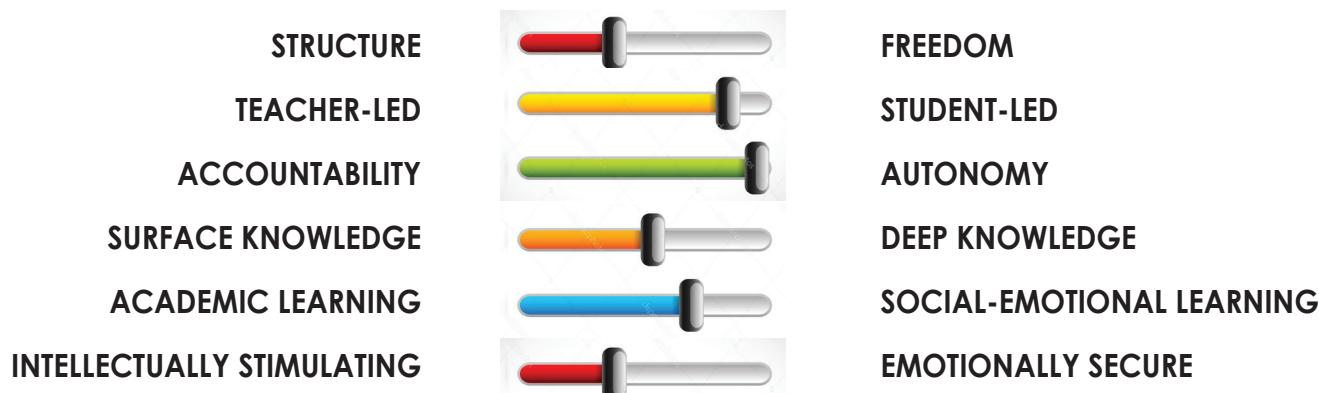




# PROFILE OF A VIRGINIA CLASSROOM

## FOUNDATIONAL LEARNING PRINCIPLES AND PEDAGOGIES

Pedagogies that support deeper learning must acknowledge several very real tensions that exist in today's classrooms with the goal of bringing them into balance. We do not see these pairs of priorities in competition with each other. Instead, educators purposefully manage and balance them so that the pedagogies shown in the table below can be achieved.



Learning principles provide the foundation for educators' preferred pedagogies and, in turn, their choices about instructional practice. We defined these key terms to grow our collective thinking:

A **learning principle** is a belief that governs and drives educational practice across grade levels and content areas.

**Pedagogies** are intentions that grow from learning principles and form the basis for choices about practice. Our definition of pedagogy includes the following criteria:

- (1) it can be implemented in a variety of ways;
- (2) it is applicable across grade levels and subject areas;
- (3) a range of illustrations and examples are available; and
- (4) it is observable in a classroom.

# LEARNING PRINCIPLES

## Learning should....

...uncover talents and interests to drive learning that means something to the learner and helps the learner in future endeavors. (strengths-based view of learner)

...be defined by success criteria that are clear, attainable, and cultivate persistence and future success. (growth mindset around outcomes, including transition to career, college, and community)

... provide regular opportunities for students to make real contributions and connections. (authentic audience and impact)

... be an active process driven by investigation, relevance, and application. (design)

... foster productive struggle and growth through a feedback spiral. (effort and ease)

... demand evolving partnerships, meaningful interactions, and shared decision making. (shifting and broadening interactions)

... ensure that all learners see themselves in the curricular experience. (cultural frame of reference)

...meet the needs of every student regardless of background or limitations. (equity and universal design)

# PEDAGOGIES ALIGNED WITH THE LEARNING PRINCIPLES

**Design worthwhile and relevant experiences** with students that use essential knowledge, skills, and dispositions (SOL, Profile of a Virginia Graduate) in the pursuit of a solution or product creation. (For example: Guided Inquiry, Design Thinking, Writing Workshop, Internships, Makerspaces and Tinker Labs)

**Leverage interdisciplinary thinking** and application to the world outside of school, including connections to future learning and career opportunities. (For example: Career Explorations, Service Projects, PBL, Performance Based Assessments)

**Utilize collaborative structures** for learning and assessment with self, peers, and/or experts. (For example: Workshop model, Number talks, Socratic Seminar, Use of Protocols, Review Panel, Design Teams, Kagan Strategies)

**Develop purposeful checkpoints** with students to set goals, evaluate progress, adjust plans, and clarify next steps, in relation to success criteria in both the 5Cs and academic content. (For example: Conferencing, Self-Assessments, Peer Review Protocols, Thinking Routines, Rubrics around Broader Skills, Portfolios, Learning Progressions)

**Consult with students** and respond to their needs in making decisions regarding time, space, and grouping. (For example: Flexible Grouping, Accelerated Learning, MTSS, Flexible Seating, Flexible Scheduling, Competency-Based Learning, Blended Learning, Virtual Learning)

**Cultivate a classroom community** where learners feel safe and confident to articulate their perceptions and needs with one another. (For example: Restorative Justice, Team Building, Culturally Responsive Instruction, Use of Protocols, Classroom Meetings, Advisory, Stakeholder Surveys, Student-Led Conferences)

**Tailor learning experiences** to be developmentally appropriate, aligned to brain/learning science, and responsive to individual learner needs regarding language, culture, trauma, disability, giftedness, learning preferences, etc. (For example: Student Surveys, Culturally Responsive Instruction, Differentiation, Personalized Learning, Adaptive technology, Multi-Modal Instruction/Products)