How would you describe your classroom?

or school, or district?

Industrial Age
20th Century Classroom

Information Age
21st Century Classroom

External energy required to maintain.
Process is unsustainable over time.

Internal energy is released.
Process is sustainable over time.

Learning to *THINK*

CORE COMPETENCIES WE TEACH - Confident learners consistently use high-level thinking.

A. Initiate high-level thinking processes (e.g. analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify, design, and cause/effect).

B. Communicate thinking with clarity and precision.

C. Establish goals and effectively work to achieve them (e.g. brainstorm, envision, research, plan, organize and persist).

D. Use a quality process (i.e. plan, draft, analyze, and revise) when producing products.

Evidence of a Thinking Focused Classroom

EVIDENCE LEARNERS ARE BEING ASKED TO THINK - High cognitive demand learning environments develop confident learners.

	Observations Visual Evidence *"TV with the sound off"*	**Conversations** Auditory Evidence *"TV with no picture" a.k.a. "Radio"*	**Learning Environment Products** Physical Evidence *"The learner's work"*
High Cognitive Demand (HCD) The "Y" Factor	• HCD Learning target on known and/or visible in classroom. • Posted opener of HCD. • Active problem solving occurring. • HCD activity observed. • Written questions asked are of HCD. • Observe students using multiple resources or components to problem solve. • Learners troubleshoot learning problems. • Learners utilize multiple sources of information to answer their own questions.	• Student debate is present. • Questions to construct meaning. • Focused vocabulary effectively used by learners. • HCD level of questioning for clarification. • Consistent use of appropriate concepts. • Diverse topics being explored. • Student led inquiry. • References to multiple sources of information to support perspectives. • Constructive buzz in learning environment.	• Shows relationships between concepts. • Utilizes multiple intelligences. • Students cite multiple sources to justify position. • Evidence that students analyzed multiple sources of information, evaluate for merit and use info to create final product. • Evidence of student voice vs. cut and paste. • Creative and/or innovative student work. • Presented work is indicative of the HCD activity. • Student generated rubrics used.
	Can be seen as a silent observer	*Can be heard as a silent observer*	*Usually requires observer inquiry*

Learning to use *INFORMATION*

CORE COMPETENCIES WE TEACH - Confident learners are effective consumers and producers of information.

A. Use a five-step problem-solving process: 1) identify variables; 2) locate facts; 3) analyze and evaluate information; 4) create solutions/opinions; and 5) test solutions/opinions.

B. Conduct, produce and present research (i.e. locate and organize information, write, support and present thinking in a variety of mediums).

C. Use multiple forms of information such as charts, graphs, tables, manipulatives, equipment, models and other resources within the problem-solving process.

D. Possess the technical skills to:

- Read/write with skill and present with confidence (e.g. instructions, charts, thank you letters, letters of request, letters of response, proposals, lab reports, research reports, technical documents, summaries and graphs)
- Use multiple forms of technology (e.g. word processing, database, Internet, AV production and CNC machine tools).

Evidence of an Information Rich Classroom

EVIDENCE OF WHO'S DOING THE WORK - Student Centered Flow of Information learning environments develop confident learners.

	Observations Visual Evidence *"TV with the sound off"*	**Conversations** Auditory Evidence *"TV with no picture" a.k.a. "Radio"*	**Learning Environment Products** Physical Evidence *"The learner's work"*
Student Centered Flow of Information The "X" Factor	• Student to student eye contact. • Physical room organized in groups. • Positive body language during discussions. • Teacher non-center stage – walking around classroom. • Learners focused on work or others instead of teacher. • On-task behaviors exhibited (i.e. visual focus, multiple student responses) Web-like vs wagon wheelish. • Multiple sources of information utilized.	• Conversations are on topic. • Student voice is dominant. • Students using probing questions of each other. • Conversations are toward each other (web-like) and not "wagon-wheel". • Teachers responding and/or answering w/questions. • Questions being re-directed by teacher to class for answers. • Multiple sources of information discussed.	• Group projects exhibited. • Student produced team norms & rubrics. • Students share out verbal and/or tangible products from multiple sources of information. • Products are placed in environment that requests feedback. • Students show knowledge learned from formative assessments. • Multiple sources of information utilized. • Diversity in learning products evident.
	Can be seen as a silent observer	*Can be heard as a silent observer*	*Usually requires observer inquiry*

Learning to have *CONFIDENCE*

CORE COMPETENCIES WE TEACH - Confident learners create and use appropriate learning support networks.

A. Possess strong interpersonal skills in order to:
- Establish communication linkages with other learners.
- Use effective listening strategies in a variety of settings.
- Resolve conflicts that disrupt communications.
- Develop positive learning feedback connections with other learners.

B. Use self-evaluation/reflection to enhance the learning process.

C. Effectively provide constructive feedback to other learners.

D. Demonstrate strong learning confidence in a variety of settings.

Evidence of a confidence building classroom

EVIDENCE OF OWNERSHIP - Strong Learning Trust learning environments develop confident learners.

	Observations Visual Evidence *"TV with the sound off"*	**Conversations** Auditory Evidence *"TV with no picture" a.k.a. "Radio"*	**Learning Environment Products** Physical Evidence *"The learner's work"*
Strong Learning Trust The "Z" Factor	• Student self-governance in both classroom management as well as in transitions. • Students are given latitude in methods of expression. • Student-centered assessments/rubrics are being developed or used. • Positive body language. • Student groupings are self-formed. • Student ownership of the learning process is evident. • Individual accountability to other learners.	• Student conversations indicate ownership of the learning and are respectful. • Learners' openness to changing thinking, not knowing the answer or with correcting mistakes. • Students help other students in their learning by asking clarifying questions. • Teachers are patient and avoid jumping in to answer student questions. • Student conversations indicate they own the learning process.	• Students have options to demonstrate their learning (multiple intelligences). • Student feedback on student work. • Student driven formative assessments used. • Lesson plans show preplanning of what the teacher is trying to learn about students. • Diversity of student work is evident. • Changes in prior thinking compared to current thinking are expressed in products. • Ownership of the learning is student centered.
	Can be seen as a silent observer	*Can be heard as a silent observer*	*Usually requires observer inquiry*

La Center School District – Core Competencies of a Confident Learner

1. Confident learners are effective consumers and producers of information.

A. Use a five-step problem-solving process: 1) identify variables; 2) locate facts; 3) analyze and evaluate information; 4) create solutions/opinions; and 5) test solutions/opinions.

B. Conduct, produce and present research (i.e. locate and organize information, write, support and present thinking in a variety of mediums).

C. Use multiple forms of information such as charts, graphs, tables, manipulatives, equipment, models and other resources within the problem-solving process.

D. Possess the technical skills to:

- Read/write with skill and present with confidence (e.g. instructions, charts, thank you letters, letters of request, letters of response, proposals, lab reports, research reports, technical documents, summaries and graphs)
- Use multiple forms of technology (e.g. word processing, database, Internet, AV production and CNC machine tools).

2. Confident learners consistently use high-level thinking.

A. Initiate high-level thinking processes (e.g. analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify, design, and cause/effect).

B. Communicate thinking with clarity and precision.

C. Establish goals and effectively work to achieve them (e.g. brainstorm, envision, research, plan, organize and persist).

D. Use a quality process (i.e. plan, draft, analyze, and revise) when producing products.

3. Confident learners create and use appropriate learning support networks.

A. Possess strong interpersonal skills in order to:

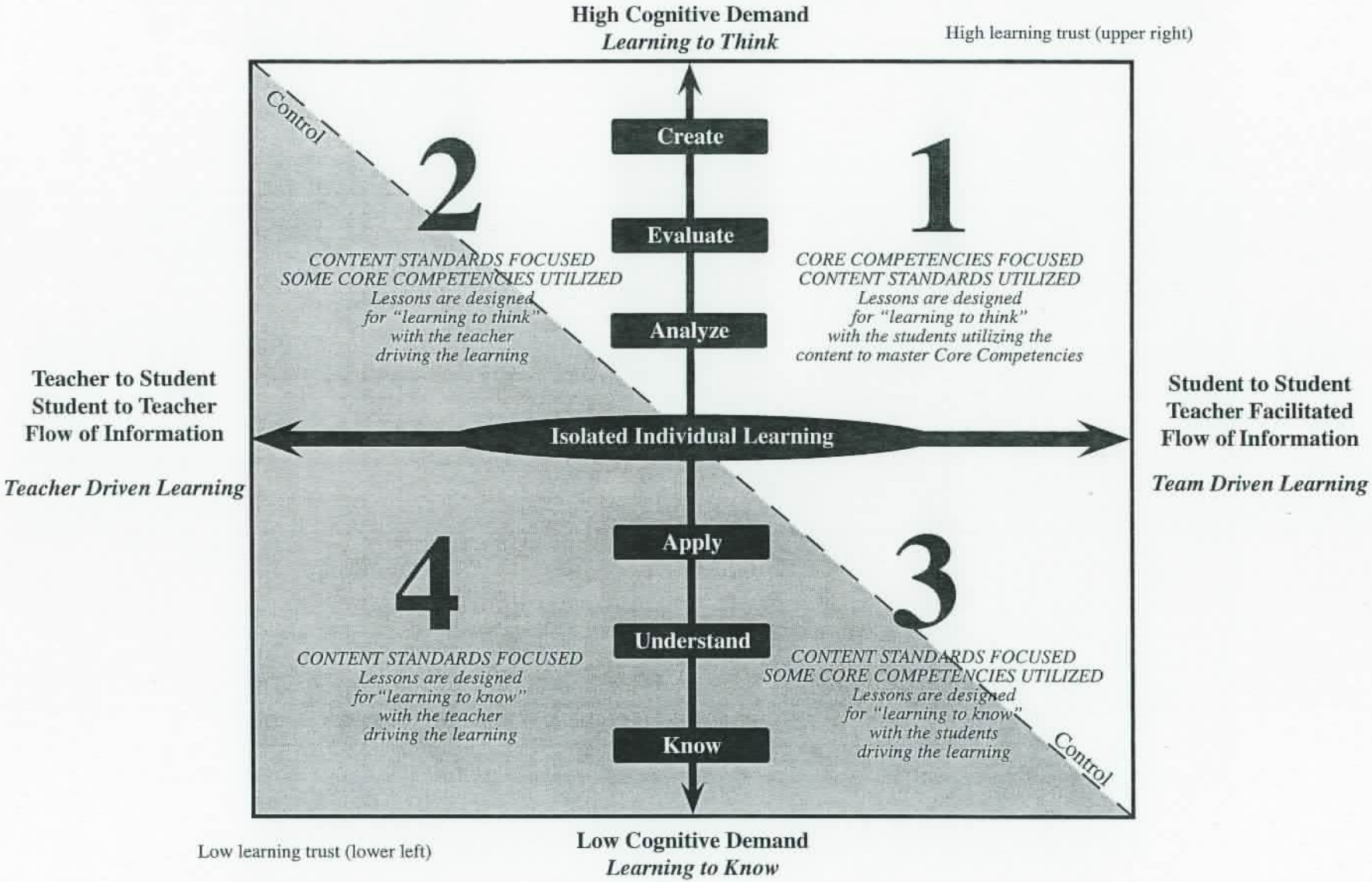
- Establish communication linkages with other learners.
- Use effective listening strategies in a variety of settings.
- Resolve conflicts that disrupt communications.
- Develop positive learning feedback connections with other learners.

B. Use self-evaluation/reflection to enhance the learning process.

C. Effectively provide constructive feedback to other learners.

D. Demonstrate strong learning confidence in a variety of settings.

Learning Environment Matrix



X Axis represents the *Flow of Information*. Y Axis represents the *Cognitive Demand*. Z Axis represents *Learning Trust* (shown as control line).