

TRADITIONAL VS. PROGRESSIVE

School is a preparation for life

Learners are passive absorbers of information and authority.

Teachers are sources of information and authority

Parents are outsiders and uninvolved

Community is separate from school, except for funding

Program is determined by external criteria, particularly test results

Knowledge is absorbed through lectures, worksheets, and texts

Instruction is linear and largely based on correct answers

Disciplines, particularly language and math, are separated

Skills are taught discretely and are viewed as goals

Assessment is norm-referenced, external, and graded

Products are the end point

Learning is linear, with factual accumulation and skill mastery

School is a task to be endured

School is a part of life

Learners are active participants, problem solvers, and planners

Teachers are facilitators, guides who foster thinking

Parents are children's primary teachers, goal setters, and planners, and serve as partners, collaborators and resources

Community is an extension of the classroom

Program is determined by mission, philosophy, and goals for graduates

Knowledge is constructed through play, direct experience, problem solving and social interaction

Instruction is related to central questions and inquiry, often generated by the children

Disciplines are integrated organically as children make connections

Skills are related to content and are viewed as tools

Assessment is benchmarked, has many forms, and is progress-oriented

Products are subsumed by process considerations

Learning is spiraling, with depth and breadth and application as goals

School is a challenging and fun part of life