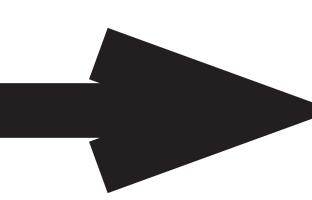
## Relevant Connected Learning Continuum



|          | Organizationally Driven   | Teacher Centered  | Learner Centered  | Learner Driven  |
|----------|---|---|---|---|
| Designer | 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.                                     |
| Delivery | 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. |   |
| Purpose  | 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.                   |
| Context  | Students work primarily for themselves to acquire an individual grade - competition and ranking of students are practiced.        | Students' differences are recognized and accomodations are made. Students often work in small group settings to learn the grade level or subject content. |   | Students design their learning within social context. Critically thinking about and contributing to solving real world problems; often collaborating with others. |
| Pace     | 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.  |
| Location | 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.  |