



## Teton Science Schools' Place Network School Readiness Assessment

### Introduction

Schools/districts/founders use the **Community Reflection** and **Leadership Self-Evaluation** to evaluate readiness to partner with Teton Science Schools' Place Network. The Place Network is a collaborative network of rural K-12 schools that connect learning and communities to increase student engagement, academic outcomes, social-emotional learning, and community impact.

### Part 1: School Community Reflection

Begin by considering the following questions (adopted from Transcend Learning) in discussion formats appropriate for the school setting.

- **Does the community have conviction?** The community should be able to describe why innovation is required and 2) inspire and enlist others to invest the time, attention, and courage it will take to realize this effort.
- **Does the community have clarity?** The community should constantly be striving toward a clear vision for the future learning environment and alignment on the student aims and outcomes.
- **Does the community have the capacity?** Having the right people, skills, knowledge, culture, and resources (time, people, money) required to successfully innovate and execute the Place Network model is critical to the model's ability to realize.
- **Is there a community coalition?** Having strong partnerships with and investment from students, educators, families, and other key stakeholders is critical to have the buy-in a school needs to move the innovation work forward.
- **Is there strong culture within the school community?** In order to implement and sustain school redesign, a strong culture of trust, learning, and innovation must be established within the community

(over for Part 2: Leadership Evaluation)



## Part 2: Leadership Evaluation

Category	Self-Assessment
General	<p>General School Characteristics** include...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> small (less than 1000 students in district/less than 300 students in school)</li> <li><input type="checkbox"/> classified as rural within <a href="#">federal designation</a></li> <li><input type="checkbox"/> higher rates of poverty (&gt;50% FRL) (to receive financial assistance)</li> </ul> <p><i>**flexibility exists within these general characteristics for engaged schools ready to partner</i></p>
School Leadership	<p>School Leadership...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has read the <a href="#">Place Network MOU</a> and understands the required commitment</li> <li><input type="checkbox"/> has shared the MOU with staff and leadership.</li> <li><input type="checkbox"/> has supported a culture of successful school innovation with previous projects</li> <li><input type="checkbox"/> is willing to expand the definition of classroom to include the entire community</li> <li><input type="checkbox"/> is willing to collaborate with the Place Network and its partners on communications, stories and sharing</li> </ul>
Program Direction	<p>School community is interested in and able to, within district and state mandate, adopt...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> place-based education</li> <li><input type="checkbox"/> project-based learning</li> <li><input type="checkbox"/> competency-based assessment (mastery, proficiency-based, etc.)</li> <li><input type="checkbox"/> personalized learning (with or without technology)</li> <li><input type="checkbox"/> focus on social-emotional learning, leadership, and self-awareness in addition to academic content and skills</li> </ul>
School Board	<p>School board...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is willing to fund and sustain the implementation effort (either through local/regional philanthropy or allocated district/school funding)</li> <li><input type="checkbox"/> understands how the school program can support long-term community vitality and innovation</li> </ul>
Teachers	<p>Teachers...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> are willing to rethink how learning and teaching occurs to best prepare students for the future</li> <li><input type="checkbox"/> see how the Place Network Model enhances and supports other efforts in the school</li> <li><input type="checkbox"/> are willing to collaborate on projects and have a growth mindset</li> <li><input type="checkbox"/> are willing to measure outcomes using Continuous Improvement Models and shared data</li> </ul>
Community	<p>Community...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is willing to partner with the school to help provide experiences and expertise</li> <li><input type="checkbox"/> recognizes the need and interest for school redesign</li> </ul>
Parents	<p>Parents</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> are engaged in the school and interested in new models for learning and teaching</li> <li><input type="checkbox"/> are aware of the Place Network model and understand how it works within the current school</li> <li><input type="checkbox"/> have been part of community discussions discussing school redesign and innovation as well as the merits of implementing the Place Network Schools model to meet community need.</li> </ul>

\*\*Schools that are in Planning or Design Phases may not be able to answer all of these questions.