

LEARNING-CENTERED TEACHERS AND INSTITUTIONS

Steven Farr (Teach for America) Great Teachers ¹	Pat Hutchings (2008) An “engaged” campus	Kay McClenney Learning-Centered Institution ²
Constantly re-evaluate what they are doing	Educators actively involved in asking questions about students’ experiences	Institution systematically assesses and documents student learning; these data prompt and support institution and individuals to reflect and act
Avidly recruit students and parents into the process	Faculty (and others) seek out student perspectives on their learning	
Maintain focus on student learning	Talk together about impacts of students’ experiences on what students know and can do	Institution emphasizes student learning in its processes for recruiting, hiring, orienting, deploying, evaluating, and developing personnel
Set big goals for students; plan exhaustively and purposefully by working backward from goals		Institution has clearly defined outcomes for student learning
Work relentlessly, refusing to surrender to “external” obstacles	Everyone embraces the challenge of continually doing better for students	Key institutional documents and policies, collegial effort, and leadership behavior consistently reflect a focus on student learning

¹ Ripley, A. 2010. What makes a great teacher? *The Atlantic Monthly* 305(1): 58-66.

² McClenney, K. 2003. The learning-centered institution: Key characteristics. *Inquiry & Action* 1: 5-6.