

## Ensuring that the learner is the center of the learning process

As schools move from an era of teacher-centered schooling into an era of learner-centered schooling, school leaders will need to plan for a successful transition. The following concepts must be considered before any attempts are made:

1. All audiences in the district believe in the Mission of the district. The Mission is written down on paper, is a visible part of district communications and drives the learning system.
2. Identify what your learning system looks like. You have a system that is connected K-14. Each teacher does not have a different system. You can describe your system by writing it down on paper (digital documentation will also refer to this concept as it is mentioned hereafter). The system contains components of Curriculum, Instruction, and Assessment and is understood by all audiences in the district.
3. Teachers make each student feel that their needs are the most important focus for the time they have together to achieve learning success. They have developed relationship and classroom management skills that include listening, empathy, sensitivity, and high expectations.
4. Teachers are trained in research-based pedagogy. They are given opportunities to grow in their instructional development, and are exposed to a wide variety of best practices. In addition, high quality feedback regarding their performance is monitored and nurtured by principals and other identified instructional leaders.
5. Students have a plan for their own learning. It is documented on paper and saved electronically for future updates. You have taken steps to ensure that they have ownership of their plan. There are opportunities to change their plans as they move through the system and their needs change. The plans include monitoring their own learning and identifying the essential and important skills necessary to expect and experience success in their life pursuits.
6. Students have identified their areas of interest. They are written down on paper. There are opportunities to identify new areas of interest. Teachers are aware of student areas of interest.
7. Students have identified their areas of strength. They are written down on paper. Teachers are aware of student areas of strength.
8. Your district has identified what is important for students to know and be able to do as they move through your system (Clear and Viable Curriculum). It is written down on paper. It is spiraling (progressively challenging). It is written in a way that identifies and differentiates essential learnings, advanced learnings and nice-to-know learnings.
9. Your teachers know how to plan lessons that are differentiated for instruction. The plans are written down on paper and include alternatives for the wide level of students in each of their classes.
10. Your teachers know how to generate accurate evidence that guide students in their understanding of where they are on their journey to proficiency (formative data). Your teachers know how to use the evidence to plan for next steps in learning. They monitor the data and help students identify areas of growth.
11. Your teachers know how to generate accurate evidence that identifies proficiency levels of their students. They monitor the data by a variety of comparisons as well as by individual student.
12. They know how to celebrate growth, and develop students' self-confidence about making progress in areas of need.