * Has there been a process implemented to assess student learning frequently using standards-based classroom assessments? How frequent? How is the collected data utilized? |  |  |  |  |
| Has there been additional supports and professional development provided to teachers to support students with disabilities and limited English proficient students? |  |  |  |  |

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| Learning Time and Support |  | |  |  |
| **YES** | **NO** | **EVIDENCE** | **COMMENTS** |
| Has schedules and strategies been established that provide increased learning time? Does increased learning time includes longer school day, week, or year to increase total number of school hours? |  |  |  |  |
| Increasing Learning Time:   * Have there been strategies implemented to become familiar with research and best practices associated with efforts to increase learning time? |  |  |  |  |
| * Have areas of need, select programs/strategies been assessed to be implemented and identify potential community partner? |  |  |  |  |
| * Has there been an allocation of funds to support extended learning time, including innovative partnerships? |  |  |  |  |
| * Has there been assurances determined that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development? What assurances have been implemented? |  |  |  |  |
| * Has there been a process of monitoring progress of the extended learning time programs and strategies being implemented, using data to inform modifications? How often? How is effectiveness determined? |  |  |  |  |
|  | **YES** | **NO** | **EVIDENCE** | **COMMENTS** |
| Have there been ongoing mechanisms provided for family and community engagement? |  |  |  |  |
| Working with Stakeholders for Transformation:   * Has a transformation team members been assigned the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation? |  |  |  |  |
| * Have parents and community been engaged? How? |  |  |  |  |
| Reforming Instruction:   * Has there been sound homework practices demonstrated and communication with parents? |  |  |  |  |
| * Has there been enthusiasm created for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication? How? |  |  |  |  |
| * Has there been assistance given to school leaders in networking with potential partners and in developing partnerships? What assistance? How effective? |  |  |  |  |
| * Have there been partnerships created and sustained to support extended learning? With whom? |  |  |  |  |

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| Governance |  | |  |  |
| **YES** | **NO** | **EVIDENCE** | **COMMENTS** |
| Has there been sufficient operational flexibility (e.g., staffing, calendar, and budget) granted to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates? Examples? |  | |  |  |
| Moving Toward School Autonomy:   * Has current state and district policies and structures related to central control been examined and modifications made to fully support transformation? |  | |  |  |
| * Has there been a reorientation of district culture toward shared responsibility and accountability been established? |  | |  |  |
| * Has there been performance objectives established for the school? |  | |  |  |
| * Has there been consideration in establishing a turnaround office or zone (to also include transformations and other models)? |  | |  |  |
| * Has there been union waivers negotiated, if needed? |  | |  |  |
| * Align resource allocation (money, time, human resources) with the school’s instructional priorities? |  | |  |  |
|  | **YES** | **NO** | **EVIDENCE** | **COMMENTS** |
| Have there been strategies implemented to ensure the school receives intensive ongoing technical support from district, state, or external partners? What strategies? |  | |  |  |
| Establishing and Orienting District Team:   * Has a district transformation Team been appointed? |  | |  |  |
| * Has the team assessed current status of district capacity to support transformation? |  | |  |  |
| * Has the team members been provided with information on what districts can do to promote rapid improvement? What information? |  | |  |  |
| * Has there been an internal lead partner designated for each transformation school? |  | |  |  |
| * Has a school transformation Team been appointed? |  | |  |  |
| * Has the team members been provided with information on what the school can do to promote rapid improvement? What information? |  | |  |  |
| Contracting with External Partners:   * Has potential providers been identified? |  | |  |  |
| * Have request for proposals been written and issued? |  | |  |  |
| * Has there been development of transparent selection criteria? |  | |  |  |
| * Have the proposals been reviewed, conduction of due diligence, and provider(s) selected? |  | |  |  |
| * Have contract(s) with provider(s), including goals, benchmarks, and plan to manage assets been negotiated? |  | |  |  |
|  | **YES** | **NO** | **EVIDENCE** | **COMMENTS** |
| * Has there been on ongoing cycle of continuous progress monitoring and adjustment initiated? How often? |  | |  |  |
| * Has there been preparation or protocol determined on how to proactively deal with problems and drop strategies that do not work? |  | |  |  |
| * Is there a plan for evaluation and clarify who is accountable for collecting data? How will effectiveness be determined? |  | |  |  |