Progressive

--student-driven
--focused on individual student needs
--community of learners and collaboration
--forward-thinking (thinking about future)
--action-oriented (forward action, not just talking about things)
--open to trying and taking new paths/new ways
--understanding the science of learning and how people learn--constructivism, misconceptions and addressing them
--interdisciplinary/multidisciplinary/transdisciplinary
--whole brain look at learning
--students discover, teachers facilitate that discovery
--responsive to the moment and the student
--emergent--student-driven, looks at student interests and, for example, allows them to take different approaches to a common topic
--students working on things that matter to them and the world--authentic learning/sharing/assessment
--focused on the development of democratic citizens/citizenship (without a particular political bias)--ability to participate in democratic processes at all levels--build democratic society
--engaging (fun!)--intrinsically motivating
--active, experiential learning (learning by doing)

Project-Based Learning

--interdisciplinary/multidisciplinary/transdisciplinary
--emergent--student-driven, looks at student interests and, for example, allows them to take different approaches to a common topic
--active, experiential learning--learning by doing
--show learning and ARE the learning process (the project IS the learning, not just the product)
--projects are sometimes constrained by specific learning, but don't have to be (balance is important)
--students discover, teachers facilitate that discovery (teachers guide students to refine questions and provide feedback along the way)
--sustained inquiry--students ask big questions and go through a process to answer them
--life-long learning and questioning--how one question can lead to bigger questions--continual learning
--process is more iterative than linear
--Reflection on product AND process
--Community-oriented--created for an authentic audience (their learning community)
--Community-building--sharing learning and teaching each other
--Not just a gathering of information, but analysis--practice higher order thinking skills

--promote risk-taking--creating a space where it's okay to take a risk and practice skills that might be really difficult for an individual student--keep students growing as whole people
--PBL Works definitions include important steps/keys that encompass many of these things

Equity
--differentiation allowing each student to both use their skills and develop those that make sense for them
--mindful of what every student needs and supports each of those students individually
--high expectations for all that is individualized for each student--growth oriented
--responsiveness to needs
--attending to the whole student, and especially those aspects that might be outside the usual realm of the academic curriculum--they bring their own experiences and knowledge to the table
--Attend to their whole reality
--relational approach to learning
--understanding and acknowledgement that every child will have unique abilities and needs
--prepare every child for their transition to whatever their next phase looks like (every child well-prepared for their next thing, even though that might look different for each child)
--access to resources and support for each child (based on what they need)
--help students to understand and value equity and seek it for themselves and others in their community
--being able to advocate--students for themselves, students for each other, teachers for students and each other, etc.
--institutional norms are applied through an equity lens (socioeconomic, cultural, linguistic, intellectual, physical, ability, etc. equity)

Inclusion
--every student is reflected in the curriculum (students' experiences and perspectives represented)
--all stakeholders' involvement in the development of community norms, with intentional amplification of voices of underserved communities or underrepresented groups
--creating an environment where all stakeholders feel valued, heard, comfortable, and welcome to participate
--active and intentional inclusivity
--normalize difference--explicitly value that there is no "normal" to aspire to

Growth
--encouraging risk and making mistakes
--growth mindset (can learn and grow and continue on in learning, even when it's hard)
--reflection to understand their own growth
--feel and see energy (something percolating…)
--give them the opportunity to reflect with guidance and take responsibility for their own growth

--discovery that leads to excitement
--Cognitive Coaching--facilitating reflective conversations so that people find their way to their own growth
--student (people) ownership over their own work and development
--scaffold students toward autonomy
--opening students' minds to other perspectives
--understanding that they are both valuable and significant, and not the center of the universe--exploring other perspectives and locating themselves in that
--doesn't happen at all the same pace--or at a consistent pace--don't always grow according to plan, or evenly...every student is individually growing at an individual pace of their own
--reward persistence and process! Keep trying, keep moving forward…
--empathy--learning empathy and humility
--you get what you practice

Transition
--helping them to understand (in a developmentally appropriate way) that they are both valuable and significant, and not the center of the universe--exploring other perspectives and locating themselves in that--empathy and humility
--exploration of possible future selves--What might they want to do? What might their journey look like?
--responsibility--doing what needs to be done, simply because it needs to be done
--balance of responsibility to self with responsibility to the community
--understanding and being prepared for the demands of citizenship (from basic to complex participation in society)--how do you access resources (driver's license renewal, financial aid, etc.)
--Growth-->Transition: goal setting, they have to determine where they are heading, we can't do it for them, but support that process
--critical thinking, compassion
--be able to make decisions based on good information--and well-rounded knowledge
--how they learn--take those tools to future education (whatever that looks like)
--metacognition--being able to take ownership over their learning
--everyone is constantly in a state of transition--journey, not a destination