

PL Elements	Role of Students and Teacher	Related Habits of Mind
GOALS <i>What are the desired results?</i>	Student and teacher identify how the topic aligns to goals (can be subject-specific, cross disciplinary, or dispositional).	<ul style="list-style-type: none"> ● Thinking about your thinking ● Striving for accuracy ● Thinking interdependently
INQUIRY/IDEA GENERATION <i>What sparks your thinking based on the topic? What is worth pursuing?</i>	<ul style="list-style-type: none"> ● Student independently defines and articulates the problem, idea, design, or investigation. ● Teacher identifies a broader topic, established inquiry, or problem. Design of experiences serve as a catalyst to spark student imagination, curiosity, and deeper learning. 	<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
TASK AND AUDIENCE <i>How does audience shape creation and communication?</i>	<ul style="list-style-type: none"> ● Student identifies and engages with an authentic audience to help create, test, and/or refine task. ● 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. 	<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 risks
EVALUATION <i>How is performance evaluated on a given task using criteria?</i>	<ul style="list-style-type: none"> ● Students collaboratively define criteria or work within existing criteria to self-evaluate throughout the process of development of product/performance. ● Teacher collaboratively defines or reviews criteria with student(s) to facilitate ongoing judgment of product/performance. 	<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
CUMULATIVE DEMONSTRATION OF LEARNING <i>How do we show evidence of learning across time?</i>	<ul style="list-style-type: none"> ● Student shapes a representative body of work accomplished over time in a portfolio or exhibition that demonstrates desired outcomes aligned with the standards. Student recognizes strengths and weaknesses of work and sets future directions for learning. ● 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. 	<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
INSTRUCTIONAL PLAN <i>What does designing a learning plan look like?</i>	<ul style="list-style-type: none"> ● Student and teacher collaborate to create an instructional plan for learning considering sequence, pace, and content based on student interest and need. ● Student and teacher continuously visit the plan and modify/innovate based on assessment of progress. 	<ul style="list-style-type: none"> ● Questioning and problem posing ● Creating, imagining, and innovating ● Managing impulsivity ● Thinking about your thinking ● Persisting
FEEDBACK <i>How does feedback promote growth?</i>	<ul style="list-style-type: none"> ● Student seeks and uses on going feedback based on audience interaction to create, test, and refines product/performance. ● Teacher and/or audience member (e.g., peer, customer, family member, another staff member) provides descriptive, actionable feedback based on established criteria. 	<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