

**Worksheet - Leading Towards Coherence
CEI Showcase 2018**

Part I

START HERE: Select one of the continuums below as your frame of reference for the worksheet.

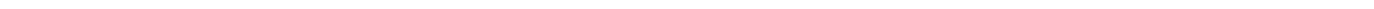
Check the box next to that continuum:

Continuum Options

| | | | |
|--|--|------------|---|
| | <p>K - 5 Grading and Reporting is school-centric and not alike within the district</p> | <p>← →</p> | <p>K - 5 Grading and Reporting is guided by district policy and a stated set of shared beliefs. Common codes, terminology and formatting are in use.</p> |
| | <p>Personalized learning is defined uniquely in every school in the district; many disparate examples exist and various levels of buy-in are to be found</p> | <p>← →</p> | <p>The district has a common rationale and definition of personalized learning, showcases a diverse array of examples and provides differentiated PD for it's staff</p> |

| Stakeholder | Costs (left side of continuum) | Benefits (right side of continuum) |
|-----------------|--------------------------------|------------------------------------|
| Teacher | | |
| Child | | |
| Family | | |
| Building | | |
| District | | |
| My job | | |

Other thoughts and questions:



Part II

START HERE: Look over both artifacts briefly and then select one of them as your frame of reference for the worksheet. Check the box next to that artifact:

Artifact Options

| | |
|--------------------------|---|
| <input type="checkbox"/> | Oxford Hills Capacity Matrix |
| <input type="checkbox"/> | Hermon High School Teacher Expectations |

NEXT: Reflect & write; talk; share out

| Impacts | Reflective Writing |
|-----------------|---------------------------|
| Teachers | |
| Children | |
| Families | |
| Building | |
| District | |
| My job | |

Other thoughts and questions:
