

<b>IMPLEMENTATION TEAMS: FOCUS AND STAGING</b>					
<p>Three strands that run across all implementation teams include attending to student engagement, a particular focus on vulnerable populations, and the integration of technology. Careful attention to these three strands throughout the work of the five implementation teams will ensure the most lasting, positive changes in our schools.  <i>The examples presented here are subject to change based upon the evolving priorities identified by the steering committee and implementation teams.</i></p>					
<b>Implementation Teams</b>	<b>Winter-Spring 2012</b>	<b>Summer 2012</b>	<b>Fall-Spring 2012-13</b>	<b>Summer 2013</b>	<b>Fall-Spring 2013-2014</b>
Youth Leadership and Involvement (YI)	<ul style="list-style-type: none"> <li>● Fellow identified</li> <li>● Fellow participates in PAR modules</li> <li>● Fellow co-develops YI Strand summer institute strand with Academy staff and YATST representatives</li> <li>● Each constituent group identifies 2 members for YI Implementation Team</li> </ul>	<p><b>Transformation Institute</b> offers modules in: Youth Involvement in Educational Change; includes YATST members as full participants  <b>Outcomes:</b>            Preparation of Youth Involvement Expert Group to consult with other implementation teams on ways to involve students in change process</p>	<p><b>PAR</b>            Youth involvement in implementation teams  <b>Outcomes:</b>            Refined youth involvement strategies; Public dissemination of findings and policy recommendations</p>	<p><b>Transformation Institute</b> offers modules: Youth Involvement in Teacher Learning; Youth Involvement in Policymaking  <b>Outcomes:</b>            Proposed strategies for enhanced youth involvement in the teacher learning and the Transformation Academy; proposed strategies for youth involvement in policymaking</p>	<p><b>PAR</b>            Strategies for enhanced youth involvement in the teacher learning and the Transformation Academy; strategies for youth involvement in policymaking  <b>Outcomes:</b>            Refined strategies youth involvement in the teacher learning and the Transformation Academy; Public dissemination of findings and policy recommendations</p>

<p>Family-School Partnership (FSP)</p>	<ul style="list-style-type: none"> <li>● Fellow identified</li> <li>● Fellow participates in PAR modules</li> <li>● Fellow co-develops FSP summer institute strand with Academy staff</li> <li>● Each constituent group identifies 2 members for FSP Implementation Team</li> </ul>	<p><b>Transformation Institute</b> offers modules in: PAR; Effective Two-way Communication for ALL Families; Family Involvement in Ongoing Educational Change  <b>Outcomes:</b>                  Set of strategies for effective family-school communication and family involvement in educational change</p>	<p><b>PAR</b>                  Family-School communication and involvement in educational change  <b>Outcomes:</b>                  Refined strategies for Family-School Partnerships; Public dissemination of findings and policy recommendations</p>	<p><b>Transformation Institute</b> offers modules: Family involvement in student-centered learning, PLPs and portfolios.  <b>Outcomes:</b>                  Recommended strategies for family involvement in student-centered learning, PLPs and portfolios.</p>	<p><b>PAR</b>                  Strategies for family involvement in student-centered learning, PLPs and portfolios.  <b>Outcomes:</b>                  Refined strategies for family involvement in student-centered learning, PLPs and portfolios; Public dissemination of findings and policy recommendations</p>
----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Community Based Learning Opportunities (CBL)</p>	<ul style="list-style-type: none"> <li>• Fellow identified</li> <li>• Fellow participates in PAR modules</li> <li>• Fellow co-develops CBL Strand summer institute strand with Academy staff</li> <li>• Each constituent group identifies 2 members for CBL Implementation Team</li> </ul>	<p><b>Transformation InSTITUTE</b> offers modules in: PAR; Learning Beyond the School Walls and PLPs; CBL for Postsecondary Success <b>Outcomes:</b> Identification of community-based partners; Strategies for embedding learning in the community; Strategies for CBL for Postsecondary Success</p>	<p><b>PAR</b> Strategies for embedding learning in the community; strategies for effective postsecondary transitions <b>Outcomes:</b> Refined examples of: CBL; willing community partners; effective postsecondary transitions. Public dissemination of findings and policy recommendations</p>	<p><b>Transformation InSTITUTE</b> offers modules: PLPs and Student Assessment; Embedding CBL in system-wide practices and policies; <b>Outcomes:</b> Training developed for community partners on PLPs and assessment; Examples of structures and policies to facilitate CBL</p>	<p><b>PAR</b> Community partners' engagement in training on PLPs and assessment; Generated strategies, structures and policies <b>Outcomes:</b> Refined training for community partners on PLPs and assessment; refined structures and policies for CBL; Public dissemination of findings and policy recommendations</p>
<p><b>IMPLEMENTATION TEAMS: FOCUS AND STAGING</b> <i>(continued)</i></p>					
<p><b>Implementation Teams</b></p>	<p><b>Winter-Spring 2012</b></p>	<p><b>Summer 2012</b></p>	<p><b>Fall-Spring 2012-13</b></p>	<p><b>Summer 2013</b></p>	<p><b>Fall-Spring 2013-2014</b></p>

<p>Effective Teaming Practices (ETP)</p>	<ul style="list-style-type: none"> <li>● Fellow identified</li> <li>● Fellow participates in PAR modules</li> <li>● Fellow co-develops ETP summer institute strand with Academy staff</li> <li>● Each constituent group identifies 2 members for ETP Implementation Team</li> </ul>	<p><b>Transformation Institute</b> offers modules: PAR; Launching an effective teaming between teachers; effective teaming with students; 1:1 computing for teaming  <b>Outcomes:</b>                  Plan for 1:1 roll out and team launch</p>	<p><b>PAR</b>                  Launch of 9<sup>th</sup> grade teams; Roll out of 1:1 computing in 9<sup>th</sup> grade; Student-centered technology integration  <b>Outcomes:</b>                  Improvements in team functions and technology integration; Public dissemination of findings and policy recommendations</p>	<p><b>Transformation Institute</b> offers modules: Teaming with families and communities  <b>Outcomes:</b>                  Strategies for teaming with families and communities</p>	<p><b>PAR</b>                  Strategies for teaming with families and communities  <b>Outcomes:</b>                  Public dissemination of findings and policy recommendations</p>
------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Personalized and Proficiency-Based Learning (PPBL)</p>	<ul style="list-style-type: none"> <li>● Fellow identified</li> <li>● Fellow participates in PAR modules</li> <li>● Fellow co-develops PPBL summer institute strand with Academy staff</li> <li>● Each constituent group identifies 2 members for PPBL Implementation Team</li> </ul>	<p><b>Transformation Institute</b> offers modules: PAR; Engaging Learning Opportunities; PLPs, LMSs &amp; Proficiency-Based Assessment; Flexible Approaches to Time and Calendar</p> <p><b>Outcomes:</b> Examples of: Engaging Learning Opportunities; proficiency-based graduation requirement; engaging learning opportunities and the YES project; flexible approaches to time and calendar</p>	<p><b>PAR</b> Engaging learning opportunities; PLPs, LMSs &amp; proficiency-based Assessment; flexible approaches to time and calendar strategies</p> <p><b>Outcomes:</b> Draft of proficiency-based graduation requirements for BSD and WSD; Design and implementation of YES project; Public dissemination of findings and policy recommendations</p>	<p><b>Transformation Institute</b> offers modules; Data-driven teaching using portfolio assessment and PLPs</p> <p><b>Outcomes:</b> Examples of; strategies for data-driven teaching related to PLPs and portfolio assessment</p>	<p><b>PAR</b> Data driven teaching related to PLPs and portfolio assessment; Integration of technology with assessment, portfolios and PLPs;</p> <p><b>Outcomes:</b> Refined approaches to data-driven teaching related to PLPs and portfolio assessment; Public dissemination of findings and policy recommendations</p>
-----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------