



	Traditional	Transitional	Transformational
Success	variable standards /expectations	common standards and variable expectations	common standards /expectations
Student Progress	text-driven seat time	standards-based instruction	proficiency based
Learning Pathways	tracking	heterogeneous grouping	open access for all students
Learning Opportunities	scope and sequence	tasks and projects	competency based inquiry
Schoolwide Learning Goals	test results targets	college and career prep	learner aspirations and life options
Learner Motivation	meeting requirements	interest driven engagement	curiosity and wonder, passion
Personalization	group instruction	differentiation	negotiated learning plans
Learner Support	remediation of deficits	intervention for skill gaps	acceleration based on learner profiles
Responsibility for Learning	student	teacher	learning team
Learner Voice	parent/teacher conferences	parent/teacher/student conferences	student-led exhibitions
Behavior Management	rules and punishments	behavioral training	fostering dignity and self-respect
Feedback	correction	reflection	discussion
Assessment	...of learning	...of and for learning	...of, for, and as learning
Certification/Credentials	letter grades/GPA	no-zero grading	proficiency reporting
Learning Culture	based on authority	based on defined roles	based on relationships
Shared Investment in Learning	teacher and student	teacher, student, and family	teacher, student, family, and community
Context for Learning	in school, school hours	beyond school, extended hours	anytime and everywhere
Professional Development	recertification hours	professional learning communities	community of practice/collaborative inquiry
Learning Impact	school relevance	community relevance	global relevance and action
Governance	limited and simulated	moderated and representative	extensive and participatory
Leadership	hierarchy/seniority	designated individuals/groups	everyone takes responsibility
Civic Mission	follow and abide	participate and vote	engage in public action