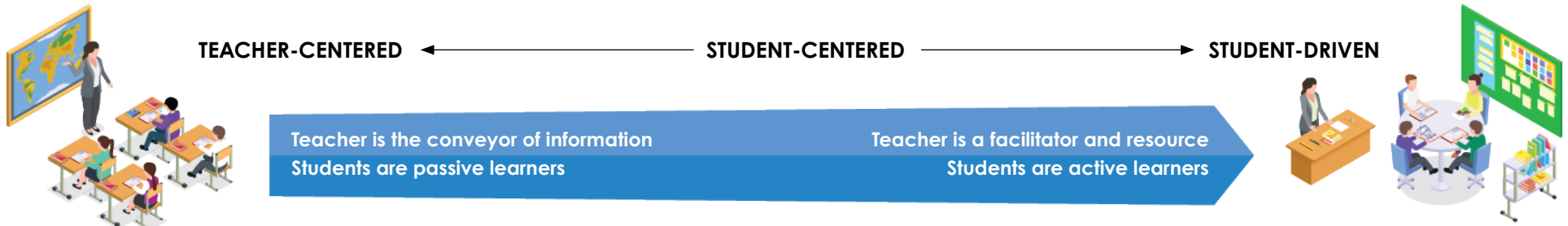


**Directions:** Observe or reflect on a class or activity, noting with each feature if the evidence points to a Teacher-Centered session, Student-Focused, Student-Centered, or Student-Driven. Score each feature and tally the total score to get a snapshot of the progress toward ensuring students are active learners. After reviewing your total, consider your lowest scoring features for areas in which you can target for growth.

## THE STUDENT-CENTERED SPECTRUM



Features	Teacher-Centered (1)	Student-Focused (2)	Student-Centered (3)	Student-Driven (4)	Comments	Score
<b>Environment</b>	Students are seated in rows, with few if any opportunities to sit in collaborative arrangements	Students have some opportunities to sit in collaborative arrangements, but most of the time do not	Students often sit in collaborative seating arrangements	Collaborative seating arrangements are the norm		
<b>Facilitation</b>	A vast majority of the facilitation format is lecture-based or direct instruction, with the teacher responsible for conveying information to the students	Most of the facilitation is direct instruction, but the teacher spends some time as a facilitator or resource	Direct instruction is still present, but the teacher spends most of the time as a facilitator or resource	The teacher acts primarily as a student resource—a facilitator, guide, and subject matter expert—while the students take responsibility for discovering new knowledge		
<b>Student Voice</b>	<b>Expression</b> Students can offer opinions by answering questions or using strategies such as think-pair-share, and give feedback via formal and informal surveys	<b>Participation</b> Students can make assignment-based decisions and can communicate steps toward goals	<b>Partnership</b> Students can collaborate with the teacher and other peers in order to contribute to the design and scope of a project	<b>Activism &amp; Leadership</b> Students can identify issues, plan actions, and advocate for change		

<b>Student Choice</b>	Students are given few opportunities to make meaningful decisions about their learning	Students are given some opportunities to make meaningful decisions about their learning	Students are often given opportunities to make meaningful decisions about their learning	Students are clearly empowered to consistently make meaningful decisions about their learning		
<b>Strategies</b>	The use of varying strategies is limited; students are not provided many options to acquire and share new knowledge	There is some variation in the types of strategies used, but not all align with learning goals	There is variation in the types of strategies used, and each clearly aligns with learning goals	A variety of strategies (e.g. QFT, debates, Wonder Walls) are consistently used to engage all learners in meeting individual learning goals		
<b>Assessments</b>	Assessments typically take the form of traditional tests	There is some differentiation in assessment based on the project or assignment	Multiple forms of assessments are used and usually align with learning outcomes	Multiple forms of assessments are used and clearly align with learning outcomes; students have opportunities to contribute to assessment decisions		
					<b>TOTAL:</b>	

Review the scoring guidelines below, in addition to the strategies and tools provided within the model, to identify your current classroom and continue to grow toward and beyond your ideal/goal classroom.

One of the most impactful ways to continue to grow from teacher-centered to student-driven is to increase student voice. Try implementing one or more of the following strategies/tools, from Bringing Students Back to the Center, to increase student voice in your classroom: Wonder Walls, debates, surveys, genius hour, QFT, Socratic Seminar, journaling, think-alouds, providing assignment options, etc.

## TOTAL SCORE

### 6–10PTS: TEACHER-CENTERED

Students are following the lead of the teacher without many opportunities to take ownership of their learning. By implementing more strategies, student voice, and student choice, students begin to take a more leadership role in their learning.

### 11–15PTS: STUDENT-FOCUSED

Students are given opportunities to be active learners, but more consistency will ensure they take more ownership of their goals and progress.

### 16–20PTS: STUDENT-CENTERED

Students have multiple opportunities to exhibit leadership and engage in collaborative partnerships as they take a lead role in working toward their learning goals.

### 21+ PTS: STUDENT-DRIVEN

Students are empowered to make learning decisions and navigate through/advocate for their learning as they take responsibility for their learning outcomes.