

Student- centered Classrooms

In Student-centered Classrooms, students construct their own knowledge based on experiential, holistic, authentic, and challenging experiences. Teachers take the skills, knowledge, and concepts that the curriculum requires and connect them to what students want to learn. Teachers encourage students to reflect on their own thinking and learning. Curriculum and assessments are centered on meaningful performances in real-world contexts. Classroom learning experiences are intentionally designed for collaboration.

What it is:

- Building learning opportunities on a students' natural curiosity
- Building learning opportunities on students' current knowledge
- Drawing on a deep understanding of how students learn and students' developmental characteristics to design learning experiences
- Providing students the opportunity to actively engage in learning skills, knowledge, and concepts
- Creating a climate of collaborative learning between the teacher and the learner
- Including students in decision-making processes of the classroom
- Teacher facilitating a variety of learning opportunities - experiential, holistic, authentic, and challenging
- Students collaborating and sharing resources
- Curriculum focusing on essential concepts and skill sets
- Providing opportunities for student to reflect on what and how they learn.

What it is NOT:

- Factory-model education with one-size fits all instructional approaches
- Didactic teaching
- Sitting, listening, and note-taking
- Student-controlled classrooms
- Ignoring the standards and benchmarks

Connections between the classroom experience described in "Creating Learner-Centered Classrooms: Dreams to Practices" and the attributes of a Student-centered Classrooms.

Teaching for Learner Differences

Teaching for Learner Differences: Teaching for Learner Differences requires teachers to understand core concepts and essential skills, to identify the contributing factors affecting the desired outcome, and to utilize a variety of methods to teach and reinforce the desired concepts and skills. It includes providing access to the general education curriculum for all students. Teaching for Learner Differences can best be accomplished by engaging in a process which has teachers using student and instructional assessment data to make sound instructional decisions to meet the needs of individual students.

What it is:	What it is NOT:
<ul style="list-style-type: none"> • Teaching for Learner Differences through IDM is about meeting the needs of all students while maintaining high expectations for all students. It aligns with and supports all services and programs within a school. • Teaching for Learner Differences is focused on appropriate instruction and focused on each and every student. • It is data driven, a collaborative effort, proactive, a seamless continuum of instructional delivery, fluid, interactive, and responsive. 	<ul style="list-style-type: none"> • Teaching for Learner Differences is not about lowering expectations or changing the Iowa Core Curriculum essential concepts and skills. • It is not a sorting and tracking system that keeps students performing at low levels. • It is not about assessing students and disregarding the data. • It is not reactive, nor done in isolation.

Connections between the classroom experience described in “Creating Learner-Centered Classrooms: Dreams to Practices” and the attributes of Teaching for Learner Differences.