

Types of PL	Teacher Generated	Co-created	Student Generated
<p>the desired m which nt and nal ties are for students. ls are aligned ram and pectations e frameworks, culum, Habits</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>What are the results? HOM and nal 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.</p> <p>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.</p> <p>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 approach to allow students to navigate their learning. I am a sounding board for my student(s) as they identify relevant goals to personalize a challenge, project, or unit.</p> <p>Student HOM: <i>Apply past knowledge to new situations and self-selected HOM.</i> Student: I apply past knowledge to new situations by determining what is important and meaningful given the challenge, project, or unit.</p>

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<p>IDEA ON</p> <p>opment and a line of ng, series of s, or the 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>IDEA ON</p> <p>orks your ased on the at is worth</p> <p>OM and nal focus</p>	<p>Teacher HOM: Questioning and posing problems.</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: Applying past knowledge and gathering data through all senses.</p> <p>Student: I use the questions to help guide my investigation and development of an idea or solution.</p>	<p>Teacher HOM: Managing impulsivity; thinking interdependently</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: Questioning and posing problems; thinking interdependently</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: Listening with understanding and empathy; Taking responsible risks</p> <p>Teacher: I confer with students and they consider how broad or narrow 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: Questioning and posing problems; Creating, imagining, innovating</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 develop an idea or solution.</p>

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<p>TO AUDIENCE opportunity for o ate evidence g through the ent of an product or nce.</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 stu identify the appropriate form identifies and engages with a authentic audience to help cr test, and/or refine task. Teach supports students as they tak go public with their work in p with potentially the most imp</p>
<p>TO AUDIENCE audience ation and ation?</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; T responsible risk</i> Teacher: I confer with student them think about the purpose task will be, how to engage th audience, and how to test and their approach.</p> <p>Student HOM: <i>Creating, imagin innovating; thinking about thi</i> Student: I envision what my f creation/communication might like and develop a plan, timeli set of actions for how to mak possible. I also pay attention am feeling about where I am process and how to reflect on thinking and to reignite my er doing the work.</p>

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<p>ON</p> <p>Establishment of criteria to guide the student and self-judgment of the 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 and focus based on past performance, constraints, and/or new challenges. Student consults with teacher in development and scoring of the work.</p>
<p>ON</p> <p>How will the criteria will the performance/product be used? How are to evaluate Who is the judgment and other-self-judgment)?</p>	<p>Teacher HOM: <i>Thinking and communicating with clarity and precision</i></p> <p>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.</p> <p>Student HOM: <i>Striving for accuracy</i></p> <p>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></p> <p>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.</p> <p>Student HOM: <i>Thinking interdependently; Striving for accuracy</i></p> <p>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></p> <p>Teacher: I provide the opportunity for students to examine work based on audience 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 to understand their intentions before making suggestions. I make certain to identify criteria that measure what is important about the work.</p> <p>Student HOM: <i>Remaining open to continuous learning; Striving for accuracy</i></p> <p>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 judgements on my work by others.</p>

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<p>Opportunities to receive feedback are available where students play out the critique, and what's missing in the action or</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 confer to clarify the questions the student has about the work and consider how they might offer credible feedback to an expert, teacher. The student independently negotiates receiving feedback based on established criteria to guide improvement.</p>
<p>How can feedback be used to the learner's benefit? How will it be used for learning?</p>	<p>Teacher HOM: Thinking and communicating with clarity and precision; managing impulsivity 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: Remaining open to continuous learning; persisting 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: Listening with understanding and empathy Teacher: I offer feedback to guide improvement based on established criteria.</p> <p>Student HOM: Remaining open to continuous learning; persisting 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: Listening with understanding and empathy Teacher: I maintain an inviting tone as I learn about the questions and concerns the student is raising and encourage the student to seek feedback from others beyond the walls of the school.</p> <p>Student HOM: Remaining open to continuous learning; taking risks Student: I ask for a feedback conference and frame the conversation based on what's important by posing questions about concerns. I listen to the feedback, ask clarifying questions before considering next steps.</p>

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<p>CO-CREATED PLAN Development of a plan that provides opportunities for students to practice, reflect, and critique their work toward achieving 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 is designed by them. Teacher regularly checks in (e.g., conferences, formative assessments) to monitor impact and help coach based on interest and need.</p>
<p>STUDENT-GENERATED PLAN The student develops the plan (with the teacher's support) to meet the desired results? How do the student design and execute the learning plan?</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 responsibility; Managing impulsivity</i></p> <p>Teacher: I check in with students to make certain they are on track and pay attention to skill building needs. I 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 learning; 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 also seek expertise both within and beyond the classroom walls.</p>

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<p>ACTIVE STRATEGIC THINKING and of artifacts over 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 a direction for learning.</p>
<p>ACTIVE STRATEGIC THINKING Evidence of growth over time and what it means to be a learner and how to grow as a learner</p>	<p>Teacher HOM: Remaining open to continuous learning 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: Thinking about your thinking; Responding with wonderment and awe 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: Remaining open to continuous learning 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: Thinking about your thinking; Responding with wonderment and awe 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: Remaining open to continuous learning; Striving for accuracy Teacher: When students present a curated body of work, I ask them to explain their choices and how those choices align with established standards. I focus on discovery and ask the students to make statements about themselves as learners as it is reflected in their narration of growth over time. I encourage them to consider who else might be a good audience for their work. Student HOM: Thinking and communicating with clarity and precision; Remaining open to continuous learning Student: I examine a collection of work based on established standards. I identify 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 my mentor/ expert in order to get feedback on progress and potential next steps.</p>

