

The Implementation Continuum Checklist is designed to be used as a self-check inventory for teachers to use in developing personal goals.

| Implementation Continuum Checklist - Stage 1  | Levels of Use |             |             |            |         |            |             |         |
|---|---------------|-------------|-------------|------------|---------|------------|-------------|---------|
|   | Non-Use       | Orientation | Preparation | Mechanical | Routine | Refinement | Integration | Renewal |
| Teacher Name:   |               |             |             |            |         |            |             |         |
| School:   |               |             |             |            |         |            |             |         |
| Date:   |               |             |             |            |         |            |             |         |
| <b>Stage 1 - Learning Environment</b>   |               |             |             |            |         |            |             |         |
| Classroom is clean, and healthful.  |               |             |             |            |         |            |             |         |
| Clutter has been removed and classroom materials are organized.   |               |             |             |            |         |            |             |         |
| Desks are grouped into clusters some of the time.   |               |             |             |            |         |            |             |         |
| The colors are calm, cool, and relaxing.  |               |             |             |            |         |            |             |         |
| Educators and students use calm voices.   |               |             |             |            |         |            |             |         |
| Daily Agenda, Procedures, 7 Community Agreements, LIFESKILLS, and Multiple Intelligences are prominently displayed.   |               |             |             |            |         |            |             |         |
| Direct Instruction occurs in a focused area with no distraction.  |               |             |             |            |         |            |             |         |
| Student work displays have explanatory title posted and are organized in a way that allows others to learn something from them.   |               |             |             |            |         |            |             |         |
| Books, magazines, software, and real objects related to what the students are learning are grouped together and available to students.  |               |             |             |            |         |            |             |         |
| A quiet place where students can go to relieve stress, take some time out, or just think has been established.  |               |             |             |            |         |            |             |         |
| Lamps, fabrics, plants, and music have been added to the classroom.   |               |             |             |            |         |            |             |         |
| <b>Stage 1 - Curriculum</b>   |               |             |             |            |         |            |             |         |
| Teachers use the TPS Pacing Calendars and the Standard District Curriculum. For subjects not reflected in the Pacing Calendars, teachers follow the Oklahoma PASS standards and benchmarks.   |               |             |             |            |         |            |             |         |
| Disaggregated data guide instructional decisions.   |               |             |             |            |         |            |             |         |
| Students know and can articulate what benchmarks they are learning.   |               |             |             |            |         |            |             |         |
| Study trips or "being there" experiences form the foundation and starting point for curriculum.   |               |             |             |            |         |            |             |         |
| Content is age-appropriate.   |               |             |             |            |         |            |             |         |
| A daily agenda guides the flow of student learning.   |               |             |             |            |         |            |             |         |
| Textbooks are included as one tool for learning among several.  |               |             |             |            |         |            |             |         |
| Teachers use processing questions to determine student learning. (e.g. How did you know...? Why do you think...? What might be different if...?)  |               |             |             |            |         |            |             |         |
| Use of Multiple Intelligences provides students with options of ways to demonstrate what they know and are able to do.  |               |             |             |            |         |            |             |         |
| The content of the curriculum links with the TPS Community Guidelines and LIFESKILLS.   |               |             |             |            |         |            |             |         |
| Students learn information literacy and technology skills in the context of the classroom curriculum as a result of teacher/library media specialist collaborative planning and a flexible library schedule.                                    |               |             |             |            |         |            |             |         |
| <b>Stage 1 - Instructional Strategies</b>   |               |             |             |            |         |            |             |         |
| Teachers truly believe that all students can learn and then act on that belief. Personal best becomes the expectation for all members of the learning community.  |               |             |             |            |         |            |             |         |
| Procedures guide behavior. Students have access to written procedure books or displays. Teachers articulate procedures before activities begin. Periodically teacher and students process effectiveness of procedures at the end of activities. |               |             |             |            |         |            |             |         |
| Teachers use a signal for active listening and students respond. (e.g., Thumbs UP, Chimes, Give Me 5)   |               |             |             |            |         |            |             |         |
| Teachers provide adequate time for students to complete tasks.  |               |             |             |            |         |            |             |         |
| Teachers and students use think-time.   |               |             |             |            |         |            |             |         |
| Teachers have begun to develop inclusion and trustworthiness.   |               |             |             |            |         |            |             |         |
| Teachers plan for purposeful movement that enhances learning. (e.g., Brain Gym activities)  |               |             |             |            |         |            |             |         |

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Teachers interact with students or groups to check for understanding and to re-direct, re-teach, and re-energize when needed.   |  |  |  |  |  |  |  |  |  |
| Teachers use a variety of instructional strategies including at least 3 from Marzano's <i>Classroom Instruction that Works</i> .  |  |  |  |  |  |  |  |  |  |
| <b>Stage 1 - Leadership/Citizenship</b>   |  |  |  |  |  |  |  |  |  |
| Teachers use "High Five," and community circles or class meetings occur regularly.  |  |  |  |  |  |  |  |  |  |
| Collaborative activities provide opportunities for leadership development.  |  |  |  |  |  |  |  |  |  |
| Choices provide students with opportunities to build responsible decision-making.   |  |  |  |  |  |  |  |  |  |
| Students set behavior and learning goals.   |  |  |  |  |  |  |  |  |  |
| <b>Stage 1 - Parent and Community Involvement</b>   |  |  |  |  |  |  |  |  |  |
| Teachers send home information about what students are learning.  |  |  |  |  |  |  |  |  |  |
| Students invite their parents to attend learning presentations.   |  |  |  |  |  |  |  |  |  |
| Community members present information about their jobs and hobbies.   |  |  |  |  |  |  |  |  |  |
| <b>Stage 1 - Professional Development</b>   |  |  |  |  |  |  |  |  |  |
| Teachers participate in activities beyond the required District professional development days.  |  |  |  |  |  |  |  |  |  |
| Teachers attend required District grade-level and departmental meetings.  |  |  |  |  |  |  |  |  |  |
| Teachers read and discuss articles about learning and teaching.   |  |  |  |  |  |  |  |  |  |
| Teachers collaborate with others to plan study trips.   |  |  |  |  |  |  |  |  |  |
| Educators learn collaboration knowledge and skills by working together as a community of learners.  |  |  |  |  |  |  |  |  |  |
| Teachers set professional growth goals.   |  |  |  |  |  |  |  |  |  |
| Content focuses on the preparation of educators to provide equitable learning opportunities for all students by holding high expectations for their academic achievement, creating safe, orderly and supportive learning environments, understanding and appreciating all students, and developing the knowledge and skills to involve families and other stakeholders appropriately. |  |  |  |  |  |  |  |  |  |
| <b>Stage 1 - Continuous Improvement</b>   |  |  |  |  |  |  |  |  |  |
| Teachers reflect on lessons and ways to improve learning.   |  |  |  |  |  |  |  |  |  |
| Teachers seek ways to improve instructional effectiveness and quality of student work.  |  |  |  |  |  |  |  |  |  |

| Behavioral Indicators of Level   | Levels of Use |
|--|---------------|
| The user has no interest, is taking no action.   | Non-Use       |
| The user is taking the initiative to learn more about the innovation.                    | Orientation   |
| The user has definite plans to begin using the innovation.                               | Preparation   |
| The user is making changes to better organize use of the innovation.                     | Mechanical    |
| The user is making few or no changes and has an established pattern of use.              | Routine       |
| The user is making changes to increase outcomes.   | Refinement    |
| The user is making deliberate efforts to coordinate with others in using the innovation  | Integration   |
| The user is seeking more effective alternatives to the established use of the innovation | Renewal       |

**NOTES:**