



# STUDENT-CENTERED LEARNING BLUEPRINT FOR PENNSYLVANIA



**PASCL**

PA STUDENT-CENTERED LEARNING

# ACKNOWLEDGEMENTS

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Thank you all for your remarkable contributions and dedication. Together, we have created a comprehensive and impactful Blueprint that we hope will drive positive change in student-centered learning practices across Pennsylvania.

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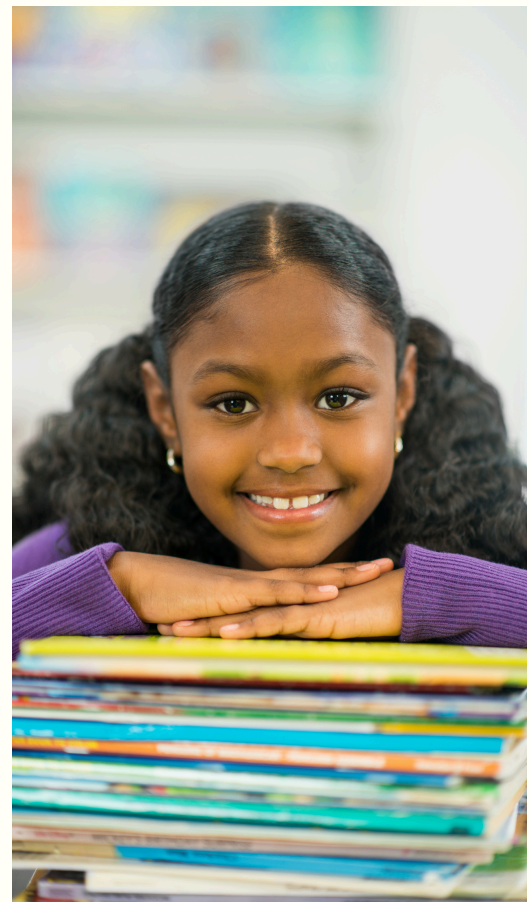


# STUDENT-CENTERED LEARNING

## BLUEPRINT FOR PENNSYLVANIA

### OVERVIEW

Pennsylvania's comprehensive Blueprint for student-centered learning envisions a transformative approach to K-12 education that represents the Commonwealth's value system of quality education. This Blueprint outlines specific goals encompassing academic achievement, access, student well-being, and college and career readiness by creating a more cohesive and coordinated approach to student-centered learning in Pennsylvania. At its core, the vision of the **Student-Centered Learning Blueprint** emphasizes personalized, inquiry-based instruction that prioritizes student agency and engagement as a facilitated self-assessment aligned to state-wide standards, school improvement, and other initiatives across Pennsylvania.



# INTRODUCTION

## Why Student-Centered Learning?

The current educational system is failing to meet the needs of all students, and it is time for a significant transformation. Student-centered learning is a dynamic paradigm that offers promising solutions to complex educational challenges and unlocks a wealth of opportunities for students, educators, and our broader community (McCombs, 2003; Kaput, 2018). At the heart of student-centered learning lies a fundamental shift in focus – from the traditional teacher-centered model to one that places students at the forefront of their learning (Estes, 2004). When students are actively involved in setting goals, making decisions, and taking ownership of their learning, they are more likely to achieve academic success and enjoy learning (Kulakow & Raufelder, 2020; Sørensen et al., 2023). By empowering students to take ownership of their education, student-centered learning fosters motivation, curiosity, creativity and autonomy that transcends the boundaries of the classroom (Brown, 2008; Lee & Hannafin, 2016). Student-centered learning is not just a pedagogical approach but a potential solution to some of the most pressing challenges facing our education system today. By offering personalized learning experiences, flexible scheduling options, technology-enhanced learning models, and opportunities for student voice and choice, schools can attract and retain students who may have previously disengaged from traditional educational models (Lee & Branch, 2022; Shehata et al., 2023). Students taking ownership of their own learning and pursuing personal interests, fosters lifelong learning and social mobility. Additionally, it may help alleviate teacher shortages and improve student enrollment rates, ensuring that all students have access to high-quality education. The shift towards a more student-centered approach to education has given educators a new sense of purpose and satisfaction (Dole et al., 2016; Woods & Copur-Gencturk, 2024). Teachers are no longer confined to the traditional role of lecturers. Instead, they act as facilitators of learning, guiding their students in the discovery and exploration of knowledge. This approach allows teachers to tap into their creativity and passion for teaching, leading to greater job satisfaction and reduced burnout.



Furthermore, student-centered learning provides a framework for improving literacy and mathematics proficiency by prioritizing mastery of core academic skills through personalized instruction, project-based learning and targeted interventions (Abidin et al., 2020; Freeman et al., 2014; Zhang & Ma, 2023). Through differentiated instruction, scaffolding support, and ongoing formative assessment, students are better equipped to develop the foundational skills they need to succeed in school and beyond (Granger et al., 2012). Additionally, jobs now and in the future will require students to be flexible, resilient, and capable of navigating complexity. Therefore, student-centered learning can equip students with the knowledge, skills and dispositions needed to thrive in a rapidly changing and technology-enhanced world (McDiarmid & Zhao, 2023).

In essence, student-centered learning is more than just a pedagogical approach—it is a philosophy that supports every learner's unique needs, interests, well-rounded development, and well-being. By embracing student-centered learning, we can create learning environments that foster success, resilience, and a lifelong love of learning for all students.



## How is Student-Centered Learning Different?

The shift from traditional to student-centered learning is a significant repositioning of both philosophy and practice. While conventional methods often revolve around teacher-directed instruction and standardized curriculum, student-centered learning places learners at the forefront, emphasizing active engagement, collaboration, and personalized experiences tailored to individual interests and needs.

We have provided a few comparisons in the following list to situate the differences:



- Places students at the center of learning. In traditional approaches, the teacher is often the focus.
- Emphasizes active learning where students are directly engaged with learning materials and real-world experiences and immersed in problem-based or inquiry-based tasks.
- Student-centered learning encourages collaboration among students through peer-to-peer interactions and group work. Traditional approaches often prioritize individual work and competition.
- Provides opportunities for personalizing learning experiences aligned with students' interests and needs. Traditional approaches focus on a one-size-fits-all learning objective, failing to consider contextual elements as meaningful motivators of diverse learning outcomes.
- Fosters critical thinking skills and encourages students to analyze, evaluate, and apply information to solve real-world problems. Traditional approaches emphasize memorization over higher-order thinking or skill development.
- Students take ownership of their learning process, setting goals, monitoring their progress, and reflecting on their learning experiences. In traditional approaches, the teacher controls the learning process, sets learning objectives, and monitors student progress.
- Allows for more flexibility to adapt instruction based on student progress. Traditional approaches may be more rigid around a predetermined curriculum.

To learn more about student-centered learning programs and initiatives across Pennsylvania, **review stories published with the Pennsylvania Association of Intermediate Units** hosted on **OER Commons**.

# How To Use This Tool

Pennsylvania's **Student-Centered Learning Blueprint** will guide you on your journey to enhance and integrate student-centered learning strategies into your learning environment. The following steps will help you navigate this process with confidence and purpose:

- **1 Gather Your Team**

Collaborate with educators, leaders, and your local intermediate unit professionals to explore the Blueprint. Set aside time for reflective discussions to delve into critical areas such as curriculum development, professional growth, technology integration, and community partnerships.

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- **2 Start the Conversation**

With your team, highlight the importance of student-centered learning and its potential impact on student outcomes. Encourage open dialogue and host brainstorming sessions to explore ideas, concerns, and aspirations.

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- **3 Review Promising Practices**

Research and review examples of student-centered learning initiatives and promising practices from other educational institutions. Analyze case studies, success stories, and research findings to gain insights into effective strategies and approaches.

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- **4 Assess Current Practices**

Use the Blueprint as an inquiry-based tool to assess your current practices against educational standards and best practices. Identify strengths and areas for improvement, laying the groundwork for setting goals aligned with student-centered learning principles.

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- **5 Set Ambitious Goals**

Based on the insights gained from your assessment, set ambitious goals to advance student-centered learning in your educational institution. Ensure these goals are specific, measurable, achievable, relevant, and time-bound (SMART).

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- **6 Prioritize Professional Development**

Invest in professional development to build educators' skills and knowledge to implement student-centered practices effectively. Foster collaboration and peer learning communities to support ongoing growth and learning.

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- **7 Monitor Progress**

Establish systems for monitoring progress toward your goals and assessing the impact of your efforts. Use data-driven insights to inform decision-making and make necessary adjustments to ensure continuous improvement.

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- **8 Engage with Stakeholders**

Forge strong partnerships with parents, families, and community stakeholders to enrich all students' learning experiences.

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- **9 Celebrate Successes**

Acknowledge and celebrate successes along the way, recognizing the hard work and dedication of educators, leaders, and stakeholders. These successes will inspire continued progress toward your goals.

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- **10 Reflect and Adapt**

Periodically assess your progress and adapt your strategies as needed based on feedback, insights, and changing circumstances. Embrace a culture of continuous improvement and strive to enhance student-centered learning practices.

# Our Common Language

The Student-Centered Learning Initiative key terms were established to foster a shared understanding of instructional frameworks, terminology, and instructional practices related to student-centered learning concepts. The Student-Centered Learning Initiative Advisory Committee, a diverse group that included educational leaders from intermediate units and school districts led by Penn State University's Pennsylvania School Study Council, used a Delphi method to reflect evidence-based practices and strategies. This collaborative effort serves as the foundation of the **Student-Centered Learning Blueprint**.

## STUDENT-CENTERED LEARNING

A philosophical perspective to education whereby equitable learning experiences are intentionally designed using a constellation of approaches to create relevancy, purposefulness, and meaningfulness to motivate students to take greater ownership over their learning (Aurora Institute, 2022). Specifically, the learning process is adaptable to the student's unique needs, interests, and aspirations and designed with their ideas and voices at the table (Kaput, 2018). Student-centered learning can be viewed as an umbrella term encompassing active learning strategies, personalized approaches, competency-based learning, deeper learning, and learner-centered techniques. At the system level, this requires implementing sustainable curriculum planning practices, support systems, online and offline technologies, community engagement, pedagogy, and assessment methods that support a student-centric approach (Aurora Institute, 2022; Education Reimagined, 2015; ISTE, 2020).

## BLENDED LEARNING

The strategic integration of technology-enhanced learning combines supervised synchronous learning and online learning to enable student-centered learning. The learning design provides elements of student control over time, place, path, and/or pace and allows for whole child support, personalized instruction, and mastery-based progression. Blended learning can be implemented using a combination of several models (Horn & Staker, 2011; Learning Accelerator, 2022).



## **ONLINE & DISTANCE LEARNING**

A philosophical perspective and innovative approach to the design of learning that is facilitated in flexible learning environments that connect learners across time and space with curriculum and instruction. With the aim to make learning student-centered and accessible, this model encompasses a wide range of educational activities, instructional strategies, and openly accessible resources delivered through the Internet and other emerging technologies. Special organizational processes, administrative practices, and student-support systems are required to provide learners with high-quality and flexible educational experiences (Digital Learning Collaborative, 2021; Hewlett, 2022; Kalir et al., 2019; Moore & Kearsley, 2011).

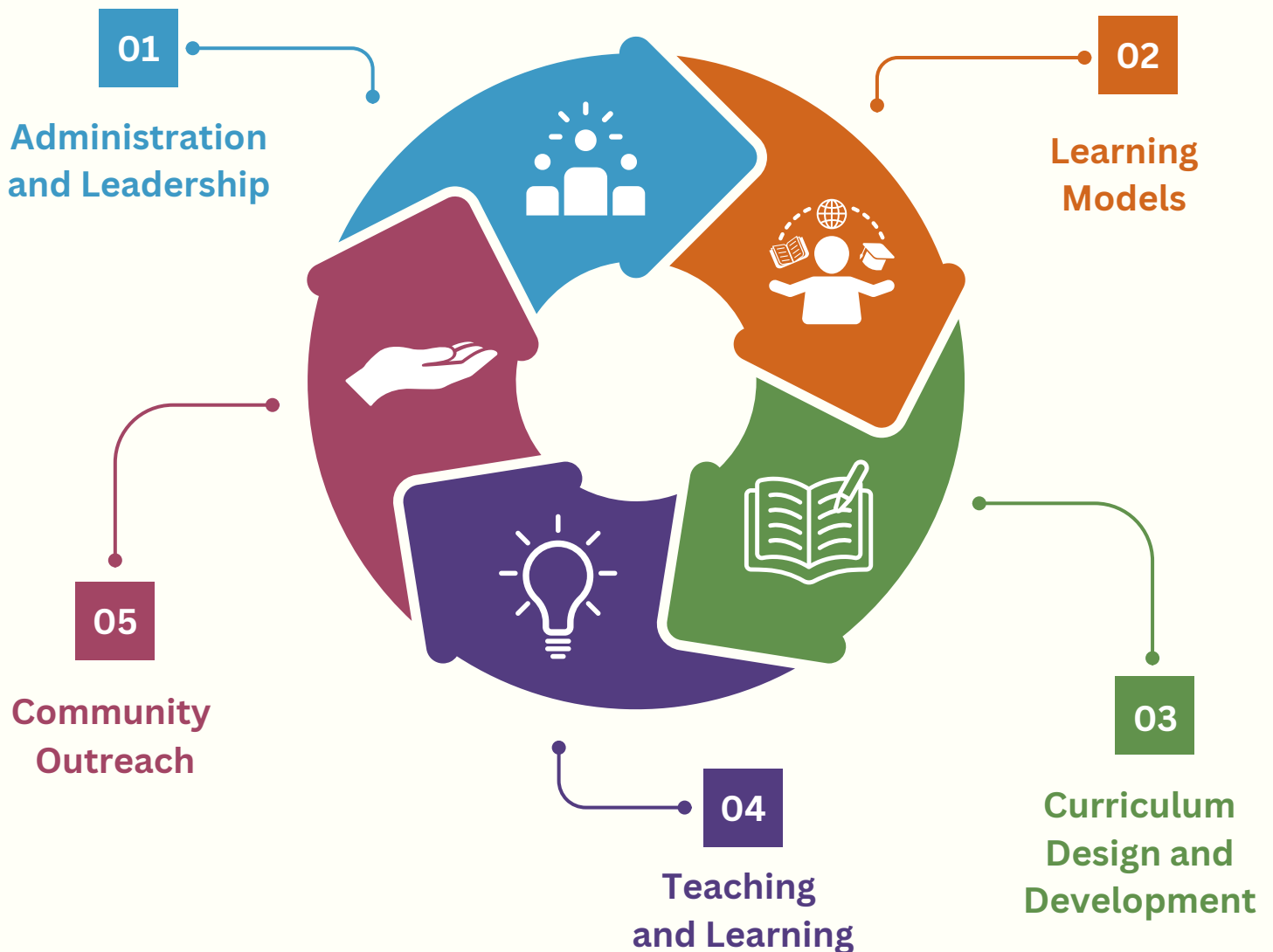
## **PERSONALIZED LEARNING**

Personalized Learning creates authentic, equitable, culturally relevant learning opportunities centered around each learner's readiness, needs, and interests in the learning environment. Personalized learning includes the following elements and components: varies the time, place, and pace of learning for each student; provides opportunities for learner agency through voice and choice in how, when, and where they learn; utilizes multiple instructional modes and feedback to scaffold each student's learning and enhance the student's personal competencies; enlists the student in the creation of learning pathway; designs assessment in a meaningful, positive and empowering learning experience that is customized for students and yields timely, relevant and actionable evidence, and integrates individualization and differentiation (Aurora Institute, 2019; Remake Learning, 2022).



# System Components

We recognize education as a dynamic and adaptive system encompassing various components that interact dynamically, shaping students' learning experiences and influencing individual, institutional, and societal outcomes. Further, these education systems are not isolated entities but are influenced by cultural norms, economic conditions, technological advancements, and political landscapes, significantly impacting how education is structured and delivered. This complex interplay between education and broader social systems requires a systems approach to compartmentalize the components and reflect on their interrelatedness (Senge & Sterman, 1992). Therefore, the **Student-Centered Learning Blueprint** visually represents Pennsylvania's values and aspirations for a quality educational system, comprising five interrelated components outlined below and further defined within the Blueprint.



# System Components

1

**Administration and Leadership:** Effective administration and leadership play a crucial role in setting the vision and creating the conditions necessary for student-centered learning to thrive. School leaders establish policies, allocate resources, and provide support to integrate student-centered practices into the school culture. They champion innovation, encourage collaboration among stakeholders, and foster a climate of continuous improvement.

2

**Learning Models:** Learning models serve as the instructional framework and delivery system for implementing student-centered practices. These models prioritize the learner's needs and translate instructional strategies through flexible delivery models, including blended and online, to provide opportunities for students to explore, inquire, and construct their understanding of concepts meaningfully. The choice of learning model influences curriculum design, teaching methods, and student experiences.

3

**Curriculum Design and Development:** Curriculum design and development are informed by the principles of student-centered learning and the chosen learning models. The curriculum is designed to be interdisciplinary and aligned with student interests and goals. Teachers collaborate with curriculum specialists, administrators, and community members to develop a relevant, engaging, and reflective curriculum in real-world contexts. Curriculum design influences teaching practices and informs the selection of learning resources and assessments.

4

**Teaching and Learning:** In a student-centered learning environment, teaching and learning practices shift from teacher-centered to student-centered approaches. Teachers are facilitators, mentors, and coaches, guiding students through inquiry, exploration, and problem-solving activities. Instruction is differentiated to meet the diverse needs of learners, and students are actively engaged in constructing their knowledge and understanding. Constructive feedback is provided regularly to support student growth and reflection.

5

**Community Outreach:** Community outreach extends learning beyond the classroom walls, connecting students with resources, expertise, and opportunities in the broader community. Schools collaborate with parents, families, businesses, and community organizations to enrich the educational experience through mentorship programs, internships, service-learning projects, and cultural exchanges. Community partnerships provide authentic learning experiences, promote civic engagement, and foster a sense of belonging and connectedness.

The interrelatedness of these system components is evident in how each component informs and influences the others. Effective administration and leadership create the conditions for implementing student-centered practices and determine the appropriate learning models and curriculum design. Teaching and learning practices are guided by the chosen learning models and curriculum, while community outreach enhances the learning experience by connecting students with real-world contexts and resources. Together, these components work harmoniously to create a holistic and student-centered learning environment.

# STUDENT-CENTERED LEARNING BLUEPRINT

The **Student-Centered Learning Blueprint** is a comprehensive and collaborative assessment tool designed to guide educational institutions on their journey toward a system-wide implementation of student-centered learning. This Blueprint encompasses five system components, each with **Essential Actions**, **Guiding Questions**, **Benchmark Statements**, and a self-evaluation of the **Continuum of Practice**, providing educators with a holistic framework for assessment and improvement. As a collaborative and consultative tool, the **Student-Centered Learning Blueprint** encourages educators and leaders to engage in reflective dialogue, leveraging the collective expertise of stakeholders to drive meaningful change. **The Student-Centered Learning Blueprint** is more than just a self-assessment tool; it is a roadmap for transformation, a catalyst for collaboration, and a framework of inspiration for educators committed to fostering student success in the 21st century.

## Essential Actions

We have identified key steps and strategies that educational institutions must effectively implement to promote student-centered learning. These thirty-four **Essential Actions** serve as foundational principles guiding the transformation of teaching and learning. By examining the system components and **Essential Actions**, teams can assess the current state of student-centered practices within their institution and identify areas for growth and development.

## Guiding Questions

Each **Essential Action(s)** provides **Guiding Questions** that encourage teams to explore each of the five **System Components** thoughtfully, promoting a deeper understanding and implementation of student-centered learning. These questions act as catalysts for discussion, helping to foster a shared understanding of effective practices and areas that need improvement.

## Benchmark Statements

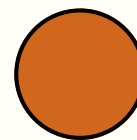
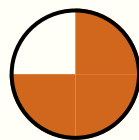
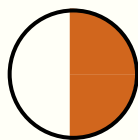
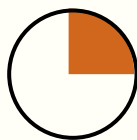
Aligned with the **Guiding Questions**, **Benchmark Statements** offer tangible benchmarks for measuring progress, guiding educators towards increasingly effectively implementing student-centered approaches. These **Benchmark Statements** can provide greater clarity on the degree of practice in the continuum of student-centered learning.

## Examples of Evidence

Finally, **Examples of Evidence** offers realistic illustrations of student-centered practices, providing insights and information for innovation and continuous improvement. We have provided examples of the various artifacts or data that can assist in determining the level of implementation of student-centered learning to document the **Continuum of Practice**. The examples shared are not an exhaustive list but rather a starting point to assess the extent of implementation and prioritize resources accordingly.

# Continuum of Practice

The path toward achieving a system-wide practice of student-centered learning involves working through various stages of development and implementation. We have defined these stages on a **Continuum of Practice** categorized as **Fully Embedded**, **Operational**, **Developing**, and **Not Yet**.



Not Yet	Developing	Operational	Fully Embedded
There is currently no established or implemented solution, but there is an ongoing effort to develop one. Despite increasing awareness and attempts, no concrete action has been taken.	Progress is being made with sustained or ongoing effort, but there are still many challenges, obstacles, and inconsistencies, including inconsistent application and efforts.	Consistently applying effort towards a desired outcome.	The practices are deeply embedded in the culture and system, widely embraced, and follow sustainable and systematic approaches.

Assessing and understanding these stages in your context can provide valuable insights into the evolution of the practices and processes to undertake within your educational system, guiding efforts toward sustainable growth and improvement for student-centered learning.

# ADMINISTRATION AND LEADERSHIP

This system component recognizes that administrative professionals and educational leaders play a pivotal role in facilitating and supporting an environment where students' needs, interests, and learning outcomes are prioritized, and students feel empowered to engage in their own learning process actively.

## Strategic Planning & Vision Alignment

**Essential Action:** Defining the vision, goals, and objectives for student-centered learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do you define student-centered learning?</li><li>• What is the vision for student-centered learning? (<i>What is your why?</i>)</li><li>• What drives your district's commitment to student-centered learning?</li><li>• What are the specific goals and objectives you want to achieve?</li><li>• How are these articulated in the strategic plan?</li><li>• What steps are required to move teaching and learning toward student-centered learning approaches?</li></ul>	<p>Engages in a strategic planning and vision alignment process that defines the vision, goals, and objectives for student-centered learning.</p>	<ul style="list-style-type: none"><li>• Vision and Mission Statements</li><li>• Administrative Meeting Agendas or Minutes</li></ul>

# ADMINISTRATION AND LEADERSHIP

## Needs Assessment

**Essential Action:** The process of evaluating the status of student-centered learning to identify strengths, weaknesses, and areas for improvement.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What process did you use to assess the status of student-centered learning?</li></ul>	Determines the status of student-centered learning (i.e. needs assessment) to identify strengths, weaknesses, and areas for improvement.	<ul style="list-style-type: none"><li>• Survey Data</li><li>• Walkthrough Data</li><li>• Focus Groups</li><li>• Student Assessment Data</li><li>• School Process Data</li><li>• Community Forums</li><li>• Administrative Meetings or Minutes</li></ul>

## Resource Prioritization

**Essential Action:** Assessing, aligning, repositioning and prioritizing available resources (i.e. human, financial, material) to support student-centered learning initiatives effectively.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do you prioritize, reposition, or reallocate existing resources to support student-centered learning?</li></ul>	Assesses, aligns, repositions, and prioritizes available resources to support student learning equitably.	<ul style="list-style-type: none"><li>• Administrative Meeting Agendas or Minutes</li><li>• Budget Meeting Agendas</li></ul>

## Quality Standards Integration

**Essential Action:** Aligning strategies with quality standards to guide the success of student-centered learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• Which relevant standards (e.g. Quality Matters, ISTE, CASEL, State Academic Standards) guide your approach to student-centered learning?</li></ul>	Aligns strategies with relevant standards to guide the success of student-centered learning.	<ul style="list-style-type: none"><li>• Curriculum Map with State Academic Standards</li><li>• Standards Crosswalk</li></ul>

# ADMINISTRATION AND LEADERSHIP

## Stakeholder Engagement

**Essential Action:** Identifying and aligning stakeholder (students, faculty, staff, families, and community) perspectives and interests with the strategic planning process.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do you involve all stakeholder groups in planning, implementing, monitoring, and evaluating your student-centered learning initiatives?</li></ul>	Identifies and aligns stakeholder perspectives and interests (students, faculty, staff, families, and community) with the strategic planning process.	<ul style="list-style-type: none"><li>• School Community Surveys or Data</li><li>• Perception Data</li><li>• Experience Data</li></ul>

## Policy Alignment

**Essential Action:** Evaluating existing policies, including determining barriers and enablers (high-level strategies) for alignment with student-centered learning goals and strategizing changes where necessary.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What existing policies pose barriers to achieving your student-centered learning vision?</li><li>• What existing policies act as enablers for fostering student-centered learning?</li></ul>	Evaluates existing policies to identify barriers and enablers with student-centered learning goals and reposition efforts to support the vision.	<ul style="list-style-type: none"><li>• Board Meeting Agenda or Minutes</li><li>• Revised Policies</li></ul>

# ADMINISTRATION AND LEADERSHIP

## Performance Evaluation

**Essential Action:** Engaging stakeholders in planning, implementing, monitoring, and evaluating data to make informed decisions.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What specific indicators will measure student-centered learning outcomes?</li><li>• Are indicators comprehensive to address various aspects of student-centered learning?</li><li>• What mechanisms exist to gather feedback from stakeholders?</li><li>• How will the educator and leadership observation system, supervision, and evaluation reflect in-person, synchronous, asynchronous, and blended learning approaches?</li></ul>	<p>Engages stakeholders in the planning, implementation, monitoring, and evaluation phases using multiple forms of data to make informed decisions.</p>	<ul style="list-style-type: none"><li>• Achievement Data</li><li>• School Progress Data</li><li>• Behavioral Data</li><li>• Perception Data</li><li>• Discipline Data</li><li>• Demographic Data</li></ul>

# ADMINISTRATION AND LEADERSHIP

## Communication

**Essential Action:** Identifying and leveraging effective communication channels and strategies that reach stakeholder groups.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How do you create, collect, and disseminate feedback to support transparency and articulate clear expectations to support student-centered learning?</li></ul>	Identifies and leverages effective communication channels and strategies that reach stakeholder groups.	<ul style="list-style-type: none"><li>Website Content</li><li>Newsletters</li><li>Publications</li><li>Social Media Outreach</li></ul>

## Professional Development

**Essential Action:** Supporting educator readiness and creating a plan for ongoing, sustained, job-integrated professional learning aligned with the vision of student-centered learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How do you assess educator readiness to participate in selected models?</li></ul>	Evaluates educator readiness and create a plan for sustained job-embedded professional learning.	<ul style="list-style-type: none"><li>Professional Learning Plan</li><li>Needs Assessment Data</li></ul>

# LEARNING MODELS

This system component examines the ways in which facilitation approaches prioritize students' unique learning needs, interests, and processes. Depending on factors such as time and distance, instruction may be structured synchronously, asynchronously, or through a blend of personalized and in-person approaches.

## Impact on Learning

**Essential Action:** Analyzing how facilitation approaches (synchronous, asynchronous, blended, personalized) support student learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How will the selected approach(es) impact the learning experiences of students?</li></ul>	Analyzes how approaches support positive and effective learning experiences.	<ul style="list-style-type: none"><li>Learning Outcomes</li><li>Student Feedback</li><li>Learning Analytics Metrics</li><li>Observations</li><li>Comparative Analysis</li></ul>

## Influential Factors

**Essential Action:** Identifying organizational structures, student characteristics, educator competencies, and curriculum frameworks that influence facilitation models.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>What factors (i.e., organizational, student, and educator factors) influenced or will influence the implementation of the facilitation model?</li></ul>	Considers organizational structures, student characteristics, educator capabilities, and curriculum frameworks influencing facilitation models.	<ul style="list-style-type: none"><li>Class Scheduling</li><li>Building Scheduling</li><li>Portrait of a Graduate</li><li>Needs Assessment</li><li>Behavioral and Pedagogical Frameworks</li><li>Pacing Guides</li><li>Physical Space and Technological Limitations</li></ul>

# LEARNING MODELS

## Usability

**Essential Action:** Utilizing a strategy that integrates universal design principles with multimodal content.

GUIDING QUESTIONS	INDICATORS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>What is your strategy to provide and support multimodal content with universal design principles?</li></ul>	Develops a strategy aligning multimodal content with universal design principles.	<ul style="list-style-type: none"><li>Curriculum Frameworks</li><li>Technology Resource List</li></ul>

## Sources for Multimodal Content

**Essential Action:** Identifying and utilizing varied sources to provide access to multimodal content.

GUIDING QUESTIONS	INDICATORS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>What sources can you utilize for multimodal content, including open-sourced, copyrighted, and internally created?</li></ul>	Identifies and utilizes diverse sources to provide equitable access to multimodal content.	<ul style="list-style-type: none"><li>Content Licenses</li><li>Open Educational Resources</li><li>Academic and Library Databases</li><li>Technology Frameworks</li></ul>

## Facilitating Interaction

**Essential Action:** Selecting multimodal content and facilitating engagement and interaction to support learning outcomes.

GUIDING QUESTIONS	INDICATORS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How are multimedia assets assessed to meet the diverse needs of students, educators, and the learning community?</li></ul>	Identifies, customizes, and selects accessible multimodal content for all students.  Implements strategies to assess the effectiveness of multimodal content.	<ul style="list-style-type: none"><li>Curriculum Frameworks</li><li>Student ePortfolios</li><li>Personalized Learning Plans</li></ul>

# LEARNING MODELS

## Accessibility

**Essential Action:** Integrating technologies, including assistive technologies (i.e. screen readers, dictation tools, keyboards), ensuring accessible learning and teaching experiences.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What technologies are required to ensure equitable teaching and learning?</li></ul>	Integrates technologies to ensure accessible teaching and learning experiences.	<ul style="list-style-type: none"><li>• Technology Inventory</li><li>• How-To Documents</li><li>• License Agreements</li></ul>

## Enhancing Comprehension

**Essential Action:** Exploring how technologies support and enhance comprehension and learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• In what ways do technologies enhance comprehension and learning for students?</li></ul>	Demonstrates how various technologies enhance comprehension and learning.	<ul style="list-style-type: none"><li>• Assessment Data</li><li>• Student Learning Artifacts</li></ul>

## Centralized Solutions

**Essential Action:** Centralizing resources and support systems ensuring all stakeholders have access to approved technologies.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What steps can be taken to centralize technology solutions and ensure access?</li><li>• What large-scale solutions are used to ensure consistency and support readiness?</li></ul>	Centralizes technology solutions to ensure access to approved technologies.  Incorporates large-scale solutions to ensure consistency and support readiness.	<ul style="list-style-type: none"><li>• Family/Caregiver Signoffs</li><li>• Student Compacts</li><li>• Handbooks</li></ul>

# LEARNING MODELS

## Privacy & Security

**Essential Action:** Implementing safeguards that reduce the risk associated with student data, providing safe and secure learning environments and stakeholder use.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How will privacy and security be safeguarded for all stakeholders with the technologies used across the LEA?</li></ul>	Takes measures to safeguard privacy and security for all stakeholders with the technology used across the LEA.	<ul style="list-style-type: none"><li>• License Agreements</li><li>• School and District Policies</li><li>• Action Plans or Guidelines to Reduce Risk</li><li>• Digital literacy and Citizenship Frameworks</li></ul>

## Criteria for Equitable Use

**Essential Action:** Establishing criteria to ensure technologies offer equitable access.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What criteria can be established to ensure that technologies offer equitable access?</li></ul>	Develops criteria to ensure that technologies are equitably accessible to all.	<ul style="list-style-type: none"><li>• District Policy</li><li>• SETT Framework</li></ul>

# CURRICULUM DESIGN & DEVELOPMENT

Systematic, intentional, and iterative planning, development, choosing equitable technology and media applications, and implementing content, instructional strategies, learning experiences and assessments.

## Needs Assessment

**Essential Action:** Identifying students' learning needs, interests, and prior knowledge.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• To what degree are educators aware of and knowledgeable about the existing curriculum framework(s)?</li><li>• How is awareness promoted?</li></ul>	<p>Educators are informed and familiar with the existing curriculum framework(s).</p> <p>Uses a strategy to communicate and monitor updates and modifications to curricula.</p>	<ul style="list-style-type: none"><li>• Walkthroughs</li><li>• Teacher interviews Induction</li><li>• Professional Development Topics</li><li>• Student Learning Data</li><li>• Demographic Data</li><li>• Perception Data</li><li>• School Process Data</li></ul>

## Curriculum Development

**Essential Action:** Engaging in systematic planning, design, implementation, and evaluation of educational courses and programs.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What principles or standards (e.g., Universal Design, CASEL) guide your curriculum framework?</li><li>• What method is used to map out and develop the curriculum?</li><li>• How are grade-level, subject-matter, or professional learning communities created for curriculum writing, course design, development, and task assignment?</li></ul>	<p>Employs an evidence-based method for curriculum design (e.g. Universal Design, CASEL) appropriate to the discipline or content area.</p> <p>Articulates a clearly defined process and method for mapping out the curriculum.</p> <p>Illustrates a defined process for curriculum writing, design and development.</p>	<ul style="list-style-type: none"><li>• Comprehensive Plan</li><li>• Curriculum Map and Plans</li><li>• Program Evaluation Reports</li><li>• Course Syllabi</li><li>• Professional Learning Community Artifacts</li><li>• Master Schedules</li></ul>

# CURRICULUM DESIGN & DEVELOPMENT

## Content Design

**Essential Action:** Vetting, aligning, and embedding content resources, materials, and applications in the curriculum design process.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What is the process for vetting course content, materials, and resources for curriculum alignment?</li><li>• How will multimodal content and open educational resources be incorporated?</li><li>• What tools and resources are available to ensure relevant and meaningful content?</li></ul>	<p>The process for vetting course content, materials, and resources for curriculum alignment involves thorough review and analysis.</p> <p>Multimodal content and open educational resources are incorporated into the selection process.</p> <p>Tools and resources are available to ensure relevant and meaningful content.</p> <p>Strategies are in place to support students and their families in accessing content.</p>	<ul style="list-style-type: none"><li>• Curricular Approval Process or Board Policy</li><li>• Curricular Criteria or Rating Scales</li><li>• Alignment Matrices</li><li>• Resource Lists</li><li>• Licensing and Permission Records</li></ul>

## Personalization

**Essential Action:** Customizing learning experiences, instruction, and support to meet individual needs, interests, and preferences.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How does the curriculum offer opportunities for personalized learning and student voice and choice?</li></ul>	<p>The curriculum provides students with opportunities for personalized learning, allowing them to pursue areas of interest and pace their learning in meaningful and relevant ways.</p>	<ul style="list-style-type: none"><li>• Flexible Learning Plans</li><li>• Student Artifacts</li><li>• Unit or Lesson Plans</li><li>• Curriculum Maps</li></ul>

# CURRICULUM DESIGN & DEVELOPMENT

## Student Choice

**Essential Action:** Providing students with autonomy and freedom in their learning experiences, including what topics to study, how to approach assignments or projects, and how to demonstrate their understanding.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How are planned experiences within the curriculum provided to offer students choice and autonomy?</li></ul>	Planned experiences within the curriculum are provided to offer students choice and autonomy.	<ul style="list-style-type: none"><li>Student Artifacts</li><li>Unit or Lesson Plans</li><li>Curriculum Maps</li></ul>

## Technology Integration

**Essential Action:** Embedding technology resources with learning objectives, activities, and outcomes enabling a deeper understanding of the content.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>How is technology meaningfully integrated to support and enhance student-centered learning outcomes?</li><li>How are technology resources selected to enhance learning while considering factors like equity, accessibility, scalability, usability, and sustainability?</li><li>What specific technology will be required to support content-specific goals (i.e. accessible math equation editor) and ensure equitable access (i.e. adaptable technologies)?</li></ul>	<p>Technology is meaningfully integrated to support and enhance student-centered learning outcomes.</p> <p>Technology resources are selected to enhance learning, considering factors like equity, accessibility, scalability, usability, and sustainability.</p> <p>Specific technology is evident that supports content-specific goals and ensures equitable access.</p>	<ul style="list-style-type: none"><li>Learning Technology Standards and Frameworks</li><li>Technology Integration Plans</li><li>Unit or Lesson Plans</li><li>Curriculum Maps</li></ul>

# CURRICULUM DESIGN & DEVELOPMENT

## Assessment & Evaluation

**Essential Action:** Collecting and analyzing formative and summative information about learning by educators and students spanning various grades, subjects, school, and district levels.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do educators and students collaborate on collecting, analyzing, and acting upon formative and summative data?</li><li>• How do assessments incorporate multiple means of representation and reflection?</li><li>• What methods, tools, and resources can be used to make informed decisions about assessment and evaluation?</li><li>• How can insights from different sources be utilized to create more meaningful and relevant learning experiences?</li></ul>	<p>Educators and students collaborate on collecting, analyzing, and acting upon formative and summative data.</p> <p>Assessments incorporate multiple means of representation and reflection.</p> <p>Various methods, tools, and resources are used to make informed decisions about assessment and evaluation.</p> <p>Insights from different sources are translated into more meaningful and relevant learning experiences for students.</p>	<ul style="list-style-type: none"><li>• Student Learning Data</li><li>• Perception Data</li><li>• Demographic Data</li><li>• School Processes Data</li><li>• Assessment Schedules</li><li>• Centralized Data Systems</li><li>• Data Analysis Protocols</li><li>• Goal Setting Templates</li></ul>

# CURRICULUM DESIGN & DEVELOPMENT

## Continuous Improvement

**Essential Action:** Systematically monitoring, assessing and improving the curriculum in the teaching and learning experience.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What is the curriculum review, revision, and adoption cycle?</li><li>• What processes ensure feedback from faculty, students, and stakeholders is obtained and acted upon during curriculum design and development?</li><li>• What evaluation processes and benchmarks will be embedded within the curriculum design and development process to support continuous improvement?</li><li>• How reliable and comprehensive are the data collection techniques and analysis, and to what extent do they contribute to supporting student-centered learning goals?</li></ul>	<p>The curriculum follows a review, revision, and adoption cycle.</p> <p>Processes are in place to ensure that feedback from faculty, students, and stakeholders is obtained and acted upon during curriculum design and development.</p> <p>Evaluation processes and benchmarks are embedded in the curriculum design and development process to support continuous improvement.</p> <p>The reliability and comprehensiveness of data collection techniques and analysis contribute to supporting student-centered learning goals.</p>	<ul style="list-style-type: none"><li>• Board Policy</li><li>• School Community Surveys</li><li>• School Community Focus Groups</li><li>• Curriculum Review Committee Artifacts</li><li>• Curriculum Map</li><li>• Action Plans</li><li>• Professional Development Records</li></ul>

# TEACHING AND LEARNING

Student-centered teaching positions students as active participants and co-creators of knowledge and meaning in the learning process. Students' motivation, individual characteristics and abilities, and formal and informal social-emotional learning also play a role in this process.

## Knowledge of Students

**Essential Action:** Developing an understanding and familiarity with the unique characteristics, abilities, needs, and backgrounds of the individuals in their classroom (i.e. cognitive, social-emotional, language, cultural, special needs, interests, family context, and motivation to learn).

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do educators gather information about students to design and tailor instruction to meet the diverse needs of students?</li><li>• How do educators guide students in defining their learning goals?</li><li>• How do educators engage with families and communities to learn about their students' cultures, languages, interests, and family contexts?</li><li>• What steps do educators take to identify students with special needs and provide appropriate modifications and accommodations?</li><li>• How do educators track and document student progress?</li></ul>	<p>Educators gather information about students to design and tailor instruction to meet the diverse needs of students.</p> <p>Educators guide students in defining their learning goals.</p> <p>Educators engage with families and communities to learn about their students' cultures, languages, interests, and family contexts.</p> <p>Educators take steps to identify students with special needs and provide appropriate modifications and accommodations.</p> <p>Educators track and document student progress.</p>	<ul style="list-style-type: none"><li>• Observation/Supervision</li><li>• Evaluation Cycle</li><li>• Lesson planning</li><li>• Walkthroughs</li><li>• MTSS Referrals</li><li>• IEPs</li><li>• ELL Plans</li><li>• Student Learning Goals</li><li>• Student ePortfolios</li><li>• Student Learning Artifacts</li><li>• Student Profiles or Plans</li><li>• Student Surveys and Inventories</li><li>• Parent/Caregiver Data</li></ul>

# TEACHING AND LEARNING

## Instructional Strategies

**Essential Action:** Utilizing planning methods, techniques, and approaches to facilitate learning, motivate students, and achieve targeted learning outcomes. Strategies are designed and implemented based on the learning objectives, the subject matter, the characteristics of the learner and the learning environment.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"> <li>• How do educators select instructional strategies, activities, and essential questions aligned to learning goals?</li> <li>• How do educators ensure that their techniques and strategies effectively engage students and promote learning through acquisition, inquiry, discussion, practice, and/or collaboration?</li> <li>• How do educators adapt and differentiate instructional approaches to address the diverse needs and abilities of their students?</li> <li>• How do educators adjust real-time feedback and unexpected challenges?</li> <li>• What strategies are incorporated to ensure that instruction is tailored to the specific cognitive, emotional, social, and physical developmental stage of an individual or group of individuals (developmentally appropriate practices)?</li> </ul>	<p>Educators select instructional strategies, activities, and essential questions aligned with learning goals.</p> <p>Educators ensure that their techniques and strategies effectively engage students and foster learning through acquisition, inquiry, discussion, practice, and/or collaboration. Educators adapt and differentiate instructional approaches to address the diverse needs and abilities of their students.</p> <p>Educators adjust real-time feedback and unexpected challenges.</p> <p>Strategies are incorporated to ensure that instruction is tailored to the specific cognitive, emotional, social, and physical developmental stage of an individual or group of individuals (developmentally appropriate practices).</p>	<ul style="list-style-type: none"> <li>• Observation/Supervision</li> <li>• Evaluation Cycle</li> <li>• Lesson Planning</li> <li>• Walkthroughs</li> <li>• IEPs</li> <li>• ELL Plans</li> <li>• Assessment Data</li> <li>• Student Feedback</li> <li>• Teacher Reflections</li> </ul>

# TEACHING AND LEARNING

## Subject Matter Expertise

**Essential Action:** Demonstrating that content involves connecting a subject to related areas, providing accurate answers, offering constructive feedback, and utilizing relevant resources to enhance learning.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do educators present content appropriately within the structure of their discipline?</li><li>• How do educators address misperceptions and identify gaps in knowledge with learners?</li><li>• How do educators incorporate interdisciplinary concepts into their content domain?</li></ul>	<p>Educators present content appropriately within the structure of their discipline.</p> <p>Educators address misperceptions and identify gaps in knowledge with learners.</p> <p>Educators incorporate interdisciplinary concepts into their content domain.</p>	<ul style="list-style-type: none"><li>• Observation/Supervision</li><li>• Evaluation Cycle</li><li>• Lesson Planning</li><li>• Walkthroughs</li><li>• Student Assessment Data</li></ul>

# TEACHING AND LEARNING

## Assessment

**Essential Action:** Systematically gathering, interpreting, and using meaningful and authentic (informal and formal) assessments aligned with learning activities, outcomes, criteria, and standards.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do educators ensure assessment(s) are aligned and reflected in learning activities, outcomes, and the curriculum?</li><li>• How do educators balance the use of assessment tools and resources to provide a comprehensive view of the learner?</li><li>• How do educators reflect and interpret data to support individualized instruction?</li><li>• How are formative and summative assessments used by educators and students to: 1) inform learning 2) monitor progress toward learning goals, and 3) communicate and support family and community needs?</li><li>• What are the various methods used to provide timely and constructive feedback to students?</li><li>• How do assessments reflect authentic, real-world applications?</li></ul>	<p>Educators ensure that assessment(s) are aligned and reflected in learning activities, outcomes, and the curriculum.</p> <p>Educators balance the use of assessment tools and resources to provide a comprehensive view of the learner.</p> <p>Educators reflect on and interpret data to support individualized instruction.</p> <p>Educators and students utilize formative and summative assessments to inform learning, monitor progress toward learning goals, and communicate and support family and community needs.</p> <p>Various methods are used to provide timely and constructive feedback to students.</p> <p>Assessments reflect authentic, real-world applications.</p>	<ul style="list-style-type: none"><li>• Assessment Plans and Calendars</li><li>• Rubrics and Scoring Guides</li><li>• Formative and Summative Data</li><li>• Student Learning Artifacts</li><li>• Student Self-Assessments</li><li>• Data Reporting</li></ul>

# TEACHING AND LEARNING

## Learning Environment

**Essential Action:** Creating inclusive learning spaces, establishing a culture for learning, facilitating interactions with students, defining clear expectations, and structuring routines and procedures.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How does the learning environment and resources influence the choice and implementation of instructional strategies?</li><li>• How does the physical layout contribute to a positive learning environment?</li><li>• How do routines and procedures support the development of personal responsibility and student autonomy?</li><li>• How do student characteristics influence the design of the learning environment?</li><li>• How do educators create a learning environment that encourages critical thinking, creativity and problem-solving?</li><li>• How can teachers establish a safe learning environment that promotes respect, rapport, and a sense of community?</li></ul>	<p>The learning environment and resources influence the choice and implementation of instructional strategies.</p> <p>The physical layout contributes to a positive learning environment.</p> <p>Routines and procedures support the development of personal responsibility and student autonomy.</p> <p>Student characteristics influence the design of the learning environment.</p> <p>Educators create a learning environment that encourages critical thinking, creativity, and problem-solving.</p> <p>Educators establish a secure and conducive learning space that fosters respect, builds positive relationships, and cultivates a sense of belonging among students.</p>	<ul style="list-style-type: none"><li>• Student Feedback and Reflection</li><li>• Individual Support Plans</li><li>• Affective Elements in Physical and Virtual Spaces</li><li>• Collaborative Spaces</li></ul>

# COMMUNITY OUTREACH

The sustainable engagement of diverse stakeholder groups prepares students to be active contributors in a globalized society.

## Partnerships & Collaborations

**Essential Action:** Developing and sustaining collaborative partnerships across various sectors, including education, business, community, and government, aiming to improve educational outcomes and fostering a supportive learning environment.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• How do you generate value and momentum across stakeholder groups to grow interest in supporting and participating in student-centered learning?</li><li>• What specific community needs or educational priorities guide the identification of strategic partnerships to enhance student-centered learning?</li></ul>	<p>Generate value across stakeholder groups to increase engagement in student-centered learning.</p> <p>Identifies community needs and educational priorities to guide strategic partnerships to enhance student-centered learning.</p>	<ul style="list-style-type: none"><li>• Community Events</li><li>• Community Service Projects</li><li>• Joint Programs or Initiatives</li><li>• Internships and Apprenticeships Programs</li><li>• Mentoring and Tutoring Programs</li><li>• Resource Sharing</li><li>• Research and Evaluation Collaborations</li><li>• Policy and Advocacy Campaigns</li><li>• Professional Learning Communities</li><li>• School Community Survey Data</li></ul>

# COMMUNITY OUTREACH

## Community Resources

**Essential Action:** Engaging external organizations, institutions, or individuals within the community that contribute to the planning, design, implementation, and evaluation of educational programs and materials.

GUIDING QUESTIONS	BENCHMARK STATEMENTS	EXAMPLES OF EVIDENCE
<ul style="list-style-type: none"><li>• What community resources (e.g., local colleges, museums, park service, cultural centers) are available to develop and incorporate relevant and meaningful resources and materials?</li></ul>	Engages with community partners to integrate relevant and meaningful resources and materials for student-centered learning.	<ul style="list-style-type: none"><li>• Community Service Projects</li><li>• Joint Programs or Initiatives</li><li>• Internships and Apprenticeships Programs</li><li>• Mentoring and Tutoring Programs</li><li>• Resource Sharing</li><li>• Research and Evaluation Collaborations</li><li>• Professional Learning Communities</li><li>• School Community Survey Data</li></ul>

## NEXT STEPS

As you assess areas for growth to implement student-centered learning across your system using the **Student-Centered Learning Blueprint**, continue to engage your stakeholders to form a cohesive, collaborative, and cooperative effort. For targeted support and technical assistance, include representatives from your local Intermediate Unit (IU) to explore the blueprint together. The IU professional will initiate open discussions to help generate ideas and set shared goals, focusing on how student-centered learning can positively impact student outcomes. It is through this consultative collaboration that the Blueprint begins to take shape to inform the system conditions for effective implementation and sustainability of student-centered learning.

Critically continue to evaluate how the Blueprint's five interrelated components—Administration and Leadership, Learning Models, Curriculum Design and Development, Teaching and Learning, and Community Outreach— are reflected in your system and use the provided **Essential Actions, Guiding Questions, Benchmark Statements, and Examples of Evidence** to assess your current practices. Setting SMART goals based on your collaborative assessment will guide you to advance student-centered learning in and across your system more comprehensively. Finally, continuing to invest in ongoing professional learning as well as fostering collaborative peer learning communities as they are crucial to successful implementation. Monitoring your progress through data-driven reflections and collaborative feedback will help you make necessary adjustments to create an engaging and supportive learning environment for all students.



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# APPENDIX A: ESSENTIAL ACTIONS

We have identified key steps and strategies that educational institutions must effectively implement to promote student-centered learning. These thirty-four **Essential Actions** serve as foundational principles guiding the transformation of teaching and learning. By examining the system components and **Essential Actions**, teams can assess the current state of student-centered practices within their institution and identify areas for growth and development.

## 1 Administration and Leadership:

- Strategic Planning and Alignment
- Needs Assessment
- Resource Prioritization
- Quality Standards Integration
- Stakeholder Engagement
- Policy Alignment
- Performance Evaluation
- Communication
- Professional Development

## 2 Learning Models:

- Impact on Learning
- Influential Factors
- Usability
- Sources for Multimodal Content
- Facilitating Interaction
- Accessibility
- Enhancing Comprehension
- Centralized Solutions
- Privacy & Security
- Criteria for Equitable Use

## 3 Curriculum Design and Development:

- Needs Assessment
- Curriculum Development
- Content Design
- Personalization
- Student Choice
- Technology Integration
- Assessment & Evaluation
- Continuous Improvement

## 4 Teaching and Learning:

- Knowledge of Students
- Instructional Strategies
- Subject Matter Expertise
- Assessment
- Learning Environment

## 5 Community Outreach:

- Partnerships & Collaborations
- Community Resources

