<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Guiding Questions</th>
<th>Teaching and Learning Framework Connection</th>
<th>Evidence</th>
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| Teacher    | What teacher behaviors contribute to a learner-centered environment? | **Domain I-Preparation and Planning**  
- Teacher understanding of individual learners’ strengths, needs, and interests promotes personalization and customization.  
- Teacher understanding of available resources promotes student choice.  
- Teacher design of on-going assessment/feedback promotes responsive, small group instruction. | |
|            |                   | **Domain III-Instruction**  
- Both teacher and student initiate communication.  
- Questioning is high level and promotes multiple ways to respond, including further questioning.  
- Learning activities and selected pedagogical strategies promote cognitive engagement.  
- Formative assessment is used to monitor individual progress and make responsive decisions.  
- Timely feedback is provided so students can make decisions about their learning. | |
| Space      | How does the physical space reflect student input and facilitate a learner-centered environment? | **Domain II-Classroom Environment**  
- Displayed student work is current and evidences choice and pride.  
- Furniture is strategically arranged and supports instructional outcomes.  
- Resources and materials are organized and available based on student needs.  
- Visual resources support students’ independent thinking and learning. | |
| Student    | How are students acquiring, developing, using, or producing knowledge, information and skills? | **P21**  
- Students are actively acquiring core disciplinary knowledge.  
- Students use collaboration and communication to facilitate their learning.  
- Students have choice with regard to process and product.  
- Students use critical thinking and problem solving.  
- Students engage in tasks that require adaptability and flexibility.  
- Students have opportunities to create and innovate.  
- Students are exposed to authentic, real-world contexts.  
- Student use of digital tools and content allow them to acquire, develop, and demonstrate knowledge and skills. | |