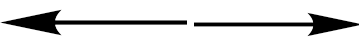


GRANT WOOD AEA TRANSFORMATIVE CLASSROOMS

Transformative: causing or able to cause an important and lasting change in someone or something

Transformative Classrooms seek to personalize learning for students by shifting towards a more student-centered environment. This shift is built upon the foundational tenets of building a collaborative learning community, designing engaging instruction, and developing students into self-directed learners. Transformative classrooms are supported by the integration of research-based instructional strategies, digital learning tools, and social-emotional/behavioral health principles.

Shifting the Paradigm

Tenet: Collaborative Learning Community		
Traditional		Learner Centered
Classroom routines and procedures are in place for organization.		Classroom routines and procedures are in place to lead to student independence.
Positive relationships between teacher and student are expected to occur organically and incidentally.		Classroom climate is positively impacted by teacher and student relationships.
Student relationships are noted, but not part of the learning process.		Classroom climate fosters positive, productive, and interdependent student relationships.
Feedback between student and teacher is not necessary.		Classroom climate is enhanced by student feedback to the teacher.

Tenet: Engaging Instruction	
Traditional	Learner Centered
Learning progress is based on textbook or curricular progression.	Learning is meaningful, authentic, and accessible for students.
Learning is supported through teacher guided experiences.	Learning is supported through collaboration and discourse.
Learning choices are present and created by the teacher for students.	Learning includes choices for students.
Learning experiences are varied based on availability of resources and teacher direction.	Learning is experienced in a variety of different formats.
Collection of student data is a primary goal.	Learning is differentiated based on student data.
Feedback is readily provided through teacher comments on finished products and grades.	Learning is propelled forward through feedback.

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Learning is demonstrated through test opportunities.	Learning is demonstrated in a variety of ways by students.
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Tenet: Self-Directed Learners	
Traditional	Learner Centered
Students share their learning via teacher created tools like papers, practice sheets and tests.	Students are equipped with strategies to clarify and share their thinking independently.
Reflection is a goal, but often there is no time.	Students reflect on their learning.
Students have the opportunity to check in with peers as a choice.	Students seek feedback from peers to move learning forward.
Students set academic goals and have the opportunity to track their progress.	Students set goals and make choices based on those goals as part of the learning process.
Student test scores help identify if a concept has been learned.	Students identify when and how they have learned a concept.

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Tenet: Collaborative Learning Community

The Collaborative Learning Community Tenet supports learners in feeling safe, valued, and recognized by focusing on building classroom relationships through productive classroom behaviors and systems.

Outcomes	Teacher Practices
Classroom routines and procedures are in place to lead to student independence.	Teacher prioritizes time to explicitly teach the routines and procedures and establish systems to support an efficient learning environment.
Classroom climate is positively impacted by teacher and student relationships.	Teacher personally connects with students to foster fair and respectful relationships.
Classroom climate fosters positive, productive, and interdependent student relationships.	Teacher empowers students with the tools and strategies for building positive relationships.
Classroom climate is enhanced by student feedback to the teacher.	Teacher elicits feedback from students and reflects on the feedback to inform classroom decisions.

Tenet: Engaging Instruction

The Engaging Instruction Tenet designs learning experiences that are flexible, collaborative, and relevant. Learners are empowered to learn through discourse, make choices to meet their individual needs, and demonstrate their learning in unique and meaningful ways.

Outcomes	Teacher Practices
Learning is meaningful, authentic, and accessible for students.	Teacher customizes instruction within grade-level standards, based on the strengths, needs and next learning opportunities for current students.
Learning is supported through collaboration and discourse.	Teacher provides opportunities for students to engage with one another in collaborative conversations and academic discourse.
Learning includes choices for students.	Teacher is flexible and provides guidance for students in making choices of path, place, and pace.
Learning is experienced in a variety of different formats.	Teacher designs learning experiences that blends effective large group instruction, small group instruction, collaborative work, student discussion, and/or independent work.
Learning is differentiated based on student data.	Teacher regularly collects a variety of data and uses it to inform instruction.
Learning is propelled forward through feedback.	Teacher provides timely, personalized feedback to support students in knowing where they are, where they need to go, and how they are going to get there.
Learning is demonstrated in a variety of ways by students.	Teacher offers and models a variety of techniques to support student's progress toward learning goals.

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Tenet: Self-Directed Learners

The Self-Directed Learners Tenet develops highly invested learners who have a mindset of continuous improvement. These learners are reflective thinkers who strive for mastery.

Outcomes	Teacher Practices
Students are equipped with strategies to clarify and share their thinking independently.	Teacher provides time, tools, and instruction around strategies to support student thinking.
Students reflect on their learning.	Teacher models reflection and provides time and prompts for students to reflect on their progress.
Students seek feedback from peers to move learning forward.	Teacher models peer-to-peer feedback and provides practice time for student application.
Students set goals and make choices based on those goals as part of the learning process.	Teacher models goal-setting and supports students in monitoring personal learning goals.
Students identify when and how they have learned a concept.	Teacher provides opportunities for self-assessment using models of mastery.