

# Relevant Connected Learning Continuum



	<b>Organizationally Driven</b>	<b>Teacher Centered</b>	<b>Learner Centered</b>	<b>Learner Driven</b>
<b>Designer</b>	Textbook companies provide scope and sequence of content. District launches initiatives. Federal/State government issue mandates.	Teachers adapt the prescribed curriculum and materials to better meet the students' needs.	Students and teachers co-create the learning of the standards/content to be meaningful for the student.	Students create learning through their passions, strengths, needs, culture and community, while the teacher is a guide/coach.
<b>Delivery</b>	Teachers lecture or are the primary source of content. All learners receive the same instruction. Delivery is often scripted.	Teachers design activities, tools, projects and strategies to differentiate for learner needs.	Students have skills to choose with teacher guidance, activities, tools, projects and strategies to engage in content and express learning.	Students initiate, design, analyze, revise and present work for an authentic audience.
<b>Purpose</b>	Students graduate based on seat time and normed grading practices.	Teachers and support staff provide students various ways of learning. E.g. Multiple Intelligences	Students may explore and discover their strengths, passions, interests and habits of learning.	Students learn how to continuously develop knowledge, skills and dispositions essential for success in learning, self direction and well being.
<b>Context</b>	Students work primarily for themselves to acquire an individual grade - competition and ranking of students are practiced.	Students' differences are recognized and accommodations are made. Students often work in small group settings to learn the grade level or subject content.	Students' differences are honored and celebrated by other learners in the community. Students work from their strengths and assets to continue learning. Learning happens within community.	Students design their learning within social context. Critically thinking about and contributing to solving real world problems; often collaborating with others.
<b>Pace</b>	Students are batched by grade and receive the same amount of time to learn - content is 'covered'.	Teachers create tiered interventions so students can 'catch up' or be 'challenged' within the batching system.	Students learn within a competency based progression; moving on when mastery is obtained.	Students manage their time, goals and resources, creating a self-regulated learning progression.
<b>Location</b>	Teachers are assigned space. Students learn where the class is offered within the school building.	Teachers broaden the locations of learning to include field trips and other experiential learning	Students have regular options to learn outside of the school, such as in online and hybrid classes.	Students learn anywhere, anytime within and outside of the school walls.