Appendix E

Endnotes


4 See, for example: Llopis, G. “5 Powerful things happen when a leader is transparent.” Forbes Online; Christ, G. “Continuous improvement: The manufacturing weapon.” Industry Week Online; Dorie, C.


6 Please see: “Student Centered Topics: Jobs for the Future website” for a complete list of JFF’s Students at the Center research syntheses and sources. In addition, the edited volume Anytime, Anywhere: Student Centered Learning for Schools and Teachers (Wolfe, Steinberg, & Hoffman 2013) contains numerous sources used in framing this definition.

7 See: https://studentsatthecenterhub.org/interactive-framework

8 See: FAQs, Terms, and Student-Centered Learning, Students at the Center Hub.

9 We determined that the competencies should be embedded within a holistic educational vision and supported by a school culture—including professional development, curricular freedom, and other structures—to ensure their success. We recognize that many obstacles beyond teachers’ control must be cleared in order to realize success in most or all of the Competencies. The Competencies are designed first and foremost to inform practitioners who work in school systems that are already making innovative, learner-centered reforms.

10 One of the first goals of leaders in learner-centered, personalized settings is to co-define a vision for what each student will leave knowing. We plan to provide a resource page on the Students at the Center Hub of collected graduate profiles that exemplify a deeper learning orientation. Once completed, this page will be available at studentsatthecenterhub.org /graduate-profiles.


Appendix E

Endnotes


16 See Methods Appendix C for the frameworks we synthesized and updated to help ground these competencies.


19 For notes on methodology and frameworks incorporated in this, see Appendix C.


22 Learner-centered approaches refers to four specific practices that show strong evidence of success in preparing learners for college, careers, and civic life. Please see pg 6 for the full definition.

23 A broader version of this competency and its indicators focused on the learning community (as opposed to educator-focused) can be found in the Vision, Values, and Culture domain.

24 A systems-focused (as opposed to educator-focused) version of this competency and its indicators can be found in the Shared Responsibility domain.

25 An educator-focused (as opposed to systems- and structures-focused) version of this competency and its indicators can be found in the Capacity Building domain.