
















The Innovation Spectrum

	ADOPTION 	ADAPTATION 	INFUSION 	TRANSFORMATION 	
DEEPER THINKING & LEARNING	 higher order thinking	Learners are exploring concepts by explaining and applying information, breaking concepts into parts and exploring relationships, evaluating information, justifying their stances, and synthesizing information from multiple sources to create original work.			
	 authentic learning	Content, teaching practices, and learning processes are based on studentcentered, real-world context, represent authentic, discipline-specific practices and processes, and lead to the creation of products for real-world audiences.			
	  co-creation of knowledge	Teachers effectively facilitate discussions and activities in which learners are incorporating their own ideas and misconceptions to create knowledge.			
	 metacognition	Learners are aware of and advocate for their learning strengths and needs. They routinely reflect on their learning experiences and apply insights to subsequent situations.			
STUDENT AGENCY & INDIVIDUALIZATION	  student choice	Learners are actively exploring concepts that they find challenging and interesting. Learners are consistently empowered to determine how they will reach learning objectives.			
	 differentiation	Learners are consistently provided with scaffolding. Teachers consistently differentiate the processes and products of learning based on individual needs.			
	  collaboration	Partnering and instructional groups effectively support the learning objective, and they are varied appropriately, with lots of opportunity for student choice. Students collaborate smoothly within groups.			
SUPPORTIVE & COLLABORATIVE SCHOOL CULTURE	technology integration	Learning experiences are transformed through the use of technology, and learners become confident digital citizens.			
	collaborative school community	Members of the school community consistently collaborate in innovative ways, within the school and with other organizations and the broader community.			





-  Culturally Responsive
-  SEL


Adoption: Conventional and procedural use of innovation
Adaptation: The innovation is used fluently and creatively
Infusion: The innovation is infused to redesign learning experiences
Transformation: The innovation has the ability to transform whole communities

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DEEPER THINKING & LEARNING












	ADOPTION 	ADAPTATION 	INFUSION 	TRANSFORMATION 
higher order thinking	Learners are explaining ideas and concepts, and applying information to new situations.	...and breaking concepts into constituent parts and exploring relationships among ideas.	...and evaluating information and justifying their stances.	...and synthesizing information from multiple sources to create original work.
authentic learning	Content, teaching practices, and learning processes are based on teacher-provided context.	Content, teaching practices, and learning processes are based on student-centered, real-world contexts...	...and represent authentic, discipline specific practices and processes.	...and lead to the creation of products for real-world audiences.
co-creation of knowledge	Teachers use questions and prompts to guide learners as they build knowledge.	Teachers incorporate students' ideas and misconceptions as they are building knowledge.	Teachers use talk moves to support students' incorporating ideas and misconceptions as they are building knowledge.	Teachers effectively facilitate discussions and activities in which learners are incorporating their own ideas and misconceptions to create knowledge.
metacognition	Learners are prompted to think about what and how they are learning.	Learners are prompted to think about what and how they are learning, and to set individual learning goals. Students are supported in monitoring their progress towards meeting goals.	Learners are aware of their learning strengths and needs. They set individual content and process goals, and monitor and reflect on their progress towards meeting goals.	Learners are aware of and advocate for their learning strengths and needs. They routinely reflect on their learning experiences and apply insights to subsequent situations.

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STUDENT AGENCY & INDIVIDUALIZATION	 student choice	Learners are provided with limited choices in what they learn and how they reach learning objectives.	Learners sometimes choose what they learn or how they will meet learning objectives.	Learners often choose what they learn and/or how they will meet learning objectives.	Learners are actively exploring concepts that they find challenging and interesting. Learners are consistently empowered to determine how they will reach learning objectives.
	 differentiation	Learners are provided with minimal scaffolding and differentiation of the same tasks and materials.	Learners are sometimes provided with scaffolding. Teachers sometimes differentiate the processes or products of learning based on broad groupings.	Learners are consistently provided with scaffolding. Teachers often differentiate the processes or products of learning based on individual needs.	Learners are consistently provided with scaffolding. Teachers consistently differentiate the processes and products of learning based on individual needs.
	 collaboration	Partnering and instructional groups are sometimes used, with little variety in group composition. Students require heavy guidance to work effectively in groups.	Partnering and instructional groups are often used and usually support the learning objective, with some variety in group composition. Students require some guidance to work effectively in groups.	Partnering and instructional groups are consistently used and effectively support the learning objective. Group composition is varied appropriately, with some opportunity for student choice. Students require little guidance to work effectively in groups.	Partnering and instructional groups effectively support the learning objective, and they are varied appropriately, with lots of opportunity for student choice. Students collaborate smoothly within
SUPPORTIVE & COLLABORATIVE SCHOOL CULTURE	 technology integration	Learning experiences sometimes include technology integration. Technology is used at a substitution level and is heavily regulated by the facilitator.	Learning experiences are enhanced by technology. Technology is used to augment the process and/or product of learning.	Learning experiences are redesigned; learners choose among various technologies to synthesize and express learning.	Learning experiences are transformed through the use of technology, and learners become confident digital citizens.
	 collaborative school community	Members of the school community sometimes collaborate in limited and conventional ways.	Members of the school community consistently collaborate in conventional ways.	Members of the school community consistently collaborate in innovative ways that build on the unique strengths of each member.	Members of the school community consistently collaborate in innovative ways, within the school and with other organizations and the broader community.

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