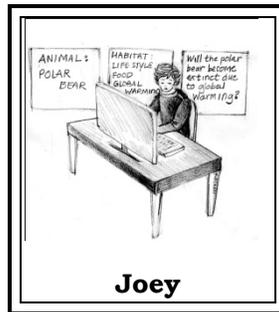# Individual Capacity for Professional Learning Communities (Student)
Disposition: COMMITMENT TO UNDERSTANDING

Asking questions and developing ideas related to teaching and learning, exploring multiple perspectives, and using research and evidence

Joey

Full of questions, that's Joey!

as shown in...	**Beginning** Commitment to Understanding may be present but is unrecognized	**Developing** Commitment to Understanding appears inconsistently	**Deepening** Commitment to Understanding is recognized and becoming important	**Embodying** Commitment to Understanding is integrated throughout
Discourse (asking questions and developing ideas related to teaching and learning)	I try to listen so I can ask the same questions as the smart kids.	Other people ask better questions than I do, so I like to use their questions to help me with my research.	I ask different kinds of questions when I want to know different things.	I try to ask questions no one has asked before, so I can discover something new, or find a new question.
	I have lots of questions about everything.	I try to find the answers to my questions, but sometimes the answer doesn't help me.	I am able to ask questions that help me learn more about something or that lead to new questions.	I like to ask hard questions so other people and I can add to what we know.
Behavior/ Practice (exploring multiple perspectives	Other people can think whatever they want - it doesn't change my mind about what I think or do.	I like to talk to people about what I am thinking or planning so that they can tell me if it's a good idea.	It helps me to read about or talk to people with different ideas so that I can see things in different ways.	I like to hear or read many different points of view so I can think of interesting, new ideas or questions.
	Why listen to other's ideas when I already know what I think?	If I listen to what others believe, I find that my thinking changes to match theirs.	I know what I believe, but I also think someone else may know something that's worth hearing.	I know we can learn from each other, even when we have different points of view.
Work (using research and evidence)	My work is based on my own ideas and experiences.	I use outside information in my work.	I use facts, ideas and others' research in my work.	I use research, others' ideas and my own thinking and experiences in my work.
	I know how smart I am in a subject because of the grades that I get.	I can look at my work and tell what I still need to work on.	I use my work and the feedback that I get from my teacher and peers to know what needs work and how to improve it.	I use my work and my teachers' lessons and assignments to figure out what I need to do, then I use new work to see if what I tried is working.

Individual Capacity for Professional Learning Communities (Student)
Disposition: INTELLECTUAL PERSEVERANCE

Considering ideas or questions for a period of time to improve our work; revising and revisiting our work and our thinking to improve it and to reach high standards; and not finishing our work until it's the very best that it can be.


Gina

Gina wants everything she does to be the best that it can be

as shown in...	**Beginning** Intellectual Perseverance may be present but is unrecognized	**Developing** Intellectual Perseverance appears inconsistently	**Deepening** Intellectual Perseverance is recognized and becoming important	**Embodying** Intellectual Perseverance is integrated throughout
Discourse (considering ideas or questions for a period of time to improve our work)	I can see how talking about work or thinking might help my classmates, but I'm not interested in that kind of thing. It's hard to concentrate on one idea or question for very long.	Sometimes, I see that I need to revise my thinking or a draft of my work . I'm OK discussing ideas that others want to talk about, but I don't think much about them unless somebody brings them up.	I talk to my classmates about ideas I have for rethinking or revising my work. I'll discuss my own and others' ideas anytime, especially when they have to do with things I care about.	I ask my classmates and teacher for their ideas about what I might do to improve my thinking or work. I enjoy debates and conversations with my friends, especially about questions that challenge our thinking or actions.
Behavior/ Practice (revising our work and our thinking to improve it and to reach high standards)	I try to do I'm supposed to do in school, but what I really like most is getting to spend time with my friends. I believe that my first ideas are good enough, so I don't see the need to revise my work.	I like to see my work used as a model or used in meetings or to decorate the school. If I need to revise my work for it to be considered done, then I will do it .	I think that I can help my school by participating in clubs and school government. I like to revise and improve my work to make it closer to what the teacher wants and to get a better grade.	I believe that I can make a difference in my school, and I will work as hard as I can to do so. I will change and improve my work until it's as close to perfect as I can make it.
Work (not saying that work is finished until it's the very best that it can be)	I find other things to do when we are given time to revise. The work that I hand in is virtually the same as my original draft.	I am willing to revise my work during class. I can see what I need to revise in my own work.	I try to find the time to revise my work, even if it means making time outside of class. I revise my work to correct the problems I know about.	I will make as many revisions as it takes for my work to be the best, even if it's almost time to hand it in and I have to stay up all night. I revise my work so much that I end up with lots of drafts, and each one is a little bit better than the one before it.

Page 2 of 6

Individual Capacity for Professional Learning Communities (Student)
Disposition: COURAGE AND INITIATIVE

Discussing uncomfortable topics or issues, including own values and questions; being OK with having to change; accepting new or unfamiliar roles, responsibilities or challenges.
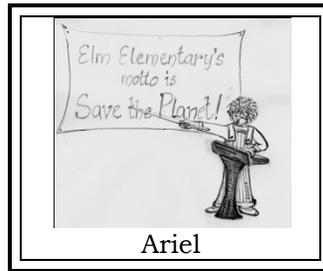

Ariel

Ariel is one of the bravest people in our school

as shown in…	**Beginning** Courage and Initiative may be present but is unrecognized	**Developing** Courage and Initiative appears inconsistently	**Deepening** Courage and Initiative is recognized and becoming important	**Embodying** Courage and Initiative is integrated throughout
Discourse (discussing uncomfortable topics or issues, including own values and questions)	I'll share my ideas and beliefs if someone asks me, but I have no idea what to do about them. I don't like to ask for explanations and only ask questions when I'm told I have to. I identify issues or questions that require no discussion.	I'll share my values, beliefs and assumptions when I know that's what I'm supposed to do. I'll ask questions but only when others have done so first. I agree or disagree in discussions on issues or questions.	I'm fine with sharing what I believe, value and assume and with what I think can be done. I don't think twice about asking questions that show what I do not know. I raise questions in conversations and discussions.	I especially like to play devil's advocate, using my values, beliefs and ideas to spark conversation. It is easy for me to ask questions that show what I don't know and to help others do the same. I share beliefs and questions, even if they may make others uncomfortable.
Behavior/ Practice (being OK with having to change)	I avoid people or activities that make me uncomfortable about what I know or believe. I prefer not to share my work because it's not good enough, and I don't want to waste anyone's time. I go to my teacher, another adult or a student, for answers or help with problems so I know what to do.	I won't participate in activities that raise difficult questions for me, but I will listen or watch others do that. I spend lots of time polishing my work when I know we'll be sharing, and then I try to share last. I ask for help anytime there is an issue or a problem that causes an argument.	I don't avoid things that make me uncomfortable. I focus on dealing with them. I share my work whenever I have the chance, whether it's complete or unfinished. I try to help people solve problems and stop disagreeing so that everyone get along.	I look forward to having my thinking or beliefs challenged enough to make me uncomfortable. I share my work at any stage if I think it might help me to figure out what to work on next. I try to help people talk things out, even if it makes them uncomfortable or will start an argument.
Work (seeking or accepting new or unfamiliar roles)	I don't like change – I want things and people to stay just as they are right now, no matter what.	I am willing to take on new jobs in my class or school, but it makes me a little bit nervous.	I look for new jobs or roles in my class and school, because I can learn a lot from doing something different.	I look for ways to challenge myself by doing things I have never done and taking new roles and responsibilities.
	My work and ideas fit what I know people expect.	My work and ideas define what people expect .	My work and ideas raise questions of what people expect.	My work and ideas challenge what others expect.

Individual Capacity for Professional Learning Communities (Student)
Disposition: COMMITMENT TO REFLECTION

Sharing our thinking to develop and evaluate it; thinking about our thinking and learning to set goals, assess and understand ourselves, our work and our school; producing work that results from goals, actions and strategies that are based on the analysis of past learning.
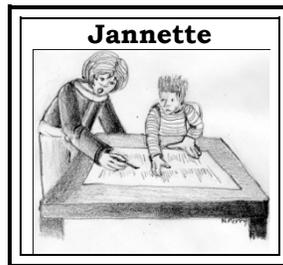
Rudy

What if? How? Why? Where?
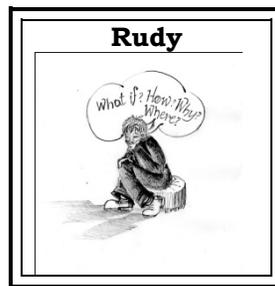
Rudy thinks a lot.

as shown in…	**Beginning** Commitment to Reflection may be present but is unrecognized	**Developing** Commitment to Reflection appears inconsistently in discourse, behavior and work	**Deepening** Commitment to Reflection is present, recognized and becoming important	**Embodying** Commitment to Reflection is integrated into discourse, behavior and work
Discourse (sharing our thinking to develop and evaluate it)	I need questions or some ideas to help me communicate my thinking about myself and my work. I'm careful about how I share questions related to my work and thinking. I have too many ideas about things I want to do to be able to talk about them with others.	When we're assigned time to self-assess, I can evaluate my work and discuss what I see, on my own. I have no trouble talking about the questions I have about my work and thinking. When we talk about goals, other people's seem more important or interesting, so I want to change mine.	If someone asks, I can explain what my work is about, what it still needs and how good it is I share my questions with others and connect them to specific actions that will improve my work and thinking. Discussing my goals helps me to connect them to my learning and work.	I find myself constantly asking questions about whether what I am thinking or doing can be better. I can discuss what I am thinking and questioning and give specific examples of how it's affecting my work. My conversations with others about goals and plans to achieve them helps me become more clear about them.
Behavior/ Practice (thinking about our thinking and learning to set goals, assess and understand ourselves, our work and our school)	There are things that I should be doing better. When I think about the things that I can do to my work, I always consider how difficult they might be.	I can identify general strengths and weaknesses in my own work. I try to think about how what I do will improve my work.	I am able to assess the specific strengths and weaknesses of my own work. I think about how what I do might help me to get closer to my goals.	I can assess and discuss my thinking and work and use that knowledge to set future goals. I think carefully about what I'm going to do and try to imagine everything that could possibly happen as a result.
Work (producing work from goals, actions and strategies based on the analysis of past learning)	I know that I can improve my work.	I can improve specific things that need to be better in my work.	I can improve my work in specific ways and know exactly the steps I need to take.	I know all the things I need to improve from most to least important and the steps I need to take to improve.

Individual Capacity for Professional Learning Communities (Student)
Disposition: COMMITMENT TO EXPERTISE

Refining and expanding our current knowledge and skills; disseminating our knowledge and expertise within and outside our own school; engaging in work that addresses school or learning needs.


Jannette

She's probably going to be a teacher…or a doctor…or something where you have to be really, really good at what you do and can use that to help others.

as shown in…	**Beginning** Commitment to Expertise may be present but is unrecognized	**Developing** Commitment to Expertise appears inconsistently in discourse, behavior and work	**Deepening** Commitment to Expertise is present, recognized and becoming important	**Embodying** Commitment to Expertise is integrated into discourse, behavior and work
Discourse (refining and expanding our current knowledge and skills)	I like doing things that I already know and understand. I will do research if I am assigned a question or focus.	I like to learn new things. I prefer to do research myself, so I can focus on what interests me.	I like to get really good at doing one thing before I try to do something else, and will work hard to accomplish that. I prefer to be involved in activities that make me answer questions in order to understand more.	I love to learn new things that help me ask better questions about what I already know or help me do things differently . I like individual and group research as well as activities to improve my understanding, especially when what I learn or do could help others.
Behavior/ Practice (disseminating our knowledge and expertise within and outside our own organization)	I know that I have to learn and improve. I do what I am told to do, when I'm supposed to do it.	I realize that I have a lot to learn, and I think that's what school is for. I can work and learn by myself, in study or in groups, if someone tells me to.	I am learning a lot, but I'm not sure that I know enough about anything to be able to teach it to someone else. I look forward to the chance to learn in different ways, individually or with others.	I have learned a lot, and though I realize I still have a lot more to learn, I think other people might be helped by what I already know. I find ways to get different opportunities for myself and others to question, work and learn things that we're interested in.
Work (disseminating our knowledge and expertise within and outside our own school)	I don't feel comfortable or ready to share what I am learning. I dread the idea of presenting my work.	I can share what I have learned with my peers. Presenting or sharing my work is something I know I have to do.	I can share what I have learned with my peers and with other students who I may not know well. Presenting my work is an important responsibility.	I am willing to share what I learn with others, even if they are from outside of my school. Presenting my work is something I should do as part of being a learner.

Individual Capacity for Professional Learning Communities (Student)
Disposition: COLLEGIALITY
Learning with and from others; believing that learning and working with others makes us smarter; producing work that results from engaging in collaborative learning and problem solving
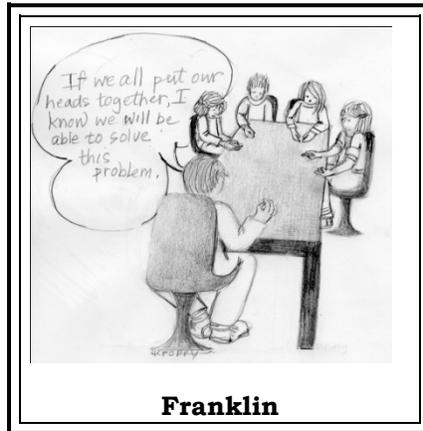
Franklin

Franklin loves group work. If he has a choice, you will always see him working with other people.

as shown in…	Beginning Collegiality may be present but is unrecognized	Developing Collegiality appears inconsistently in discourse, behavior and work	Deepening Collegiality is present, recognized and becoming important	Embodying Collegiality is integrated into discourse, behavior and work
Discourse (learning with and from others)	I prefer to think and learn alone.	I am curious about what other students are doing or trying.	I am interested in learning from other students who know more than I do about something.	I want to learn but I also want to feel like I am adding to what others know or can do.
Behavior/ Practice (acting on the belief that learning and working with others increases our expertise)	I can think and talk about what works best for me as a learner when I have to. I will give and take help when asked to.	When someone asks or seems interested, I think and talk about what works best for me as a learner. I easily offer and ask for help during times like conferences or peer feedback sessions .	I like having opportunities to explore and discuss what works best for me as a learner. I look for opportunities to offer and ask for help when I need it.	I help myself and others to understand, develop and explain what works best for us as learners. I ask for the chance to be involved in shared learning and in helping others with their work.
Work (engaging in collaborative learning and problem solving to produce work)	I will share my work when asked to. I prefer to work alone, without help or interference from other people.	I will share my work with others in order to learn something that will help me to do better. I don't mind working with others, but it's hard for me to figure out how to combine their ideas with mine.	I'll share my work with others, and I try to get them to do the same, even if what we're sharing isn't something we each need at the time. I enjoy working with others and hearing what they have to say.	I share my work and thinking to support others' learning as well as my own. I look for others to share ideas with so that I can hear lots of different points of view about my work or thinking.

Page 6 of 6

6