

7 Elements of PL	Teacher Generated	Co-created	Student Generated
<p>GOALS Goals are the desired results from which assessment and instructional opportunities are designed for students. These goals are aligned with program and school expectations (e.g., state frameworks, local curriculum, Habits of Mind)</p>	<p>Teacher identifies goals on behalf of the student.</p>	<p>Teacher and student identify goals based on area of focus (e.g., topic, inquiry, area of improvement).</p>	<p>Student identifies goals and clarifies/verifies with teacher/ advisor based on area of focus</p>
<p>GOALS— What are the desired results? Related HOM and instructional focus</p>	<p>Teacher HOM: <i>Thinking and communicating with clarity and precision</i> Teacher: I identify the goals on behalf of my student(s) based on the nature of the goals or targets. I intentionally name the HOM in my curriculum and lesson plans that help students to be successful with the goal or learning target. Student HOM: <i>Identified teacher HOM</i> Student: I understand what I need to pay attention to as I am working on this challenge, project, unit.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy</i> Teacher: I review previous work with my student(s) and work to co-create relevant goals to personalize a challenge, project, unit. I pay attention to opportunities for students to give voice to their perspectives. Student HOM: <i>Thinking about your thinking and self-selected HOM.</i> Student: I work with my teacher to identify goal(s) that help me grow my thinking and performance.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy; Questioning and problem posing</i> Teacher: I take a responsible risk and allow students to navigate their own learning. I am a sounding board for my student(s) as they identify relevant goals to personalize a challenge, project, or unit. Student HOM: <i>Apply past knowledge to new situations and self-selected HOM</i> Student: I apply past knowledge to new situations by determining goal(s) that are important and meaningful given the challenge, project, or unit.</p>

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<p>INQUIRY/IDEA GENERATION The development and pursuit of a line of questioning, series of prototypes, or the design of an idea.</p>	<p>Teacher designs the inquiry/idea for students to explore</p>	<p>Teacher identifies a broader topic, inquiry or problem. Students have the opportunity to shape inquiry/idea based on investigation, analysis, and/or development of an idea.</p>	<p>Student defines and articulates the question(s) or problems that become the basis of investigation, analysis, and/or development of an idea.</p>
<p>INQUIRY/IDEA GENERATION <i>What sparks your thinking based on the topic? What is worth pursuing?</i></p> <p>Related HOM and instructional focus</p>	<p>Teacher HOM: <i>Questioning and posing problems.</i></p> <p>Teacher: I develop/select essential and guiding questions based on considerations such as prior knowledge, learner interest, typical misconceptions. I name the HOM applying past knowledge and gathering data through all senses to guide students on how to search for meaning when faced with these questions.</p> <p>Student HOM: <i>Applying past knowledge and gathering data through all senses.</i></p> <p>Student: I use the questions to help guide my investigation and development of an idea or solution.</p>	<p>Teacher HOM: <i>Managing impulsivity; thinking interdependently</i></p> <p>Teacher: I facilitate a process with students as we co-create questions about the topic and help them choose some of the priority questions they might pursue. I work to recognize my desire to speed up the process or overly guide students' thinking.</p> <p>Student HOM: <i>Questioning and posing problems; thinking interdependently</i></p> <p>Student: I raise questions that I wonder about and work with others to develop some priority questions we want to pursue.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy; Taking responsible risks</i></p> <p>Teacher: I confer with students to help them consider how broad or realistic their questions might be. I pay attention to the choices they are making based on the nature of the task they have chosen to pursue.</p> <p>Student HOM: <i>Questioning and posing problems; Creating, imagining, innovating</i></p> <p>Student: I pursue an investigation that deeply interests me and is aligned with curricular expectations. I frame my questions thoughtfully to manage the extent of research I will need to do to develop an idea or solution.</p>

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<p>TASK AND AUDIENCE The opportunity for students to demonstrate evidence of learning through the development of an authentic product or performance.</p>	<p>Teacher identifies the form(s) for the task (e.g., podcast, film, critique, prototype) and the target audience.</p>	<p>Teacher offers possible task forms as suggestions to inspire student choice. The audience may be fixed or open depending on the task.</p>	<p>Teacher outlines general task parameters or criteria and students identify the appropriate form. Student identifies and engages with an authentic audience to help create, test, and/or refine task. Teacher supports students as they take risks to go public with their work in places with potentially the most impact.</p>
<p>TASK AND AUDIENCE <i>How does audience shape creation and communication?</i></p>	<p>Teacher HOM: <i>Thinking and Communicating with Clarity and Precision</i> Teacher: I clarify the purpose of the task, timeline, and opportunities for personalization. I identify the habit of thinking and communicating with clarity and precision so that students see the relationship between the way they have chosen to accomplish the task and its connection to the audience.</p> <p>Student HOM: <i>Thinking and Communicating with Clarity and Precision</i> Student: I understand what the task is and how I can use HOM thinking with clarity and precision to design, test, and refine the quality of my communication.</p>	<p>Teacher HOM: <i>Managing impulsivity; thinking interdependently</i> Teacher: I facilitate a process with students as we co-create possibilities for the form of creation/communication based on the defined task and audience. I work to recognize my desire to speed up the process or overly guide students' thinking.</p> <p>Student HOM: <i>Creating, imagining, innovating; thinking and communicating with clarity and precision</i> Student: I work with others to clarify what forms of creation/ communication and audiences are possible. I imagine what it would feel like to be in the audience and work to provide an experience that is engaging and effective.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy; Taking a responsible risk</i> Teacher: I confer with students to help them think about the purpose of their task will be, how to engage their audience, and how to test and refine their approach.</p> <p>Student HOM: <i>Creating, imagining, innovating; thinking about thinking</i> Student: I envision what my final creation/communication might look like and develop a plan, timeline, and set of actions for how to make that possible. I also pay attention to how I am feeling about where I am in the process and how to reflect on my thinking and to reignite my energy for doing the work.</p>

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<p>EVALUATION The establishment of key criteria to guide the development and self-assessment of the product/performance.</p>	<p>Teacher clarifies criteria with students to describe what quality looks like. Teacher evaluates performance based on criteria.</p>	<p>Teacher collaboratively defines criteria with student(s) and facilitates ongoing judgment of product/performance. Student has an opportunity to evaluate performance for teacher to consider in evaluation.</p>	<p>Teacher collaboratively defines criteria with student(s) to personalize areas of focus based on past performance, task constraints, and/or new challenges. Student consults with teacher in the development and scoring of the task.</p>
<p>EVALUATION <i>By what criteria will the performance/product be measured? How are they used to evaluate the task? Who is making the judgment (student and other-self-assessment)?</i></p>	<p>Teacher HOM: <i>Thinking and communicating with clarity and precision</i> Teacher: I explain the criteria to students and provide examples of work that meets those criteria. I provide a rubric or checklist to support students' self-assessment as they work. Student HOM: <i>Striving for accuracy</i> Student: I strive for accuracy as I use the rubric/checklist to guide my in-process work and evaluate after the performance is complete.</p>	<p>Teacher HOM: <i>Managing impulsivity; Thinking interdependently</i> Teacher: I facilitate the examination of examples in which they use the scoring tool to evaluate how well the examples match the established criteria and have an opportunity to clarify language in the scoring tool. Student HOM: <i>Thinking interdependently; Striving for accuracy</i> Student: I use my voice to clarify the judgment I'm making in evaluation of the examples as well as suggestions that might enhance the criteria. I can explain my thinking about what I was paying attention to when evaluating my own work.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy; Striving for accuracy</i> Teacher: I provide the opportunity for students to examine work based on task and audience that has been produced in the field they are pursuing. I confer with students about the criteria they have generated to evaluate these examples. I listen with care and make certain I understand their intentions before making suggestions. I make certain they identify criteria that measure what is important about the work. Student HOM: <i>Remaining open to continuous learning; Striving for accuracy</i> Student: I investigate established criteria in the field I am pursuing to independently evaluate my creation/communication. I come to the evaluation conference with a prepared mind to explain how I evaluated my work and am open to honest and fair judgements on my work by others.</p>

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<p>FEEDBACK The opportunities to receive feedback are increasingly student prompted where students ask clarifying questions, play out impact of the critique, and discern what's worth pursuing in the next iteration or revision.</p>	<p>Teacher offers each student actionable feedback to guide improvement based on established criteria.</p>	<p>Student clarifies with teacher key questions and challenges about the work. Teacher offers feedback to guide improvement based on established criteria.</p>	<p>Student and teacher conference to clarify the questions the student has about the work and consider who might offer credible feedback: peer, expert, teacher. The student independently negotiates receiving feedback based on established criteria to guide improvement.</p>
<p>FEEDBACK <i>How will feedback be provided to the learner? Who provides the feedback? How will feedback be used for adjustment?</i></p>	<p>Teacher HOM: <i>Thinking and communicating with clarity and precision; managing impulsivity</i> Teacher: When providing feedback, I pay attention to the strengths of the work and identify areas in which the work can be improved. I resist giving too many areas of improvement.</p> <p>I use the HOM remaining open to continuous learning for them to remember as they receive feedback to help shape and modify their work.</p> <p>Student HOM: <i>Remaining open to continuous learning; persisting</i> Student: I take advantage of the opportunities to receive feedback and make certain I understand it well enough to be able to improve and modify my work.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy</i> Teacher: I offer feedback to guide improvement based on established criteria.</p> <p>Student HOM: <i>Remaining open to continuous learning; persisting</i> Student: I use the criteria for evaluation to help me raise questions or concerns about the quality of my work. I clarify my key questions and challenges in the work with the teacher and/or with peers and act upon the feedback.</p>	<p>Teacher HOM: <i>Listening with understanding and empathy</i> Teacher: I maintain an invitational tone as I learn about the questions and concerns the student is raising. I encourage the student to seek feedback from others beyond the walls of the school.</p> <p>Student HOM: <i>Remaining open to continuous learning; taking responsible risks</i> Student: I ask for a feedback conference and frame the conversation based on what's most important by posing questions and concerns. I listen to the feedback and ask clarifying questions before considering next steps.</p>

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<p>LEARNING PLAN The development of a plan to create and support opportunities for student to practice, imagine, and critique to work toward goals/desired results.</p>	<p>Teacher designs an instructional learning plan for the students that is typically a blend of independent assignments, small group, and whole class instruction.</p>	<p>Student and teacher collaborate to create a learning plan considering sequence, pace, and content based on student interest and need.</p>	<p>Student works at their own pace based on a plan of action that may be designed by them. Teacher regular checks in (e.g., conferences, formative assessments) to monitor impact and help coach based on interest and need.</p>
<p>LEARNING PLAN <i>How does the plan align/connect with the goals (desired results)? What roles do the teacher and student play to design and monitor the learning experiences?</i></p>	<p>Teacher HOM: <i>Creating, imagining, and innovating</i></p> <p>Teacher: I plan targeted lessons/activities based on the learning goals and the identified needs of learners. Often the nature of the learning requires the student to struggle with accomplishing the assignment while, at the same time, thinking flexibly about new approaches, ideas, and perspectives.</p> <p>Student HOM: <i>Persisting; thinking flexibly</i></p> <p>Student: I participate actively in the learning environment by sticking with the challenge at hand and remaining open to considering alternatives.</p>	<p>Teacher HOM: <i>Creating, imagining, and innovating; thinking flexibly</i></p> <p>Teacher: I work with student(s) to develop activities and an instructional plan to meet their needs aligned to the demands of curricular content.</p> <p>Student HOM: <i>Applying past knowledge; persisting</i></p> <p>Student: I reflect on what I already know (and what I want to know) about the topic and what I know about myself as a learner. I use my voice to express any concerns or challenges that might get in the way of my learning.</p>	<p>Teacher HOM: <i>Taking responsible risks; Managing impulsivity</i></p> <p>Teacher: I check in with students to make certain they are on track, pay attention to skill building needs, and provide tools or resources when appropriate. I restrain myself from taking over the process and instead provide opportunities for students to step back in order to self-evaluate and make necessary adjustments.</p> <p>Student HOM: <i>Thinking about your thinking; Taking responsible risks</i></p> <p>Student: I develop an instructional plan based on my area of focus and key deadlines. I monitor my progress and seek feedback when I have questions about the work. I actively seek expertise both within and beyond the classroom walls.</p>

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<p>CUMULATIVE DEMONSTRATION OF LEARNING Collection and analysis of artifacts over a broader period of time.</p>	<p>Students select and reflect on learning artifacts based on a prescribed method from the teacher.</p>	<p>Student determines what artifacts to include and uses the teacher as a sounding board to evaluate 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>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 the work and sets future direction for learning.</p>
<p>CUMULATIVE DEMONSTRATION OF LEARNING <i>How is evidence of learning documented over time? What does it reveal and who would care about that?</i></p>	<p>Teacher HOM: <i>Remaining open to continuous learning</i> Teacher: I provide opportunities for students to keep track of their work and to make and record observations of their growth over time. I encourage students to think about their thinking as they reflect on their curated artifacts. I create opportunities for students to exhibit their work so others can respond with wonderment and awe. Student HOM: <i>Thinking about your thinking; Responding with wonderment and awe</i> Student: I review my work over time to observe my growth as a learner and the improvement of my work over time. I find where the work amazes me and discover ways to strengthen what I am really good at producing.</p>	<p>Teacher HOM: <i>Remaining open to continuous learning</i> Teacher: I develop a cyclical process for students to curate and reflect on the artifacts they choose for their demonstration. I provide time for students to work on the development of this demonstration. Student HOM: <i>Thinking about your thinking; Responding with wonderment and awe</i> Student: I can use the cyclical process to curate artifacts and describe what they reveal about how I have grown as a learner. I am able to express what I have discovered about myself based on my reflection on the sum total of my work not just on the basis an individual piece.</p>	<p>Teacher HOM: <i>Remaining open to continuous learning; Striving for accuracy</i> Teacher: When students present their curated body of work, I ask them to justify their choices and how those choices align with established standards. I focus on self-discovery and ask the students to make statements about themselves as learners as it is reflected in their narration of their growth over time. I encourage them to consider who else might be a good judge of their work. Student HOM: <i>Thinking and communicating with clarity and precision; Remaining open to continuous learning</i> Student: I examine a collection of work based on established standards. I explain what I've learned about the topic and myself using evidence from the collection to highlight areas of strength and challenges. I identify and share with a mentor/ expert in order to get feedback on progress and potential next steps.</p>

