

Trifold Objectives: Dispositions (Noncognitive)

Competencies	Definitions	Prompts	How will your learning objectives cover these competencies?
Collaboration (interpersonal)	Students cooperate to identify and create solutions to academic, social, vocational, and personal challenges.	<ul style="list-style-type: none"> • Students collaborate with others to complete tasks and solve problems successfully. • Students work as part of a group to identify group goals. • Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals. • Students communicate and incorporate multiple points of view to meet group goals. 	
Communication (interpersonal)	Students clearly organize their data, findings, and thoughts in both written and oral communication.	<ul style="list-style-type: none"> • Students communicate complex concepts to others in both written and oral presentations. • Students structure information and data in meaningful and useful ways. • Students listen to and incorporate feedback and ideas from others. • Students provide constructive and appropriate feedback to their peers. • Students understand that creating a quality final communication requires review and revision of multiple drafts. • Students tailor their message for the intended audience. 	

Competencies	Definitions	Prompts	How will your learning objectives cover these competencies?
<p>Learning-to-learn competencies (intrapersonal)</p>	<p>Students monitor and direct their own learning.</p>	<ul style="list-style-type: none"> • Students set a goal for each learning task, monitor their progress toward the goal, and adapt their approach as needed to successfully complete a task or solve a problem. • Students know and can apply a variety of study skills and strategies to meet the demands of a task. • Students monitor their comprehension as they learn, recognize when they become confused or encounter obstacles, diagnose barriers to their success, and select appropriate strategies to work through them. • Students work well independently but ask for help when needed. • Students routinely reflect on their learning experiences and apply insights to subsequent situations. • Students are aware of their strengths and weaknesses and anticipate needing to work harder in some areas. • Students identify and work toward lifelong learning and academic goals. • Students enjoy and seek out learning on their own and with others. • Students anticipate and are prepared to meet changing expectations in a variety of academic, professional, and social environments. • Students delay gratification, refocus after distractions, and maintain momentum until they reach their goals. • Students use failures and setbacks as opportunities for feedback and apply lessons learned to improve future efforts. • Students care about the quality of their work and put in extra effort to do things thoroughly and well. • Students continue looking for new ways to learn challenging material or solve difficult problems. 	

Competencies	Definitions	Prompts	How will your learning objectives cover these competencies?
Developing academic mindsets (intrapersonal)	Students develop positive attitudes and beliefs about themselves as learners that increase their academic perseverance and prompt them to engage in productive academic behaviors. Students are committed to seeing work through to completion, meeting their goals and doing quality work, and searching for solutions to overcome obstacles.	<ul style="list-style-type: none"> • Students feel a strong sense of belonging within a community of learners and value intellectual engagement with others. • Students understand learning as a social process and actively learn from one another and support each other in pursuit of learning goals. • Students readily engage in the construction of meaning and understanding through interaction with peers. • Students trust in their own capacity and competence and feel a strong sense of efficacy in a variety of academic tasks. • Students see themselves as academic achievers and expect to succeed in their learning pursuits. • Students believe that hard work will pay off in increased knowledge and skills. • Students are motivated to put in the time and effort needed to build a solid knowledge base and to accomplish important goals. • Students perceive the inherent value of content knowledge, learning, and developing skills. • Students see the relevance of schoolwork to their lives and interests. • Students understand how work they do now will benefit them in the future. • Students know that future learning will build on what they know and learn today. 	

Sources: Adapted from Ark, T. V., & Schneider, C. (2014). Deeper learning for every student every day. Menlo Park, CA: Hewlett Foundation. Accessed at www.hewlett.org/sites/default/files/Deeper%20Learning%20for%20Every%20Student%20Every%20Day_GETTING%20SMART_1.2014.pdf on April 30, 2015; Huberman, M., Bitter, C., Anthony, J., & O'Day, J. (2014, September). The shape of deeper learning: Strategies, structures, and cultures in deeper learning network high schools. Washington, DC: American Institutes for Research.