

Intersection of Personalized Learning Elements and Habits of Mind
This chart defines how PL and HOM shape our identities as teachers and students.

PL Elements	Student-Driven Inquiry & Creation Instructional Role of Teachers	Related Habits of Mind for Student and Teacher
<p>Task <i>What is the challenge?</i></p>	<p>Student independently defines and articulates the problem, idea, design, or investigation.</p> <p>Teacher identifies a curriculum task, broader topic, or established inquiry. Design of experiences serve as a catalyst to spark student imagination, curiosity, and deeper learning.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Thinking flexibly ✓ Questioning and problem posing ✓ Creating, imagining and innovating ✓ Taking responsible risks ✓ Applying past knowledge to new situations ✓ Thinking about your thinking
<p>Audience <i>How does audience shape creation and communication?</i></p>	<p>Student identifies and engages with an authentic audience to help create, test, and refine product/performance.</p> <p>Teacher helps to establish an appropriate audience (e.g., competition, publishing opportunities) to support students as they take risks to go public with their work in places with potentially the most impact.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Listening with understanding and empathy ✓ Striving for accuracy ✓ Communicating with clarity and precision ✓ Thinking interdependently ✓ Thinking about your thinking ✓ Taking responsible risk
<p>Evaluation <i>How is performance evaluated on a given task using criteria?</i></p>	<p>Students collaboratively define criteria or work within existing criteria to self-evaluate throughout the process of development of product/performance.</p> <p>Teacher collaboratively defines or reviews criteria with student(s) to facilitate ongoing judgment of product/performance.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Striving for accuracy ✓ Remaining open to continuous learning ✓ Gathering data from all senses ✓ Thinking about your thinking ✓ Responding with wonderment and awe
<p>Feedback <i>How does feedback promote growth?</i></p>	<p>Student seeks and uses on going feedback based on audience interaction to create, test, and refines product/performance.</p> <p>Teacher and/or audience member (e.g., peer, customer, family member, another staff member) provides descriptive, actionable feedback based on established criteria.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Listening with understanding and empathy ✓ Striving for accuracy ✓ Remaining open to continuous learning ✓ Thinking about your thinking ✓ Thinking interdependently

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<p>Demonstration of Learning <i>How do we show cumulative evidence of learning across time?</i></p>	<p>Student shapes a representative body of work accomplished over time in a portfolio or exhibition that demonstrates disciplinary and cross-disciplinary outcomes aligned with the standards. Student recognizes strengths and weaknesses of work and sets future directions for learning.</p> <p>Teacher conferences with student to be a sounding board and helps to qualify the credibility of the evidence based on a close reading of the outcomes. Teacher recognizes specific strengths and weaknesses of the work and celebrates the success and achievements of the student.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Applying past knowledge to new situations ✓ Remaining open to continuous learning ✓ Communicating with clarity and precision ✓ Responding with wonderment and awe
<p>Process <i>Who controls the sequence, pace, and content of learning?</i></p>	<p>Student and teacher collaborate to create a plan for learning, considering sequence, pace, and content based on student interest and need.</p> <p>Student and teacher continuously visit the plan and modify/innovate based on assessment of progress.</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Questioning and problem posing ✓ Creating, imagining, and innovating ✓ Managing impulsivity ✓ Thinking about your thinking ✓ Persisting
<p>Environment <i>Where does the learning take place?</i></p>	<p>Teacher and students have the flexibility to move to physical spaces within and beyond the school based on their needs and the nature of the task. (For example, student needs may call for work as an apprentice in a workplace or may mean extended work in the media center of the school.)</p>	<p>Students and teacher(s) demonstrate:</p> <ul style="list-style-type: none"> ✓ Thinking interdependently ✓ Questioning and problem posing ✓ Creating, imagining, and innovating ✓ Thinking flexibly ✓ Listening with understanding and empathy