

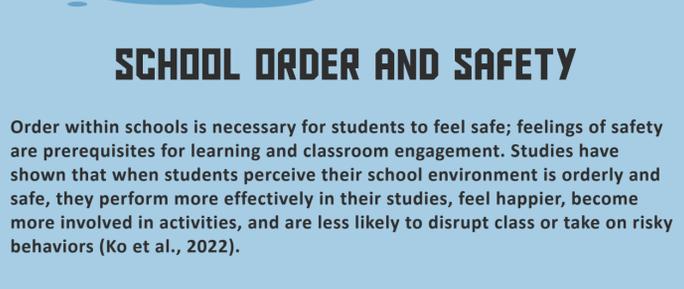


What is Student-Centered Learning Climate?

A **student-centered learning climate** is a climate that focuses on students' well-being and success. Once clearly communicated academic and behavioral norms are put in place to support such a climate, student and educator beliefs, values, and day-to-day behaviors come together to support a positive, safe, and orderly learning environment. Student academic engagement and growth are encouraged through positive student-teacher relationships, high teacher expectations for all students, student acceptance of the value of academic work, and a welcoming environment of mutual trust and respect.



Aspects of Student-Centered Learning Climate



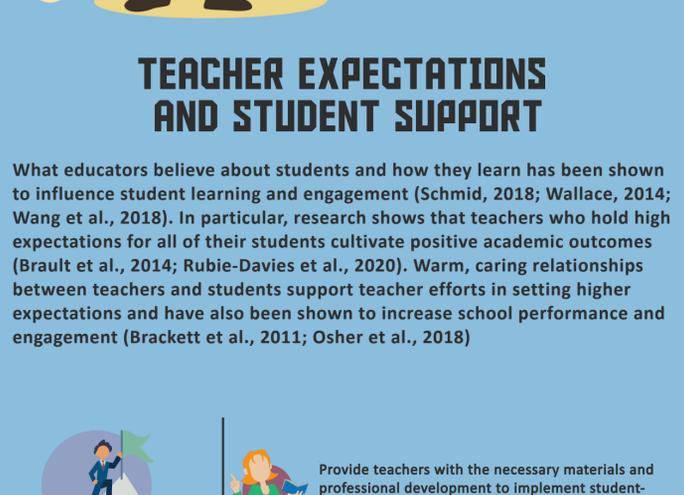
SCHOOL ORDER AND SAFETY

Order within schools is necessary for students to feel safe; feelings of safety are prerequisites for learning and classroom engagement. Studies have shown that when students perceive their school environment is orderly and safe, they perform more effectively in their studies, feel happier, become more involved in activities, and are less likely to disrupt class or take on risky behaviors (Ko et al., 2022).

SUPPORTIVE PRACTICE FOR LEADERS

SUPPORTIVE PRACTICE FOR TEACHERS

- Involve all members of the school community (principals, teachers, parents, staff, and students) in efforts to create a safe and positive learning environment (Bryk et al., 2010; Cotton, 2003).
- Communicate district-wide and school-wide norms and expectations to all stakeholders (Aldridge et al., 2020; Brackett et al., 2011; Hofmann & Ruthven, 2018; Voight & Nation, 2016).
- Build consensus around learning and community rules and procedures through shared leadership and a common purpose (Hughes & Pickeral, 2013; Rouleau, 2021).
- Ensure that classrooms demonstrate clear and consistent expectations for behavior by consistently enforcing rules and reinforcing positive behavior (Aldridge et al., 2020; Voight & Nation, 2016; Brackett et al., 2011; Hofmann & Ruthven, 2018).
- Hold regular small group or 1:1 meetings facilitated by a staff member for students struggling to meet similar behavior expectations (Voight & Nation, 2016).
- Show personal care for students and acknowledge their efforts (Voight & Nation, 2016).



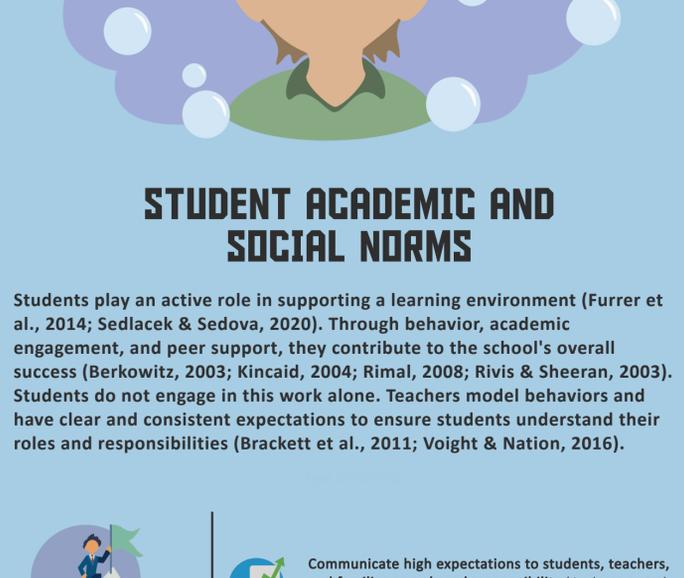
TEACHER EXPECTATIONS AND STUDENT SUPPORT

What educators believe about students and how they learn has been shown to influence student learning and engagement (Schmid, 2018; Wallace, 2014; Wang et al., 2018). In particular, research shows that teachers who hold high expectations for all of their students cultivate positive academic outcomes (Brault et al., 2014; Rubie-Davies et al., 2020). Warm, caring relationships between teachers and students support teacher efforts in setting higher expectations and have also been shown to increase school performance and engagement (Brackett et al., 2011; Osher et al., 2018)

SUPPORTIVE PRACTICE FOR LEADERS

SUPPORTIVE PRACTICE FOR TEACHERS

- Provide teachers with the necessary materials and professional development to implement student-centered instruction (Bryk et al., 2010; Rouleau, 2021).
- Foster trusting relationships with teachers, students, and families through consistently honest, open, and compassionate interactions (Tschannen-Moran & Gareis, 2015).
- Support students in learning how to self-regulate their own emotions and behavior rather than focusing on behavioral problems (Walker & Graham, 2021).
- Provide intellectually demanding but attainable learning activities (Walker & Graham, 2021, p. 19).
- Treat students with warmth and support in class and individually (Brackett et al., 2011).
- Use strategies for differentiating instruction that challenges each student at their level of prior knowledge, ability, and interest (Bobis et al., 2021; Tomlinson, 2017).



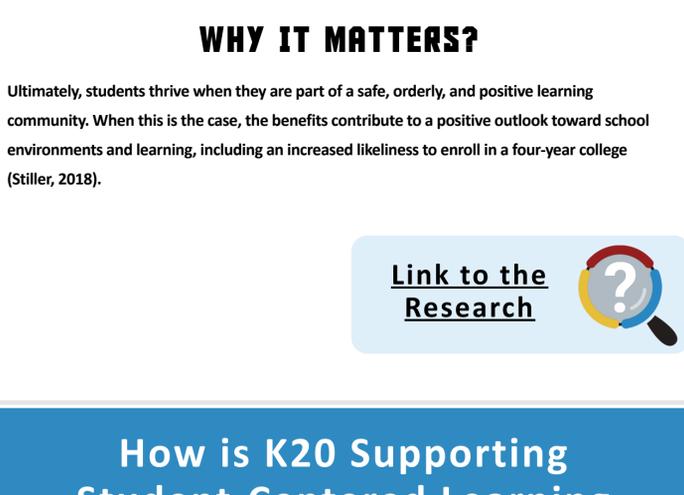
STUDENT ACADEMIC AND SOCIAL NORMS

Students play an active role in supporting a learning environment (Furrer et al., 2014; Sedlacek & Sedova, 2020). Through behavior, academic engagement, and peer support, they contribute to the school's overall success (Berkowitz, 2003; Kincaid, 2004; Rimal, 2008; Rivel & Sheeran, 2003). Students do not engage in this work alone. Teachers model behaviors and have clear and consistent expectations to ensure students understand their roles and responsibilities (Brackett et al., 2011; Voight & Nation, 2016).

SUPPORTIVE PRACTICE FOR LEADERS

SUPPORTIVE PRACTICE FOR TEACHERS

- Communicate high expectations to students, teachers, and families as a shared responsibility (Anderson et al., 2018, p. 437).
- Collect school climate and learning data through a variety of sources. Work collaboratively with school staff to make evidence-based decisions and monitor their effectiveness (Debnam et al., 2021; Rouleau, 2021).
- Create a classroom environment in which students feel comfortable speaking out and communicating their needs (Hammond, 2015).
- Ensure all members of the classroom respectfully listen and respond to others (Hofmann & Ruthven 2018).
- Hold the expectation that students actively participate in classroom activities and explain their work (Brackett et al., 2011; Hofmann & Ruthven, 2018; Middleton and Midgley, 2002; Voight & Nation, 2016).
- Seek classroom consensus around norms (Hofmann & Ruthven 2018).



WHY IT MATTERS?

Ultimately, students thrive when they are part of a safe, orderly, and positive learning community. When this is the case, the benefits contribute to a positive outlook toward school environments and learning, including an increased likeliness to enroll in a four-year college (Stiller, 2018).

[Link to the Research](#)



How is K20 Supporting Student-Centered Learning Climates?

The K20 Center uses the **Authentic Learning Framework** to anchor all our student and teacher support services because it is well aligned to serve the aspects of a Student-Centered Learning Climate (SCLC).



Professional Development is a myriad of professional learning programs framed around supporting schools in student-centered practice. Uplifting Classrooms helps teachers to begin the process of establishing classroom norms. We also provide individual coaching to teachers through ADEPT which emphasize authentic teaching and the 5E lesson model. Our OETT grant schools experience whole school development of technology integration practices that are student centered, increase communication, encourage collaboration, and shared leadership through learning teams.



Through **OK-ACTS Leadership Seminar** program K20 supports school leaders in establishing a democratic professional learning community supporting all aspects of a SCLC.



The **K20 LEARN** is our library of lessons intentionally provide narrative to support in facilitating activities and setting engagement expectations while working to create a student-centered learning environment.



K20 Inventory of Student, School, and Career Engagement (KISSCE) is a student-friendly tool that collects, measures, and shares data about students' perceptions of their school and community so that teachers and administrators can better understand and improve student engagement.

