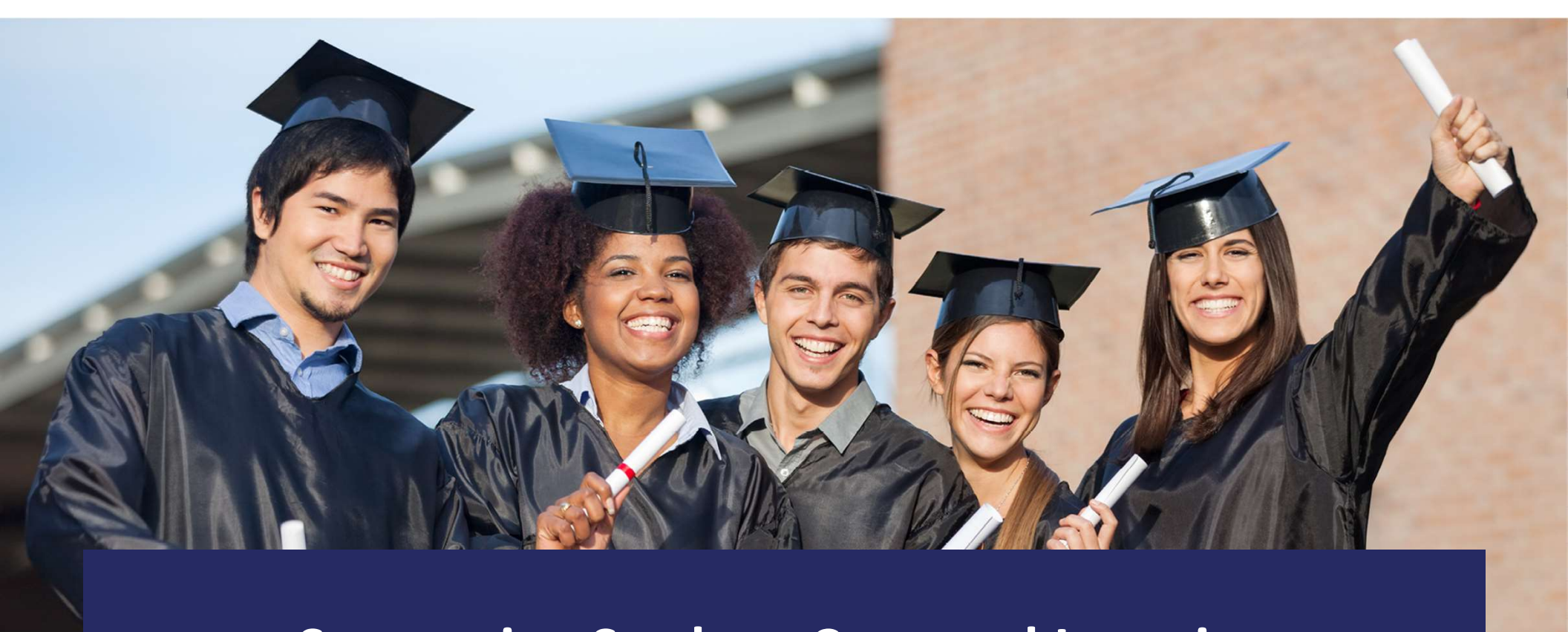




Supporting Student-Centered Learning

Florida Organization for Instructional Leaders

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Session Objectives

Participants will:

- Understand the benefits of student-centered instruction.
- Determine strategies to support teachers/schools with implementing student-centered instruction.



Understanding Student-Centered Instruction

Sticky Ideas



What do you think student-centered instruction should look like?

- Brainstorm and write down one idea per sticky note.
- Say what you wrote to your table group and place the sticky in the center of your group.
- You do not need to take turns.
- Continue for two minutes.





Exploration of Student-Centered Classrooms

Sounds Like	Looks Like
Write down what a student-centered classroom sounds like. <i>Think about the types of conversations, interactions and noises they might hear.</i>	Write down what a student-centered classroom looks like. <i>Consider the physical setup, student activities and teacher roles.</i>



Florida's

FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5
CHARACTERISTICS OF
BENCHMARKS-
ALIGNED, HIGH-
QUALITY INSTRUCTION

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Data (Assessments)
Implements Tiered Instruction

5
ASSESSMENT TYPES TO
GATHER STUDENT
DATA

Screening
Progress Monitoring
Diagnostic
Formative
Summative

T1
CORE INSTRUCTION
FOR ALL STUDENTS

Systematic
Scaffolded
Differentiated
Inquiry-Based
Explicit
Progress Monitoring

T2
SUPPLEMENTAL
INSTRUCTION FOR
SOME STUDENTS

Systematic
Small Group Scaffolded Instruction
Differentiated Opportunities to Practice Targeted Skill(s)
Guided Inquiry-Based
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

T3
INTENSIVE
INSTRUCTION FOR FEW
STUDENTS

Systematic
Smaller Group or One-One Scaffolded Instruction
Differentiated Guided Practice
More Guided Inquiry-Based
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

**The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.*



Goals of Student-Centered Instruction

Benchmarks-Aligned, High-Quality Instruction



Student
Engagement
in Learning

Student
Agency

Student
Confidence



Student-Centered Instruction



Student-Centered Learning

Respond to each one of the following prompts in your participant guide.

- Student-centered learning is...
- Student-centered learning looks like...
- A misconception about student-centered learning is...
- Classroom management in a classroom where students are engaged in their learning looks like...



Student-Centered Learning

- Teachers create both collaborative and independent classroom learning environments in which students are actively engaged in mathematical tasks.
- Teachers provide challenging tasks, which encourage students to be risk-takers and persevere in their learning.

Examples | Student-Centered Instruction

Choice boards: Students select activities based on their interests from a variety of options related to a central theme.	Dramatic play: Acting out stories or scenarios to solidify understanding of concepts.	Centers: Rotating through different learning stations with hands-on activities to address different learning styles.
Project-based learning: Students design and execute in-depth projects related to a topic, incorporating research and presentation skills.	Socratic seminars: Deep discussions where students analyze text and engage in critical thinking.	Peer review: Students provide feedback on each other's work to improve writing and critical analysis skills.



Activity | Student-Centered Instruction

- Each group will be assigned one of the six examples from the previous slide.
- With your assigned example, discuss ways that it can be implemented within an elementary and/or secondary classroom.
- Think about what it should sound like, look like and be like within your assigned example.
- Create a poster for your assigned example.

Summary

- Student-centered instruction is adaptable for all educational levels.
- Instruction includes problem solving using various tools and strategies.
- Students should experience productive struggle and perseverance.
- Implementation varies and should be age and learning appropriate.





Supporting Student-Centered Instruction



Overcoming Barriers | Resistance to Change

- Start with small, manageable steps.
- Provide success stories and examples.
- Provide professional learning.
- Create a supportive environment for experimentation.





Overcoming Barriers | Classroom Management

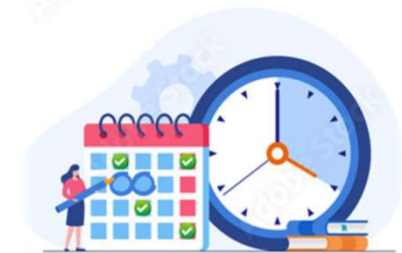
- Establish clear expectations.
- Foster a positive classroom environment.
- Use consistent routines.
- Utilize balanced instructional approaches.
- Provide ongoing professional learning.





Overcoming Barriers | Time

- Provide structured planning time.
- Simplify and streamline resources.
- Encourage team collaboration and resource sharing.
- Support gradual implementation.
- Reduce non-instructional burdens.





Commitment to Implementation

- Think: What new learning did you process today?
- Plan: Which factor within this framework do you need to strengthen so that you have a successful implementation of student-centered instruction?
- Act: How will you share your new learning with your team and receive feedback?





How Can We Support You?

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B.E.S.T. Mathematics Coaches' Professional Learning Feedback



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