



	Traditional	Transitional	Transformational
Model of success is based on	The willing and able	Inclusion	Racial and Social Justice
Context for Learning	Classroom	School	Learning Community
When/Where Learning Happens	School/8-2	Coordination of in/after school	Anywhere & everywhere
Academic Access	Tracking	Open access to all	All students are successful at high levels
Personalization	Group Instruction	Differentiation	Personalized Learning Plans
Curriculum Frame	Text-Driven Instruction	Competency based instruction	Demonstration of mastery
Philosophy	Coverage	Depth/Breadth	Standards-based Inquiry
Content	Curriculum	Tasks/Projects	Whole Child
Student Investment	Requirements	Engagement	Passion
Goals	Test Results Targets	Curriculum Goals	Learner Aspirations & Life Options
Student Support	Deficit Model	Response to Intervention	Strengths/Assets & Learner Profiles
Responsibility for Learning	Student	Teacher	Learning Team
Involvement	Parent/Teacher Conferences	Student Conferences	Student led Exhibitions/IEP meetings
Feedback	Teacher provides feedback	Student reflects on learning	Discussion of learning
Assessment	...of Learning	...for learning	...as learning
Reporting	Letter Grades/GPA	No-Zero grading	Proficiency Reporting
Community Involvement	Compliance	Cooperation	Collaboration
Leadership	Hierarchy/Defined by Position	Site-based, shared	Everyone takes responsibility for what matters
Governance	Student council	Representational democratic structures	Participatory democratic structures
Educator Development	Recertification Hours/3 years	Group Learning	Collaborative Inquiry
Professional Culture	Faculty Meeting	Professional Learning Communities	Critical Friends Groups
Community Connections	Community Resources	Community Partners	Community Collaborators

