**Current Reality Instrument**

This document facilitates a reflective process, either individually or within a group, to identify the current status of thematic issues that promote change in a school. You will contribute both numerical and anecdotal responses. This tool can be used to collect perceptions in a pre/post manner, or to jumpstart conversations around goal setting and action-­‐planning. Further, indicators for the themes/factors below are found in the **Key Practice Guide** and can be referenced to inform future work. Think first on how you want to use it and for what purpose.

Then, read through the five themes and rate factors on a scale from one to four under each theme based on your perception of the **current reality** within your school/district. The scale is described this way:

1. Not Present.
2. Emerging.
3. Operational.
4. Optimizing.

After rating a factor, provide **anecdotal evidence** to support your rating in the next column. Consider multiple types of evidence, like:

* + Perceptual – what you see and hear,
  + Contextual – processes/structures or systems that support the indicator,
  + Achievement – scores that support the indicator, and
  + Demographic – descriptions of groups, closing the achievement gap.

Realize that not all forms of evidence may be appropriate for every theme or related factors, but be aware if you are only relying on one type to inform perceptions.

When you have completed the instrument, compare and contrast your responses to the indicators in **Key Practice Guide** to guide planning and future work. Additionally, this instrument can be the basis of team conversations as you begin to understand terminology and processes in more similar ways – and therefore work with greater impact.

**THEME 1: Culture**

*Establish an environment based on a clear belief that through a collaborative processes and systemic supports each student and staff will be successful in doing the work.*

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| **Factors** | **Current Reality (1-­‐4)** | **Anecdotal Evidence** |
| There is trust at all levels of the organization that each person will fulfill his/her responsibilities. |  |  |
| You know those you serve and begin with the “why” behind the work. |  |  |
| People embrace an ownership of all students; they each belong there. |  |  |
| All stakeholders have a voice. |  |  |
| Leadership is accountable, and staff is responsible, for ultimate success. |  |  |
| There is evidence that the conceptual and action frameworks are in place. |  |  |

**THEME 2: Transformational Leadership (Formal and Informal)**

*Implement a vision of success for staff and students by reengaging them to their missions through the use of data, collaboration, systems of supports, and resources.*

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| **Factors** | **Current Reality (1-­‐4)** | **Anecdotal Evidence** |
| Vertical efforts by the board, district office, and building leadership level align to the beliefs that we own our all of our students and each of them can be successful. |  |  |
| A growth mind set is present that focuses on the “why” of the work; efforts occur from both the top-­‐down and bottom-­‐ up.  . |  |  |
| Collaboration occurs at all levels of the organization. |  |  |
| Leadership teams use data to continually monitor the change process and inform planning. |  |  |
| Leadership is not afraid to face its own problems, recognize when something is not working, and change course. |  | . |

**THEME 3: Collaborative Inquiry**

*Engage in collaborative inquiry via action research to improve teaching and learning.*

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| **Factor** | **Current Reality (1-­‐4)** | **Anecdotal Evidence** |
| Collaboration occurs at all levels. |  |  |
| A cycle of inquiry supports improved teaching and learning. |  |  |
| Resources are provided to support improved instructional practices. |  |  |

**THEME 4: System of Support**

Provide supports to students and teachers by meeting academic, social-­‐emotional, and behavioral management needs in an integrated and leveled manner.

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| **Factors** | **Current Reality (1-­‐4)** | **Anecdotal Evidence** |
| Systems of support are grounded in real-­‐time needs rather than programs. |  |  |
| The cycle of improvement through the development and implementation of systems is never “done” as long as your students are changing. |  |  |
| System is grounded in meeting the behavioral, social-­‐ emotional and academic needs of students. |  |  |
| Professional development is intentional and aligns to system development. |  |  |
| Accountability of systems resides with formal leadership. |  |  |

**THEME 5: Data**

*Continuously collect, analyze, and report evidence using an inquiry process to inform the work at all levels of the district in implementing change that aligns to the mission of helping each student be successful.*

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| **Factors** | **Current Reality (1-­‐4)** | **Anecdotal Evidence** |
| Data is collected through a thematic approach and seen as a connected whole rather than isolated points. |  |  |
| Data is used to support the principles of action research. |  |  |
| Key people at all levels analyze data on a routine basis, which leads to action. |  |  |
| Data is used on a daily/weekly basis and supports an early warning system. |  |  |
| A variety of data is collected that includes contextual, perceptual, demographic and achievement elements. |  |  |

**Summary Results and Reflection:**