

Implementation Continuum Checklist Stage 2 (Incorporates Stage 1)	Levels of Use							
	Non-Use	Orientation	Preparation	Mechanical	Routine	Refinement	Integration	Renewal
Teacher Name:								
School:								
Date:								
Stage 2 - Learning Environment								
The physical environment increasingly focuses on what is being learned.								
The availability of hands on materials and manipulatives increases focused sensory stimulation.								
Stage 2 – Curriculum								
The set/hook creates a common experience that initiates instruction, often introduced by way of a study trip, “being there” or hands-on experience..								
Students have choices about how they demonstrate what they know and are able to do. Choices include activities that help them gain personal meaning from the content and its application to the real world.								
Individual and group assignments are constructed using Multiple Intelligences, Bloom’s Taxonomy, and Marzano’s instructional strategies.								
Portfolios collect student work for assessment and parent conferences, some of which are student led.								
Individual and group assignments or inquiries are constructed using the multiple intelligences.								
Assignments include frequent opportunities for students to use information literacy and technology skills to extend thinking, answer questions, solve problems and create new knowledge.								
Stage 2 - Instructional Strategies								
TPS Community Guidelines and LIFESKILLS form the basis for classroom management, not rewards/punishments.								
Teachers have developed cooperative structures such as think-pair share, etc... to check for understanding. (See TRIBES book for more strategies.)								
Students are beginning to learn the different roles associated with collaborative groups, e.g., recorder, reporter, supply person, and encourager.								
Students have learned about the multiple intelligences and know their own strengths and areas to develop.								
Students take part in at least one collaborative activity each day or class period.								
Teachers regularly use a variety of instructional strategies including at least 5 from Marzano’s <i>Classroom Instruction that Works</i> .								
Stage 2 - Leadership/Citizenship								
Teachers and administrators model and demonstrate understanding of problem-solving strategies.								
The entire school community knows and uses the TPS Community Guidelines and the LIFESKILLS.								
Stage 2 - Parent and Community Involvement								
Students are engaged in volunteer projects in the school or service learning projects in the school or community.								
Parents are involved in making learning decisions that impact their child.								
The school and community form partnerships to improve student achievement.								
Stage 2 - Professional Development								
Teachers establish an Individual Professional Development Plan.								

Schools align their Site Improvement Plan goals with those of the district.								
Decisions to determine adult learning priorities, monitor progress, and help sustain continuous improvement are data driven and based on disaggregated student data.								
Evaluation to guide improvement is based on multiple sources of data.								
Instructional decisions are guided by research.								
Training focuses on the development of quality teaching through: a deep knowledge of content, an understanding of research-based instructional strategies, and the appropriate use of various types of classroom assessments.								
Stage 2 - Continuous Improvement								
The educational staff uses the plan, do, check, act cycle of continuous improvement.								
Teachers Assess their students, Disaggregate and Analyze the data, Plan for improvement, Transform the situation by deploying and using the plan and Sustain the efforts through the continuous improvement cycle. (ADAPTS)								

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

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