

Assets School - Innovation Configurations Map (v. 1.5)
Desired Outcomes from Schools of the Future Grant

Remember, these are guidelines for what we hope the grant will achieve; not all teachers will reach the leader level in all components.

| Objective | Apprentice | | Practitioner | | Leader | |
|--|---|---|---|---|---|--|
| | Level 1 | Level 2 | Level 1 | Level 2 | Level 1 | Level 2 |
| <p>#1 - Promote student driven learning opportunities that support the development of 21st Century skills such as: critical thinking, creativity, collaboration, communication, and community.</p> <p>“Student driven” learning is a classroom environment where students have a voice in how and what they learn. This type of learning can involve project and problem based learning opportunities, and students are usually assessed in different ways, for example, through presentations of learning and rubrics.</p> | <p>I am open to exploring how to promote student driven learning in my curriculum, but have not yet worked on changing my curriculum to meet this goal.</p> | <p>I have created one lesson that involves student driven learning to test it out and see if I am interested in doing more.</p> | <p>When thinking about the next lesson, I sometimes try to think of ways that I can give students a voice and have them “drive” the learning. While I don’t do this for every lesson, I have created opportunities for student driven learning on occasion.</p> | <p>When thinking about the next lesson, I think of ways that I can give students a voice and have them “drive” the learning. While I don’t do this for every lesson, I have created opportunities for student driven learning many times.</p> | <p>My classroom empowers students to look at class learning objectives and determine how they will learn them. I facilitate this process by giving students a voice in learning.</p> <p>I share my learning with others informally.</p> | <p>My classroom empowers students to look at class learning objectives and determine how they will learn them. I facilitate this process by giving students a voice in learning and by creating innovative learning opportunities (for example, using project and problem based learning).</p> <p>I work with other teachers to help them create similar classroom environments through training sessions, collaboration, and mentoring.</p> |
| <p>#2 - Build student, faculty, parent, and alumni collaborations to form local and global learning communities.</p> | <p>I am open to exploring options for collaboration among students in my classroom.</p> | <p>The students in my classroom collaborate as a learning community.</p> | <p>I am working on building student/teacher collaborations between my class and other classes at school. I look for ways to collaborate with parents, alumni, and others.</p> | <p>I help create partnerships and collaborations with other schools in the state.</p> <p>I connect with parents, alumni and others to create a broader learning community for my students.</p> | <p>I help create partnerships between our school and others in the United States to promote collaboration and learning. I try to help my students understand how to become global citizens.</p> | <p>I help create global partnerships and collaborative learning experiences so my students can become global citizens.</p> <p>I teach others how to create successful partnerships.</p> |

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|--|---|---|--|--|---|---|
| | Level 1 | Level 2 | Level 1 | Level 2 | Level 1 | Level 2 |
| #3 - Access and effectively integrate technology for professional development and practice. | I use technology well enough to get me through the day. I would prefer not to use it. | I see how technology can be a tool for more than just daily communication and I have started to consider other uses. | I have started adapting my curriculum and using technology as a way to enhance my classes. I am looking at some ways to use technology for my own PD. | Technology is more than just a tool to me, it is something that can be integrated into classes and I am doing this now. I use technology occasionally as a tool for my own professional learning. | Technology is seamlessly integrated into my classroom instruction daily. I use technology tools to inform and enhance my own professional learning on a regular basis. | Technology is seamlessly integrated into my classroom instruction daily. I use technology tools to inform and enhance my own professional learning. I help train others to use technology effectively for their own professional development. |
| #4 - Facilitate student development of self-advocacy skills, which support successful transitions. | Promote self-awareness in students. | | Promote self-acceptance in students and practice advocacy. | | Allow students to self-advocate for accommodations and learning needs. | |
| | I help students identify their strengths/challenges. I help students build confidence. | I help students to leverage strengths and build confidence. I introduce tools and structures that support challenges to my students. | I help students to understand their strengths/challenges and diagnoses to gain a deeper knowledge of self. I help promote introspection. | I help my students refine a variety of strategies and tools to leverage strengths and compensate for challenges. I provide an opportunity for students to practice advocacy skills. | I create an environment where students have the opportunities to advocate for accommodations and/or learning needs. | I create an environment where students have the opportunities to advocate for accommodations and/or learning needs. I teach other teachers to create environments that allow students to self-advocate. |
| #5A - Participate in Professional Development (PD) opportunities that support the first four grant objectives. | I participate in PD provided by Assets. | I participate in PD by Assets and outside of school such as attending workshops and conferences. | I share informally the knowledge I have gained from PD. | I share my knowledge to others through training sessions internally. | I share my knowledge to others outside of Assets informally. | I provide PD for others outside of Assets (outreach) formally through creating training sessions, presentations, workshops, etc. |
| #5B – Implement new practices based on PD opportunities that support the first four grant objectives. | I am open to implementing new practices. | I seek assistance and have a plan to implement new practices. | With support, I implement new practices in my classroom. | I implement new practices in my classroom and reflect, adapt, and refine these practices. | I mentor others and I am open to learning more new practices. | I mentor others to implement new practices, continue to strive for self-improvement, and stay informed of current research. |

Assets School - Innovation Configurations Map – Explained

Remember, these are guidelines for what we hope the grant will achieve; not all teachers will reach the leader level in all components.

Background:

In 2009, Assets School was accepted into the Schools of the Future (SOTF) Grant cohort. The SOTF Grant, funded by Hawaii Community Foundation (HCF) and led by the Hawaii Association of Independent Schools (HAIS), established this five-year grant to bring together private schools to create change in schools. This change was based on Tony Wagner and Daniel Pink’s belief that school should be more than content, in fact, content should take a “back seat” to the real learning which involves skill development like creativity, innovation, and entrepreneurialship. Through collective trips to schools like High Tech High and conferences like the International Society for Technology in Education (ISTE), HCF and HAIS hoped to revolutionize learning in Hawaii and then the world. Ending the five-year grant in 2014, Assets School hopes to continue the change that has begun with their goal to “Support Dyslexic (Diverse) Learners through Growth and Transition”. This means continuing the changes they have made in their own school, while growing collaborations with other LD schools and through outreach of our knowledge to others.

At the start of the third year of the grant, surveys of teachers indicated that many of them still believed the grant was only about technology. Mike Travis, the Grant Team Leader, was working on his dissertation at the time and came upon the Concerns Based Adoption Model (CBAM). A model for implementing change designed by Hall and Hord. In collaboration with the whole grant team, they designed the Innovation Configurations Map (IC Map) as a reflective and goal setting tool to help teachers to change and grow.

- There are five objectives (one has two parts)
- There are three different variations of change:
 - An *apprentice* is defined as a beginner at something
 - A *practitioner* is someone who is actively engaged in a task or training
 - A *leader* is a person who commands, trains, and motivates others