

Innovation Configuration Map

Student-Centered Classrooms

Attribute 1:

Make connections to construct new learning in order to make decisions and solve problems.

High Degree of Implementation		Low Degree of Implementation		
1	2	3	4	5
Educator supports all students to independently generate connections between background knowledge and authentic experiences to construct new learning in order to make decisions and solve problems.	Educator engages all students in activities that activate prior knowledge and make connections to authentic experiences resulting in new learning.	Educator activates prior knowledge and makes connections to authentic experiences without guiding the students to a new level of understanding.	Educator activates prior knowledge without making connections to authentic experiences.	Educator does not engage students in any activities that prompt connections between prior knowledge and authentic experiences.
All students independently make connections between prior knowledge and authentic experiences to construct new learning in order to make decisions and solve problems.	Students make connections between prior knowledge and authentic experiences and use the connections to make decisions and solve problems.	Students make connections between prior knowledge and authentic experiences, but most students are not able to use those connections to make decisions and solve problems.	Students talk about prior knowledge but do not make connections to authentic experiences.	

EVIDENCE

Attribute 2: The educator facilitates opportunities for students to be metacognitive.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
The educator models the process of metacognition by using student work to think aloud about what the learning goal is, where the student is in relation to the goal, and what the student can do to move forward.	The educator uses examples of concrete experiences, collaborative discourse, and reflection related to deep understanding of critical content to model metacognitive processes.	The educator uses examples of concrete experiences, collaborative discourse, and reflection that are unrelated to current learning goals or critical content to model metacognitive processes.	The educator tells students about metacognition and encourages its use rather than modeling through examples of concrete experiences, discourse, or reflection.	The educator does not model, demonstrate, or encourage metacognition during instruction.
The educator provides concrete opportunities during the lesson for students to reflect on their learning (e.g., self-assessment logs, exit cards).	The educator uses questioning and feedback to facilitate opportunities for students to practice the use of metacognitive processes to reflect on what and how they learn.	The educator asks questions to encourage students' self reflections, but prompts lack the specificity required to elicit metacognition.	The educator asks questions related to recall of critical content and relies on direct explanations rather than scaffolding opportunities for students to practice metacognition and attain conceptual understanding.	The educator does not structure time or facilitate opportunities for students to use metacognitive processes to reflect on what and how they learn.
The educator asks questions that prompt students to consider how they solved problems, why they accepted or rejected ideas, and how they might solve the problem differently the next time.				
The educator provides adequate time for students to use these prompts to reflect on what and how they learn.		The educator provides inadequate time for students to process or act upon their self reflection.		

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Attribute 2: The educator facilitates opportunities for students to be metacognitive.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Students demonstrate understanding of self reflection by taking control of their own learning. They articulate personal learning strategies, set learning goals, and monitor their progress in achieving them.	Students understand metacognition and, with the aid of teacher prompts and cues, are able to demonstrate the use of self reflection on what and how they learn. With teacher support, students articulate personal learning strategies, set learning goals, and monitor their progress.	Students demonstrate self reflection on what and how they learn but lack the deep understanding necessary to integrate metacognition with articulation of personal strategies or monitoring progress toward learning goals.	Students copy metacognitive processes but are unable to personalize or apply metacognition to deepen their self knowledge to enhance or take control of their learning.	Students do not demonstrate the use of self reflection on what and how they learn.

EVIDENCE

Attribute 3: Educators and students are partners in learning.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
The educator demonstrates knowledge of students' current levels of understanding and interests, and the view that learning is a social process. The educator scaffolds learning of critical content to provide for individual needs and preferences.	Educator facilitates learning experiences that explicitly link critical content to students' current understanding and natural curiosity about a topic, but students do not see themselves as partners in this process.	Educator facilitates learning experiences that link critical content to students' natural curiosity about a topic without attention to their current levels of understanding supporting students to understand their role as partners in learning.	Educator facilitates learning experiences without clear connections to students' levels of understanding or preferences. Scaffolding opportunities for students to be partners in the process are not evident.	Educator dominates instruction and learning processes without student input or participation.
Students are engaged in decision-making, have opportunities to explore topics of their choice, and co-create learning experiences to deepen their understanding of critical content.	Students choose from teacher-generated topics and learning experiences related to critical content.	Students choose topics and participate in the design of learning experiences without attention to deepening their understanding of critical content or knowledge of their responsibilities as learners.	Students are engaged in educator-designed learning experiences without opportunity to deepen their understanding by exploring related topics of their choice or to increase their knowledge of learning as a social process.	Students passively receive teacher selected information about the critical content.
Students demonstrate self regulation and take responsibility for their roles in the learning process.	Students demonstrate self regulation and accountability through classroom structures provided by the teacher.			

EVIDENCE

Attribute 4: Educators facilitate time for students to learn collaboratively.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Educator never lectures; rather facilitates and provides time for all students to participate in collaborative learning situations during most of the instructional day.	Educator seldom lectures; rather facilitates and provides time for most students to participate in collaborative learning situations.	Educator sometimes lectures, but also facilitates and provides time for many students to participate in collaborative learning situations.	Educator lectures most of the time and facilitates and provides a minimal amount of time for some students to participate in collaborative learning situations.	Educator relies solely on a lecture-style instructional practice and provides no opportunity for students to participate in cooperative or collaborative learning situations.
Students participate in opportunities to learn with their peers in collaborative learning situations during most of the instructional time.	Students participate in opportunities to learn with their peers in collaborative learning situations during much of the instructional time.	Students participate in opportunities to learn with their peers in collaborative learning situations during some of the instructional time.	Students seldom participate in opportunities to learn from their peers in cooperative learning situations during the instructional time.	Students have limited or no student-to-student or student-to-educator collaboration around the content of instruction.
Students engage in rich and frequent collaboration with student-to-student and student-to-educator interactions around the content of instruction.	Students engage in frequent collaboration with student-to-student and student-to-educator interactions around the content of instruction.	Students occasionally participate in collaboration with student-to-student and student-to-educator interactions around the content of instruction.	Students sometimes participate in collaboration with student-to-student and student-to-educator interactions around the content of instruction.	

EVIDENCE

Attribute 5: Educators use meaningful and authentic assessment in a real world context.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
When assessing student learning, educator evaluates students' application of concepts and skills in real word contexts beyond the school and classroom settings and provides specific feedback about performance.	When assessing student learning, educator provides opportunities for students to apply concepts and skills in real word contexts beyond the school and classroom settings, but does not provide specific feedback about performance.	When assessing student learning, educator provides opportunities for students to demonstrate how knowledge, concepts or skills could be applied to contexts beyond the school setting.	When assessing student learning, educator asks students to articulate how knowledge, concepts and skills could be applied to situations outside of the classroom and school setting.	When assessing student learning, educator does not allow for students' application of knowledge, concepts and skills in real word contexts beyond the school and classroom settings.
Educator plans interventions and/or additional instruction for individual or groups of students based on the results of assessment (formal, informal, formative and/or summative).				Educator does not use results of assessment (formal, informal, formative, and/or summative) to plan interventions and/or additional instruction for individuals or groups of students.
Educator provides interventions and/or additional instruction for individual or groups of students based on the results of assessment (formal, informal, formative, and/or summative).				Educator does not provide interventions and/or additional instruction for individual or groups of students.

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Attribute 5: Educators use meaningful and authentic assessment in a real world context.

High Degree of Implementation		Low Degree of Implementation		
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Students apply knowledge, concepts, and skills in real word contexts beyond the school and classroom settings and adjust their actions based on specific feedback about performance. .	Students apply knowledge, concepts, and skills in real word contexts beyond the school and classroom settings.	Students demonstrate how knowledge, concepts, or skills could be applied to contexts beyond the classroom and school setting.	Students articulate how knowledge, concepts, and skills could be applied to situations outside of the classroom and school setting.	Students do not apply their knowledge, concepts, and skills in real word contexts beyond the school and classroom settings

EVIDENCE