

Competencies	Traditional Learning	Deeper Learning
<b>Content</b> Knowledge and Skills	Separate subjects in 48 minute periods.	Integrated subjects, like they are in the real world, coherent and connected.
	Discrete skills predominantly taught in isolation.	Presented in a way that challenges students, and provides time for them to inquire, discover, and find joy in the coherence of God’s design.
	Presented mainly through lectures and textbooks.	
	Assessed primarily by quizzes and tests.	Application of knowledge and skills to solve real world problems: promoting justice, creating beauty, establishing peace and caring for the earth.
	Getting smart to succeed in college and life.	Getting smart to serve God well.
	God’s truth and design taught in Bible class.	Students find meaning as they integrate the curriculum into God’s story, and use their knowledge and skills to glorify God’s truth across all disciplines.
	Worship is done in chapel and devotions.	All learning is worship, beginning in wonder and responding in gratitude.
<b>Working Collaboratively</b>	Most work done independently at desks.	All students, including those learning English or with special needs working in groups, asking questions, and pushing each other to defend their answers.
	Students collaborate in some projects, like science labs or homework assignments.	Protocols and lesson design ensures all students are engaged, working collaboratively and independently, sharing results and creating together.
	Emphasis on academics. Students who are smart, going to college are at the “top of their class.”	Recognition for modeling the character of Christ as important as academics, sports or the arts.
	Students may be asked to work together, but not explicitly taught how to do it well.	Principles of collaboration are posted, practiced, and reflected upon at the end of class.
	Often certain students will dominate, and others may sit back and watch.	Protocols and lesson design ensures all students are engaged, supported and held accountable.
	Teachers work mostly alone in their subject with their own students.	Teachers often collaborate across disciplines and work together with students exploring important questions that go beyond just one subject.
<b>Communicating Clearly</b>	Communication skills developed mainly in English class, mastering spelling, rules of grammar and essay writing.	Students develop communication skills in all subjects. All teachers teach speaking, listening, reading, and writing.
	Occasional presentations to class at the end of a project.	Regular student presentations in class with vigorous discussions with peers.
	Outside classroom projects, like	Often presentations of authentic work to

	science fairs (in many cases, parents do much of the work), where kids present their experiment to the public.	larger community. Real work for real people.
	Students articulate a Christian worldview.	Students articulate “God’s story” and their part in it – past, present and future.
	Students listen to the teacher and take good notes.	Students learn to listen to one another and to the Holy Spirit.
<b>Thinking Critically and Creatively</b>	Courses mainly organized around lectures and exams.	Courses organized around guiding questions and issues relevant to the students, the community, and to God’s kingdom.
	Lessons and assignments are predictable.	Possibility of surprise and failure.
	Emphasis on memorizing content and demonstrating skills through short answers, essays and selected response tests.	Emphasis on understanding and applying gifts to solve real world problems.
	Students memorize and recite scripture.	Students memorize the Word, but more emphasis on discussion of the challenges it presents, and what it looks like to live it day by day.
	Arts are usually taught separately from the academic subjects.	Arts are often directly related to concepts students are exploring in academic subjects. They both deepen and provide creative ways of representing understanding.
<b>Growth Mindset</b>	Students tend to think they are born gifted in some areas, and not in others (I’m not good at math, art, soccer…)”)	Students believe they have gifts and challenges, but that if they work hard, with God’s help, all things are possible (even acing that math test).
	Assessment is traditional; work is scored with letters or numbers grades and then on to the next assignment.	Students help design rubrics to measure growth, identify where they are in relation to the target, and set goals for reaching it. They do multiple revisions of work to reach mastery.
	Students are protected from the ‘sin’ of the world, and taught the ‘right’ answers to complex issues in society.	Students are encouraged to take risks, try out new ideas, ask hard questions and explore them as they relate to the Source of Life.
	Students strive for excellence in order to achieve positive goals.	Students seek to glorify God by striving for excellence in all they do.
	Students praised for achievement.	Students praised for effort and progress towards goals.
	Students move from assignment to assignment without taking time to reflect on their character and work.	Reflection and repentance are fundamental practices that develop understanding of grace and growth.

<b>Becoming Leaders of Their Own Learning</b>	Students occasionally do independent projects. They choose something they care about, research it, and write a report.	Students work regularly on projects, both independently and collaboratively.
	Goal of the course is a specific body of knowledge, assessed by quizzes and tests.	There is a broader context for learning, where students routinely set short and long term goals, monitor their progress and reflect on how they can improve.
	Teachers motivate students (academics and behavior) with grades and rewards.	Students are intrinsically motivated. They challenge themselves and one another – individual and group accountability.
	Students work hard for personal achievement.	Students work hard to the Glory of God.
	Teachers explain how to do something and students work on it independently (for example, leading students through a science lab.)	Teachers allow students to grapple, collaborate and find their own solutions (for example, designing an experiment.