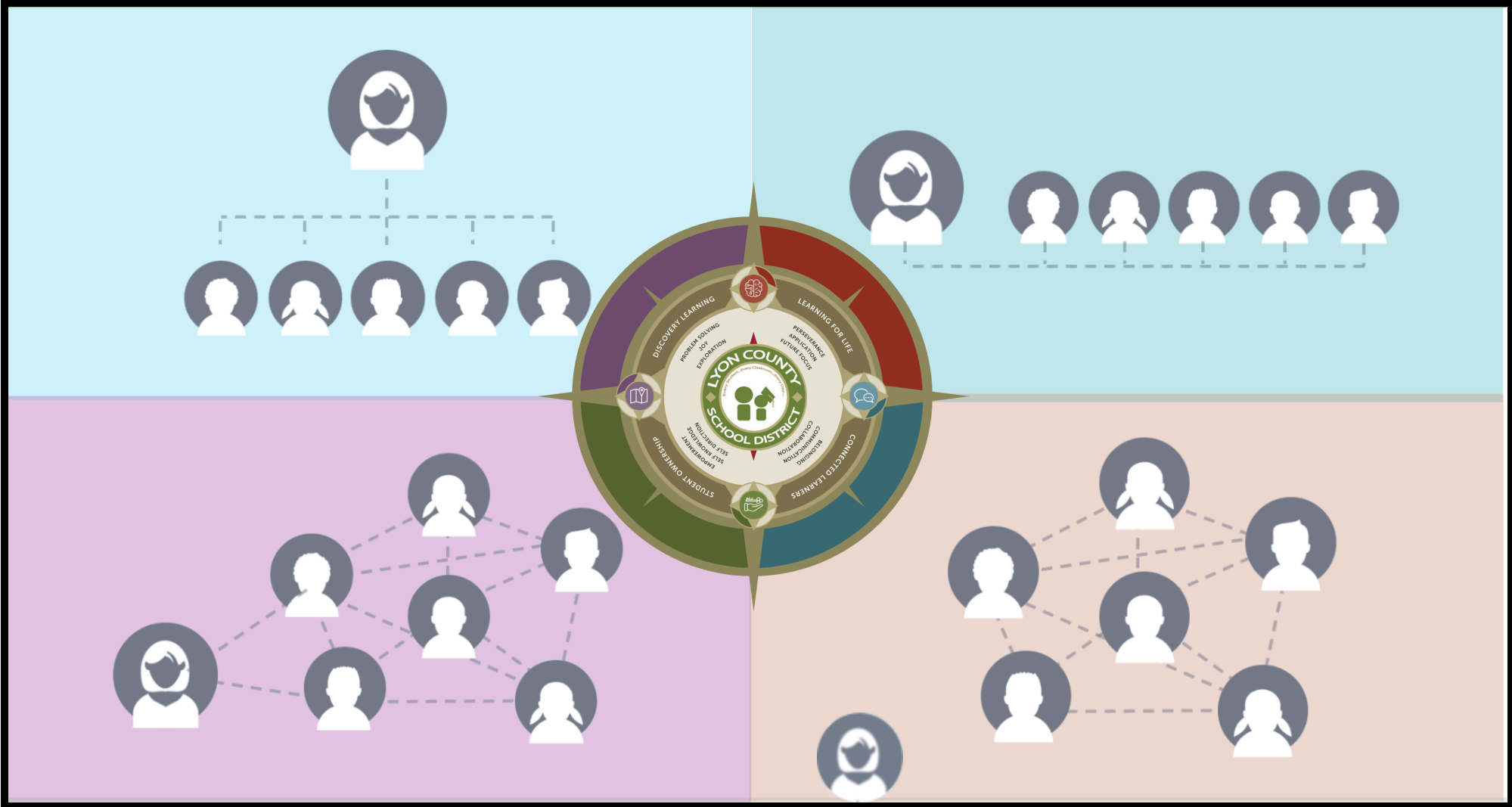


THE H.A.C.K.TO STUDENT-CENTERED LEARNING



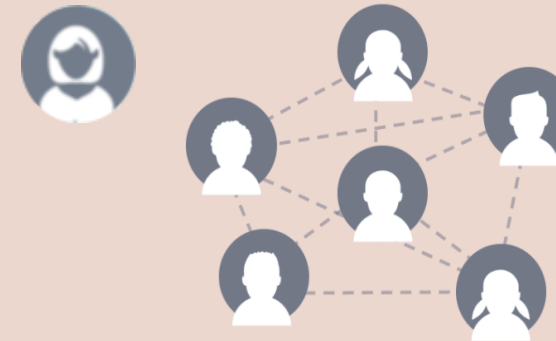
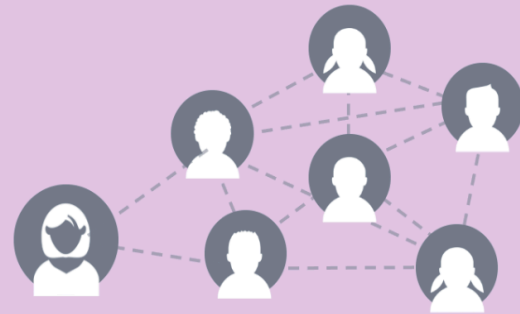
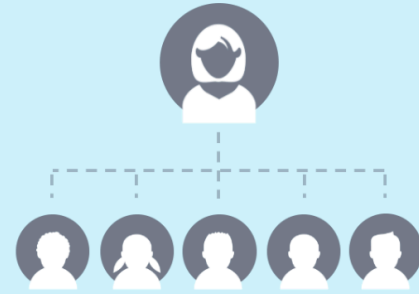
H.A.C.K. Overview

H: Highly Structured:

In this model, the teacher controls all parts of the student learning experience. The primary role of the teacher is to present information, assess retention of that information, and then provide feedback through traditional gradebook feedback.

A: Allowed Choice/Self-Regulated Learning

In this model, the teacher is no longer the keeper of learning but begins to work alongside students to support individual learning needs and allow learners to build tools in their toolbox to support collaborative inquiry.



C: Collaborative Inquiry

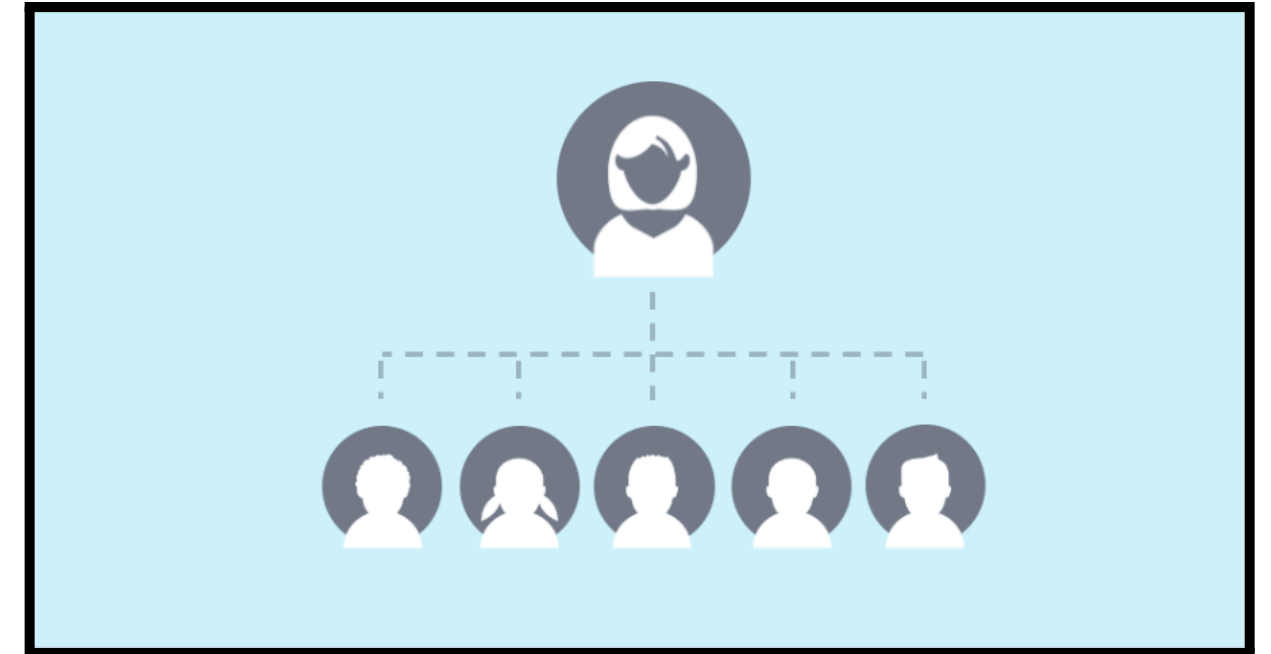
In this model, a partnership is developed among the teachers and students and among students themselves. The dotted lines in this graphic represent that learning occurs between the teacher and among students.

K: Knowledge-Centered

In this model, students are given opportunities to develop skills of student-centered learning by creating a social environment where students can develop skills of independent motivation and collaboration. The teacher takes on a support role and support is requested by the student.

H: Highly Structured:

- In this model, the teacher controls all parts of the student learning experience. The teacher's primary role is to present information, assess retention of that information, and then provide feedback through traditional grade book feedback.
- Highly Structured is like the foundation of a house. You want that foundation to be strong, stable, and well-built. In Highly Structured the teacher is working on establishing a classroom culture that is going to start shifting the focus from the teacher to the student.
- Attributes of a highly structured classroom
 - **Replacement Activity:** Students complete work with content in a form that is familiar to them, students create a draft plan for how to transfer the familiar task to a new platform, and students transfer their thinking to the new platform.
 - **Teacher Directed:** The teacher directs all student learning from what is being taught to how it is assessed.
 - **Building Management & Procedures:** The teacher is creating a classroom environment that is predictable, consistent, positive, and safe.
 - **Builds Capacity (mastery of a platform):** The teacher provides students with opportunities to operate a platform or device and understand its basic function
 - **Multiple Exposures:** a systematic process in which teachers are intentional about when and how they expose students to platforms.
 - **Low Rigor:** When introducing students to a new platform, we want to ensure that we have a balanced mindset of low rigor

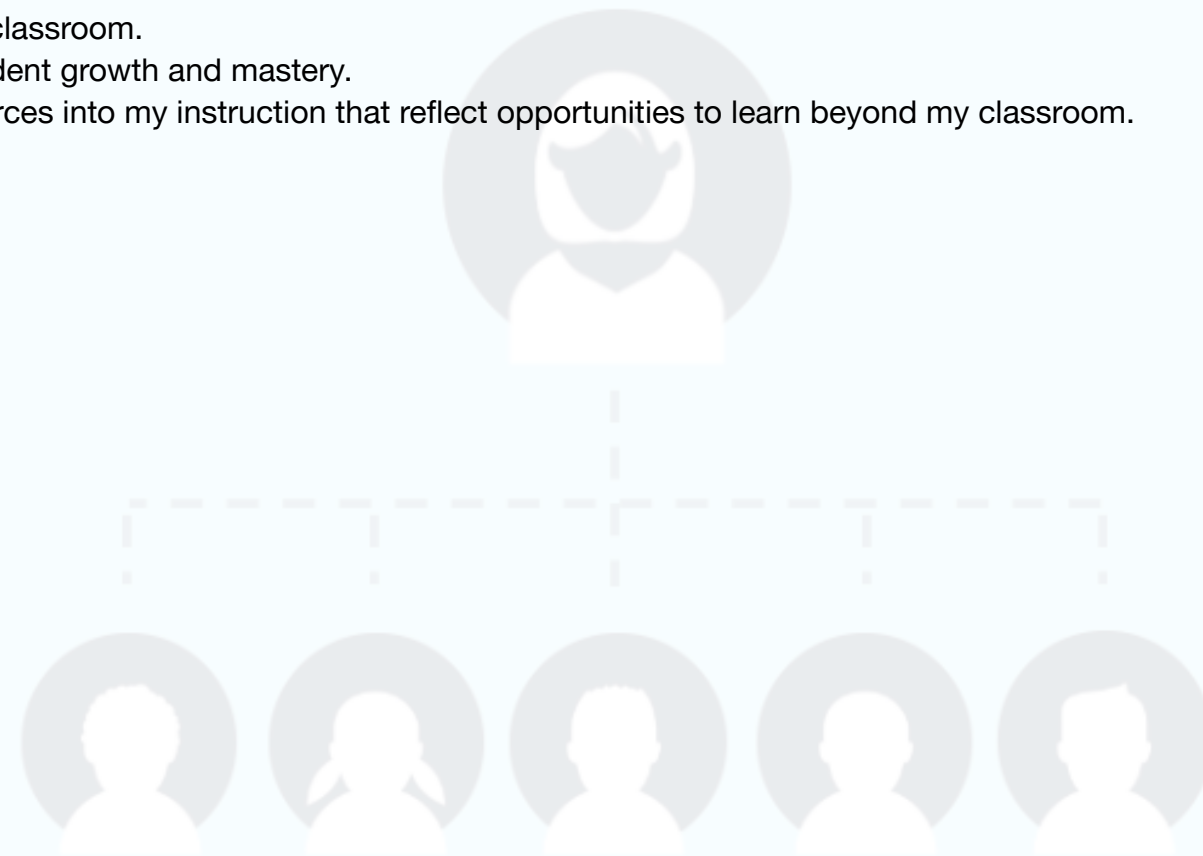


H: Highly Structured:

- The Teacher's Primary Role is the delivery of content to the learner

- Teacher Action Statements:

- I prioritize relating learning to the 'real world' and describe why content is important.
- I greet students by name as they arrive in class and in the building.
- I design lessons that allow for student dialogue and discussion.
- I provide multiple forms of assessment in my classroom.
- My grading process reflects and supports student growth and mastery.
- I bring a range of classroom and school resources into my instruction that reflect opportunities to learn beyond my classroom.



H: Highly Structured:

- The student's Primary Roles are to comply with the learning presented to them, receive information, awaiting instruction, submit work on time, rely on the teacher to assess their work and provide feedback, and require external motivation (grades, reward systems, etc) to complete tasks.
 - Student Action Statements:
 - I am compliant with learning expectations
 - I am receiving new learning from my teacher
 - I engage in rigorous learning and critical thinking.
 - I hear and follow through with assigned learning tasks.
 - I meet learning deadlines
 - I can use my report card to demonstrate mastery of learning tasks.
 - I feel safe in my learning environment
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.

H

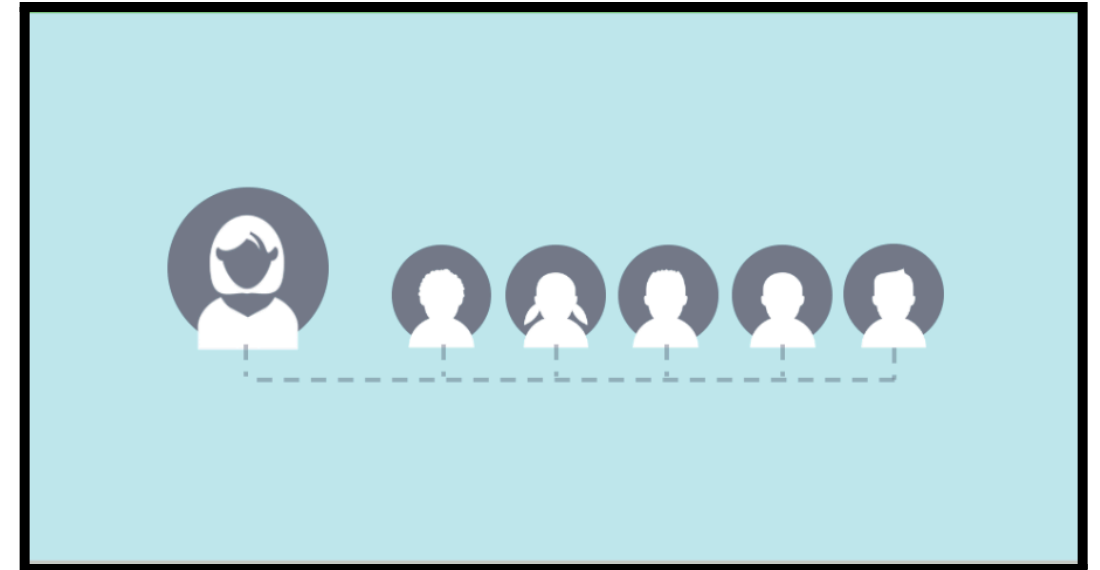
Highly Structured (Teacher-Centered Learning/Structured Inquiry)

Students follow the lead of the teacher as the entire classes engage in learning together.

Indicators	Proficient	Developing	Beginning	Emergent	Research/Support	Tolls	PofL
Management	<p>SET ROUTINES FOR DISCOURSE</p> <ul style="list-style-type: none"> • Engaged Small Group Work: How will you engage all students in small group instruction? 	<p>ENGAGE EVERY STUDENT</p> <ul style="list-style-type: none"> • Build the Momentum: What words and actions will you use to challenge your students? • Pacing: How will you create the illusion of speed so that students feel constantly engaged? • Engage All Students: How will you make sure all students participate? • Narrate the Positive: How will you narrate what students are doing well and not focus on what they are doing wrong? • Individual Student Corrections: How will you publicly highlight the positive and individually correct the negative? 	<p>ROLL OUT & MONITOR ROUTINES</p> <ul style="list-style-type: none"> • What to Do: What are your instructions and how do you know they understand them? • Routines & Procedures: What needs to be retaught or revised? • Teacher Radar: How do you know that they are on task? • Whole-Class Reset: What will you do to bring them all back? 	<p>DEVELOP ESSENTIAL ROUTINES & PROCEDURES</p> <ul style="list-style-type: none"> • Routines & Procedures: What are your classroom expectations and how will you teach and communicate them to your students? • Strong Voice: How will you lead your classroom environment? 	<ul style="list-style-type: none"> • Hattie • Marzano • Get Better Fast 	*Video Evidence	<p>Connected Learners</p> <ul style="list-style-type: none"> • Belonging • Communication • Collaboration
Rigor	<p>LEAD STUDENT DISCOURSE</p> <ul style="list-style-type: none"> • Re-teaching /Guided Discourse: How will I let students unpack their errors & build a solution? • Universal Prompts: How will I hold students accountable for their thinking? • Habits of Discussion: How will I teach and model for students the habits that strengthen class conversation? • Strategic Prompts: How will you strategically prompt all students to be a part of the learning? • Go Conceptual: What strategies can I use to the concept of what I am teaching and not just finding the right answer? 	<p>RESPOND TO STUDENT LEARNING NEEDS</p> <ul style="list-style-type: none"> • Habits of Evidence: How will you direct students to bring evidence into their responses? • Check for Whole-Group Understanding: How will you gather evidence on whole-group learning? • Re-teaching Model: How will I model for the students how to think/solve/write? 	<p>INDEPENDENT PRACTICE</p> <ul style="list-style-type: none"> • Write the Exemplar: During your lesson, what do you want to hear from your students, what is your standard of excellence? • Independent Practice: How will you set up daily routines that build opportunities for students to practice independently? • Monitor Aggressively: How will you check students' independent work to determine whether they're learning what you're teaching? 	<p>WRITE LESSON PLANS</p> <ul style="list-style-type: none"> • Develop Effective Lesson Plans: How will you build the foundation of an effective lesson rooted in what students need to learn? • Internalize Existing Lesson Plans: How will I schedule and own my lesson plan? 	<ul style="list-style-type: none"> • Hattie • Marzano • Get Better Fast 		<p>Connected Learners</p> <ul style="list-style-type: none"> • Perseverance • Application • Future Focus <p>Connected Learners</p> <ul style="list-style-type: none"> • Communication • Collaboration <p>Student Ownership of Learning</p> <ul style="list-style-type: none"> • Empowerment • Self-Knowledge • Self-Direction <p>Discovery through Learning</p> <ul style="list-style-type: none"> • Problem Solving • Joy • Exploration

A: Allowed Choice/Self-Regulated Learning

- In this model, the teacher is no longer the keeper of learning but begins to work alongside students to support individual learning needs and allow learners to build tools in their toolbox to support collaborative inquiry.
- Allowed Choices in the H.A.C.K. Model is about giving students a choice in how they show evidence of their learning. You will know when you have reached the end of your time in Allowed Choices when you see evidence that student choice has been seamlessly integrated into the everyday classroom experience. Students demonstrate ownership of learning by taking lesson objectives and evidencing their learning through various self-selected platforms.
- Attributes of Allowed Choices/Self-Regulated Learning Classroom
 - **Teacher Directed:** refers to the teacher providing direction for learning and task completion.
 - **Student Choice:** When educators give their students a choice in how their learning is performed, it starts to transfer ownership of the learning to the student.
 - **Modeling:** The teacher is demonstrating metacognition and how it aids in comprehension.
 - **Multiple Exposures:** a systematic process in which teachers are intentional about when and how they expose students to platforms. Students are given the ability to choose what platform they will use, something supported through multiple exposures in the “H” level.
 - **Deeper Levels of Learning:** The teacher is moving students up the DOK or Blooms Taxonomy of learning
 - **Success Criteria-Based Feedback/Grading:** The teacher provides students an understanding of what they need to know, how deeply do they need to know it, and what acceptable evidence is of learning.
 - **Project-Based Learning:** A traditional project typically looks like all the learning occurs and then students doing something with it.
 - Project Entry Event → Formative assessment → Formative Assessment → Present



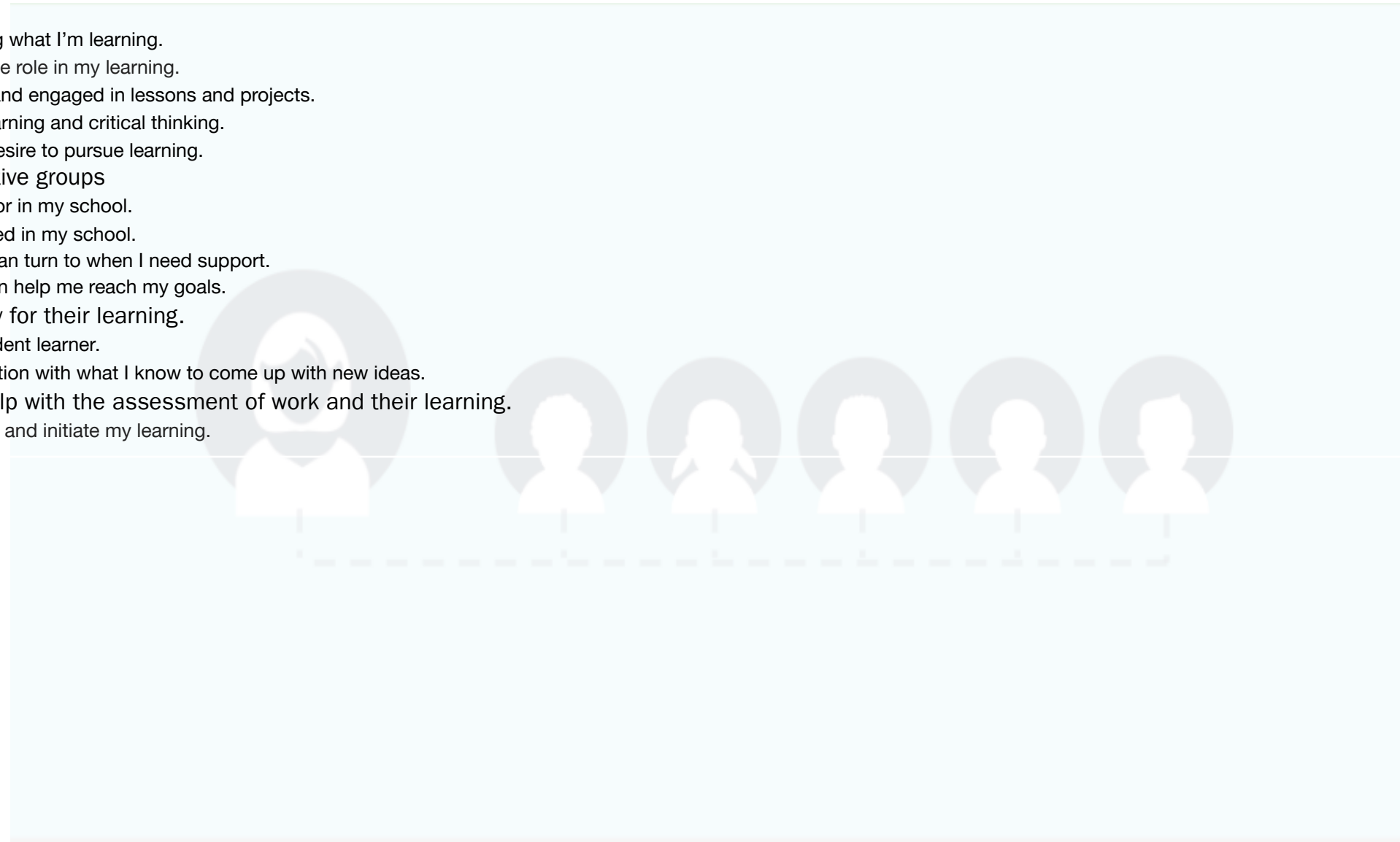
A: Allowed Choice/Self-Regulated Learning

- The teacher's primary roles is to engage students in a wide variety of learning tasks, utilize grouping practices, provide students with feedback, and assess student work based on success criteria rather than task completion.

- Engage students in a wide variety of learning tasks
 - I create explicit opportunities for my students to explore and identify their interests and goals.
 - I learn about my students and offer them options in learning where they can practice skill-building aligned to their interests and goals.
 - I engage students in learning that challenges them to apply themselves in search of a solution or skill.
 - I prioritize relating learning to the 'real world' and describe why content is important.
 - I consistently prompt students to connect new learning to their emerging goals for life beyond school.
 - I create opportunities for students to choose learning options based on their interests.
 - I provide students with options to demonstrate their learning that help students fit their learning style.
 - I create opportunities for students to approach solving complex problems in different ways.
 - I design lessons and activities that require students to think, experiment and revise plans.
 - I model how to combine new information with prior knowledge to come up with new ideas and solutions.
 - I regularly share my own passions, interests and joys with my students through my teaching.
 - I design learning to gradually shift responsibility from myself to students.
 - I create opportunities to expose my students to the community, the world and different perspectives.
 - I use technology to expand student access to learning experiences aligned to their goals and interests.
- Utilize grouping practices
 - I build relationships with my students that reflect care, value and trust.
 - I provide a positive classroom environment so students feel comfortable reflecting and being open and honest with their own learning and identity development.
 - I provide all students with opportunities to develop their voice in my classroom.
 - I model acceptance for students and practice speech that sets the tone for tolerance and diversity.
 - I build compassion and empathy through active listening to students.
 - I design lessons that allow for student dialogue and discussion.
 - I model how to work as a team and demonstrate how working with peers is an important part of the learning process.
- Provide students with feedback
 - I know the resources available at my school to support the varying needs of my students.
 - I create opportunities for students to set actionable goals and work toward them.
 - I am reflective. I practice and model metacognition.
 - I help students set individual goals and recognize their successes and areas for growth.
 - I provide time in class for student reflection and metacognition.
- Assess student work
 - I provide quality feedback daily to students during learning.
 - I receive and provide feedback to students and my colleagues.
 - I model for my students how to advocate for their learning needs.
 - I give students tools to self-reflect and determine how their learning is progressing.
 - I design and deliver assessments to provide feedback that helps students recognize where they are in their learning.
 - I provide multiple forms of assessment in my classroom.
 - My grading process reflects and supports student growth and mastery.

A: Allowed Choice/Self-Regulated Learning

- The student's primary roles are to engage in learning tasks, eagerly work in collaborative groups, demonstrate responsibility for their learning and collaborate with teacher on meeting success criteria outlined by the teacher.
 - Engaged in learning tasks
 - I know why I'm learning what I'm learning.
 - I own and take an active role in my learning.
 - I am actively involved and engaged in lessons and projects.
 - I engage in rigorous learning and critical thinking.
 - I have a passion and desire to pursue learning.
 - Eager to work in collaborative groups
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.
 - I know which adults I can turn to when I need support.
 - I know which adults can help me reach my goals.
 - Demonstrate responsibility for their learning.
 - I am becoming a confident learner.
 - I combine new information with what I know to come up with new ideas.
 - Looks to the teacher to help with the assessment of work and their learning.
 - I can set learning goals and initiate my learning.



A

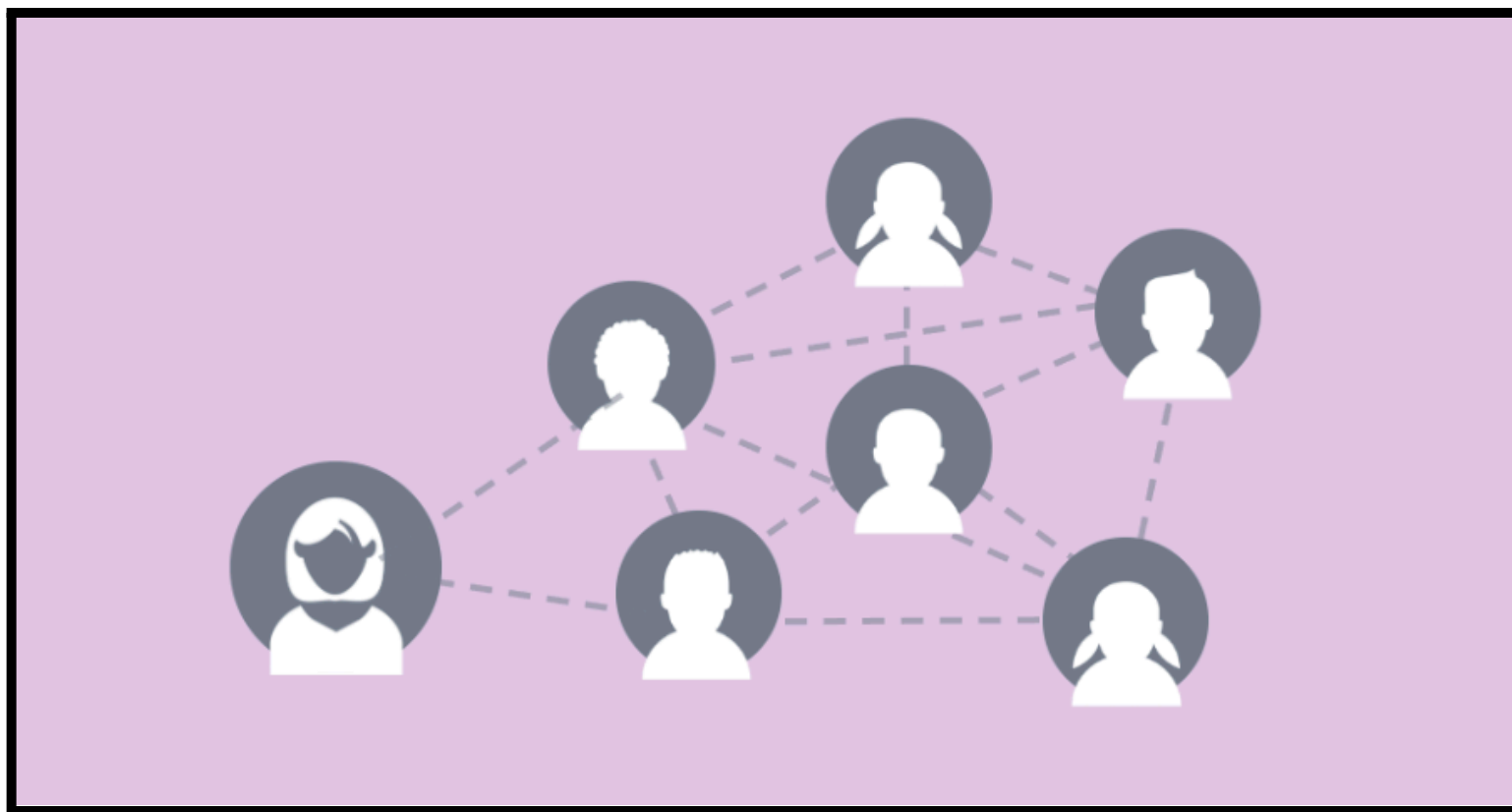
Allowed Choice/Self-Regulated Learning (Controlled Inquiry)

The teacher provides students the opportunity of (1) setting specific goals, (2) adopting strategies to attain the goal, (3) monitor their work toward the goal, (4) make adjustments to meet the goal, (5) manage their time efficiently, (6) self-evaluate, (7) apply if then statements (causation to results), (8) adapting future goals based on based on past goals.

Indicators	Teacher	Student	Tools
Success Criteria / Essential Questions	<p><u>What words and actions will you take to communicate the why, what, and how of the learning?</u></p> <ul style="list-style-type: none"> The teacher communicates success criteria that outline how students will demonstrate they have met the learning objectives in the lesson. The teacher provides essential questions that promote student inquiry and discourse, to support students uncover their learning. 	<p><u>How will students communicate the why, what, and how of the learning?</u></p> <ul style="list-style-type: none"> The student can explain the success criteria provided by the teacher and identify why they are learning, what they are learning, and how they know they have mastered that learning. The student can connect their learning and apply it to the processing of the essential question. 	<ul style="list-style-type: none"> Student Ownership of Learning <ul style="list-style-type: none"> Self Knowledge
Controlled Inquiry	<p><u>What options will students have to demonstrate their learning?</u></p> <ul style="list-style-type: none"> The teacher provides students with several options and opportunities for how to demonstrate their learning. 	<p><u>How will students be given a choice in how they will demonstrate their learning?</u></p> <ul style="list-style-type: none"> The student selects from several options provided by the teacher to demonstrate their learning. 	<ul style="list-style-type: none"> Student Ownership of Learning <ul style="list-style-type: none"> Self Direction
Forethought Phase Before efforts to learn.	<p>Task Analysis: <u>What actions will you take to support students in strategic planning and the development of a positive mindset in their learning?</u></p> <ul style="list-style-type: none"> Teacher creates opportunities for students to create goals aligned to the success criteria Teacher scaffolds for students to strategically plan steps they will take to achieve goals outlined in the success criteria. <p>Foster Self-Motivation Beliefs <u>What actions will you take to support students in finding the value of their learning?</u></p> <ul style="list-style-type: none"> Helping them recognize their personal capability to learn. Highlight the intrinsic value of the task/skill. Help students understand the future benefits of their learning efforts Help students identify the value of the learning task. 	<p>Task Analysis <u>How will I set goals to achieve the learning outcome?</u></p> <ul style="list-style-type: none"> The student can develop a personal goal to achieve the learning outcome outlined in the success criteria. The student can use their goal and develop strategic steps that will move them toward their goal. <p>Foster Self-Motivation Beliefs <u>How will I find value in my learning?</u></p> <ul style="list-style-type: none"> The student can identify their strengths and areas of growth that support them during the learning outcome. The student can identify the value of the task/skill to future goals or self-interest. The student can explain how their effort to learn will have an outcome that will benefit them in the future. 	<ul style="list-style-type: none"> Student Ownership of Learning <ul style="list-style-type: none"> Self Direction Learning for Life <ul style="list-style-type: none"> Application Future Focus Discovery through Learning <ul style="list-style-type: none"> Joy
Performance Phase During Learning Implementation	<p>Teach Self-Control Techniques <u>What actions will I take to provide students with methods and strategies for learning?</u></p> <ul style="list-style-type: none"> The teacher provides methods or strategies for effective learning to accomplish the success criteria <ul style="list-style-type: none"> Imagery: imagine the learning task self Instruction: find synonyms Attention focusing: develop systems or locations for studying/learning Task strategies: Identify other ways to map out learning The teacher models and structures ways for students to develop systems for studying/learning. <p>Self-Observation <u>What actions will I take to provide students with an opportunity to monitor their learning?</u></p> <ul style="list-style-type: none"> The teacher provides students with a structured opportunity to reflect on the outcomes of their learning and plan for future learning opportunities. The teacher models for students how to advocate for their learning needs, adjust their learning plan to remove systems that cause distraction from learning, and reflect on successes or failures. 	<p>Self Control <u>How will I identify the learning methods and strategies that work best for me?</u></p> <ul style="list-style-type: none"> The student can identify methods or strategies they will use to accomplish the learning identified in the success criteria. <ul style="list-style-type: none"> Imagery: imagine the learning task self Instruction: find synonyms Attention focusing: develop systems or locations for studying/learning Task strategies: Identify other ways to map out learning) The student can identify systems to support studying/learning. <p>Self-Observation <u>How will I monitor my learning?</u></p> <ul style="list-style-type: none"> The student can observe the outcomes of their learning and plan for future learning opportunities. The student can adjust their learning plan to navigate systems that cause distraction from learning and reflect on successes or failures. 	<ul style="list-style-type: none"> Learning for Life <ul style="list-style-type: none"> Perseverance Application Future Focus Connected Learners <ul style="list-style-type: none"> Belonging Collaboration Student Ownership of Learning <ul style="list-style-type: none"> Empowerment Self Knowledge Self Direction Discovery through Learning <ul style="list-style-type: none"> Problem Solving Joy Exploration
Self-Reflection Phase After learning efforts.	<p>Self-Judgement <u>What actions will I take to provide an opportunity to use failure as a learning opportunity?</u></p> <ul style="list-style-type: none"> The teacher gives students tools to self-reflect and determine how their learning is progressing. The teacher provides time for student reflection; identifying strengths and areas of improvement to support future goal-setting <p>Self-Reaction <u>What actions will I take to help students identify the positive effects of their learning?</u></p> <ul style="list-style-type: none"> The teacher helps students recognize the positive effect of their actions during the learning process. The teacher helps students identify if their response to the learning is “defensive” or “adaptive”. If the student fails, do they find excuses or adjust their next steps to find success? The teacher coaches students to make adjustments to future learning based on their response to learning. 	<p>Self-Judgement <u>How will I reflect on my learning outcome?</u></p> <ul style="list-style-type: none"> The student can self-reflect on their learning by reflecting on their and their peer’s prior learning The student can reflect on the causes of their errors/failures or successes. <p>Self-Reaction <u>How will I identify the positive outcome of my learning for future planning?</u></p> <ul style="list-style-type: none"> The student can find the positive effect of their actions during the learning process. The student can identify if their response to the learning is “defensive” or “avoiding”. Does the student find an excuse to failure or use failure as an opportunity for growth? The student can adjust future learning based on their response to learning. 	<ul style="list-style-type: none"> Learning for Life <ul style="list-style-type: none"> Application Future Focus Connected Learners <ul style="list-style-type: none"> Communication Collaboration Student Ownership of Learning <ul style="list-style-type: none"> Empowerment Self Knowledge Self Direction Discovery through Learning <ul style="list-style-type: none"> Problem-Solving Joy

C: Collaborative Inquiry

- In this model, a partnership is developed among the teachers and students and among students themselves. The dotted lines in this graphic represent that learning occurs between the teacher and among students.
- Collaborative inquiry ensures that classrooms focus on learning and not teaching; fostering innovation and creation means you are seeking new and maybe uncovering new methods or pathways for your classroom to demonstrate learning.
- Attributes of Collaborative Inquiry Classroom
 - **Student Choice:** will transform into not only choice over the platform for demonstration but students will be empowered to help make content decisions that drive learning in the classroom:
 - **Teacher as Facilitator/Shift in Culture:** Teachers will transfer from being the owner of the knowledge and keepers of the keys to guiding students acting as a coach that supports them in their learning process.
 - **Platform Smashing:** Students will begin to see how multiple platforms can work together to demonstrate their learning.
 - **Success Criteria-Based Feedback/Grading:** The teacher provides students an understanding of what they need to know, how deeply do they need to know it, and what acceptable evidence is of learning. In addition, teachers begin to release control and allow student input into success criteria.
 - **Cross-Curricular:** Education is not done in silos and rarely do content topics cross to create cross-curricular instruction.
 - **Problem-Based Learning 7 CORE:**
 - Key Knowledge and Skills | *Student Agency* | Sustained Inquiry | *Driving Challenge* | Collaboration | *Reflection* | Exhibition



Problem Based Learning - CORE 7

Key Knowledge & Skills	All projects need to be working towards standards that are aligned with project outcomes.
Student Agency	Student agency and voice can be found in the product or what they are working on in the process. The teacher's job is to explore and see what students are passionate about and what they want to dive into. The idea is that through this project there is going to be multiple ways that students can show ownership and agency in the project process.
Sustained Inquiry	Throughout the project, students are engaging in the inquiry process. Students need to engage in meaningful inquiry throughout the project. Part of this is done by creating project cycles that are cross-curricular so the integration of multiple subjects can broaden the scope and depth of inquiry that can be made by students.
Driving Challenge	There needs to be an element of challenge that students can continually work towards. Driving challenge should bring the teachers and the students outside of the classroom and invite community members in.
Collaboration	Students should not only develop the skills of thinking critically but to work within a group and collaborate on ideas and products. Collaboration is more than students working with one another, students and teachers collaborate along with collaboration outside the classroom.
Reflection	Reflection should be occurring at all points of the project cycle. When teachers lean into reflection, they are really learning about students developing growth and academic mindsets. Teachers and teams should also take time to reflect on practicing during the project cycle.
Exhibition	The learning during the project cycle is designed to take students outside the classroom wall and invite the community members in. This is a night or day where students present, demonstrate, and show the process of learning that they went through during the project cycle.

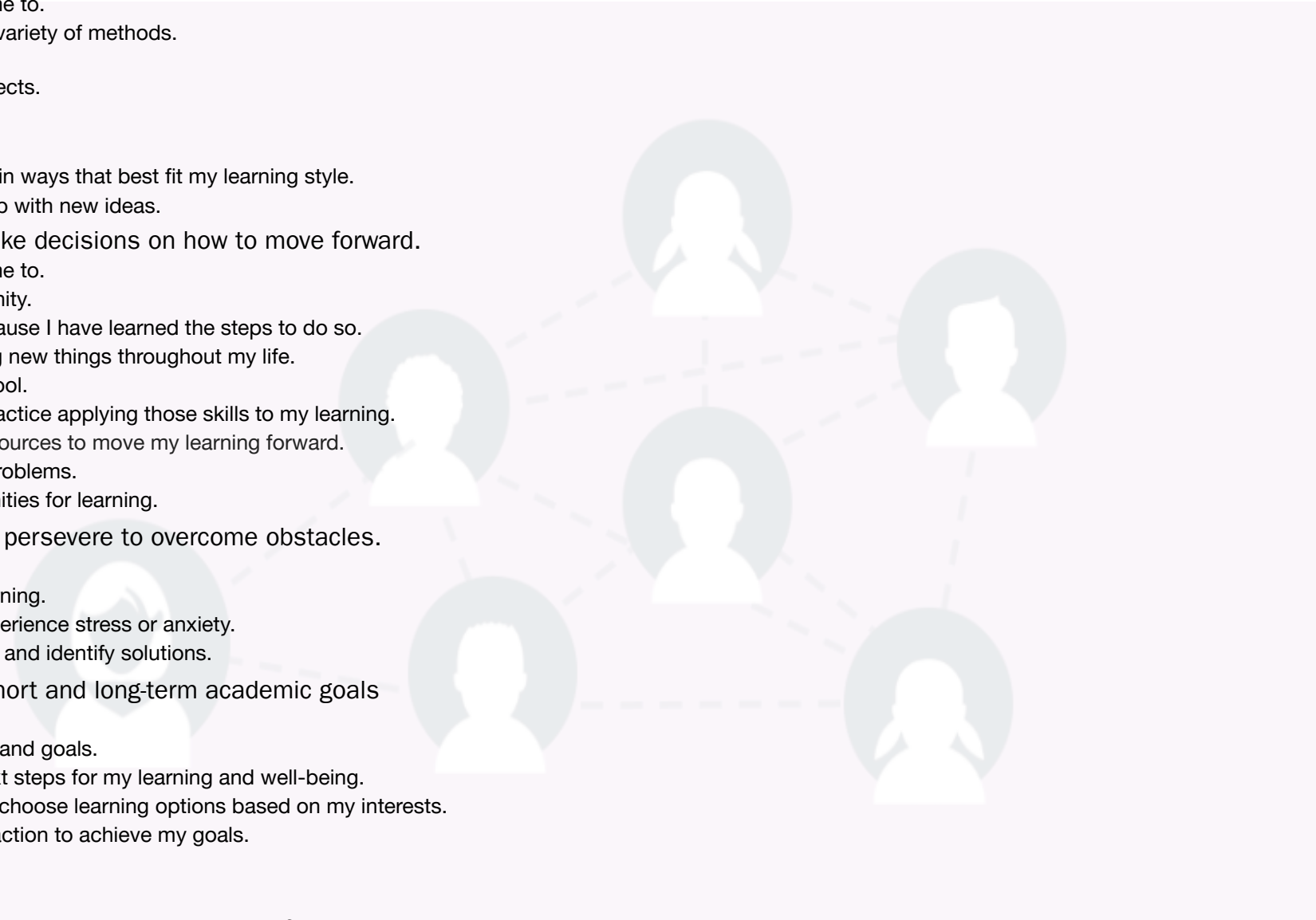


C: Collaborative Inquiry

- The teacher's primary roles are to create visible learning opportunities to elicit and use evidence during lessons, support students in learning with and from one another, engage students in routines where they can notice and respond to evidence of learning, and share responsibilities for assessing current learning status
- Create visible learning opportunities to elicit and use evidence during lessons.
 - I create explicit opportunities for my students to explore and identify their interests and goals.
 - I engage students in learning that challenges them to apply themselves in search of a solution or skill.
 - I prioritize relating learning to the 'real world' and describe why content is important.
 - I consistently prompt students to connect new learning to their emerging goals for life beyond school.
 - I create opportunities for students to choose learning options based on their interests.
 - I create opportunities for students to approach solving complex problems in different ways.
 - I model how to combine new information with prior knowledge to come up with new ideas and solutions.
 - I regularly share my own passions, interests and joys with my students through my teaching.
 - I promote student curiosity and questioning.
 - I design learning to gradually shift responsibility from myself to students.
 - I use technology to expand student access to learning experiences aligned to their goals and interests.
- Support students in learning with and from one another.
 - I build relationships with my students that reflect care, value and trust.
 - I provide a positive classroom environment so students feel comfortable reflecting and being open and honest with their own learning and identity development.
 - I build personal relationships and understanding of each individual student.
 - I provide all students with opportunities to develop their voices in my classroom.
 - I model acceptance for students and practice speech that sets the tone for tolerance and diversity.
 - I build compassion and empathy through active listening to students.
 - I create a safe environment where students can take risks in the learning process.
 - I create opportunities to expose my students to the community, the world and different perspectives.
 - I regularly make connections between classroom learning and a range of career options and lifelong interests.
- Engage students in routines where they can notice and respond to evidence of learning.
 - I attend to my students' academic and social emotional needs in my classroom.
 - I provide opportunities for my students to learn from their mistakes and improve.
 - I provide resources and structures to help students navigate their own learning independently.
 - I know how to identify collaborative strengths and weaknesses and model how students use one another's expertise.
 - I model for my students how to advocate for their learning needs.
 - I give students tools to self-reflect and determine how their learning is progressing.
- Share responsibility for assessing students' current learning status.
 - I know the resources available at my school to support the varying needs of my students.
 - I understand and model that failure is an important part of the learning process.
 - I cultivate and model a growth mindset when approaching learning.
 - I provide opportunities for working with peers with explicit roles and accountability for students.
 - I receive and provide feedback to students and my colleagues.
 - I create opportunities for students to set actionable goals and work toward them.
 - I am reflective. I practice and model metacognition.
 - I help students set individual goals and recognize their successes and areas for growth.
 - I structure lessons and projects in ways that enable students to set learning goals for themselves.
 - I practice giving students choices within their learning and demonstration of their learning.

C: Collaborative Inquiry

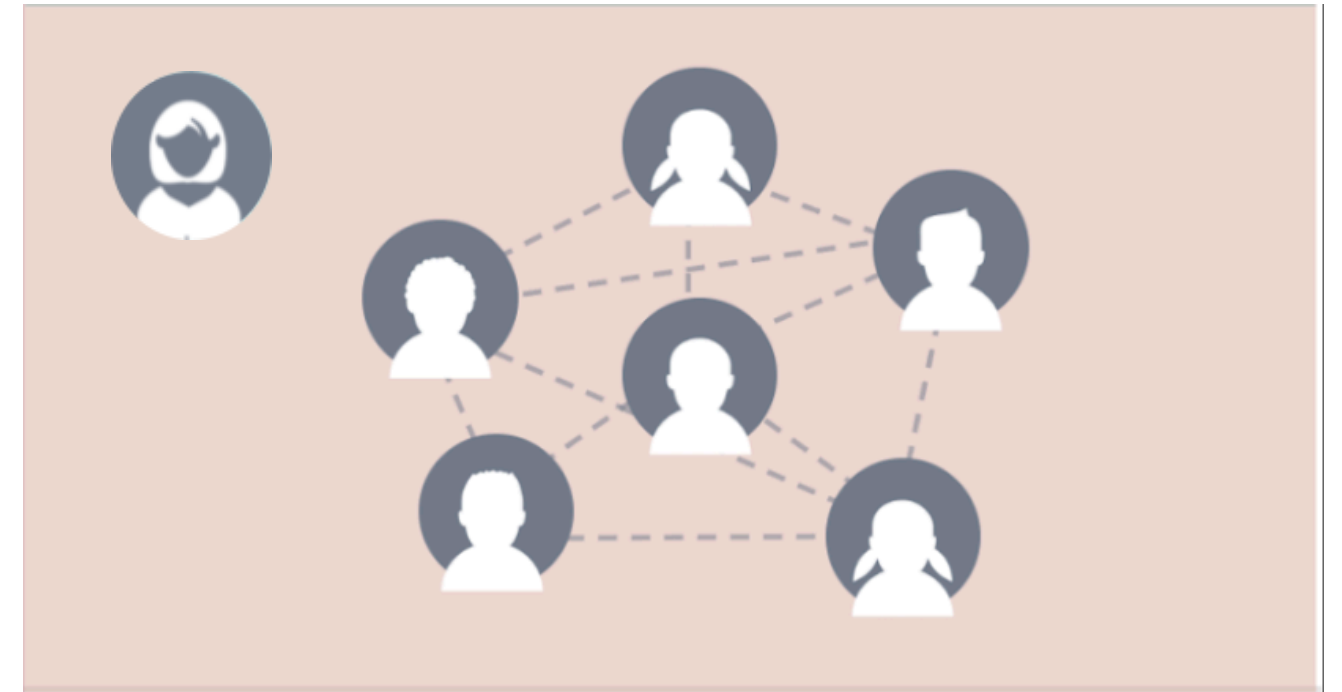
- **The student's primary roles are to play an active role in their own and their peers' learning, assess academic progress, reflect on their learning and make decisions on how to move forward, develop self-efficacy when tasks get difficult, and persevere to overcome obstacles, engage in self-regulation of their own learning by setting short and long-term academic goals, and demonstrate learning autonomy by working with peers and seeking assistance from peers.**
- To play an active role in their own and their peers' learning
 - I can work through a problem even when no one tells me to.
 - I can express my ideas and thoughts clearly through a variety of methods.
 - I know why I'm learning what I'm learning.
 - I am actively involved and engaged in lessons and projects.
- Assess academic progress
 - I am becoming a confident learner.
 - I can demonstrate my knowledge and mastery of skills in ways that best fit my learning style.
 - I combine new information with what I know to come up with new ideas.
- Act metacognitively to reflect on their learning and make decisions on how to move forward.
 - I can work through a problem even when no one tells me to.
 - I can view failure as a learning experience and opportunity.
 - I can search for and plan to take on any task in life because I have learned the steps to do so.
 - I am building the skills that I'll need to continue learning new things throughout my life.
 - I am able to be my authentic self in learning and in school.
 - I understand my own strengths as a learner and can practice applying those skills to my learning.
 - I know how and when to use classroom and school resources to move my learning forward.
 - I can evaluate a variety of solutions to solve complex problems.
 - I celebrate both my failures and successes as opportunities for learning.
- Demonstrate self-efficacy when tasks get difficult and persevere to overcome obstacles.
 - I can overcome challenges and problems.
 - I am encouraged to advocate for what I need in my learning.
 - I have strategies to calm my mind and body when I experience stress or anxiety.
 - I search for new information to discover, seek answers, and identify solutions.
- Engage in self-regulation of their learning by setting short and long-term academic goals
 - I am becoming a confident learner.
 - I am able to acquire skills related to my future interests and goals.
 - I can independently make decisions about the right next steps for my learning and well-being.
 - I know how to learn more about what interests me and choose learning options based on my interests.
 - I can build the skills needed for success and can take action to achieve my goals.
 - I can set learning goals and initiate my learning.
 - I'm motivated to engage further in my learning.
- Demonstrate learning autonomy by working with peers and seeking assistance from peers.
 - I am able to learn from mine and other's mistakes.
 - I am a reliable student, classmate, and member of the Lyon County community.
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.
 - I can build relationships with people I perceive to be different from myself.
 - I can communicate across different perspectives (e.g. I know how to navigate and learn from different perspectives).
 - I can communicate to resolve conflict.
 - I interact and collaborate with my peers to help me learn.
 - I know which adults I can turn to when I need support.
 - I know which adults can help me reach my goals.
 - I am a proactive contributor to my school and to my community.



C	<h1>Collaborative Inquiry (Guided Inquiry)</h1> <p><i>The teacher facilitates the exploration of student inquiry</i></p>		
Indicators	Student	Teacher	Tools
Success Criteria / Essential Questions	<p><u>How will students communicate the why, what, and how of the learning?</u></p> <ul style="list-style-type: none"> The student can explain and use the success criteria provided by the teacher and identify why they are learning, what they are learning, and how they know they have mastered that learning. The student develops an essential question from their success criteria that will identify the sense and meaning behind their learning. 	<p><u>What words and actions will you take to communicate the why, what, and how of the learning?</u></p> <ul style="list-style-type: none"> The teacher provides time and coaching for students to develop success criteria that outline what students will know and be able to do by the end of the learning experience. The teacher provides time and coaching for students provides an essential question that promotes inquiry, discourse and uncovering their learning. 	<ul style="list-style-type: none"> ● Student Ownership of Learning <ul style="list-style-type: none"> ○ Self Knowledge
Controlled Inquiry	<p><u>What method will the student use to demonstrate their learning.</u></p> <ul style="list-style-type: none"> The student selects a platform option to demonstrate their learning. 	<p><u>What actions will you take to facilitate student selection of learning demonstration?</u></p> <ul style="list-style-type: none"> I facilitated platform capacity/opportunities for students to independently access and synthesize various resources and content to demonstrate their learning. 	<ul style="list-style-type: none"> ● Student Ownership of Learning <ul style="list-style-type: none"> ○ Self Direction
Forethought Phase Before efforts to learn.	<p>Task Analysis <u>What actions will I take to set goals to achieve the learning outcome?</u></p> <ul style="list-style-type: none"> The student can independently develop a personal goal and strategic steps to achieve the learning outcome outlined in the success criteria. <p>Self-Motivation Beliefs <u>What actions will I take to find value in my learning?</u></p> <ul style="list-style-type: none"> The student can identify their strengths and areas of growth and make strategic plans that support them during the learning outcome. The student can identify the value of the task/skill to future goals or self-interest. The student can explain how their effort to learn will have an outcome that will benefit them in the future. 	<p>Task Analysis: <u>How will I support students in strategic planning and the development of personal goals.</u></p> <ul style="list-style-type: none"> I support students in developing their personal goals and achievable steps to achieve learning outcome outlined in success criteria. <p>Self-Motivation Beliefs <u>How will I support students in finding the value of their learning?</u></p> <ul style="list-style-type: none"> Helps the student recognize their personal capability to learn. Highlight the intrinsic value of the task/skill. Helps the students understand the future benefits of their learning efforts Helps the students identify the value of the learning task. 	<ul style="list-style-type: none"> ● Student Ownership of Learning <ul style="list-style-type: none"> ○ Self Direction ● Learning for Life <ul style="list-style-type: none"> ○ Application ○ Future Focus ● Discovery through Learning <ul style="list-style-type: none"> ○ Joy
Performance Phase During learning implementation	<p>Self Control <u>What actions will I take to identify the learning methods/strategies that work best for me?</u></p> <ul style="list-style-type: none"> The student can identify and select methods or strategies they will use to accomplish the learning identified in the success criteria (these strategies have been developed in the "A" level) <ul style="list-style-type: none"> ○ Imagery: imagine the learning task ○ Self-instruction: find synonyms ○ Attention focusing: develop systems or locations for studying/learning ○ Task strategies: Identify other ways to map out learning The student can independently identify, develop a plan, and implement systems to support studying/learning. <p>Self-Observation <u>What actions will I take to monitor my learning?</u></p> <ul style="list-style-type: none"> The student can observe the outcomes of their learning and plan for future learning opportunities. The student can adjust their learning plan to remove elements that cause distraction from learning and reflect on successes or failures. 	<p>Self-Control <u>How will I support students to identify what methods and strategies support their learning?</u></p> <ul style="list-style-type: none"> The teacher provides discourse with the student for effective learning to accomplish the learning identified in the success criteria <ul style="list-style-type: none"> ○ Imagery: imagine the learning task ○ self-instruction: find synonyms ○ Attention focusing: develop systems or locations for studying/learning ○ Task strategies: Identify other ways to map out learning) The teacher engage in conferencing to develop systems for studying/learning. <p>Self-Observation <u>How will I provide students with an opportunity to monitor their learning?</u></p> <ul style="list-style-type: none"> The teacher facilitates opportunity for students to reflect on the outcomes of their learning and plan for future learning opportunities. The teacher facilitates opportunity for students to advocate for their learning needs, adjust their learning plan to remove systems that cause distraction from learning and reflect on successes or failures. 	<ul style="list-style-type: none"> ● Learning for Life <ul style="list-style-type: none"> ○ Perseverance ○ Application ○ Future Focus ● Connected Learners <ul style="list-style-type: none"> ○ Belonging ○ Collaboration ● Student Ownership of Learning <ul style="list-style-type: none"> ○ Empowerment ○ Self Knowledge ○ Self Direction ● Discovery through Learning <ul style="list-style-type: none"> ○ Problem Solving ○ Joy ○ Exploration
Self-Reflection Phase - After learning efforts.	<p>Self-Judgement <u>What actions will I take to reflect on my learning success and failures?</u></p> <ul style="list-style-type: none"> The student can independently self-reflect on their learning by comparing to prior performance, or another students performance. The student can reflect on the causes of their errors or successes. <p>Self-Reaction <u>What actions will I take to identify the positive outcome of my learning for future planning?</u></p> <ul style="list-style-type: none"> The student can find the positive affect of their actions during the learning process. The student can identify if their response to the learning is "defensive" or avoiding" The student can adjust future learning based on their response to learning. 	<p>Self-Judgement <u>How will I provide an opportunity to use failure as a learning opportunity?</u></p> <ul style="list-style-type: none"> The teacher facilitates self-reflection and determines how their learning is progressing. The teacher facilitates student reflection; identifying strengths and areas of improvement to support future goal-setting <p>Self-Reaction <u>How will I help students identify the positive affect of their learning?</u></p> <ul style="list-style-type: none"> The teacher helps students recognize the positive affect of their actions during the learning process. The teacher helps students identify if their response to the learning is "defensive" or "adaptive" 	<ul style="list-style-type: none"> ● Learning for Life <ul style="list-style-type: none"> ○ Application ○ Future Focus ● Connected Learners <ul style="list-style-type: none"> ○ Communication ○ Collaboration ● Student Ownership of Learning <ul style="list-style-type: none"> ○ Empowerment ○ Self Knowledge ○ Self Direction ● Discovery through Learning <ul style="list-style-type: none"> ○ Problem-Solving ○ Joy

K: Knowledge-Centered

- In this model, students are given opportunities to develop skills of student-centered learning by creating a social environment where students can develop skills of independent motivation and collaboration.
- Develops highly independent learners who think cross-curricularly. Student projects move beyond the classroom where their learning solves relevant problems.
- Attributes of Knowledge-Centered Classroom
 - **Develop Highly Independent Learners:** Students will become the owners of the learning and the teacher will continue to facilitate/coach.
 - **Personalized Targeted Educational Goals:** Students design what success will look like.
 - **Free Inquiry:** Explore a Passion | Aim for a Goal | Delve into Your Curiosities | Take on a New Challenge | Create Essential Questions | Create Your Proposal | Begin to Explore and Research | Create your Authentic Piece | Public Display of Understanding
 - **Pushes Beyond the “Brick & Mortar” setting:** Students begin to access outside resources to learn and demonstrate their learning. Removing the silo will allow students to develop the soft skills that post-secondary institutions and employers are seeking.



K: Knowledge-Centered

- The teacher's Primary roles are to ensure that the social environment for independent/free inquiry learning is maintained and supported.
- To ensure that the social environment for independent/free inquiry learning is maintained and supported.
 - I engage students in learning that challenges them to apply themselves in search of a solution or skill.
 - I prioritize relating learning to the 'real world' and describe why content is important.
 - I consistently prompt students to connect new learning to their emerging goals for life beyond school.
 - I provide a positive classroom environment so students feel comfortable reflecting and being open and honest with their own learning and identity development.
 - I provide resources and structures to help students navigate their own learning independently.
 - I create a safe environment where students can take risks in the learning process.
 - I promote student curiosity and questioning.
 - I regularly share my own passions, interests and joys with my students through my teaching.
 - I create opportunities to expose my students to the community, the world and different perspectives.
 - I make regular efforts to inform myself about career exposure opportunities that exist beyond the classroom.
 - I can evaluate a variety of solutions to solve complex problems.
 -



K: Knowledge-Centered

The student's primary role is to engage in the exploration of a self-selected learning task.

- To engage in the exploration of learning opportunities connected to their independent/free inquiry
 - I am becoming a confident learner.
 - I can overcome challenges and problems.
 - I can work through a problem even when no one tells me to.
 - I can view failure as a learning experience and opportunity.
 - I am a reliable student, classmate, and member of the Lyon County community.
 - I am able to acquire skills related to my future interests and goals.
 - I can search for and plan to take on any task in life because I have learned the steps to do so.
 - I am building the skills that I'll need to continue learning new things throughout my life.
 - I know how to apply what I'm learning to life beyond school.
 - I know how to explore my college and career options.
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.
 - I am able to be my authentic self in learning and in school.
 - I am developing my personal, cultural and community identity.
 - I can express my ideas and thoughts clearly through a variety of methods.
 - I can communicate across different perspectives (e.g. I know how to navigate and learn from different perspectives).
 - I can communicate to resolve conflict
 - I share my learning with my family.
 - I am a proactive contributor to my school and to my community.
 - I can independently make decisions about the right next steps for my learning and well-being.
 - I know how to learn more about what interests me and choose learning options based on my interests.
 - I can build the skills needed for success and can take action to achieve my goals.
 - I am encouraged to advocate for what I need in my learning.
 - I understand my own strengths as a learner and can practice applying those skills to my learning.
 - I am actively involved and engaged in lessons and projects.
 - I know how and when to use classroom and school resources to move my learning forward.
 - I am able to express my creativity and feel inspired in my learning.
 - I can explore what I'm interested in to help me prepare for life around me.
 - I can choose different pathways and flexible learning experiences to pursue my learning goals.
 - I can pursue my learning goals in opportunities beyond the classroom (externships, work studies, etc.).
 - I search for new information to discover, seek answers, and identify solutions.
 - I know what career opportunities my community offers.



K	Knowledge-Centered (Student-Centered Centered Learning/Free Inquiry) <i>Students choose their topics without reference to any prescribed outcome</i>		
Attribute	Student Actions	Teacher Actions	Tools
Explore a Passion	<ul style="list-style-type: none"> The student identifies a personal passion. The student identifies what motivates other people to pursue their passion. 	<ul style="list-style-type: none"> The teacher provides the student with the opportunity to identify what their passion may be. The teacher provides examples of other people pursuing their passion 	<ul style="list-style-type: none"> Learning for Life <ul style="list-style-type: none"> Perseverance Application Future Focus Connected Learners <ul style="list-style-type: none"> Belonging Communication Collaboration Student Ownership of Learning <ul style="list-style-type: none"> Empowerment Self Knowledge Self Direction Discovery through Learning <ul style="list-style-type: none"> Problem-Solving Joy Exploration
Aim for a Goal	<ul style="list-style-type: none"> The students can connect their passion to its relevance to their life. The students engage in a conversation with the teacher to develop a goal to achieve their identified passion. 	<ul style="list-style-type: none"> The teacher provides students with the opportunity to connect their passion to it's relevance to their life. The teacher conducts an interview with students to pinpoint a goal to achieve their identified passion 	
Delve into Your Curiosities	<ul style="list-style-type: none"> The student engages in explorative actions around their passions. 	<ul style="list-style-type: none"> The teacher provides students with opportunities to explore their passions <ul style="list-style-type: none"> Create a curiosity journal Show curiosity in action Provide time to explore. 	
Take on a New Challenge	<ul style="list-style-type: none"> The student selects a passion that will challenge them and allow them to dive deeper into exploring and presenting. 	<ul style="list-style-type: none"> The teacher challenges students to focus their inquiry in an area of personal endeavor. The teacher does not discourage, but ensures the student will feel challenged by the selected task. 	
Creating an Essential Question	<ul style="list-style-type: none"> The student creates an open-ended question that meets the depth of the course they are in and is meaningful to the student. 	<ul style="list-style-type: none"> The teacher provides students the opportunity to access resources to explore the who, what, where, when, and why of their inquiry. 	
Create Your Free Inquiry Proposal	<ul style="list-style-type: none"> Students develop a free inquiry proposal that includes the following; <ul style="list-style-type: none"> Explanation of their essential question and why it is meaningful to them. Explanation of how they will make their learning public. Identify of what they will read, research, and study to explore their essential question. Identify and explain their goal for their free inquiry. Identify what evidence they will gather to capture everything they have learned to answer their essential question. Provide a timeline of their actions to complete their inquiry. 	<ul style="list-style-type: none"> The teacher will support/guide/mentor the student in meeting the expectations of the inquiry proposal. 	
Begin to Explore and Research	<ul style="list-style-type: none"> The student will document their inquiry work in a journal or other document to demonstrate collected learning evidence. 	<ul style="list-style-type: none"> The teacher will make frequent checks with the student to see how their inquiry is going and support them in their work. 	
Create Your Authentic Piece	<ul style="list-style-type: none"> Students collaborate with a facilitator to develop a "piece" that will demonstrate their learning during the inquiry process. This authentic piece should include but not be limited to; <ul style="list-style-type: none"> Collaboration/co-construct criteria for an authentic piece. <i>How will we know the learning was achieved/successful?</i> Include professionals who support the completion of 	<ul style="list-style-type: none"> The teacher provides support and feedback for the creation of an authentic piece The teacher provides students with opportunities to connect with external resources to support inquiry. 	

	<ul style="list-style-type: none"> ○ the authentic piece. ○ Displays learning evidence ○ Hook the audience on what the student has learned. 		
Public Display of Understanding	<ul style="list-style-type: none"> ● The student publicly shares/displays their work for the learning community in and outside the school to learn from, question, and evaluate. 	<ul style="list-style-type: none"> ● The teacher facilitates an opportunity for students to publicly display their authentic pieces for community/stakeholder feedback. 	

Reference:

- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2
- MacKenzie, T. (2019b). *Dive into inquiry: Amplify Learning and Empower Student Voice*. ElevateBooksEdu.
- Caverie, M., & Seidel, M. (2018). *HACK Model of Innovative Instruction* [Review of *HACK Model of Innovative Instruction*]. Doceo Center.