


Instructional Transformation Matrix

	Entry	Adoption	Adaptation	Infusion	Transformation
	The teacher delivers curriculum content to the student.	The teacher designs instruction that allows for student participation.	The teacher facilitates students in exploring and self-selecting curriculum content.	Student chooses the methodology to achieve the outcome through the learning context provided by the teacher.	Student defines the methodology and outcomes of instruction collaboratively with the teacher.
Classroom Roles and Setting	<ul style="list-style-type: none"> Teacher is in front of the class. Conversation is one-way. Only the teacher is using the technology for delivery of the content, through multimedia tools/teacher devices. "Put your student devices away". The setting is arranged for direct instruction and individual seatwork. Management is directives and appropriate behaviors articulated by the teacher to the students. 	<ul style="list-style-type: none"> Teacher is in front of the class. Conversation is one-way. The teacher begins teaching the students how to collaborate, construct knowledge, and create projects. The setting is arranged for direct instruction and individual seatwork. Directives and appropriate behaviors are created by the teacher, with buy in from the students. 	<ul style="list-style-type: none"> Teacher is in the front of a small group of students. Students can select to work individually if they choose. The setting is arranged for some individual seatwork as well as some desks/workstations arranged for group work. Directives and appropriate behaviors are created by the teacher and student, and monitored by the teacher. 	<ul style="list-style-type: none"> Teacher guides small groups or individuals. Limited whole group instruction occurs. The setting is arranged for flexible work environments with varied seating types/locations. Directives and appropriate behaviors are created by the teacher and student, with monitoring by the teacher and peers. 	<ul style="list-style-type: none"> School schedule is fluid and the teacher consults based on the needs of the individual/group, per project. Student consistently self-paces his/her individual instruction. The setting is arranged for flexible work with varied seating types/locations. The school space is reallocated to accommodate collaborative learning environments. Directives and appropriate behaviors are student created and monitored with the guidance of peers and the teacher.
Motivation and Purpose	<ul style="list-style-type: none"> Teacher bases motivation upon competitive grading. Teacher's purpose is primarily compliance with curriculum standards. 	<ul style="list-style-type: none"> Teacher bases motivation upon classroom objectives/standards. The teacher's purpose begins to connect curriculum standards with class interests and abilities. 	<ul style="list-style-type: none"> Teacher motivates students individually or in small groups based upon differentiated objectives/standards. Teacher and students work together to develop authentic learning connections. 	<ul style="list-style-type: none"> Student works toward intrinsic motivation with frequent encouragement from the teacher and peers. Student chooses how to connect with community or world issues. Teacher facilitates students individually based upon their abilities. 	<ul style="list-style-type: none"> Student is intrinsically motivated toward the learning goals he/she created within the learning context the teacher has created. The student creates his/her connections to the learning standards based on personal purpose, passion, and play.
Collaboration	<ul style="list-style-type: none"> Students are working in isolation, listening/reading independently. Limited collaboration occurs from the teacher. 	<ul style="list-style-type: none"> Teacher is allowing prescriptive group work. The groups are selected by the teacher, but are not grouped based on assessment data results. 	<ul style="list-style-type: none"> The teacher places students in groups based on formative assessments. Students begin to work in self selected groups or individually when appropriate based on the assignment/project. 	<ul style="list-style-type: none"> Teacher guides/facilitates small groups and individual students based upon instant feedback through online assessments/assignments. Students select peer groups for collaboration, and monitor the group's progress. 	<ul style="list-style-type: none"> Teacher encourages and facilitates groups to collaborate outside of the standard classroom space and time. Students may choose to collaborate with experts and peers in other locations to support higher order learning activities.
Content and Delivery	<ul style="list-style-type: none"> The content is delivered from the textbook by the teacher and students take notes, complete assignments with paper/pencil. No digital delivery or retrieval systems (Class website or Learning Management System, LMS). 	<ul style="list-style-type: none"> Content is a mix of textbook/paper and digital supplements. Teacher begins to offer content to students through the LMS with teacher-created supplements and/or other digital resources. Teacher begins to use digital content to differentiate instruction. 	<ul style="list-style-type: none"> Content is delivered through the LMS as digital content. The content is both teacher created and supplemental digital resources. Content and assessments are regularly accessed through the LMS. Multiple resources are provided for students to begin self-differentiation. 	<ul style="list-style-type: none"> Students add and share content they discover/create through the LMS to both the teacher and other students. Students consistently use the LMS to self-pace and differentiate their learning in the multiple content areas. Teachers monitor student progress and facilitate/guide individual student learning. 	<ul style="list-style-type: none"> The LMS serves as a library of resources created and shared by the students to support individual and group work. Teacher and students consistently use the LMS to monitor and coordinate their learning, and consult with the teacher and their peers.
Reflection and Feedback	<ul style="list-style-type: none"> Assessment is used for monitoring the students' progress and moving along to the next concept/topic. Grading is the traditional A,B,C system of averaging the scores. 	<ul style="list-style-type: none"> Teacher pre/post tests for the purpose of data collection. Traditional A,B,C grading. Teacher is beginning to use a rubric. 	<ul style="list-style-type: none"> Assessment is frequently given for the purpose of establishing the needs of the small groups. Steps towards mastery of learning are clearly articulated. Students have the ability to retest to reach mastery of learning. 	<ul style="list-style-type: none"> Teacher and student establish learning goals through a contract. Grading is a narrative of mastery of learning by the teacher. Moving from time-based to performance-based learning. 	<ul style="list-style-type: none"> Student and teacher establish the process towards mastery of objectives, and build a learning contract. Teacher reviews the narrative of mastery of learning created by the student. Performance-based assessment of learning is frequently checked and revised.

