WHAT IS "TRANSFORMATIVE" EDUCATION?

Division of C&I conversation about our Division's conceptual framework

January 23, 2014

Who or what is being Transformed?

- 1. Ourselves – personally and institutionally
- 2. Our relationships with our school and community partners – vision and identity grows
- 3. Schools that we serve – as contexts for our work and as effective institutions
- 4. Our candidates – as persons and as future change agents and leaders/professionals
- 5. The K-12 students in the schools and the communities in which they live.
- 6. The system – fundamental definition of what is "good", and the interplay of all of the variable above.

From Something. . To Something

Transformative means that we are encouraging a growth process in which all 5 of the previous groups move from something to something better. For example. . .

From (status quo)	To (actualization)
Traditional pedagogy	PBL, Authentic, Engaging
Authoritarian or Accidental	Intentional/Democratic
Traditional assessment	Authentic Assessment
Failure Psych practices	Success Psych practices**
Teacher-centered (2/4-style)	Student-centered (1-Style)
Teachers in silos	Systematic Collaboration
Where they are on roadmap	Moving up the roadmap ***
External reactive	Internal reflective growth
Predicted lot in life	Activation of full potential

Operationalizing the TE Process
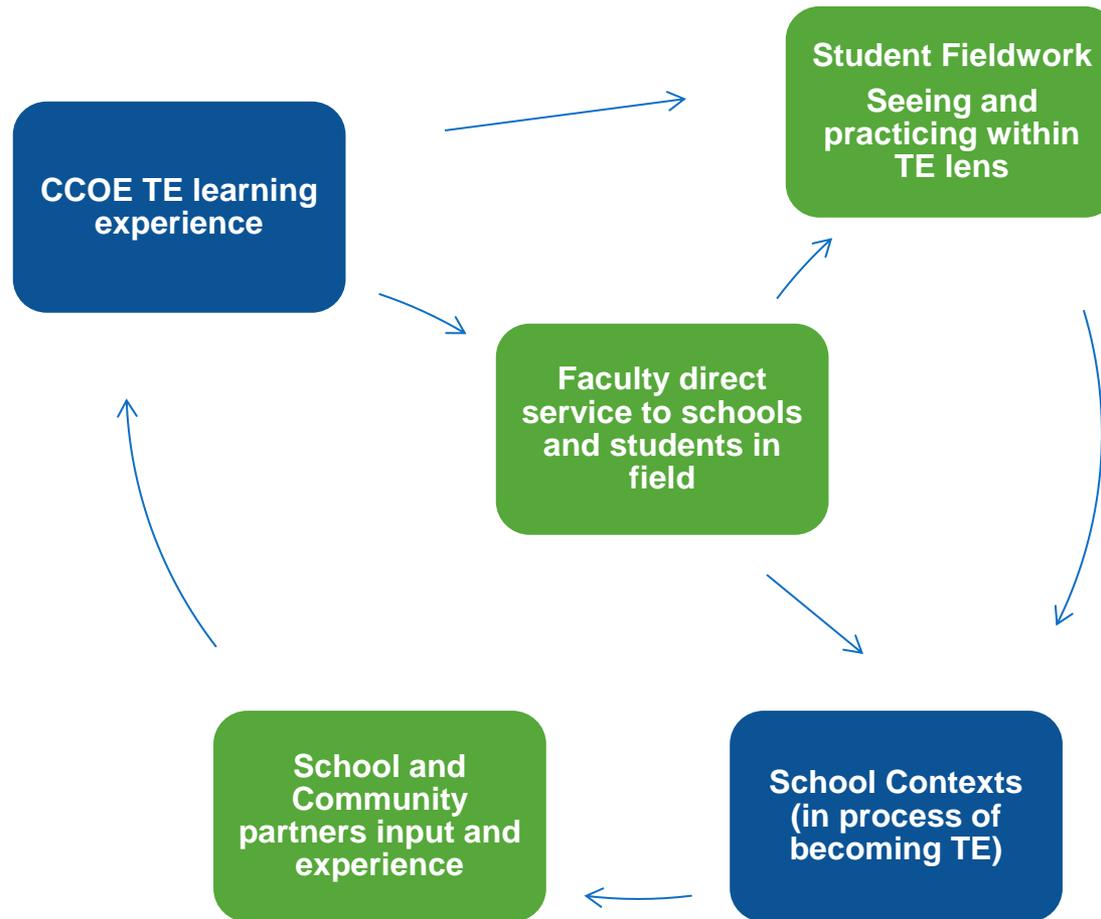
Our Transformative Process

- What happens in their program?
  - Heavy field-based emphasis
  - Model authentic instruction in courses
  - Alignment of goals and vision
  - Developmental progression of knowledge, skills and dispositions
  - Evaluation aligned with TE principles
  - Raise awareness of issues social justice
  - Collaborative structures within and without
  - Personal student self-assessment for transformation

What is a Transformative Context?

- **Commitment to:**
  - Vision driven and collaborative
  - Social Justice and critical awareness
  - Active – authentic learning contexts
  - Commitment to high quality school climate (all 8 areas)
  - Intended to change their surrounding community and the world for the better.
  - Etc

If we were to rate the schools within 20 miles:

<10% currently qualify as "transformative contexts"

@30% qualify as "developing" or possessing the intention to be a TE context

The rest are contexts that model practices that one could characterize as "domesticating" "traditional/accidental" "perpetuating of current dysfunctional practices" and a great quantity of "failure psychology promoting" practices. These contexts promote unjust outcomes and by their nature the advantage of the advantaged and the perpetuation of class structural reproduction.

**Psychology of Success or Failure

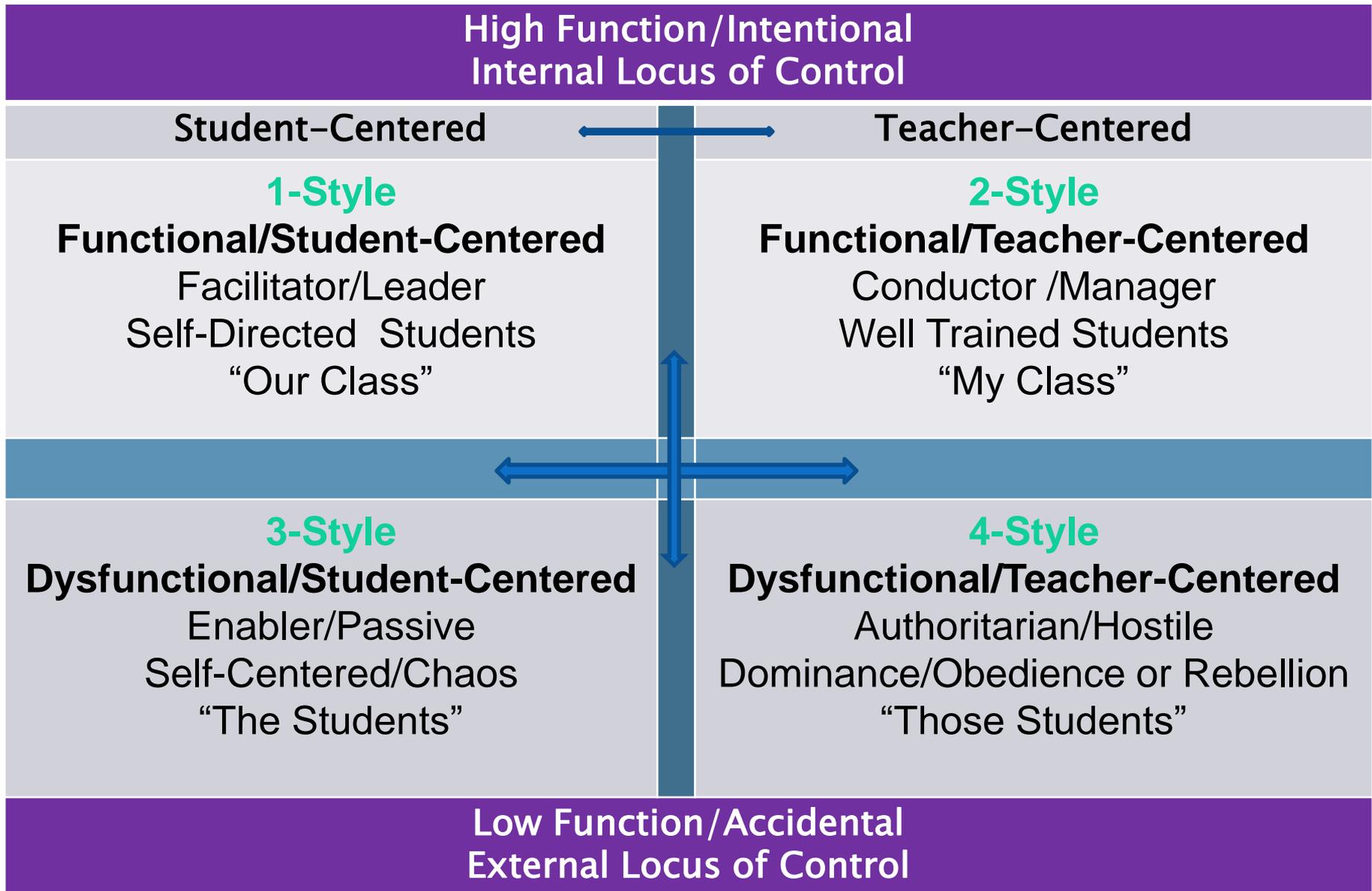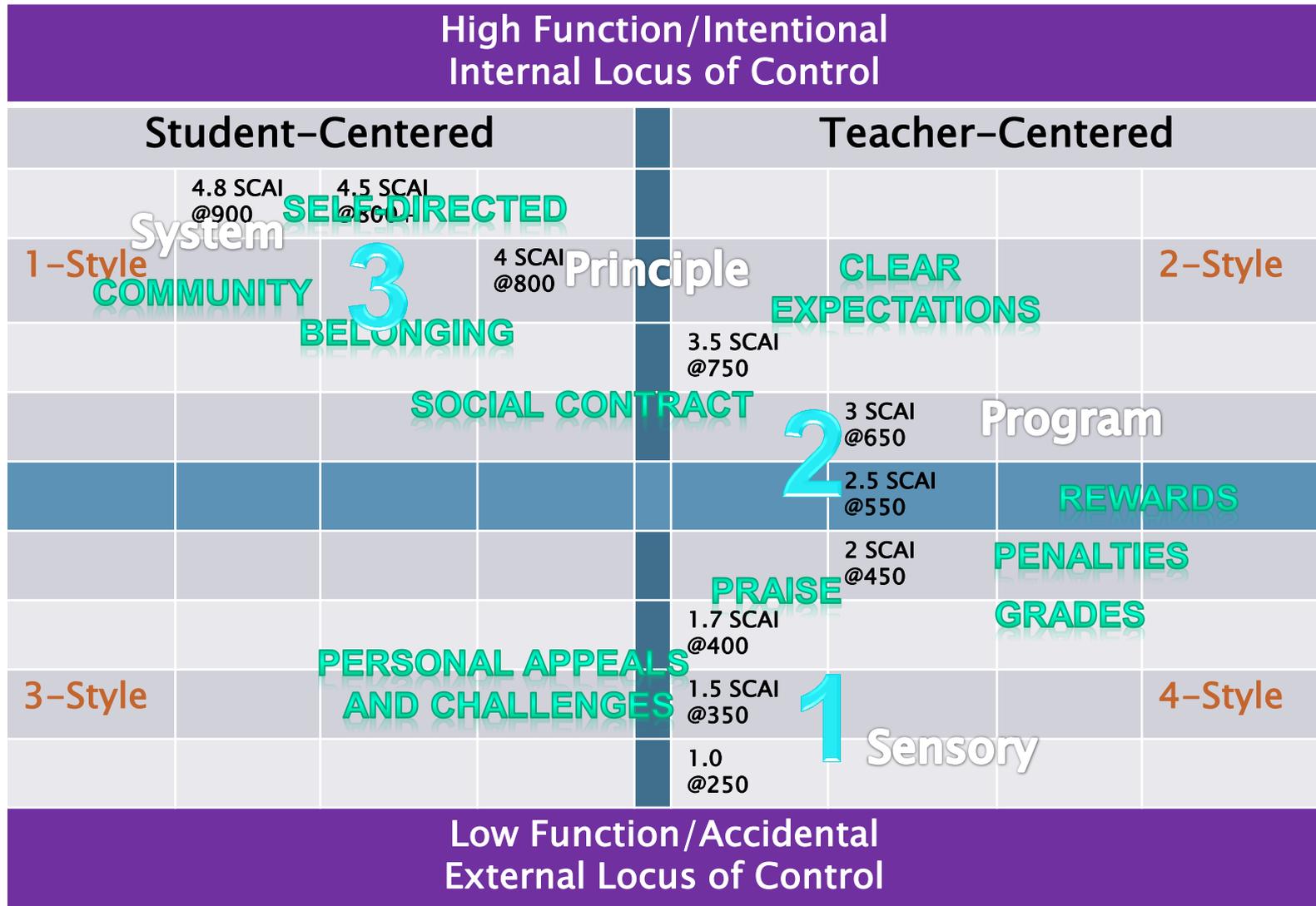| Psychology of Success	Psychology of Failure
Internal locus of control	**External locus of control**
A sense of belonging and acceptance	**Worthlessness and alienation**
Growth Orientation	**Fixed-Ability Orientation**

Psychology of Success (POS)

▸ **INTERNAL vs. EXTERNAL LOCUS OF CONTROL (LOC)**: This factor is defined by one's sense of internal causality and orientation toward personal responsibility. The more internal our LOC, the more we feel that our destiny is in our own hands.

▸ **SENSE OF BELONGING AND ACCEPTANCE vs. ALIENATION**: This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically, and be fully present to others.

▸ **GROWTH-ORIENTATION vs. FIXED-ABILITY ORIENTATION**: This factor relates to one's thinking related to the root of their competence (Dweck, 2007). A growth-orientation approaches tasks with the question "How can I learn and grow from the process of doing this?" whereas the fixed-ability orientation asks "What will the outcome say about my innate ability in this area?"

Explained in detail in the book *Transformative Classroom Management*

Teaching Style Matrix – Orientation by Function Level

**High Function/Intentional
Internal Locus of Control**

Student–Centered	Teacher–Centered
1-Style **Functional/Student-Centered** Facilitator/Leader Self-Directed Students "Our Class"	**2-Style** **Functional/Teacher-Centered** Conductor /Manager Well Trained Students "My Class"
3-Style **Dysfunctional/Student-Centered** Enabler/Passive Self-Centered/Chaos "The Students"	**4-Style** **Dysfunctional/Teacher-Centered** Authoritarian/Hostile Dominance/Obedience or Rebellion "Those Students"

**Low Function/Accidental
External Locus of Control**

***SCAI Classroom Management Ratings, and Corresponding Predicted API Score Correlations by Specific Teaching Practice

High Function/Intentional
Internal Locus of Control

Student–Centered

Teacher–Centered

4.8 SCAI @900
4.5 SCAI @800

SELF-DIRECTED

System

1–Style

COMMUNITY

3

4 SCAI @800

Principle

CLEAR EXPECTATIONS

2–Style

BELONGING

3.5 SCAI @750

SOCIAL CONTRACT

3 SCAI @650

Program

2

2.5 SCAI @550

REWARDS

2 SCAI @450

PENALTIES

PRAISE

GRADES

1.7 SCAI @400

PERSONAL APPEALS AND CHALLENGES

1.5 SCAI @350

1

3–Style

4–Style

Sensory

1.0 @250

Low Function/Accidental
External Locus of Control

Three Practical Examples

	Traditional/Unreflective	Transformative
Classroom Management/ Discipline	Colored card behavioral wall chart	Student developed social contract
Instruction	Lecture and MC test	Writer's workshop
Motivation	Token Economy	Student-led conferences
Leadership	Top-down	Systemic Teacher leadrshp

In a transformative educational paradigm, something like the use of a colored card behavioral chart would be classified as a socially unjust act and a violation of a student's civil rights, not just an ineffective practice and certainly not just another option to be used if teachers determined that it "worked" for them. So it just would not fit in a process called "transformative education."