



Oklahoma A+ Schools[®]
engaging curious minds

UNIVERSITY OF CENTRAL OKLAHOMA

Implementation Guide

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A+ Essentials™: A Set of Commitments

<p>Arts</p> <p>In A+ Schools the arts are:</p> <ul style="list-style-type: none"> * taught daily * inclusive of drama, dance, music, visual art and writing * integrated * valued as essential to learning * included in planning * practiced * a part of personal experience 	<p>Curriculum</p> <p>In A+ Schools curriculum is addressed through the use of:</p> <ul style="list-style-type: none"> * mapping that reflects alignment * thematic webbing * development of essential questions * creation and use of interdisciplinary thematic units * cross-curricular integration 	<p>Experiential Learning</p> <p>In A+ Schools experiential learning:</p> <ul style="list-style-type: none"> * is grounded in arts-based instruction * is a creative process * acknowledges entry points * includes differentiated instruction * provides multi-faceted assessment opportunities 	<p>Multiple Intelligences</p> <p>In A+ Schools multiple learning pathways are:</p> <ul style="list-style-type: none"> * used within planning & assessment * understood by students and parents * studied, and new research is explored by teachers * creating balanced learning opportunities
<p>Enriched Assessment</p> <p>In A+ Schools enriched assessment:</p> <ul style="list-style-type: none"> * is on-going * is designed for learning * is used as documentation * is a reflective practice * helps meet school system requirements * is used to self-assess by teachers and students 	<p>Collaboration</p> <p>In A+ Schools collaboration:</p> <ul style="list-style-type: none"> * is intentional * occurs within & outside of school * occurs during planning time: classroom teachers with arts teachers * occurs with teachers, students, families, the community, & local businesses * includes broad-based leadership 	<p>Infrastructure</p> <p>In A+ Schools infrastructure supports the philosophy by:</p> <ul style="list-style-type: none"> * addressing logistics such as schedules that support planning time * providing appropriate space for the arts * continually developing faculty commitment * creating a shared vision * providing related professional development * continual team building 	<p>Climate</p> <p>In A+ Schools climate improves because:</p> <ul style="list-style-type: none"> * teachers can manage the arts in their classrooms * stress is reduced * teachers are treated as professionals * morale improves * excitement about the program grows * A+ whole school reform is invigorating



Welcome to the Oklahoma A+ Schools® (OKA+) *Implementation Guide*.

OKA+ supports a *three-year implementation process* for new schools and *ongoing development and support* of all member schools regardless of their time in the network. Research consistently points **to *principal leadership, effective teaching* and *quality professional development*** as the most significant drivers affecting student achievement. You will notice a strong emphasis on these drivers throughout the guide. This guide will provide reference points to gauge attainment of outcomes over time. The more actively a school engages in the A+ Essentials™ implementation, the stronger the outcomes.

In line with our understanding that no two schools are the same, each school must determine how OKA+ will look given its community, clientele and resources. The power to create a great school resides within each school and can be realized through strong principal leadership, faculty engagement, and professional development. New OKA+ schools can use the guide to establish benchmarks for their implementation process. Existing OKA+ schools can use it as a fresh lens for current practice and goal development.

What this guide **is**

- Organized by the A+ Essentials™ in support of ongoing commitment to the framework in practice
- The result of five years of comprehensive research
- A strategic effort to enhance the clarity of OKA+ processes and deepen the level of school engagement
- Validation of the importance of continuous learning for everyone, from the youngest to oldest learners

What this guide **is not**

- A checklist
- A one-size-fits-all approach to school transformation
- A summative evaluation of a school's OKA+ process and outcomes

How to **use** this guide

- **Refer to this guide regularly** to analyze the A+ Essentials' use and determine what can be enhanced.
- **Move items from one stage to another** as needed to create an individualized implementation process.
- **Assess the process** in conjunction with the *OKA+ Identity Scale* and *OKA+ Reflection Rubric* (tools developed by the OKA+ research team)

Ongoing assessment is built into the process of school transformation. Use these tools, along with reflections on practice and evidence of student attainment and their accompanying artifacts to

- More effectively identify their level of engagement and
- Identify associated professional development needs over time
- Determine next steps, including readiness to move along the continuum of engagement

Regardless of the category of affiliation (see attached: *Categories of Affiliation*), this *Implementation Guide* will help schools chart a path toward full, effective and rich educational experiences for all students so that they are prepared to be successful along the continuum of life-long learning. The journey and the learning continue.

***You will find a blank essentials grid with each guided essential for your notes and planning.**

STAGE 1	STAGE 2	STAGE 3
Arts	Arts	Arts

The A+ Essentials(TM) are the eight commitments that bind us together as a network. Research has identified five (5) content essentials (arts, curriculum, experiential learning, multiple learning pathways and, enriched assessment) which directly touch on practice with and for students, and three (3) process essentials (collaboration, climate and infrastructure) which address not only practice with students, but also a school’s interactions and strategies for working together that aid in effective implementation of the content essentials. The practices and goals shared in this document will help to identify how a school is already addressing essentials and suggest ways that others can be more fully implemented.

There is a plan to move from teacher-directed and/or commercially produced arts related work to student-created/initiated works.	Little if any student work in the school is based on a pattern or photocopied. Student choices are incorporated in performing and other arts.	Original student processes and work are seen throughout the school. The school has expanded recognition of multiple art forms.
The school focuses on building teacher capacity to provide arts experiences in the classroom. Emphasis may be on a minimum of two art forms.	The school focuses on building teacher capacity to provide instruction incorporating additional art forms.	Teacher capacity and ability is developed to incorporate arts experiences every day using a variety of arts disciplines.
Arts experiences are provided a minimum of 2-3 times per week for every child.	Arts experiences are provided 3-4 times per week for every child.	Daily arts experiences represent at least four major art forms during the year.
STAGE 1	STAGE 2	STAGE 3 and beyond
Arts	Arts	Arts

STAGE 1	STAGE 2	STAGE 3 and beyond
Curriculum	Curriculum	Curriculum

Every teacher develops at least one integrated lesson/unit per grading period.	Additional units are developed with attention to formative and summative assessment.	Integrated lessons/units and enriched assessments are routinely practiced in every classroom.
Curriculum maps/plans for 1st quarter are in place with essential questions and overarching concepts. A draft for a full year curricular plan is developed for all areas, disciplines, or courses taught.	Teachers revise and refine curriculum plans based on year one review. Curriculum is fully developed for three quarters of the year with essential questions and overarching concepts.	Curriculum maps/plans including essential questions and overarching concepts are fully developed. School appreciates and utilizes the curriculum mapping process to continually link and align instruction and communicate with staff new to the school or changing positions.
Staff members are becoming familiar with research that connects creativity to education and life.	Lessons contain deliberate opportunity for creative approaches, processes, and outputs by students and teachers.	There is school wide evidence that the school is thinking, planning and behaving creatively.
STAGE 1	STAGE 2	STAGE 3 and beyond
Curriculum	Curriculum	Curriculum

STAGE 1	STAGE 2	STAGE 3 and beyond
Experiential Learning	Experiential Learning	Experiential Learning

Teachers are encouraged to try new lessons and projects, integrating student choice.	Students are regularly invited to contribute ideas on how they will learn.	Intellectual risk taking is evident through student engagement with beneficial and relevant work.
Students work in groups and collaborate on learning projects.	Students share ideas and may seek help from other teachers, arts specialists, librarian, etc.	Students collaborate beyond the classroom and school to solve problems.
Teachers recognize the importance of engaging students in meaningful and relevant learning and provide opportunities that go beyond direct instruction.	Lessons routinely offer opportunities for students to solve real world problems and make connections beyond the classroom that lend themselves to multifaceted assessment opportunities.	Hands-on real world application of learning objectives, using differentiated instruction to support innovation and critical thinking. Use creative process to solve problems including real school and community problems.
STAGE 1	STAGE 2	STAGE 3 and beyond
Experiential Learning	Experiential Learning	Experiential Learning

STAGE 1	STAGE 2	STAGE 3 and beyond
MI / Multiple Learning Pathways	MI / Multiple Learning Pathways	MI / Multiple Learning Pathways

Multiple Intelligences are introduced to students and parents with a goal of building awareness of MIs and understanding the value of self-assessment.	Students and teachers use MIs to strengthen their own capacity to learn.	There is evidence that MIs are understood and used in many ways throughout the school community (such as parents, mentors, partners).
Attention to multiple learning pathways results in evidence of student choice in both acquisition and demonstration of learning, at least once per grading period.	Students have regular opportunities for choice in both acquisition and demonstration of learning.	Routine utilization of multiple learning pathways leads to differentiated instruction and assignments and supports a culture which values balanced learning opportunities.
School community studies the body of knowledge about how people learn (learning theories).	Teachers use their knowledge of learning theories in planning and assessment.	School considers current research, assesses its value to the school community and adjusts plans as determined appropriate.
STAGE 1	STAGE 2	STAGE 3 and beyond
MI / Multiple Learning Pathways	MI / Multiple Learning Pathways	MI / Multiple Learning Pathways

STAGE 1	STAGE 2	STAGE 3 and beyond
Enriched Assessment	Enriched Assessment	Enriched Assessment

Teachers develop the capacity to use more than one way to assess learning. Teachers use multiple assessments at least once per 9 weeks and share results with students and their parents.	Teachers incorporate the use of multiple assessment strategies. Students know how they will be assessed and may do self-assessment of their work as a part of their assignments.	Teachers routinely use multiple assessment strategies, including formative assessments with attention to collaboration and short feedback loop information.
Teachers design mechanisms to provide feedback to students on work in progress.	There is school wide use of enriched assessment among teachers, and outcomes are promptly shared with students.	Teachers routinely share multiple assessment info with each other, with students, and with parents, supported by the principal, so that there is a clear picture of goal/objective attainment. There is student input into assessment strategies.
As teachers try new assessment strategies, time is allowed in staff or grade level meetings to share stories, give support and ideas.	Sharing stories and seeking input from colleagues is encouraged. As this culture of support and confidence grows, unexpected outcomes are used as opportunities for learning.	Deliberate and creative use of unexpected outcomes is documented and shared regularly so that the staff and students build capacity to identify opportunities to capture a clearer picture of student understanding.
STAGE 1	STAGE 2	STAGE 3 and beyond
Enriched Assessment	Enriched Assessment	Enriched Assessment

STAGE 1	STAGE 2	STAGE 3 and beyond
Collaboration	Collaboration	Collaboration

The principal and faculty collaboratively create OKA+ implementation goals.	The principal and faculty collaboratively evaluate and adjust goals based on an internal progress review.	The principal and faculty collaboratively evaluate and adjust goals based on an internal progress review.
The school develops a component of Back to School that introduces OKA+ and the A+ Essentials to connect the school philosophy and practice to the essentials in support of student learning.	The school develops a plan to explain and reinforce the school's OKA+ identity and philosophy to the community.	The school regularly communicates the importance of the A+ Essentials and philosophy to parents and the community.
The school experiments with ways to provide grade level planning time with specialists.	A schedule for allowing grade levels and specialists to communicate about plans is in place.	Clear and sustainable structures exist to support collaborative planning.
The school determines plans to identify and utilize strengths of parents and community.	The strengths and interests of parents and community are used collaboratively in support of learning.	Clear and sustainable structures for collaboration with parents and community exist.
OKA+ connections are communicated to existing business and philanthropic partners to explore collaborations.	New partners are sought to support specific school endeavors.	Business and philanthropic partners are deliberately cultivated to support ongoing implementation of OKA+ practices.
STAGE 1	STAGE 2	STAGE 3 and beyond
Collaboration	Collaboration	Collaboration

STAGE 1	STAGE 2	STAGE 3 and beyond
Climate	Climate	Climate

Staff agreements for interaction are visible and guide day-to-day interactions.	Staff members work seamlessly together on shared objectives and actions to address goals.	Positive relations are a priority as the work of school is carried out.
Strengths and interests of staff are surveyed. Mechanisms are developed in order to allow opinions to be expressed.	Teachers use their gifts, talents, and interests in support of student learning.	School makes effective use of individual differences in support of student learning and improved school climate.
OKA+ Staff is utilized as a resource for current challenges.	A+ Essentials are referred to when new problems/challenges arise.	A+ Essentials guide problem solving.
The school establishes benchmarks for measuring student engagement, including attendance, tardies, discipline referrals.	School monitors and collects student engagement data while increasing the amount of arts integrated, experiential, and differentiated learning opportunities.	The school analyzes and reports on student engagement outcomes, with attention to reported levels of enjoyment, interest, and challenge.
STAGE 1	STAGE 2	STAGE 3 and beyond
Climate	Climate	Climate

STAGE 1	STAGE 2	STAGE 3 and beyond
Infrastructure	Infrastructure	Infrastructure

Research demonstrates that the level of engagement for individual schools is driven by principal leadership, faculty engagement, and professional development. For this reason you will notice a strong emphasis on these drivers regardless of a schools' time in the network. This is particularly true for the first six guidelines of the infrastructure essential.

OKA+ banner/proclamation displayed	OKA+ banner/proclamation displayed	OKA+ banner/proclamation/updated plaque displayed
A+ Essentials displayed	A+ Essentials displayed	A+ Essentials displayed
Ongoing professional development (PD) connected to the schools' goals	Ongoing PD connected to the schools' goals	Ongoing PD connected to the schools' goals
OKA+ principal leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one OKA+ leadership meeting and retreat	OKA+ principal leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one OKA+ leadership meeting and retreat	OKA+ principal leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one OKA+ leadership meeting and retreat
OKA+ coordinator leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one A+ coordinator meeting and retreat	OKA+ coordinator leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one A+ leadership meeting and retreat	OKA+ coordinator leadership: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one OKA+ leadership meeting and retreat
Engaged Faculty: active in pursuit of school-created goals for implementation; attend and participate in PD provided on-site; attend a minimum of one A+ workshop/meeting/retreat during the year	Engaged Faculty: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one A+ workshop/meeting/retreat during the year	Engaged Faculty: active in pursuit of school-created goals for implementation; attend and participate in on-site PD; attend a minimum of one A+ workshop/meeting/retreat during the year
Use of OKA+ language and group processes in classrooms and staff meetings	Use of OKA+ language in communications to school community: parents, partners, etc.	Deliberate incorporation of OKA+ language (i.e. may be reflected in school committees and/or staff handbook)
STAGE 1	STAGE 2	STAGE 3 and beyond
Infrastructure	Infrastructure	Infrastructure

STAGE 1	STAGE 2	STAGE 3 and beyond
Infrastructure	Infrastructure	Infrastructure

All staff have completed initial OKA+ training	Newly hired staff have completed initial OKA+ training	Maintain the commitment to train newly hired staff
The school reflects on past PD, prioritizes which A+ Essentials need specific focus.	The school reflects on progress and past PD, and prioritizes needs for specific focus within the Essentials.	The school reflects on progress with all Essentials and past PD, and prioritizes needs accordingly.
Conduct an audit of how resources are currently being distributed in light of the A+ Essentials.	Develop a plan for changes needed to align distribution of resources in light of the A+ Essentials.	Resources are distributed in light of A+ Essentials
STAGE 1	STAGE 2	STAGE 3 and beyond
Infrastructure	Infrastructure	Infrastructure

Oklahoma A+ Schools® Network Categories of Affiliation (COA)

Member Schools			Associates	
Implementation	Participation	Demonstration	OK & AR Associates	Alumni
<p><u>OKA+ Commitments:</u> 2 on-site PDs Access to the online member portal Regular networking opportunities Access to OKA+ resource kits and materials Free annual conference attendance for 50% of school staff</p> <p><u>School Commitments:</u> Attend PD, leadership retreats, conferences, and institutes Participate in ongoing OKA+ research Train new staff Establish use of Implementation Guide</p> <p>Year 1: Define benchmarks of progress based on Implementation Guide (IG)</p> <p>Year 2: Review benchmarks of progress using IG and the Identity Scale and Reflection Rubric</p> <p>Year 3: Review 3-year process to determine appropriate COA for year 4</p> <p><u>Benefits:</u> High student outcomes Better student and teacher attendance Joyful engaged students More parent and community involvement Quality external partnerships</p>	<p><u>OKA+ Commitments:</u> 1 on-site PD Access to the online member portal Regular networking opportunities Access to OKA+ resource kits and materials Free annual conference attendance for 50% of school staff</p> <p><u>School Commitments:</u> Attend PD and leadership retreats Participate in ongoing OKA+ research Set annual benchmarks using IG, Identity Scale, and Reflection Rubric Train new staff Attend statewide conference</p> <p><u>Benefits:</u> High student outcomes Better student and teacher attendance Joyful engaged students More parent and community involvement Quality external partnerships</p>	<p><u>OKA+ Commitments:</u> 2 on-site PDs Access to the online member portal Regular networking opportunities Access to OKA+ resource kits and materials Free annual conference attendance for 75% of school staff Training in action research technology package Enhanced access to OKA+ staff and fellows for support and consultation Substitute reimbursement for teachers fulfilling demonstration school commitments Whole school refresher conference</p> <p><u>School Commitments:</u> Attend PD and leadership retreats Actively participate in ongoing OKA+ research Produce demonstration lessons Participate in live and virtual classroom demonstrations and school visitations Participate in specialized trainings Attend and participate in conference presentations Set annual benchmarks using IG, Identity Scale, and Reflection Rubric Train new staff</p> <p><u>Benefits:</u> Highest student and faculty outcomes Research site Preferred site for pre-service teachers Preferred site for partnering organizations and grant opportunities</p>	<p>Those with a particular interest in OKA+ philosophy and practices: individuals, schools/partial schools, higher education, and partner organizations (government, business, culture, philanthropic)</p> <p><u>Benefits:</u> Access to the online member portal, including all groups and resources, regular networking opportunities, and fee-based access to OKA+ events and customized PD</p>	<p>Former members and associates who are no longer active due to school closures, consolidations, inactivity, or change of interest</p>

Common OKA+ Language Definitions

OKA+ Essentials

A+ Essentials™: A set of commitments providing a framework within which the work of school is accomplished. These eight essentials remain constant. Based upon need and resources, they are addressed in various ways.

Arts Essential: A commitment in which the arts are taught daily; inclusive of drama, dance, music, visual art, and writing; integrated; valued as essential to learning; included in planning; practiced; and a part of personal experience

Climate Essential: A commitment in which the school's approaches encourage teachers to manage the arts in their classrooms, encourage a reduction in stress, ensure that teachers are treated as professionals, encourage morale to improve, encourage excitement about A+ as the implementation grows, and encourages invigoration toward the whole school reform process

Collaboration Essential: A commitment in which the collaboration is intentional; occurs within and outside of school; occurs during planning time, including classroom teachers working with the arts teachers; occurs with teachers, students, families, the community, and local businesses, and includes broad-based leadership

Curriculum Essential: A commitment to having a coherent and openly shared plan of what is taught during the school year. The shared nature of the information allows for greater collaboration among all parties and sharing of information and resources in a coherent and meaningful way.

Enriched Assessment Essential: A commitment in which assessment is ongoing, designed for learning, used as documentation, is a reflective practice, helps meet school system requirements, and is used to self-assess by teachers and students.

Experiential Learning Essential: A commitment to providing hands-on and authentic experiences for students including differentiated instruction, the creative process and multi-faceted assessment opportunities.

Infrastructure Essential: A commitment to using the finite resources of time, space, human resources, funds, and materials to support the type of learning environment described by all other essentials.

Multiple Intelligences (Multiple Learning Pathways) Essential: A commitment in which multiple learning pathways are used within planning and assessment, are understood by students and parents, are studied, and new research is explored, and are used to create balanced learning opportunities. (e.g., Gardner's theory of multiple intelligences, Goleman's emotional intelligence, Bloom's taxonomy of the cognitive domain, and the latest in brain research)

OKA+ Events

5-Day Institute: A set of experiences and trainings designed to provide initial orientation/information to new A+ Schools and includes all adult stakeholders as defined by the school, including the principal.

Arts Integration Workshop: One of five sessions for individual schools during a 5-Day Summer Institute focusing on visual art, music, dance, drama, and multiple intelligences. Also, referred to as "101's." Arts Integration Workshops or seminars are also conducted periodically throughout the year which are open to all interested network and non-network educators.

Conference: Refers to the 3-day, 2-day, and 1-day meetings for schools in the summer. All member schools may attend a conference each year following their entry year.

Elective Workshop: A session during the summer institute/conference where several workshops occur simultaneously in which the participants get to choose which workshop they would like to attend.

Job-Alike Session: A session periodically scheduled when individuals in specific school positions (principals, grade levels, specialists, etc.) meet to network and share ideas.

Mini Institutes: Overnight sessions held for member schools 'educators who did not attend a school's initial Summer Institute. Basic vocabulary and methodology is presented to new hires, those with conflicting schedules, or who for individual reasons were not in attendance initially.

Networking Celebration: A celebration for OKA+ Fellows/Faculty and school participants during a summer institute/conference with entertainment from an A+ School's students, a network artist, or a collaborative arts experience.

Ongoing Professional Development: Member schools are currently entitled to two on-site professional development workshops each school year, based upon the school's determination of need.

Statewide Conference: An annual conference that includes presentations and hands-on professional development involving teachers, administrators, parents and district officials from OKA+ and non-OKA+ schools; OKA+ staff, Fellows and faculty; artists; legislators; community and educational partners; and the Oklahoma A+ Schools® research team.

Team Time: A session during the summer institute/conference designated for a school to complete daily reflections and then use however they choose, generally spent without the A+ Facilitating Team.

OKA+ Processes

Agreement Setting: A process by which a group comes to agreement about how members will interact and support each other's best work.

Curriculum Mapping: Reviewing the state-mandated curriculum (or curriculum currently in use for private schools) for a grade level or subject area and then creating a projected plan (year-long timeline) that deliberately integrates concepts and skills among various disciplines.

Informance: A creative means of sharing what has been learned. The learners create a presentation that *informs* others of their learning. An *informance* is *informal* as opposed to a performance that has been well rehearsed.

Ladder of Inference: Frequently referenced collaboration tool to help participants understand the role of bias and observation when selectively using data at the expense of complete understanding. Initially developed by Chris Argyris, it was subsequently presented in Peter Senge's *The Fifth Discipline: The Art and Practice of the Learning Organization*.

Ning: An online platform for users to create their own social Web sites and social networks. The purpose of the OK A+ site is to develop a network of A+ friends and associates for collaboration and networking with a goal of building better communication, understanding, and support. (<http://aplusokconference.ning.com/>)

OKA+ Terminology

Categories of Affiliation: Clarifies the relationship of an entity with the OKA+ Schools' network so that roles and expectations are defined according to the benefits and services desired and exchanged.

Curriculum Map: A year-long plan for a grade level or subject area showing when concepts, content, skills and objectives will be taught in the school year and how disciplinary connections can be made over time.

Diary Map: A curriculum map that is documented as it actually happens throughout a school year. It is keeping a “diary” of the scope and sequence of curriculum as it is actually taught during a school year.

Drivers: Principal leadership, faculty engagement, and professional development are the research-identified factors that propel a school and empower the success of the transition.

Enriched Assessment: A process for gaining a clear picture of student understanding.

Empowerment: A school’s capacity to make effective choices and to transform those choices into desired actions and outcomes. (see Indicators of Engagement)

Essential Questions: Use of large questions that are broad, over-arching, with more than one answer so that instruction encompasses multiple learning strategies.

Facilitating Teams: The team of A+ Fellows and Faculty that either work with a school during the summer institute/conference or lead a specific workshop.

Faculty: An A+ Schools Fellow-in-training. (see *Responsibilities of Fellows and Faculty in Summer Conferences*)

Fellow: An A+ Schools professional facilitator. (see *Evaluation Document for Fellows*)

Flexibility: The capacity of the school community to adapt to new, different or changing requirements from both external and internal forces. (see Indicators of Engagement)

Focus Question: Specific question for a topic or session; question for teachers as participants during a summer institute/conference session.

Framework: The guide/planning tool for A+ Fellows and Faculty to follow when working with a school. Frameworks are used to guide an entire 5-Day Institute, a 3-, 2- or 1-Day Conference and all workshops (concurrent, arts integration) during the institutes/conferences.

Identity Scale: A self-assessment measurement tool designed by researchers to provide schools and OKA+ with a clear understanding of how the schools see themselves engaged with the A+ Essentials™ that will then be used to inform the Reflection Rubric and determine next steps within the OKA+ network for each school.

Indicators or Engagement: Research has identified five indicators of engagement that assist on a schools transformation journey: resiliency, sustainability, flexibility, ownership and empowerment.

Multiple Learning Pathways: Term used in Oklahoma to update the “Multiple Intelligences” Essential to include brain research, other ways that individuals give and receive information, and tie the Essential to current information and practice.

OKA+ Network: A professional network that includes A+ administration and staff, A+ Fellows and faculty-in-training, artists and experts in the community, partner organizations and institutions around the globe, and the 60+ schools, ranging from urban, suburban, rural, public, and private, that have been accepted as a partner with Oklahoma A+ Schools®.

Oklahoma Priority Academic Student Skills (PASS): State-adopted standards by which curriculum and assessments are designed (Oklahoma PASS)

Overarching Concept: The broad idea that connects an entire unit connecting multiple disciplines.

Ownership: The degree to which decision making reflects both the written and hidden curriculum in a culture that supports all members' creativity, achievement and accountability. (see Indicators of Engagement)

Projected Map: A year-long plan for the scope and sequence of what will be taught during an upcoming school year.

Reflection Rubric: A self-assessment measurement tool designed by the research team to assist schools in determining their level of engagement in the OKA+ process and their desired level of professional development from OKA+.

Resiliency: The overall capacity of a school community to adjust successfully to change. (see Indicators of Engagement)

Site Coordinator: The coordinator at each OKA+ school who is responsible for working with the administrator to develop the A+ whole school reform initiative at that site

Social Network: A web site where one connects with those sharing personal or professional interests, place of origin, education at a particular school, etc. (e.g., Ning, Facebook, Twitter)

Sustainability: The degree to which practices are fully internalized and part of how the school community does business. (see Indicators of Engagement)