

University of Tennessee Knoxville
Center for Educational Leadership
Intensive Transformation Cohort - School Transformation Plan (STP)

School Name:

Team Member Names:

Purpose:

Educators who are planning and preparing to return to school this fall are navigating uncharted territory. The 2020-21 school year will undoubtedly present challenges that educators have never had to face as they determine how to resume school while responding to the challenges and opportunities the Covid-19 crisis has presented. **The STP was developed to help the principals and school teams within the Intensive Transformation Cohort capture key insights and ideas uncovered during the sessions that can inform their plans to resume school in the fall.** It is informed by the Intensive Transformation Cohort agendas, [Michael Fullan’s Coherence Framework](#)¹ and [Equity by Design](#)² principles.



Fullan’s Coherence Framework

How to use the STP:

The School Transformation Plan is a tool that serves as a working document to help principals and their school teams articulate the challenges they face as they plan for the 2020-21 school year and design solutions to address them. Each week during the Intensive Transformation Cohort experience, principals and their school teams will have the opportunity to capture their thoughts in the STP, drawing from and building on the content they are learning in the modules. To use the STP, principals and their teams should:

- Prior to the session, principals and their teams should review the questions in the STP overview that correspond with that week’s ITC module.
- During the session, principals and their teams will discuss what they’ve learned and how it applies to their plans for returning to school in the fall. They will use the questions in the STP to help process their learning and will capture their reflections in the document.
- After the Intensive Transformation Cohort is complete, principals and their teams can begin to develop a more formal plan for returning to school that builds on the insights gained during the sessions.

¹ Fullan, Michael and Quinn, Joanne. Coherence: The Right Drivers in Actions for Schools, Districts and Systems. Corwin Press and the Ontario Principals’ Council, 2015.

² equityXdesign. “Racism and equity are products of design. They can be redesigned”. Medium. 15 November 2016, <https://medium.com/equity-design/racism-and-inequity-are-products-of-design-they-can-be-redesigned-12188363cc6a>

STP OVERVIEW

Focusing Direction (Week 1, Module 4)

Before exploring solutions, it is essential to spend time understanding the problem and focusing direction.

1. Briefly articulate the main problem your school will need to address regarding student learning this fall.
2. Name one or two of the potential constraints in addressing this issue.
3. What might success look like?
4. Why is it important for us to change in order to address this problem?
5. Where is our school community's comfort level for change and redesign (on the continuum from incremental to fundamental)?
6. Does our individual and collective comfort level match the level of change needed and required to address our problem?

Designing Solutions: Meeting Disparate Student Needs (Week 2, Module 5)

Once we understand our problem of practice, we can begin to explore potential solutions. Any solution needs to be carefully designed around the *disparate needs of our students*.

1. What potential solutions would support the disparate learning needs of our students this fall and beyond?
2. What activities, strategies, processes and practices will we employ to provide high-quality differentiated instruction?
3. What non-academic supports will be needed to enable our students to be successful in the classroom?
4. What are the potential obstacles to overcome in order to provide effective differentiation and personalization?
5. How will issues of equity, race, and poverty be addressed in our strategies?
6. How will we engage a range of stakeholders in this stage of the design process, particularly the people most proximate to the problem?

Designing Solutions: Organizing Our Resources to Support Student Learning (Week 3, Module 6)

With an idea in mind of potential solutions to meet our students' needs, we can strategically consider how to bring these to life given constraints. We can consider how these solutions could actually work at our school, given our resources.

1. How will the structure of our school need to look different in order to support the solutions we are proposing?
2. How will we strategically organize our resources (money, people and time) to support high-quality differentiated instruction?
3. Specifically, how will we build teachers' capacity to do this work?
4. How can we continue to engage a range of stakeholders in this stage of the design process, particularly those who are most proximate to the problem?

[Designing Solutions: Cultivating a Collaborative Culture and Securing Accountability \(Week 4, Module 7\)](#)

Given the solutions we have come up with, we can determine how our school will cultivate a culture of collaboration to meet new goals and adapt to changes while holding ourselves accountable for implementing changes.

1. What type of school culture will we need in order to do this work well? In what ways can our school culture and community support efforts to personalize/differentiate learning for disparate student needs?
2. How will we need to structure our professional collaboration in order to be successful in providing high-quality differentiated instruction?
3. How will we hold ourselves accountable for effective implementation/execution of these significant changes?
4. How will we engage a range of stakeholders in this stage of the design process, particularly those who are most proximate to the problem?



Focusing Direction (Week 1, Module 4)

Before exploring solutions, it is essential to spend time understanding the problem and focusing direction.

1. Briefly articulate the main problem your school will need to address regarding student learning this fall.

How might we....

2. Name one or two of the potential constraints in addressing this issue.

3. What might success look like?

4. Why is it important for us to change in order to address this problem?

5. Where is our school community's comfort level for change and redesign (on the continuum from incremental to fundamental)?

6. Does our individual and collective comfort level match the level of change needed and required to address our problem?

Deepening Learning

- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

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2. What activities, strategies, processes and practices will we employ to provide high-quality personalized learning for our students?

3. What non-academic supports will be needed to enable our students to be successful in the classroom?

4. What are the potential obstacles to overcome in order to provide effective differentiation and personalization?

5. How will issues of equity, race, and poverty be addressed in our strategies?

6. How can we continue to engage a range of stakeholders in this stage of the design process, particularly the people most proximate to the problem?



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END