**COACHING FOR VOICE:**

In a personalized learning classroom, each student is seen as a respected and valued participant; they are the stewards of their own learning. Empowerment comes from an environment in which students recognize the power of their own ideas and recognize the shift that can happen by being exposed to others' ideas. Regular student participation and engagement in co-creating performances and actions constitutes an opportunity to flex their innovative and creative muscles.

**REFLECTIVE PROMPTS:**
- In what ways do you invite students to express their thoughts and opinions?
- In what ways do you create an environment of safety for students to respectfully disagree with one another (and you)?
- In what ways do you give students the opportunity to advocate for a position?
- In what ways do you encourage students to raise questions that are skeptical or out of the box?

**POSSIBLE ACTIONS:**
- Teach students the Habits of Mind, specifically *Listening with Understanding and Empathy; Questioning and Problem Posing; and Communicating with Clarity and Precision*.
- Recognize when students are using the habit. Discuss what strategies people use to build the habit.
- Be a role model by exercising Habits of Mind — students need to experience what it feels like to be *really* listened to for the sake of better understanding their ideas, point of view, or responses.
- Establish "rules of engagement" with students when having 1:1, small group or whole class conversations. They should play an active role in the generation and consensus of the rules. Debrief after a session to focus on the use of the rules and how well they are working.
- Periodically check in through student surveys. There can be subtle or seismic shifts throughout the year in the lives of students, dynamics amongst their peers, and how they feel about certain topics/resources. Allow students to update the "rules of engagement". Use the information from the surveys as a way to shape how you connect with students and how you understand what is important to them.

**COACHING FOR CO-CREATION:**
Teacher and student ***co-create*** performances that are challenging, possible, and worthy of the attempt. Students assume a significant design role in the development of the idea, challenge, problem, or inquiry. They are being invited to the design table to co-create a personalized plan using "backward design" principles. The student works with the teacher to develop a challenge, problem, or idea, clarify what is being measured (*learning goals*), envision the product or performance (*task*) and outline a plan to be successful on that performance so that the desired results are achieved (*learning actions*). Students can be active participants by selecting from a set of choices, they can be generating alongside the teacher as co-creators, or they can be more autonomous to design given a set of parameters as drivers. Co-creation is not limited to curriculum design. They are also co-creating when, for example, they set the rules of engagement or help to design the spaces in which they work or help to create a rubric for assessing their work.

**REFLECTIVE PROMPTS:**
- To what extent do you provide opportunities for students to co-create in WHAT they can pursue (e.g., question, topic, or idea)?
- To what extent do you provide opportunities for students to co-create HOW they can pursue the topics or questions they have chosen(e.g., collaboration with peers, consulting outside expertise, seeking out and using resources)?
- To what extent do you provide choice and the opportunity to co-create the criteria for HOW they demonstrate learning (e.g., selection of forms for performance, public vs. private audience)?
- To what extent do you provide the opportunity for students to co-create and develop checkpoints and monitor progress in relation to their goal?
- To what extent do you include students in the creation of exhibitions of their performances or products that focus on what they learned — about the topic and about themselves?

**POSSIBLE ACTIONS:**
- Teach students the Habits of Mind, specifically *Questioning and Problem Posing; Creating, Imagining and Innovating, Thinking Flexibly, Taking Responsible Risks, and Thinking Interdependently*. Facilitate discussions about the power of social learning by using the Habits for effective thinking.
- Use protocols and/or design tools to help students become more skillful in their questioning, generation of ideas, and taking action.
- Be flexible when it comes to student support (e.g., checkpoints, direct instruction, additional scaffolds, learning location).
- Help students create plans so that they learn how to manage their time and meet deadlines.
- Create spaces for conferences in which small groups, with or without the teacher, can engage in co-creation.

**COACHING FOR SOCIAL CONSTRUCTION:**
Students build ideas through relationships with others as they theorize, investigate, and develop in pursuit of a common goal. There is real power in feeling that you are not alone, a sense of camaraderie when you are working to cause a change, create a performance, or build a prototype. The synergy of individual bits of knowledge, ideas and actions that produce a bigger impact that is so much larger than the individual is magical.

**REFLECTIVE PROMPTS:**
- In what ways do you encourage students to seek others to help give their work more meaning?
- In what ways do you offer opportunities for students to seek outside of the expertise that is within the classroom?
- In what ways do you provide students with the opportunities to test their ideas and see whether they hold up to the scrutiny of other's perspectives?

**POSSIBLE ACTIONS:**
- Teach students the Habits of Mind, specifically *Thinking Interdependently, Questioning and Problem Posing, Persisting, and Remaining Open to Continuous Learning.*
- Help your students gain access to some of your contacts from your PLN (Personalized Learning Network), parents, and community contacts to seek out experts that can provide students feedback when the work is under construction. Provide guidance in how to ask for help as you work with questioning and problem posing.
- Co-create a scoring tool with/for students so that they have guidance on what quality work looks like and a feedback tool to use to guide improvements.
- Create protocols with students to generate a good first impression and lasting impression when interviewing/working with another (e.g., peer, teacher, community member)

**COACHING FOR SELF-DISCOVERY:**
Students come to understand themselves as learners and know more about what they want to do both in the world as well as in future learning. They reflect on the development of ideas, skill-sets, knowledge, and performances to help envision what might come next. Our ultimate aim is for students to become self-directed learners who know how to manage themselves in a variety of situations. Students need to know enough about themselves to be able to make wise decisions as they navigate through the turbulence of a rapidly changing environment.

**REFLECTIVE PROMPTS:**
- In what ways do you provide students with the opportunity to reflect on their learning and how it affects who they are becoming as a learner?
- In what ways do you provide the opportunity for students to know more about the ways in which they learn best?
- In what ways do you provide the opportunity for students to see the growth of their work over time and reflect on its meaning?
- To what extent do you create exhibitions for student performances or products that focus on what they learned — about the topic and about themselves?

**POSSIBLE ACTIONS:**
- Teach students the Habits of Mind, specifically *Applying Past Knowledge to New Situations, Thinking about Your Thinking, Remaining Open to Continuous Learning, and Responding with Wonderment and Awe.*
- Assign some type of journal where students regularly generate ideas, collect artifacts, document challenges, and reflect on how they are feeling about the work. Using technology may help with this level of documentation and expand the possible ways that students can express their reflections.
- Co-Create a public exhibition that showcases their work and provides insight into challenges and discoveries when working on a design. This can be done virtually (e.g., portfolio) and/or physically (e.g., presentation to a panel, student-led conferences)