

*Appendix C**Checklists Based on the Baldrige Educational Criteria for Performance Excellence*

The researcher wishes to acknowledge and thank the Pinellas County Quality Academy for allowing me to include the following information in this appendix. The checklists reproduced in this appendix as well as other checklists are currently available from Jim Shipley & Associates, Integrated Systems Solutions, 8058 Bay Haven Drive, Seminole, Florida.

When using these checklists to monitor progress in implementing continuous improvement think about only the unit being evaluated as a system. Respond honestly to the questions as to the actual current state, not the ideal. The total point score for all seven areas is 100 points. Use the insights from your scoring to complete the action plan on the last page of evaluation document.

## Systems Check for the Classroom



## Systems Check for the Classroom

<b>1.0 Leadership</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I involve students in developing and reviewing the classroom mission statement.					
I monitor and communicate classroom progress to students and parents.					
I use quality improvement principles in leading the classroom.					
<b>Total Category Points _____</b> Subtotals					

<b>2.0 Strategic Planning</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I align classroom goals to the requirements of the school plan and the next grade/course/level.					
I involve students in developing action plans to accomplish classroom goals.					
<b>Total Category Points _____</b> Subtotals					

<b>3.0 Student and Stakeholder Focus</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I work to build positive relationships with customers of the classroom.					
I monitor student and stakeholder satisfaction.					
<b>Total Category Points _____</b> Subtotals					

<b>4.0 Information and Analysis</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I collect and use classroom data and information to guide decision-making.					
I use data to compare class performance to other classes in my school and in other schools.					
Students have access to the information they need to make good decisions about learning.					
<b>Total Category Points _____</b> Subtotals					

<b>5.0 Student Focus</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I systematically recognize student contributions toward achieving class goals.					
I train and educate students to lead key processes as part of the classroom system.					
I monitor the level of student involvement, well being and satisfaction.					
<b>Total Category Points _____ Subtotals</b>					

<b>6.0 Management of Classroom Processes</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
I use the PDSA cycle as a model to design and improve teaching and learning processes.					
I create a physical environment that helps students achieve class goals.					
I use quality tools to model improvement of classroom processes.					
I communicate requirements for student success to suppliers (previous level/course teachers, schools, parents).					
I use a + $\Delta$ to evaluate the classroom work day and use the information to make improvements.					
<b>Total Category Points _____ Subtotals</b>					

<b>7.0 Classroom Results</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
Classroom performance is improving in all areas compared to past performance.					
Classroom performance is improving compared to similar classrooms.					
<b>Total Category Points _____ Subtotals</b>					

	1.0	2.0	3.0	4.0	5.0	6.0	7.0
<b>CATEGORY TOTALS</b>							

Systems Check Total \_\_\_\_\_





# Systems Check for the Classroom

## Personal Action Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Upon analyzing the results of the  **Systems Check**, I have identified the following key strengths and key opportunities for improvement:

+ Strengths	△ Opportunities for Improvement

### Action Plan

My students and I will do the following things to improve the classroom learning system:

We will reassess the classroom system on \_\_\_\_\_  
date

### Action Steps

- \_\_\_\_\_ 1. Become familiar with school goals and district expectations.
- \_\_\_\_\_ 2. Identify priorities for my grade/course and translate into student appropriate language.
- \_\_\_\_\_ 3. Establish a mission.
- \_\_\_\_\_ 4. Assess student performance against school goals and district expectations.
- \_\_\_\_\_ 5. Clarify and publish classroom goals and measures – no more than 3 goals.
- \_\_\_\_\_ 6. Select key learning processes and include assessment and improvement cycles for each.
- \_\_\_\_\_ 7. Organize students in cooperative work groups that own and manage classroom learning processes.
- \_\_\_\_\_ 8. Assist students in monitoring their own progress through the use of personal data folders.

For more information on the  **Systems Check** series contact  
 Jim Shipley & Associates, Inc.  
 (727) 394-8900 • jimshipley@mindspring.com  
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*Systems Check for Grade Level/Department Teams*



## Systems Check for Grade Level/Department Team

<b>1.0 Leadership</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
We work with key stakeholders in developing and improving a grade level/department mission statement.					
We monitor and communicate progress toward school and grade level/department goals.					
We use quality improvement principles in leading the grade level/department.					
<b>Total Category Points _____</b> Subtotal					

<b>2.0 Strategic Planning</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
Grade level/department goals are aligned to school and district goals.					
We work collaboratively to develop action plans to accomplish grade level/department goals.					
We evaluate and improve the planning process.					
<b>Total Category Points _____</b> Subtotal					

<b>3.0 Student &amp; Stakeholder Focus</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
We work to build positive relationships with customers of the grade level/department.					
We monitor student and stakeholder satisfaction and dissatisfaction as a grade level/department.					
<b>Total Category Points _____</b> Subtotal					

<b>4.0 Information and Analysis</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
We collect and use grade level/department data and information to guide decision-making.					
We use data to compare our performance to other grade levels/departments.					
<b>Total Category Points _____</b> Subtotal					



<b>5.0 Human Resource Focus</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
We have systems to recognize and reward student contributions toward achieving grade level/department goals.					
We create a work environment that helps students achieve grade level/department goals.					
We have systems in place to train and educate students to continually improve key grade level/department processes.					
We monitor the level of student involvement, well being and satisfaction.					
<b>Total Category Points _____ Subtotals</b>					

<b>6.0 Management of Processes</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
We use the PDSA cycle as the grade level/department improvement strategy.					
We use quality tools to monitor and improve grade level/department processes.					
We communicate to suppliers to ensure grade level/department success.					
We regularly use a + $\Delta$ to evaluate our work and use the information to make improvements.					
<b>Total Category Points _____ Subtotals</b>					

<b>7.0 Grade Level/Department Results</b>	Not Yet	Rarely	Sometimes	Usually	Regularly
	1	2	3	4	5
Grade level/department performance in all areas is improving compared to past performance.					
Grade level/department performance is improving compared to similar grade levels/departments.					
<b>Total Category Points _____ Subtotals</b>					

	1.0	2.0	3.0	4.0	5.0	6.0	7.0
<b>CATEGORY TOTALS</b>							

Systems Check Total \_\_\_\_\_



# Systems Check for Grade Level/Department Team

## Team Action Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Upon analyzing the results of the  **Systems Check**, we have identified the following key strengths and key opportunities for improvement:

+ Strengths	△ Opportunities for Improvement

### Action Plan

We will do the following to improve grade level/department performance:

We will reassess the grade level/department on \_\_\_\_\_  
date

### Action Steps

- \_\_\_ 1. Become familiar with school goals and district expectations.
- \_\_\_ 2. Identify priorities for our grade level/department and translate into student appropriate language.
- \_\_\_ 3. Establish a grade level/department mission.
- \_\_\_ 4. Assess student performance against school goals and district expectations.
- \_\_\_ 5. Clarify and publish grade level/department goals and measures – no more than 3 goals.
- \_\_\_ 6. Select key learning processes and include assessment and improvement cycles for each.
- \_\_\_ 7. Organize students into cooperative work groups that own and manage grade level/department learning processes.
- \_\_\_ 8. Assist students in monitoring their own progress through the use of personal data folders.

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