



Teacher-Centered

Student-Centered

Questions and Connections	Questions provided by the teacher or instructional materials; Connections to previous knowledge provided by the teacher.	Students clarify and paraphrase teacher-provided questions; Teacher provides several possible connections to previous knowledge.	Students select from a variety of questions; Students are coached or directed toward sources of new information to make connections.	Students pose a variety of original questions; Students independently research to make connections between their previous knowledge and new concepts.
Knowledge, Concepts, Skills & Practices	Supplied by the Teacher, directly transcribed from the standards.	Supplied by the Teacher, but standards are paraphrased in more student-friendly language.	Students can describe expectations and relate them to their classroom learning experiences, with prompting/coaching.	Students independently describe expectations, and produce evidence of growth.
Engagement, Collaboration & Interaction	Primarily directed from Teacher to Whole Class; questions are mostly close-ended.	Teachers interact with individual students, but still pose mostly close-ended questions, occasionally asking for clarification or evidence.	Students interact with each other, but with mostly scripted, close-ended questions, occasionally asking for clarification or evidence.	Students interact primarily with each other; posing open-ended clarifying questions and communicating evidence-based explanations and arguments.
Assessment	Items provided by the teacher or instructional materials; primarily fixed-response.	Items provided by the teacher or instructional materials; more constructed-response.	Students choose from a menu of authentic tasks designed to produce evidence of proficiency/mastery.	Students independently generate one or more tasks that produce sufficient and accurate evidence of proficiency/mastery.
Metacognition	Teacher supplies the evidence and steps for students to replicate and communicate an explanation or an argument.	Teacher guides students as they examine alternative explanations and/or arguments.	Students examine multiple explanations or arguments, identifying premises, assumptions, and determining whether evidence supports/refutes, and is sufficient.	Through collaborative and courteous discourse with peers, students demonstrate the ability to form their own evidence-based explanations, logical arguments, and to evaluate the alternative explanations or arguments of others.