

Defining Student-Centered Learning

Student-Centered Learning is an approach to planning and delivering instruction that promotes student voice, ownership, and opportunities for students to make learning decisions. Student-centered learning engages students in their own success, incorporates their interests and skills into the learning process and encourages students to take responsibility for their learning. Student-centered learning requires intentionally designed lessons to ensure authenticity and relevance of student learning experiences. Lessons are personalized and students are guided to deeper levels of understanding. The role of the teacher shifts along a continuum, whereby the teacher increasingly becomes the facilitator and contributor of the learning process rather than the director of knowledge.

The principles of **Student-Centered Learning** are:

- Student Ownership Over Their Learning
- Personalized Learning
- Anytime, Anywhere Learning
- Mastery-Based Learning

Student Ownership Over Their Learning

Student Ownership Over Their Learning involves engaging students in their own success by providing opportunities for students to reflect, self-regulate and improve. Students are provided tools to address habits of mind and growth-oriented mindsets. Students understand that they have multiple pathways to success. Teacher supports students' abilities to advocate and make decisions about their learning. Student voice is encouraged and used in planning and demonstration of mastery.

Personalized Learning

Personalized Learning involves designing learning opportunities with student interests and academic needs at the center. Personalized learning is student-driven and individually paced. Instruction incorporates student choice, ownership and differentiated tasks. Learning is deepened and reinforced through technology integration, participation in collaborative group work, and a focus on engaging and increasingly complex and authentic problems and projects.

Anytime, Anywhere Learning

Anytime, Anywhere Learning extends beyond the traditional school day. Authentic use of technology allows for flexibility with respect to time and place and provides opportunities for students to direct their learning. Students have multiple opportunities to demonstrate their acquisition of skills and knowledge.

Mastery-Based Learning

Mastery-Based Learning allows students to progress through the curriculum at an individualized pace upon mastery of key learning targets. Students have multiple opportunities and means to demonstrate mastery through performance and cooperative tasks. Students are provided choice and autonomy. Lessons are scaffolded and differentiated to meet individual needs and learning profiles.

Adapted from NMEF *Putting Students at the Center* Reference Guide.



Student-Centered Learning Look Fors

Teacher Look Fors	Student Look Fors
Student Ownership Over Their Learning	
<ul style="list-style-type: none"> ▪ Providing students with reflective prompts or tools ▪ Structuring activities that allow for student input ▪ Encouraging students to persevere ▪ Providing growth-oriented feedback ▪ Structuring higher level discourse prompts ▪ Designing critical thinking and problem-solving activities ▪ Varying level of complexity of activities and questions ▪ Formatively assessing students and adjusting instruction ▪ Designing multiple pathways to learn and demonstrate learning ▪ Conferencing with students ▪ Leveraging technology to promote student ownership 	<ul style="list-style-type: none"> ▪ Engaging in student-to-student discourse ▪ Authentically engaging in the lesson activities ▪ Working in collaborative groups ▪ Advocating for themselves and relevant learning outcomes ▪ Engaging in inquiry and formulating questions to drive learning ▪ Reflecting on learning ▪ Self-assessing learning and needs ▪ Appropriately using technology to enhance learning ▪ Creating learning activities ▪ Interpreting teacher and peer feedback
Personalized Learning	
<ul style="list-style-type: none"> ▪ Embedding choice and opportunities for student input into learning activities and assessments ▪ Assessing student interests through <i>Getting to Know You Survey</i> or other means ▪ Structuring meaningful group tasks ▪ Varying questioning strategies and techniques ▪ Differentiating learning activities and assessments ▪ Providing individualized feedback ▪ Conferencing with students ▪ Providing instruction on how to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses ▪ Leveraging technology to provide multiple opportunities for students to engage with the content 	<ul style="list-style-type: none"> ▪ Working on authentic challenge projects or real-world problems ▪ Working in groups and demonstrating meaningful collaboration ▪ Making decisions about their learning ▪ Generating questions and posing their own ▪ Proposing learning activities to support knowledge and skill acquisition ▪ Working on different activities and assignments ▪ Justifying and defending their thinking ▪ Influencing pace and path of learning ▪ Using technology to advance their learning ▪ Exploring areas of interest
Anytime, Anywhere Learning	
<ul style="list-style-type: none"> ▪ Modeling online access to resources ▪ Reinforcing expectations for appropriate use of technology ▪ Including technology applications in lessons ▪ Providing real-world opportunities for students ▪ Challenging and rewarding student use of online tools ▪ Using technology to gather real-time data that formatively assesses and informs instruction ▪ Leveraging technology to provide and monitor anytime, anywhere access to content 	<ul style="list-style-type: none"> ▪ Using technology to work collaboratively with peers ▪ Exercising digital citizenship ▪ Using the appropriate technology during and beyond class period ▪ Following MPS technology expectations ▪ Directing their own learning outside of the classroom ▪ Accessing tools and information posted by the teacher ▪ Completing online assessments ▪ Bringing charged technology to class ▪ Selecting resources to further their own learning
Mastery-Based Learning (2018 -2019 implementation)	
<ul style="list-style-type: none"> ▪ Providing and assessing students individually on clear learning targets ▪ Providing individualized feedback ▪ Advancing students through the curriculum ▪ Conferencing with students ▪ Monitoring individual and group progress ▪ Providing multiple opportunities for students to demonstrate mastery of content area standards 	<ul style="list-style-type: none"> ▪ Preparing for learning target assessments ▪ Initiating independent study ▪ Working on performance tasks ▪ Forming self-study groups ▪ Self-assessing ▪ Peer editing, feedback and review of assignments ▪ Sharing or presenting performance tasks ▪ Interpreting teacher and peer feedback and revising

This document is non-evaluative and should be used for self-reflection.