

Journey to ELITE

**ELITE Culture - ELITE
Instruction**

TO BE
OUTSTANDING
GET
COMFORTABLE
WITH BEING
UNCOMFORTABLE.
ALRIK KOUDENBURG

Journey to ELITE Culture

Leaders create culture. *Culture* drives behavior.

Behavior produces results.



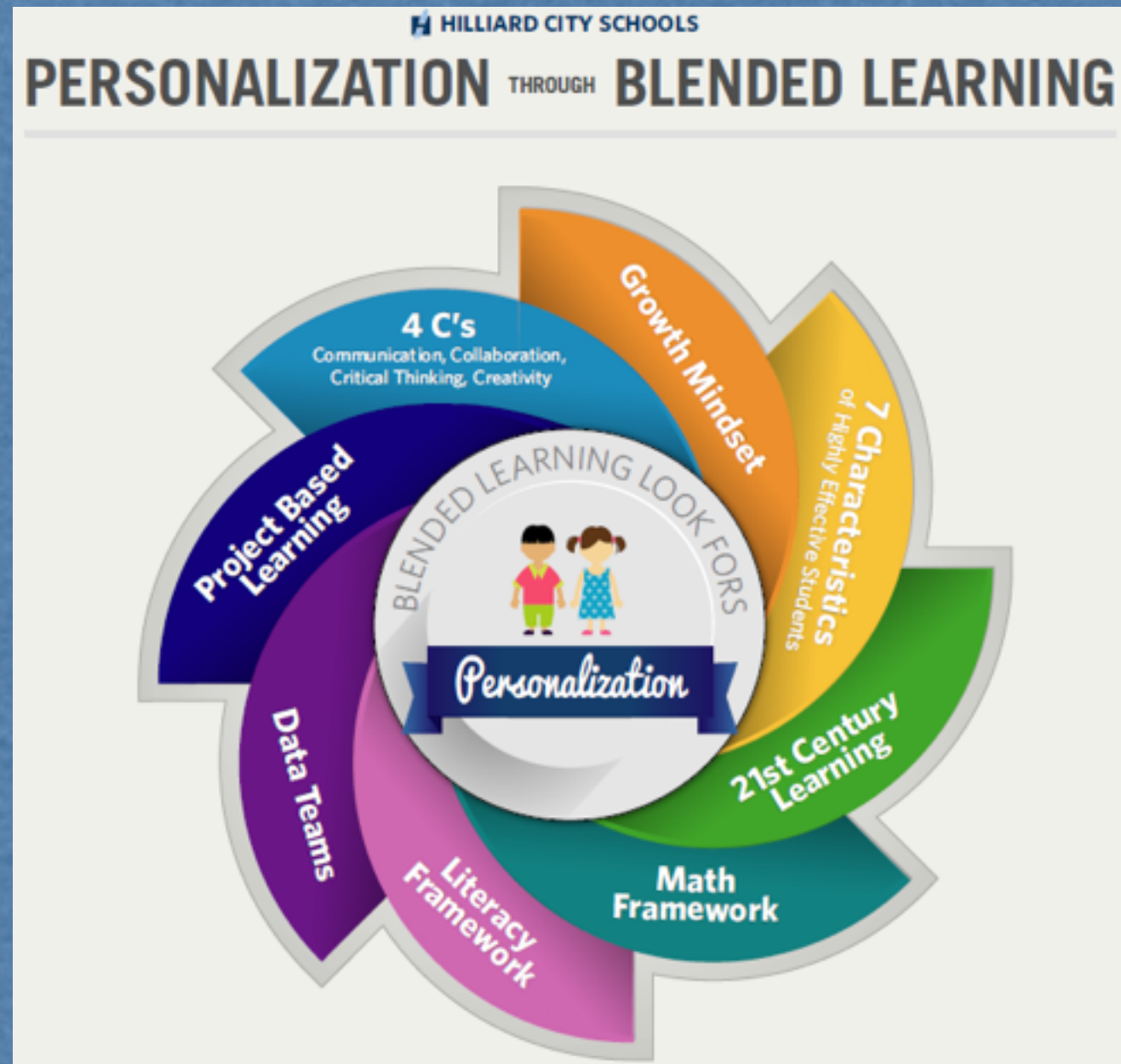
Intentional
On-purpose
Skillful

Above the Line








Below the Line

Impulsive
On-autopilot
Resistant

Journey to ELITE Instruction



Journey to ELITE Instruction

						
Community Mindset	Learning Environment	Instruction	Student Work	Assessment	Communication	Collaboration
<ol style="list-style-type: none"> 1. Teacher is a facilitator that deepens knowledge by asking probing questions to provoke critical thinking. 2. The students and teachers take ownership in learning and overall classroom by becoming partners in learning. Ongoing and timely feedback is provided to students and teachers. 3. Teachers and students inspire each other's exploration that leads to discovery and further questions from inquiry. 	<ol style="list-style-type: none"> 1. Student choice is embedded throughout the learning process. Learning may appear non-traditional with high student engagement. 2. Physical learning space is inviting and purposefully designed to promote creativity, collaboration, critical thinking, and communication. 3. Environment is where experimentation and failure are encouraged. A growth mindset culture is valued and embraced. 4. Students have the flexibility to move fluidly throughout the learning environment in order to produce high quality work. 	<ol style="list-style-type: none"> 1. The use of a variety of tools re-defines traditional tasks and promotes the creation of new products, thoughts, ideas, and artifacts. 2. Teachers and students consistently draw on the expertise of others inside and outside the classroom to provide deeper learning through authentic experiences. 3. A flexible instructional plan is designed so that students choose their path to mastery and demonstration of learning. 	<ol style="list-style-type: none"> 1. Students are given opportunities to take ownership in the creation of the learning experience. 2. Student passions and interests are utilized in learning options to enhance personal investment. 3. Work is meaningful to the learner and shared with an authentic audience. 4. Students use technology tools to create personalized opportunities to explore content deeper to enhance the learning experience. 	<ol style="list-style-type: none"> 1. Students and teachers collaborate to establish the purpose for the assessment: FOR, AS, OF learning. 2. Assessments are flexible in that students are afforded voice and choice in how their learning is demonstrated. 3. Students are involved in goal setting and monitoring their progress. 4. Specific, ongoing, and timely feedback is provided in order to inform instructional decision-making between teacher and each student. 	<ol style="list-style-type: none"> 1. Students and teachers extend learning process and products beyond the classroom with an intentional audience in mind. 2. Multiple ways of communication among students, teachers, and families are evident (examples: social media, blogs, small group collaboration). 3. Students and teachers communicate and actively listen, using both technology tools and face-to-face opportunities to deepen and enhance learning. 	<ol style="list-style-type: none"> 1. As students engage with others for authentic purposes, they take on the role of lead learners, while teachers act in a supportive role. 2. The teacher is the facilitator of learning while working alongside learners, observing, questioning, and appropriately scaffolding. 3. In order to arrive at a new understanding, students synthesize independent ideas, as well as those gained through group collaboration.

ELITE Instruction - Progression Model

