Keys to Innovation was developed to capture ideas and themes from innovative teachers across the world and supporting literature on educational innovation. It is NOT a rubric; each cell lists an attribute or characteristic related to innovation in education in one of three categories: innovative classroom environments, innovation school environments, and innovative educators. The chart is not meant to be an exhaustive list of attributes, but rather a place for educators to begin a conversation about innovation in education.

Keys to Innovation

Innovative Classroom Environments	Innovative School Environments	Innovative Educators
Educators use methods that ensure success for all learners	There is a shared understanding and vision for innovation	Have a vision that includes the kind of learning needed to prepare today's learners for their future
Implement data-driven curriculum designed to improve instruction	Leadership promotes improvement through professional development	Are passionate about teaching and learning
There are high expectations for achievement	Leadership comes from many levels in the school	Are willing to take risks, embrace change, and face difficulties
Learners can clearly articulate instructional outcomes and assessment procedures	Learners' parents are part of the learning community	Are reflective, and use analytical skills on a continuous basis
Learners provide input on assessment standards and can clearly articulate the assessment procedures for activities	The school's learning community uses shared vocabulary	Openly continue learning and updating professional knowledge and skills
Learner feedback is encouraged	Sustained professional development is connected with learner success	Are willing to accept and give constructive criticism to learn from peers
Multiple forms of feedback is provided to learners for further improvement	Support of other organizations is welcomed and used in innovative school practices	Integrate information and communication technologies into the teaching and learning environment
Learners are willing to take initiative to solve problems	Sustainable partnerships involve the different school communities	Facilitate learner-centered activities and are willing to let students take a lead
Learners are actively engaged in authentic, meaningful tasks that develop critical thinking and problem solving skills within the context of their lives	Time is provided within the school day for collaboration and school networking	Seek out opportunities for partnerships and collaboration while respecting individual contributions
Student peer learning, such as in an open discussion, is encouraged	Innovation is encouraged and supported with no repercussions for trying new things	Demonstrate an attitude of increased educational effect through a blending of new and old methods
Learners have access to accurate and reliable information resources (print and non-print)	All staff is receptive to implementing ideas from teachers and learners	Effectively manage unplanned or unspecified questions and situations
Learners display pleasure in learning	Innovative ideas are funded	Take initiative and are not afraid of taking risks
Learners have access to multiple audiences		Are open to new ideas
Information and communication technologies is one type of many tools used by learners and teachers		