Coaching for Co-Creation

Teacher and student *co-create* performances that are challenging, possible, and worthy of the attempt. Students assume a significant design role in the development of the idea, challenge, problem, or inquiry. They are being invited to the design table to co-create a personalized plan using "backward design" principles.

The student works with the teacher to develop a challenge, problem, or idea, clarify what is being measured (learning goals), envision the product or performance (task) and outline a plan to be successful on that performance so that the desired results are achieved (learning actions).

Students can be active participants by selecting from a set of choices, they can be generating alongside the teacher as co-creators, or they can be more autonomous to design given a set of parameters as drivers.

Reflective Prompts

- To what extent do you provide choice for students in WHAT they can pursue (e.g., question, topic, or idea)?

- To what extent do you provide choice for students in HOW they can pursue it (e.g., collaboration with peers, consulting outside expertise, seeking out and using resources)?

- To what extent do you provide choice to students for HOW they demonstrate learning (e.g., selection of forms for performance, public vs. private audience)?

- To what extent do you provide the opportunity for students to develop checkpoints and monitor progress in relation to their goal?

- To what extent do you create exhibitions for student performances or products that focus on what they learned — about the topic and about themselves?

Possible Actions

- Teach students the Habits of Mind, specifically *Questioning and Problem Posing; Creating, Imagining and Innovating, Thinking Flexibly, and Taking Responsible Risks*.

- Use protocols and/or design tools to help students become more skillful in their questioning, generation of ideas, and taking action.

- Be flexible when it comes to student support (e.g., checkpoints, direct instruction, additional scaffolds, learning location).