		1	2	3	4	5	6	7	8
		Direct Instruction							**Student Driven Choice Based Learning**
	COMPONENTS	**Traditional**	**Traditional**	**Open to New Ideas**	**Open to New Ideas**	**Forward Thinking**	**Forward Thinking**	**Innovative**	**Innovative**
Pedagogy	**Benchmarks/ Assessments**	District benchmarks are publisher/adopted curriculum &/or state testing interims scored externally generating scores.	District made benchmarks made by the district office, delivered in packets for each grade level/teacher, scored by an external source, data distributed by the district office, and used year after year without revision .	District made benchmarks made by the district office, delivered by the district office, scored by **the teacher,** and used year over year with yearly revisions by teachers using them (not district office staff).		District made benchmarks made by a committee including teachers **with a calibrated scoring system.**		District made benchmarks made by stakeholders of all levels **collaboratively with calibrated rubrics.**	
	Instructional Method	Content driven Teacher manual	Objectives	Basic skills driven	Theme based teaching	Topic based teaching	Inquiry based instruction Concept based teaching	Student generated learning cycles	Personalized learning plan based on individual students

		Textbooks/ basals/workbooks used in 3+ curricular areas	Textbooks/basals/ workbooks in 2 content areas	Textbooks used less but workbooks maintained	TPT "Cute" worksheets	Open source materials are used emphasizing primary sources and real world connections	PBL	STEM or STEAM CBL/EBL	Immersive integrated learning
		Whole class all day	Whole class most of the day	Rotations based on time	Grouping may differ by content area but doesn't change over time	Flexible rotations Flexible grouping during ELA and math	No rotations Students pulled into groups based on formative, qualitative data collection for a period of days for a specific purpose	No rotations Students work in flowing, flexible arrangements with the teacher: 1-1, pairs, small groups, more than 1 group	Personalized learning in workshop model where conferring and SGI occurs in every subject area collecting data to inform learning needs and 1-1 or groups formed as teaching shifts
		Posted times across all classes at a grade level	Accountable for daily lesson plans						No time schedule (unknown single content due to integration)
		Tight pacing guide same content, same day, all rooms	Time schedule posted is same every day						No time schedule (unknown single content due to integration)
		Student desks facing forward, facing the teacher w/ teacher desk in	Student desks facing forward, facing the teacher w/	Student desks combined to form tables & name tags for seating	Different areas of the room have different seating arrangements with	Choice in seating but all the same type of seating in	Flexible learning spaces and options (lay down, various chairs that are	Flexible learning spaces and options based on learning and	Flexible learning spaces and options based on learning and

		front	teacher desk in back		name tags	each area (i.e. yoga balls in one area, stools in another area) Pinterest Room	moved around by students, etc.)	student choice/need	student choice/need & arranged to maximize student learning
TECH	**Device Availability**	No computers	Computer lab open to all	Computer lab with rotations	Carts shared among the school	Carts shared among grade levels	Cart/set of devices per class	1:1 in grades 3 - 8 classrooms	1:1 in classrooms grades K - 8
			No assigned teacher	Computer/tech/multimedia teacher for student drop off	Check out system from centerpoint of school	Sharing system in place	Devices available in classroom checked out at the same time via a checkout system and back in to charge when finished.	Specific device checked out to a specific student for the year.	Both iPads and Chromebooks are available for all classes.
				Computer lab during teacher planning time			Devices retrieved daily.	Students get devices as needed.	Students select the device to match their purpose and goals.
								Devices at their desks all day.	Students use multiple devices to create and/or share their learning.
									Devices go home with students responsible for their use, charging, and daily availability

									24/7
									Student run tech support - site Genius Bar
	Classroom Tech Implementation	copy/paste from browser search	research	Curating resources or ideas (padlet)			Choose among tools and can justify use	Create PBL integrated content PSAs	Classroom run #edchat on social media
		games	games	games			Stop motion animation	Explore VR (Google Expeditions)	Create Google Expeditions or other VR content
		Accelerated Reader (AR) tests	Writing in Google Docs	Google Docs/Slides/etc. with media	Collaborative writing in Google Docs/Slides/etc.	Show and record learning with audio, visual, animation, etc.	Creating multimedia presentations	Create interactive multimedia digital resource books (iBooks, AR, interactive games, etc.)	Open choice of creative output
		calculator	Mind mapping (Popplet)	Collaborative mind mapping (MindMeister)				Appsmashing 2-3 to serve a purpose that can be articulated	Appsmashing more than 3 across devices and tools to serve a purpose that can be articulated
		Accessing digital textbooks	ebooks	Google form quiz				Google Hangout with students in another classroom	Globally connected classrooms with intent to engage in joint & collaborative challenges

		Grammar review	Note taking						
	Coding/ Programming	Play games or explore coded/programmed projects (Scratch exploration)	Copy/paste code from one project to another	Create a project with library resources in Scratch.	Create a project with self-generated images or drawings	Create a project with self-generated audio or video	Create self-generated multimedia coding/programming cross curricular tutorials/PSAs/ etc.	Create self-generated, original multimedia, interactive games/tutorials/PSAs incorporating keyboard or external controls that require user interactivity	Create original programs for controlling external components that generate autonomous actions
	Robotics	Robotics is used like remote control cars - hand eye coordination.	Follow procedural steps to make a robot do something.	Change part of the code to modify the structured given program.	Change part of the code without specific directions based on specific directions (inference).	Create a program for a robot to do something with no instructions or template.	Create synchronous movements and/or activities among robots. Devise a plan for a robot to accomplish a series of tasks.	Design & create a unique robot that can functionally solve a problem in a unique way.	Design & create a robot from scratch adding electrical, solar, and/or mechanical functions controlled through programming. (BattleBots)
	IoT	Talk to or play games on Alexa							Create Alexa skills
	Professional Learning (PD)	All day All grades 1 speaker Direct instruction Boxed/Packaged	All day All grades 1 speaker Company/	Hands-on K-2 separate from 3-5 Grade level	Grade level range Consultant follow up 2-3 times/year	Conference style within district only Choice of	Conference style inviting other districts Choice of sessions	Unconference with intention and purpose Choice from a	Personalized learning pathways Student led

		curriculum	consultant 1 time Curriculum driven	speakers	Embedded coaching/demo lesson	sessions from paid professionals Co-teaching PLC within a school	from exemplary teachers teaching teachers Lesson Study Instructional rounds within a school PLN across schools District and/or school site Twitter hashtag to share	variety of formats with staff leading teachers (both classified & cert) Microcredentialing as a site or grade level Instructional rounds across schools PLN across districts	sessions for PD/Student TED day Parent PD - conference style PD for parents to learn instructional strategies to reinforce at home Global partners in learning from inside out District and/or school site run Twitter edchat
	Data Collection, Analysis, Use	SBAC data drives data analysis, groups formation, and/or decision making	STAR, interims, & other summative assessments only	Student portfolios (student artifacts, photos, etc.) sent home after Open House.	Online student portfolios passed to the next grade and shared with families	Multiple measures: both summative and formative quantitative data	Multiple measures: mostly formative assessment data - both qualitative and quantitative	Student learning profiles; monitoring progress record of specific, measurable qualitative growth; formative data monitoring growth; heavily qualitative	Adaptive student centered personalized learning dashboard compiling individual student data gathered through qualitative and quantitative processes of in

									the moment learning