

**TEAM VISTA – 2009-10**  
**Transitional Interview of Learning**

Assignment:

1) Write 3 interview questions for *yourself* that require you to meaningfully reflect on your learning during your 9<sup>th</sup> grade year.

“If I could ask myself 3 questions for my 9<sup>th</sup> grade TloL, what would they be?”

- Questions do not need to be specific to a class/subject
- Questions should challenge you to think deeply about your learning in the past year

2) Answer your questions to the best of your ability. You may select one of the three following methods to submit your answers.

- a) Art – Draw, paint, or design a piece of art that answers your questions, and submit an artist’s statement that explains your piece. Take a picture of your artwork and upload your written statement to your DP.
- b) Video – Use technology to record your answers to the questions, **and** upload the video to your DP. Video editing experience is not required, however you must know how to upload your video to your DP.
- c) Essay – Write out your answers in a reflective, narrative essay. Upload a PDF of your essay to your DP.

Regardless of your preferred method of submission,  
your answers are **due** on your DP on **Monday, June 14, 2010**.

# **TEAM VISTA – 2009-10**

## **Transitional Interview of Learning**

### **General Interview Questions**

#### **1) Projects & the HoHMs**

- a) Can you describe a situation or time where you felt you really learned a particular HoHM? Please describe. Explain what this HoHM really means to you.
- b) Tell me a bit about what your role was in \_\_\_\_\_ project.
- c) How well did you participate in the construction or development of your group's product?
- d) Was your product of a high quality? How do you know? What evidence do you have that your product was of high quality?
- e) How do you reflect on your own progress while doing a project? How might reflection help you create a high quality final product?
- f) Why do we create drafts? Why do we create multiple drafts?
- g) What makes evidence credible or believable? Why is evidence important in making an argument or presenting information?
- h) When your group had a difficulty working/communicating with each other during \_\_\_\_\_ project, did you try to look at the situation from your other group member(s) perspective? Explain.
- i) Has your perspective changed on any issue this year?
- j) Was there a time this year when you felt like giving up? How did you respond to that feeling? Explain.
- k) Was there a time this year where you noticed someone struggling or needing help, and you stepped in to offer assistance? Explain.
- l) Was there ever a time in one of your projects where you got into the process such that you did not notice time passing. Describe that situation.

#### **2) Personal Growth & Development**

- a) When you encounter a problem where you need help, what would you like yourself to be able to do? What do you *actually* do? What do you think are strategies to get yourself to be able to do those things you describe?
- b) Explain what “self-advocacy” means to you. What evidence do you have that you have grown in self-advocacy this year? Has there been a situation where you acted as a self-advocate? What was the outcome? Would you like to improve in this area? If so, what would you like yourself to do in a challenging situation? How do we know that you are willing to challenge yourself in this way?
- c) Have you challenged yourself to “get out of your comfort zone”? Explain.
- d) What are your career interests? Have they changed this year?
- e) If I was your 10<sup>th</sup> grade teacher, what would you tell me about the way you learn, the way you interact with others, your strengths, the way you self-advocate? Would this be a helpful thing to do? Why or why not?

- f) When you are stressed (positive and negative), what have you found helps you feel better about your stressful situation? How do people know that you are stressed? Has the way you have handled it this year been productive? Have you learned productive ways to handle yourself around others when you are stressed/frustrated/sad/angry or other negative emotion? Describe a situation and its outcome when you have tried a more productive way to handle situations with others.
- g) How do people learn? What are some ways that you have found that you learn?
- h) What are your interpersonal strengths (between you and other people)?
- i) What are your academic strengths?
- j) What are your personal strengths?

### **3) Organizational Skills and Time Management**

- a) Describe your organizational skills before this year. Have your organizational skills changed this year? How?
- b) Do you *use* your daily planner? Why or why not? Do you think that a daily planner of some kind would be helpful in the coming years? Explain.
- c) Have you used your time wisely on projects or class work throughout the year? If you did not, what would you do differently to help you stay on task?
- d) If you are not sure what you are to be doing during a project, what do you think you can do? Did you do this?
- e) How do you keep your binder organized? Does it help to keep it organized?
- f) How did you organize this TloL?

## Humanities

### Team Vista – 2009-2010

*High Tech High Chula Vista*

### **Humanities Topics and Questions**

#### **Perspective Project – September 2009**

- 1) What is perspective?
- 2) Where do perspectives come from?
- 3) What is your perspective on immigration? What is your perspective on illegal immigration?
- 4) Do you think that immigration will be different in the future? How so?
- 5) Who would have different perspectives on immigration than you? What would their perspectives be? Why would their perspectives be different than yours?
- 6) Describe the book that you read during this project. How did this book influence or change your perspective on immigration?

#### **PROJECT SKILLS**

- 7) Why should you make multiple drafts?

- 8) How did you use refinement in this project?

### **Porqué Tengo Miedo? Project – October 2009**

- 1) What is fear?
- 2) In your opinion, is fear negative or positive?
- 3) Describe the period of history that you researched for your essay on fear.
- 4) Compare and contrast societal fear to personal fear.
- 5) Describe your scene for Casa de Miedo. What kind of fear did you try to impress upon your audience? How did you accomplish that?
- 6) What did you learn about yourself or your perspective after completing this project?

### **RESEARCH SKILLS**

- 7) What is a primary source? What is a secondary source?
- 8) Describe how Wikipedia was created. Why is it a credible or non-credible source?

### **Power in Energy Project – November-December 2009**

- 1) What is a “renewable” energy source? What is an example of a non-renewable energy source? Why would you want to use one over the other? Why do you think that America uses one type of energy source rather than another?
- 2) What do you think America should do to change its energy policy? What are the pros and cons of that solution?
- 3) What are the pros and cons of wind energy?
- 4) What is the structure of an argument?
- 5) What are the “stock issues” in debate? How are they important in debate?
- 6) What is a logical fallacy? Give an example of a logical fallacy.
- 7) What is cross-examination in debate? What is the purpose of cross-examination?
- 8) Be prepared to discuss or define various other alternative energies including: nuclear, solar, wind, electric cars, geothermal, biofuels, and hydrogen fuel cells.
- 9) What is bias in evidence? Why is this important?

### **PRESENTATION SKILLS**

- 10) What is nonverbal communication? What percent of our communication is nonverbal?
- 11) What is eye contact? Why is it important?
- 12) What are gestures? Why are gestures important for presentation?
- 13) What is professional attire? Why is this important for presentation?
- 14) What difference does attitude make in presentation?

### **International Dream Makers, Inc. – January-March 2010**

- 1) What is media?
- 2) What is one-way communication? What are advantages of one-way communication? What are limitations of one-way communication?
- 3) What is two-way communication? What are advantages of two-way communication? What are limitations of two-way communication?

- 4) What is the difference between a denotation and a connotation in an image/media?
- 5) What are the 10 persuasive techniques used in marketing?
- 6) What was your essential question for your mindful media project? How did you answer your question? How did you show that with your image?
- 7) What is a target audience?
- 8) What are the 5 elements of an advertisement?
- 9) What is the purpose of a résumé?
- 10) Where was your development site for your theme park? What are several key facts or features about that country's culture? How did that influence your marketing?
- 11) Briefly explain the book *Feed* by M.T. Anderson. What is the moral or lesson that the author conveyed to you through this book? How did this book influence or change your perspective on the media?

#### VISUAL ARTS/REPRESENTATION SKILLS

12) Describe some of the "techniques" you learned and/or used with Photoshop/InDesign/Adobe Premiere, etc.

#### **Food Challenge Project – April-June 2010**

- 1) Describe your food challenges. How did they influence or change your perspective on eating or food?
- 2) What is "food justice"?
- 3) What are genetically modified organisms? Why is there controversy regarding this organisms?
- 4) What is diabetes? Why is the threat of diabetes increasing in the United States?
- 5) What is "locally-grown" food? What is one of the the benefits of purchasing locally-grown produce?
- 6) What does it mean to eat "organic" food? What is one of the benefits of buying organic?
- 7) In your opinion and experience, what does it mean to eat mindfully?

#### WRITING SKILLS

- 1) In the food challenge design, what is the purpose of the Observations?
- 2) How do you "map an argument" or a piece of writing?
- 3) What is a thesis?
- 4) What is "personal narrative"? How is this type of writing different than the types of writing we have done so far?

Overall, how can you provide **evidence** of growth in your...

- Writing skills?
- Reading skills?
- Visual arts/representation skills?
- Public speaking skills?
- Critical thinking skills?

◆K-cg◆\$◆#or:transparent;font-weight:normal;font-style:normal;font-variant:normal;text-decora

tion:underline;vertical-align:baseline;white-space:pre-wrap;">  
Go over PoL handout  
Begin thinking about and noticing reflective conversations

Friday, Jan. 10<sup>th</sup>

Begin writing PoL Introduction

Monday, Jan. 14<sup>th</sup>

Peer critique of rough draft. Refine rough draft.

Prepare questions to ask your peers. Transfer improved speech onto note cards and practice your speech individually or with a partner.

Meet with your PoL Socratic Seminar Group and choose roles.

Tuesday, Jan. 15<sup>th</sup>

Groups 1-6

Wednesday, Jan. 16<sup>th</sup>

Groups 7-10 and Make-ups

Thursday, Jan. 17<sup>th</sup>

English CAHSEE Practice Test

Friday, Jan. 18<sup>th</sup>

Math CAHSEE Practice Test

During the PoL days, you will work with your PoL group to complete a variety of different assignments for your core classes, as well as your CAHSEE preparation. You should negotiate when each of these tasks are completed *as a group*.

1. Observing a PoL *\*Refer to the PoL Schedule at the end of this document*
2. Critiquing a PoL *\*Refer to the PoL Schedule at the end of this document*
3. Presenting a PoL *\*Refer to the PoL Schedule at the end of this document*
4. Post-PoL Reflection *\*Must be completed **after** your scheduled presentation time*
5. PoL Prep *\*Does not apply to Group 1*
6. Chemistry Packet (1 hour)
7. CAHSEE Math Packet (1 hour)
8. Reading (1 hour)
9. Geography (1 hour)
10. Vocabulary 6 (Evidence of Studying includes: writing definitions, making up a story)

using the words, making notecards)

11. Digital Portfolio (1 hour)

12. CAHSEE English Packet (Contractions, Possessives, and QuickWrite) (1 hour)

## **Presentation of Learning Content Guidelines**

Each student is to present upon the "Habits of Heart and Mind" for their first presentation of learning (PoL). The following are content guidelines for a successful PoL:

1. **Time:** Your PoL will take a minimum of 5 minutes with a maximum of 8 minutes.
2. **Content:** Your PoL must include all seven "Habits of Heart and Mind".
3. **Courses :** You must include evidence to support your presentation on the Habits of Heart and Mind from work/projects done from each class (Humanities, Math/Physics, and Spanish or Art).
4. **In presenting on each HoHM, you would be wise to include:**
  - (a) Where? Where were you when the specific HoHM was supported/learned?
  - (b) When? When was this project happening?
  - (c) What? What were you doing when you learned about this HoHM?
5. **Growth:** Choose a minimum of two of the HoHM that you want to focus on improving in the next semester. Explain why that HoHM is a particular challenge AND how you plan on improving this area.



# Presentation of Learning Outline

This outline is only to **help you** by making sure you remember to talk about all 7 Habits, using **specific details** and **evidence** to support your statements.

You may organize your speech in **any way** that makes sense to you and your audience.

Don't forget to include an **introduction** and **conclusion**!

**REFINEMENT is:** \_\_\_\_\_

**A project/situation where I learned this habit**

**is:** \_\_\_\_\_

\_\_\_\_\_

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**EVIDENCE is:** \_\_\_\_\_

**A project/situation where I learned this habit**

**is:** \_\_\_\_\_

\_\_\_\_\_

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**MINDFULNESSS**

is: \_\_\_\_\_

**A project/situation where I learned this habit**

is: \_\_\_\_\_

\_\_\_\_\_

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**PERSPECTIVE is:** \_\_\_\_\_

**A project/situation where I learned this habit**

is: \_\_\_\_\_

\_\_\_\_\_

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**PERSEVERANCE**

is: \_\_\_\_\_

**A project/situation where I learned this habit**

is: \_\_\_\_\_

---

**Evidence:** \_\_\_\_\_

---

**Reasoning:** \_\_\_\_\_

---

**COOPERATION is:** \_\_\_\_\_

**A project/situation where I learned this habit**

**is:** \_\_\_\_\_

---

**Evidence:** \_\_\_\_\_

---

**Reasoning:** \_\_\_\_\_

---

**COMPASSION is:** \_\_\_\_\_

**A project/situation where I learned this habit**

**is:** \_\_\_\_\_

---

**Evidence:** \_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**The first Habit that I want to work on**

**is:** \_\_\_\_\_

**The reason why I want to work on it**

**is:** \_\_\_\_\_

\_\_\_\_\_

**The plan I have for second semester is to:**

\_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

\_\_\_\_\_

**The second Habit that I want to work on is:** \_\_\_\_\_

**The reason why I want to work on it**

**is:** \_\_\_\_\_

\_\_\_\_\_

**The plan I have for second semester is to:**

\_\_\_\_\_

\_\_\_\_\_

**Reasoning:** \_\_\_\_\_

---

## The High Tech High Chula Vista Guiding Habits of Heart and Mind

All staff at HTHCV have agreed that our goal is to develop these habits in our students throughout the year. The goal here is to develop good educational and personal habits.

**Mindfulness** - Am I being present? Am I aware of what I am thinking, doing, hearing, seeing, or feeling?

Mindfulness is the habit of being aware of your thoughts and actions at any moment, all of the time.

**Perspective** - Who says? Is there another way I can look at the situation? Perspective is the habit of addressing questions from multiple viewpoints and using a variety of ways to solve problems.

**Cooperation** - Do I know my role in the group? Am I working well with others?

Cooperation is the habit of working effectively with others, knowing your group strengths and weaknesses, and accepting and giving appropriate assistance.

**Evidence** - Can I support my hypothesis? Do I have my facts straight?

Evidence is the habit of bringing together relevant information, judging the credibility of sources, and finding out for oneself.

**Refinement** - Have I put forth my best effort? What are my strengths and weaknesses?

Refinement is the habit of being self-reflective of your work, looking for strengths and weaknesses and always making improvements where it is possible.

## **Perseverance** - Can I do more? How can I keep myself and others going?

Perseverance is the habit of being determined and not giving up even if you feel like it or if you face challenges or problems.

## **Compassion** - Do I care? How can I help?

Compassion is the habit of recognizing needs or struggles in your environment, and being willing to offer help or support with that need.

# Presentations of Learning

Team Inspire

10<sup>th</sup> Grade Humanities and Math/Chemistry

*“Be who you were meant to be, and you will set the world on fire.” ~ St. Cathryn of Siena*

**Driving Question: How can we inspire one another to achieve our true potential in the classroom and beyond?** Who are we? What are our goals? Our strengths? What is our direction? And how can we become a learning environment that supports one another in achieving those things?

**Purpose:** Your Sophomore Presentation of Learning (PoL) provides you an opportunity to reflect on and present your academic, social, and personal progress through the first semester of 10<sup>th</sup> grade. It is also an assessment of your ability to engage in a reflective, collegial conversation in a small group of your peers.

## Requirements:

- Prepare a 2-minute introduction based on your experiences, strengths, stretches, and goals
- Prepare note cards for your 2-minute introduction
- Participate in a 30-minute Socratic Seminar with a group of other students.
- Organize evidence of learning for each of your Sophomore classes (Humanities, Math/Chemistry, Spanish).
- Prepare 5 questions to ask your peers about the semester.

## Here are questions you should use to guide you in writing your introduction:

1. **Experience:** Describe your past experiences with education. Were your experiences mainly positive or negative? Who or what made a lasting impact (for good or for worse)?
2. **Learning:** What have you been learning in your classes this year? What has been your best experience of sophomore year so far? What has been your worst experience of sophomore year so far?
3. **Goals:** What are your goals in your work at High Tech High Chula Vista? What are your academic goals? What are your personal goals? How does what you have been learning assist you in achieving your goals?
4. **Growth:** How has your classwork stretched you as a learner? as a person? as a group member? What constructive criticism do you have for yourself? How can you improve on this criticism for next semester?
5. **Community:** What teacher, parent and peer comments have you heard this year about your work? What do you need/value from your learning community?

## What makes a reflective conversation?

- Sharing honestly
- Mirroring the mood and repeating what you've heard ("I hear what you're saying")
- Attentive posture/nonverbal language, such as making eye contact, sitting up straight, not fidgeting, etc.
- Responding to the speaker's specific point, without digressing to other subjects
- Extending the thoughts presented by others
- Asking questions (clarifying, pushing one another's thinking)
- Agreeing and affirming the contributions of others
- Empathizing with the speaker's point of view. This doesn't necessarily mean agreeing with the speaker, just viewing things from his/her perspective. The listener encourages the person to speak freely, by being non-judgmental and empathetic.

**Your PoL will be assessed according to the following standards:**

Contribution	<p>The Student:</p> <ul style="list-style-type: none"> <li>● Expresses themselves openly and confidently</li> <li>● Backs up assertions with specific examples, details, and descriptions</li> <li>● Contributes ideas thoughtfully to the driving question</li> </ul>
Conversation	<p>The Student:</p> <ul style="list-style-type: none"> <li>● Actively listens to others; asks questions for clarification</li> <li>● Engages with the contributions of others by extending, responding, summarizing</li> </ul>
Professionalism	<p>The Student:</p> <ul style="list-style-type: none"> <li>● Uses professional and positive language</li> <li>● Uses appropriate nonverbal behavior; interprets other's nonverbal behavior</li> </ul>
Reflection	<p>The Student:</p> <ul style="list-style-type: none"> <li>● Remains open and curious</li> <li>● Honestly examines and shares own thoughts, feelings, strengths and growth areas</li> </ul>



**You are at risk for not passing if you:** are unusually silent and do not make contributions, neglect to converse and engage with others, demonstrate unprofessional behaviors, are dishonest, neglect to substantiate your contributions with evidence and details.

### **General Structure of Seminar:**

*Times are approximate. The actual times will depend on the individual seminar and “flow” of the conversation.*

Greetings & Introduction of Driving Question (3 min)  
Share Perspectives (15 min)  
Negotiation: Discussion aimed at reaching an agreement (10 min)  
Craft agreements, with details (10 min)  
Conclusion (2 min)

### **Post-PoL Reflection**

After you complete your presentation, compose a 1-page essay (MLA format) that reflects on the process and experience of your seminar.

- Preparation: What new thoughts arose from preparing your introduction? From reviewing the work from your first semester as a Sophomore? What did you notice about your strengths and stretches during the practice conversations with your prep group?
- Presentation: How did the conversation go? How did you do? What do you wish you had done differently? What are some things you still want to work on?
- Perspective: What’s YOUR answer to the driving question? Do you agree or disagree with your group’s conclusion and why?

### **PoL Prep Groups**

#### Red Group

Cole, Shayne  
Akkinepally, Venkat  
Bartocci, Natasha  
Castro, Luis  
Nguyen, Violet

#### Indigo Group

Delucchi, Ariana  
Guerrero, Alexis  
Alonso, Victor  
Daza, Angela  
Meza, Mishelle  
Perez, Aaron

#### Orange Group

Cruz, Christian  
Botello, Renee

#### Purple Group

Ramirez, Dayanara

Flores, Reyna  
Parks, Casey  
Urbina, Armando

Yellow Group

Lopez, Camila  
Arce, Lorenzo  
Fregoso, Grace  
Guerrero, Isaiah  
Isaaks, Alyssa

Green Group

Bimbela, Eduardo  
Chavez, Javier  
Loyola, Darryn  
Pelston, Isabella  
Perez, Sophia

Blue Group

Garcia, Gabriel  
Mercado, Tirsa  
Fernandez, Seara  
Helton, Luke  
Ramos, Salma  
Quezada, Diego

Cruz, Derian  
Hernandez, Nick  
Pardo, Julianna  
Zamora, Christopher

Pink Group

Anyanwu, Clement  
Meza, Sara  
Berry, Michael  
Cremascoli, Sabrina  
Linares, Esteban  
Montufar, Dominique

Turquoise Group

Bravo, Bianca  
Castaneda, Kamila  
Nunez, Jorge  
Shelton-Jackson, Jamil  
Valentino, Oscar

Gray Group

Green, Sierra  
Cecil, Noah  
Lord, Rebecca  
Pichardo, Alejandra  
Sandoval, Israel

PoL SOCRATIC SEMINAR

- Below are the groups that you will be a part of during PoL prep and during the Socratic Seminar.
- In addition to participating in a Socratic Seminar, you will be required to attend another group's PoL. You will be assigned a group member to observe and take notes on in a fishbowl format.

**PoL Groups**

*Groups 1-6 present on Tuesday; Groups 7-10 present on Wednesday*

Group 1

Group 6

Cruz, Christian  
Akkinepally, Venkat  
Fernandez, Seara  
Fregoso, Grace

Cole, Shayne  
Castaneda, Kamila  
Helton, Luke  
Hernandez, Alberto  
Pichardo, Alejandra

Group 2

Green, Sierra  
Ramirez, Dayanara  
Alonso, Victor  
Cruz, Derian  
Montufar, Dominique  
Valentino, Oscar

Group 7

Anyanwu, Clement  
Botello, Renee  
Castro, Luis  
Flores, Reyna  
Parks, Casey  
Quezada, Diego

Group 3

Bimbela, Eduardo  
Garcia, Gabriel  
Meza, Mishelle  
Perez, Sophia  
Quezada, Diego  
Sandoval, Israel

Group 8

Lopez, Camila  
Mercado-Diez de Boni, Tirsas  
Daza, Angela  
Isaaks, Alyssa  
Loyola, Darryn  
Zamora, Christopher

Group 4

Guerrero, Alexis  
Arce, Lorenzo  
Cremascoli, Sabrina  
Guerrero, Isaiah  
Nguyen, Violet

Group 9

Bravo, Bianka  
Cecil, Noah  
Linares, Esteban  
Lord, Rebecca  
Pelston, Isabella  
Perez, Aaron

Group 5

Delucchi, Ariana  
Bartocci, Natasha  
Ramos, Salma  
Chavez, Javier  
Nunez, Jorge

Group 10

Meza, Sara  
Berry, Michael  
Pardo, Julianna  
Shelton-jackson, Jamil  
Urbina, Armando

## Schedule for Team Inspire PoLs - Semester 1

Tuesday, Jan. 8<sup>th</sup>

Go over PoL handout

Begin thinking about and noticing reflective conversations

Friday, Jan. 10<sup>th</sup>

Begin writing PoL Introduction

Monday, Jan. 14<sup>th</sup>

Peer critique of rough draft. Refine rough draft.

Prepare questions to ask your peers. Transfer improved speech onto note cards and practice your speech individually or with a partner.

Meet with your PoL Socratic Seminar Group and choose roles.

Tuesday, Jan. 15<sup>th</sup>

Groups 1-6

Wednesday, Jan. 16<sup>th</sup>

Groups 7-10 and Make-ups

Thursday, Jan. 17<sup>th</sup>

English CAHSEE Practice Test

Friday, Jan. 18<sup>th</sup>

Math CAHSEE Practice Test

During the PoL days, you will work with your PoL group to complete a variety of different assignments for your core classes, as well as your CAHSEE preparation. You should negotiate when each of these tasks are completed as a *group*.

1. Observing a PoL *\*Refer to the PoL Schedule at the end of this document*
2. Critiquing a PoL *\*Refer to the PoL Schedule at the end of this document*
3. Presenting a PoL *\*Refer to the PoL Schedule at the end of this document*
4. Post-PoL Reflection *\*Must be completed **after** your scheduled presentation time*
5. PoL Prep *\*Does not apply to Group 1*
6. Chemistry Packet (1 hour)
7. CAHSEE Math Packet (1 hour)
8. Reading (1 hour)
9. Geography (1 hour)
10. Vocabulary 6 (Evidence of Studying includes: writing definitions, making up a story using the words, making notecards)
11. Digital Portfolio (1 hour)
12. CAHSEE English Packet (Contractions, Possessives, and QuickWrite) (1 hour)





## Dilemma Discussion

*Prepare for yourself so you know what to present in your PoL. Also, prepare as a handout so that the participants in your PoL can reference it.*

### I. Dilemma Question

Write a question that explains the challenge you are facing, and the question you have about how to move forward. This question will frame the discussion for your PoL.

---

---

---

---

### II. Explanation of Dilemma (one page)

Write a detailed description of your dilemma. This includes:

1. What is the background leading up to your dilemma? Has this been an ongoing dilemma, or something that developed more recently?

---

---

---

---

---

---

---

2. How does your dilemma impact your life? at school? at home?

---

---

---

---

---

---

---

3. How does your dilemma impact your relationships? at school? at home?

---

---

---

---

---

---

---

---

4. What strategies have you already attempted to address your dilemma? Have they been effective? Why or why not?

---

---

---

---

---

---

---

---

### III. Artifacts of Learning

Select 1-3 artifacts that relate to your dilemma. This could be a tool that you use (planner or binder), a project/assignment, an email, or a reflection that you have done throughout the first semester.

1. My first artifact is \_\_\_\_\_

How it relates to my dilemma:

---

---

---

---

---

2. My second artifact is \_\_\_\_\_

How it relates to my dilemma:

---



---

---

---

3. My third artifact is \_\_\_\_\_  
How it relates to my dilemma:

---

---

---

---

My PoL is scheduled for \_\_\_\_\_ on \_\_\_\_\_.  
(time) (date)

## Mid-Year Presentations of Learning

January 15-17, 2014

**Purpose:** Your PoL is an opportunity to reflect on your experience as a Sophomore so far. In your PoL, you will identify goals, challenges, and think deeply about your actions to discover strategies for overcoming your obstacles and evolving as a learner.

**Format:** Your PoL will be in the format of a *Dilemma Consultancy*. You will invite four people to be participants in the consultancy, one of whom must be a member of your family or household. Select people who have unique perspectives on you and your work, such as people who have worked with you or have a relationship with you outside of class. One of your Sophomore teachers will facilitate the protocol.

**PoL Documents:** Your PoL will be assessed by the quality of your preparation and summary documents. Please submit these to your G&G Log.

### Preparation:

1. Dilemma Brainstorm / Mini-Reflections on Sophomore Habits (see handout)

2. Dilemma Question

Write a question that explains the challenge you are facing, and the question you have about how to move forward. This question will frame the discussion for your PoL.

3. Explanation of Dilemma (one page)

Write a detailed description of your dilemma. This includes:

- What is the background leading up to your dilemma? Has this been an ongoing dilemma, or something that developed more recently?
- How does your dilemma impact your life? at school? at home?
- How does your dilemma impact your relationships?
- What strategies have you already attempted to address your dilemma? Have they been effective? Why or why not?

4. Artifacts of Learning

Select 1-3 artifacts that relate to your dilemma. This could be a tool that you use (planner or binder), a project/assignment, an email, or a reflection that you have done throughout the first semester.

### Summary:

1. Reflection of Experience (2 paragraphs)

Describe the experience of the consultancy. Whose contributions could you recognize? Was there a moment in the consultancy that felt especially difficult, rewarding, or surprising? Did the consultancy stay focused on your dilemma? What could have made it a better experience for you?

2. Goals & Growth Summary with Strategies and Assessment

Make 1-2 goals for the second semester based on your consultancy. Include a plan or strategy that you are committed to trying, as well as how you will be able to tell if you are successful with meeting your goals. Avoid creating general goals, as they are hard to assess. For example, instead of saying, "Stop procrastinating," state, "I will spend 45 minutes every day doing homework or reading."

## **Mini-Reflections on the Sophomore Habits of the Heart and Mind**

**Consider your favorite way of reflecting. Do you like to journal? Draw? Talk? For your PoL preparation, use a method of reflecting that works for you.**

### **I. Reflect on each Sophomore habit. For each habit, consider:**

- A) Definition: How do I define this habit?
- B) Situation: What project/situation did I learn or use this habit?
- C) Evidence: What learning artifact demonstrates that and how?

### **II. After you prepare your habit reflections, consider:**

- A) Which habit was the most difficult to find evidence for? Why do you think that is?
- B) What blindspots or areas of struggle came up as you reflected on each habit?
- C) What habit or area do you want to work on? Why?
- D) What obstacles are you facing this year personally, academically, or socially? What strategies have you already attempted to implement? Have they been effective or ineffective? Why do you think that?

## Sophomore Year Guiding Habits of Heart and Mind

**Support** - Do I know my role in a group? How am I contributing?

Support is the habit of working effectively with others, and accepting and giving appropriate assistance.

**Positivity** - How can this be a positive experience? How can I make the best of this?

Positivity is the habit of approaching each situation with optimism and an open mind. It means finding ways to make every situation constructive, rather than focusing on destructive or negative thoughts.

**Acceptance** - Do I accept myself? Do I accept others?

Acceptance is the habit of acknowledging and appreciating differences, whether in personality, appearances, or work habits.

**Maturity** - What are the consequences of my actions?

Maturity is the habit of considering the best way to handle every situation, and thinking about the consequences of your actions before committing them.

**Balance** - How am I balancing my time and energy? Do I have internal peace and stability?

Balance is the habit of managing your life so that it addresses your values in proportion to your time. It is the habit of making time for what is important, and is characterized by emotional steadiness.

**Understanding** - Do I understand? How can I deepen my thinking?

Understanding is the habit of considering multiple points of view on people or projects. This habit carefully assesses ideas and actions to take them deeper.

**Respect** - Do I care about others? Do I care about my environment?

Respect is the habit of recognizing others and your environment. It is truly seeing, and being willing to accept differences and offer genuine concern.

**Productivity** - How am I managing my time and energy? What am I producing?

Productivity is the habit of using your time and energy diligently so that you complete your work on-time, with quality and care.

## Consultancy Protocol

**Time:** 20 minutes

### **Roles:**

Presenter (whose dilemma/question is being discussed by the group)

Facilitator (who keeps time, facilitates, and also participates)

Participants (who listen, question, and discuss the dilemma)

### **Norms:**

- Hard on the content, soft on the people
- Share the air (or “step up, step back”)
- Be kind, helpful and specific

### **Protocol:**

1. Sharing of Dilemma (3 min.) The presenter presents an explanation of their dilemma. S/he poses the dilemma question for the group. Participants are silent.
2. Silent Review and Preparation (1 min.) Participants glance over the dilemma document and reflect on what they would like to contribute to the feedback session, particularly in relation to the presenter’s questions. They identify feedback, as well as questions they may have for the presenter. All participants work silently.
3. Questions: Clarifying and Probing (6 min.) Participants have an opportunity to first ask “clarifying” questions and then “probing” questions.
  - Clarifying Questions are for the group’s understanding. They have short, factual answers and the presenter can answer them without pausing to think. Some examples: “How many...?” “When will...?”
  - Probing Questions are for the presenter, to help expand his/her thinking or understand the dilemma better. They are not advice in disguise (such as “Have you thought about...”). Examples of probing questions are: “What is your thinking behind...” “What are you hoping comes of...” “What significant moments stand out for you?”
4. Discussion: Warm and Cool Feedback and Suggestions (8 min.) Participants share feedback while the presenter is silent and takes notes. Participants should begin by sharing strengths and then raising questions and suggesting ideas for how to confront the challenge. (Note: The facilitator may need to remind participants of the presenter’s focusing questions, which should be posted for all to see.)
5. Response (2 min.) The presenter shares what struck him/her and possible next steps..