

Collaboration

What does it look like when kids are demonstrating this skill/disposition?

Self-Awareness

- Being aware of how they fit into a group, their strengths and weaknesses, and how they can contribute
- Taking risks and not being afraid to make mistakes
- Adapting to different groups and situations
- Reflecting on their contributions and the contributions of others

Communicating

- Speaking purposefully, actively listening, and encouraging others to participate
- Following accepted group norms when speaking
- Listening to input from all group members
- Including others and seeking new perspectives
- Justifying opinions with evidence or reasoning
- Acknowledging and validating the contributions of others
- Giving and receiving feedback

Negotiating & Decision Making

- Dealing with different ideas and personalities
- Working toward a shared goal
- Taking turns
- Trying new things
- Delegating tasks
- Advocating for yourself and for others
- Remaining open to new ideas
- Sticking to your role if roles are assigned

Contributing & Supporting

- Staying focused on the goals
- Doing your part
- Sharing responsibility with others

Monitoring & Adapting

- Look at challenges and plan improvements
- Give and receive feedback
- Celebrate accomplishments
- Justifying ideas
- Managing emotions
- Learning from mistakes
- Troubleshooting problems

What teacher moves create opportunities for students to grow as collaborators?

- Use classroom strategies like Jigsaws, [Paired reading](#), or Think/Pair/Share
- Debrief!: How did it go? What collaboration skills did we use? What might we do

better?

- Teach students to think together using [Hexagonal Thinking](#) (blank [hexagons](#)) or [Tiles](#)
- Use [Protocols](#) in the classroom
- Try classroom discussions using a [Socratic Seminar](#) or [Harkness](#) format
- Emphasize the importance of making mistakes: what was your best mistake? What did you learn from it?
- Assign roles when doing group work
- Review working goals with groups
- Provide sentence starters for collaborative work
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Additional resources:

- [ES&D: Collaboration Deep Dive](#)
- [Collaboration In the Classroom](#)
- [Collaboration Rubric Overview](#)
- [Student Collaboration Self-Assessment Tool](#)
- [Group Collaboration Assessment Tool](#)
- [National Geographic Learning Framework](#)

Communication

What does it look like when kids are demonstrating this skill/disposition?

Being intentional about what you are trying to convey and how you are conveying it

- Expressive communication skills
 - Adapting communication for a given audience, setting, and purpose
 - Using appropriate body language, facial expression, voice, and tone
 - Expressing ideas with appropriate vocabulary, evidence, images/graphs/tables/charts
 - Engaging in dialogue
 - Asking relevant questions
 - Making relevant comments
 - Building on what others have said
 - Making connections
 - Giving feedback
- Receptive communication skills
 - Listening to understand
 - Interpreting verbal and non-verbal signals
 - Recognizing different viewpoints and perspectives
 - Analyzing setting, context, and source in order to interpret and make meaning
 - Receiving feedback
 - Maintaining engagement
 - Drawing inferences

- Reflective communication skills
 - Understanding how communication choices impact others
 - Monitoring communication and adapting as needed
 - Asking for help
 - Reflecting on communication strategies: what is working and what isn't
 - Using feedback to improve

What teacher moves create opportunities for students to grow as communicators?

- Model communication strategies
- Be specific about what communication skills you are practicing or looking for
- Give students opportunities to practice, “play,” or “tinker” with different modes of communication
 - Ask them to reflect: what do you have to do differently in different formats? What works best for you?
 - Some examples: verbal/non-verbal, written/spoken, quotes, metaphors, [non-linguistic representations](#), flow charts or graphic organizers, outlines...
- Intentionally practice listening
 - Use [podcasts](#) in the classroom!
 - Share the [active listening infographic](#)
 - Play listening games
 - [Listening Games for Kids](#)
 - [Listening Activities for Middle School | LoveToKnow](#)
- Engage the feedback cycle
 - Give feedback for growth (targeted, timely, useful)
 - Create opportunities for students to reflect on feedback
 - Accept and celebrate revisions
- Share examples of communication with students (including audio, video, written pieces, images, etc.)
 - Ask them to give feedback on each piece: what works well? What could be improved?
 - Collaborate with students to assess how the piece is adapted for the audience, purpose, and setting
- Build communication skills into what you are already doing
 - If you have students working on tone as they read aloud, ask them to practice this skill when they are presenting
 - If you have students writing, ask them to consider the audience and how they might modify their message for different audiences
 - Use advisory/circle/morning meeting prompts to practice communication skills
- Play communication games:
 - [Communication Activity – Drawing Twins](#)
 - [7 Fun Communication Games That Increase Understanding](#)
 - [49 Communication Activities, Exercises, and Games](#)
- Provide multiple opportunities for students to communicate knowledge, stories, and opinions
- Provide opportunities for reflection
 - How is your work adapted for the audience, setting, and purpose?
 - What was easy?

- What was hard?
 - What might you try next?
- Engage students in dialogue
 - [Harkness](#)
 - [Socratic Seminar](#)
 - [Protocols](#)
- Engage students in [goal setting](#)
- Create a “models of communication” anchor chart
 - What are all of the ways there are to communicate?
 - What methods are particularly useful in what contexts?
- Analyze communication skills used in
 - Picture books
 - Class read alouds, book group books, and other reading
 - Historical figures and events
 - Current events
 - Scientific announcements
 - Mathematical data, tables, charts...
- Discuss code-switching: what it is and when we do it
- Use the verbs on page 34

Additional resources:

- <https://padlet.com/jeaniephillips802/31htj2pluzaa7b52>
- <https://padlet.com/jeaniephillips802/oqm5qcrrakf4dmtt>
- [TRSU Communication](#)
- [Transferable Skill Deep Dive: Fostering communication : Innovative Education in VT](#)

Creativity

What does it look like when kids are demonstrating this skill/disposition?

- Solving problems and generating solutions
- Organizing and rearranging ideas and information
- Playing with language
- Tolerating ambiguity and messiness
- Persisting and taking risks
- Embracing constraints: limits can be liberators

Self-Awareness

- Making choices about how to do a task
- Taking risks to solve problems
- Becoming confident when applying personal insights
- Struggling to navigate challenges in a positive way
- Reflecting on what you are interested in, what is challenging, and how you approach problem solving

Cultivating & Evaluating Ideas

- Test their boundaries
- Redefine problems
- Identify constraints
- Shift their perspective
- Receive and act on feedback
- Figuring out what to do when they get stuck

Tolerating Risk & Ambiguity

- Find ways to deal with uncertainty
- Take risks
- Know their limitations and strengths
- Share original ideas and thoughts
- Locate resources and people who can help them when they get stuck

Experimenting & Validating

- Test out different ideas and solutions
- Plan next steps
- Experiment
- Revise ideas given feedback
- Get curious

Monitoring & Adapting

- Recognize growth over time
- Reflect on how feedback helped them grow
- Develop a sense of purpose
- Seek out new opportunities to be creative

What teacher moves create opportunities for students to grow as creators?

- Use Design Thinking rapid prototype cycles in the classroom
- Teach [big picture problem solving](#)
- Ask students to create [non-linguistic representations](#)
- Ask students to represent a concept without words in 2 or 3 dimensions
- Incorporate self-interest projects or [joy projects](#) into your curriculum
- Work in pairs or groups to find multiple solutions to a problem
- Ask [non-googleable questions](#)
- Engage students in engineering design processes
- Have students create videos, podcasts, etc.
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Additional resources:

- [Creativity](#)
- [Creative Student Reflection for PLP](#)
- [Learning about Creativity: Tic-Tac-Toe Menu Choice Board Template](#)

Self-direction

What does it look like when kids are demonstrating this skill/disposition?

Self-Awareness

- Identify their strengths and their limitations
- Students know what motivates them
- Identify interests and aspirations
- Connect learning/work to their lives

Initiative & Ownership

- Ask purposeful questions
- Identify personal challenges
- Leverage interests when learning
- Ask others for ideas and thoughts
- Make learning meaningful to themselves

Goal Setting & Planning

- Set goals
- Make plans
- Identify strategies for moving towards a goal
- Gather resources (materials, people, texts, etc.) to help reach their goal

Engaging & Managing

- Locate resources
- Refine strategies over time
- Pace themselves
- Positively deal with setbacks and apply learning from previous experiences
- Adjust their plan as needed

What teacher moves create opportunities for students to grow as self-directed learners?

- Encourage students to pursue an interest or develop a hobby
- Give choices:
 - Topic: what they learn about
 - Process: how they learn it
 - Product: how they demonstrate their learning
- Provide structures for setting goals and articulating milestones along the way
- Help students plan and monitor their progress
 - Build in opportunities for reflection
 - Orchestrate feedback: self, peer, and teacher
- Introduce an array of learning strategies and ask students to “tinker” with them to see what works best for them
- Ask students to connect goals to their lives, strengths, and interests
- Help students adjust their plan as needed by asking them to reflect on what is working and what is not working and modify their plan accordingly
- Focus on effort, effectiveness, and motivation
 - Have students reflect on past successes
 - What effort made it happen?
 - What strategies did they use?

- What kept them motivated?
 - Have students share ideas about effort, effectiveness, and motivators
- Analyze learning opportunities with your students:
 - What makes an opportunity worth pursuing?
 - How might they optimize the learning process?
- Engage students in [Personal Interest Projects](#)
- Use [learning menus or choice boards](#) and reflect on the process
- Give students the opportunity to “tinker” with different strategies to perform a task and reflect on what worked best

Additional resources:

- [Self-Direction Rubric](#)
- [Self-Direction](#)
- [Increasing Student Self-Direction](#)
- [Self Awareness and Self-Direction](#)
- [21st Century Skills: A Focus on Self-Directed Learning](#)
- [ES&D: Self-Direction](#)
- <https://tiie.w3.uvm.edu/blog/?s=self+direction>