Research Framework to Classroom

**Epic Skills and Disposition Framework**
Research Framework providing a learning progressions for skills and dispositions

**NH PACE**
Designing activities for work study practices embedded in the design of a performance assessment for competency education

**Classroom**
Creating materials that are developmentally appropriate for learners and aligned with the learning progression

**Student**
Goal Setting and Monitoring tools that are student friendly and useable.
**SELF-DIRECTED** An individual’s ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations.

Self-directed individuals take ownership of their learning.

### SELF-DIRECTED STUDENT LEARNER COMPETENCIES

#### Self-Awareness
Reflecting on past experiences to evaluate one’s own strengths, limitations, motivation, interests, and aspirations within different learning contexts.

- Describes prior learning experiences with current context, when prompted.
- Identifies preferences, given choice of tasks.
- Seeks opportunities to fit personal interests and learning style, and feedback from others.
- Expresses motivation in terms of interest or disinterest in learning tasks.
- Understands constraints, resources, and expectations with support.

#### Initiative & Ownership
Taking responsibility for learning, finding purposeful directions, seeking opportunities to fit personal interests and learning style, and seeking input from others.

- Willing to engage in new experiences, with support.
- Seeks learning opportunities through learning opportunities provided by others.
- Develops curiosity through observations and discoveries.
- Responds to opportunities to set goals.

#### Goal Setting & Planning
Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.

- Identifies task-specific learning goals and distancing from performance-goals, with guidance.
- Works with others to set learning targets to meet goals.
- Considers strategies suggested by others.
- Looks to an approach set by others.

#### Engaging & Managing
Seeking out relevant resources and information to support learning goals and planning strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.

- Uses context-specific criteria to select reliable sources that support learning goals.
- Identifies familiar learning strategies suited to the opportunity.
- Responds to prompts and suggestions to adjust pace, work quality, and/or approach.
- Applies time management principles engaged in learning with encouragement from others.
- Finds joy in a progress validated by others.

<table>
<thead>
<tr>
<th>Self-Directed</th>
<th>Beginner Emerging (with direction/guidance)</th>
<th>Advanced Beginner Progressing (with support)</th>
<th>Strategic Learner Advancing (with prompts)</th>
<th>Emerging Expert Mastering (self-directed)</th>
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<td>GOAL SETTING &amp; PLANNING</td>
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### The Skills and Dispositions Framework provides the understanding of how skills and dispositions are developed based on a progression of learning experiences:

1. **Reflects on prior experiences and sets meaningful adaptations.**
   - **Self-Directed:**
     - Describes prior learning experiences with current context, when prompted.
     - Identifies preferences, given choice of tasks.
     - Seeks opportunities to fit personal interests and learning style, and feedback from others.
     - Expresses motivation in terms of interest or disinterest in learning tasks.
     - Understands constraints, resources, and expectations with support.
   - **Beginner Emerging (with direction/guidance):**
     - Follows a process identified by others, selecting resources based on suggested criteria.
     - Uses familiar learning strategies and plays with new approaches to achieve outcome expectations.
     - Demonstrates new learning and summarizes growth and development.
     - Uses external benchmarks to help focus on plan and learning targets.
     - Seeks internal and external sources of motivation.
   - **Advanced Beginner Progressing (with support):**
     - Applies context-specific criteria to select reliable sources that support learning goals.
     - Refines familiar learning strategies and acquires new approaches to analyze complex information.
     - Integrates new learning with prior understanding, negotiating differences.
     - Avoids procrastination and keeps appropriate pace to meet learning targets.
     - Meets own work quality expectations.
   - **Strategic Learner Advancing (with prompts):**
     - Evaluates progress based on short-term goals.
     - Seeks feedback on meeting learning goals and outcomes with feedback from others.
     - Seeks feedback on meeting learning goals and outcomes with feedback from others.
   - **Emerging Expert Mastering (self-directed):**
     - Draws on relevant prior knowledge and learning strategies within and beyond the task domain.
     - Refines approach regularly to expand learning opportunities.
     - Validates a collaborative approach to learning through own efforts, outreach, and motivation.
     - Establishes meaningful learning goals and planning opportunities to fit personal interests and learning style.
     - Seeks feedback on meeting learning goals and outcomes with feedback from others.
     - Seeks feedback on meeting learning goals and outcomes with feedback from others.

2. **Aligns with personal learning styles and setting learning goals.**
   - **Self-Directed:**
     - Describes prior learning experiences with current context, when prompted.
     - Identifies preferences, given choice of tasks.
     - Seeks opportunities to fit personal interests and learning style, and feedback from others.
     - Expresses motivation in terms of interest or disinterest in learning tasks.
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     - Validates a collaborative approach to learning through own efforts, outreach, and motivation.
     - Establishes meaningful learning goals and planning opportunities to fit personal interests and learning style.
     - Seeks feedback on meeting learning goals and outcomes with feedback from others.
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# STUDENT LEARNER COMPETENCIES Kindergarten – Grade 2

## SELF-DIRECTED
An individual’s ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations.

Self-directed individuals take ownership of their learning.

### Initiating Efforts & Ownership

<table>
<thead>
<tr>
<th>Self-Directed...</th>
<th>Beginner Emerging (with direction/guidance)</th>
<th>2.</th>
<th>3</th>
<th>4</th>
<th>1 have done everything in level 3 +</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF-REFLECTIVENESS</strong></td>
<td>Reflecting on past experiences to evaluate one’s own strengths, limitations, motivations, interests, and aspirations within different learning contexts.</td>
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<td>Student is curious to learn about topics tied to their interests. (Independently)</td>
<td>Student is learning about topics of interest. (with limited guidance and support)</td>
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<td>Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.</td>
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<td>Student engages in learning about topics of interest. (with limited guidance and support)</td>
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### Skills and Dispositions are impacted by developmental readiness

- **Beginner**
  - Student is not yet able to initiate efforts and ownership.
  - Student engages in learning with limited support.

- **Emerging**
  - Student is learning to initiate efforts and ownership.
  - Student engages in learning with limited support.

- **Advanced**
  - Student is able to initiate efforts and ownership.
  - Student engages in learning with support.

### Classroom and Learning Activities

- **Classrooms and Learning activities provide the opportunities to learn and develop**
  - Skills and dispositions tasks that honor a student's social, emotional development.
  - Creating balance and self-regulation.
  - Reflecting grade level expectations for achievements and opportunities for student to reach personal goals and self-monitor their progress.

### Self Directed Learner

- **An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations.**

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<td><strong>INDIVIDUALITY &amp; MOTIVATION</strong></td>
<td>Developing long-term goals, establishing meaningful learning targets, identifying effective strategies and planning out steps.</td>
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### Self-Directed Learning

- **An individual’s ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations.**

- **Skills and Dispositions are impacted by developmental readiness**
  - Engaging in learning with limited support.

- **Classrooms and Learning activities provide the opportunities to learn and develop**
  - Skills and dispositions tasks that honor a student's social, emotional development.
  - Creating balance and self-regulation.
  - Reflecting grade level expectations for achievements and opportunities for student to reach personal goals and self-monitor their progress.
STUDENT LEARNER COMPETENCIES Kindergarten – Grade 2

Self-directed individuals take ownership of their learning.

**SELF-DIRECTED**
An individual’s ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning toward long-term goals and aspirations.

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<th>Self-Directed…</th>
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<th>I GOT IT</th>
<th>I NEED HELP</th>
<th>JUST STARTING</th>
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<td><strong>SELF-AWARENESS</strong></td>
<td>Reflecting on past experiences to evaluate one’s own strengths, limitations, motivation, interests, and aspirations within different learning contexts.</td>
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<td>Student sets learning goals and sequences actions towards accomplishing the goal. (Independently)</td>
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<td><strong>GOAL SETTING &amp; PLANNING</strong></td>
<td>Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.</td>
<td>Student monitors progress, identifies areas that need correction, and identifies areas that need to be refined (Independently).</td>
<td>Student sets goals for learning (Independently).</td>
<td>Student is learning that plans may need to change. (with guidance and support)</td>
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<td><strong>ENGAGING &amp; MANAGING</strong></td>
<td>Sealing out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.</td>
<td>Student monitors and explores personal interests. (Independently)</td>
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- **Designing the rubric for a task is specific to the task**
- **Connect the task requirements to the student expectations for skills and dispositions**
- **Rubric design needs to engage learners with developmentally appropriate language**
- **Scale-Categories need to be STUDENT friendly**
- **Rubric needs to build on positives**

I COULD HELP A FRIEND

I have done everything in level 3 +

- Student is curious to learn about topics tied to their interests. (Independently)
- Student describes and connects prior learning experiences and interests with current context. (Independently)
- Student sets learning goals and sequences actions towards accomplishing the goal. (Independently)
- Student monitors progress, identifies areas that need correction, and identifies areas that need to be refined. (Independently)
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I GOT IT

I have done everything in level 2 +

- Student engages in learning about topics of interest. (with limited guidance and support)
- Student describes and connects prior learning experiences and interests with current context. (with limited guidance and support)
- Student follows a process to set learning goals and begins to sequence actions to accomplish goals (with limited guidance and support).
- Student engages willingly in new experiences and explores personal interests. (with limited guidance and support)
- Student is learning to identify emotions and is learning to weigh the impact of behavior and is learning to weigh the impact of behaviors that require self-regulation. (with limited guidance and support)

I NEED HELP

I have done everything in level 1 +

- Student engages in learning in response to extrinsic motivation. (with guidance and support)
- Student describes and connects prior learning experiences and interests with current context. (with limited guidance and support)
- Student follows a process to set learning goals and begins to sequence actions to accomplish goals (with limited guidance and support).
- Student engages willingly in new experiences and explores personal interests. (with limited guidance and support)
- Student is learning to identify emotions and is learning to weigh the impact of behavior. (with guidance and support)

JUST STARTING

I am not yet able to

- Student describes and connects prior learning experiences and interests with current context. (not yet able)
- Student follows a process to set learning goals and begins to sequence actions to accomplish goals (not yet able).
- Student engages willingly in new experiences and explores personal interests. (not yet able)
- Student is learning to identify emotions and is learning to weigh the impact of behaviors that require self-regulation. (not yet able)

- Student begins to evaluate options in relationship to change. (not yet able)
- Student sets learning goals and sequences actions towards accomplishing the goal. (not yet able)
- Student monitors progress, identifies areas that need correction, and identifies areas that need to be refined (not yet able).