

Ownership of Learning	Teacher Directed	Teacher Directed with Student Input	Teacher / Student Negotiated	Student Self-Directed
<b>Affinity</b> Using passion-based or interest-based learning to shape and drive all individualized tasks.	<b>NONE.</b> Teacher organizes the same task for all – <b>no choices</b> – no differentiation – no learner input.	<b>CLOSED.</b> Teacher organizes the learning task, developing differentiated and multiple choices based on <b>learner input/ feedback</b> of their interests.	<b>SHARED.</b> Learners guided to develop learning tasks, co-shaping options to incorporate their interests. Teacher knows learners well enough to suggest ideas or possible choices but accommodates any reasonable <b>individualized option</b> that meets outcomes.	<b>OPEN.</b> Passion-based and/or interest-based learning <b>SHAPES and DRIVES</b> unique tasks. <b>Learners empowered to independently design</b> a differentiated approach tapping into personal interests to meet outcomes.
<b>Designing Learning Task Elements</b> Developing outcomes, topic, driving question, H.E.A.T.™ and G.R.A.S.P.S.™ elements.	<b>NONE.</b> All learners assigned the <b>same teacher-structured tasks</b> . H.E.A.T.™ / G.R.A.S.P.S.™ elements not used.	<b>CLOSED.</b> Teacher designs the same task, establishing the choices for all students but <b>solicits learner input and/or feedback</b> to refine or improve task. H.E.A.T.™ / G.R.A.S.P.S.™ elements not used.	<b>SHARED.</b> Teacher and learners <b>share in decision-making</b> ensuring students are taking an increasing role in shaping their own unique choices for some or all of the H.E.A.T.™ / G.R.A.S.P.S.™ elements. Teacher accommodates any reasonable <b>individualized choices</b> meeting outcomes.	<b>OPEN.</b> Learners at this stage are both able and willing to <b>take responsibility for designing</b> their own H.E.A.T.™ / G.R.A.S.P.S.™ task including identifying outcomes. Minimal guidance or supervision, if any, needed.
<b>Mapping Project Details</b> Defining scope, deliverables and <i>Habits of Mind</i> skills for project along with sub-goals, timelines, tools, processes, resources, and tasks needed for success.	<b>NONE.</b> Teacher determines project details including scope, deliverables, sub-goals, timelines, tools, processes, resources and tasks for all learners.	<b>CLOSED.</b> Teacher determines project details including scope, deliverables, sub-goals, timelines, tools, processes, resources and tasks but <b>solicits learner input and/or feedback</b> to refine or improve the planning. No HOM skills explicitly included.	<b>SHARED.</b> Learners guided to take responsibility for mapping a personalized implementation plan including HOM skills, using any teacher non-negotiables, expected structures and/or suggested possibilities for their consideration in refining or improving. Teacher accommodates any reasonable <b>individualized plans</b> meeting outcomes.	<b>OPEN.</b> Students thrive in a self-directed atmosphere of autonomy, mapping project details including HOM skills needed to meet deliverables and deadlines that meet outcomes. Minimal guidance or supervision, if any, needed.
<b>Self-Managed Implementation</b> Engaging <i>Habits of Mind</i> [HOM], project self-management strategies and self-discipline for pacing tasks within collaborative groups to meet deliverables and deadlines.	<b>NONE.</b> Teacher uses “ <b>same size fits all management style</b> ” when determining and monitoring the sub-goals, pacing, and progress of deliverables / deadlines. <i>Habits of Mind</i> [HOM] <b>not explicitly nourished. Group work not evident.</b>	<b>CLOSED.</b> Teacher structures the same implementation processes but <b>solicits learner input and/or feedback</b> to refine or improve task. Teacher assumes project management monitoring for all learners. <i>Habits of Mind</i> [HOM] not explicitly nurtured. Group work, if any, <b>jigsaws</b> the tasks.	<b>SHARED.</b> Learners guided to take increasing responsibility for self-managing their implementation process with <b>HOM skills explicitly nurtured</b> . Teacher may structure some non-negotiables; and/or suggest possibilities for consideration in refining or improving the plan. Teacher accommodates any reasonable <b>individualized choices</b> meeting outcomes. Group work organized as <b>cooperative</b> .	<b>OPEN.</b> Learners <b>exercise their capacity for engaging HOM skills for self-managing a project</b> i.e. monitor their pacing, demonstrate leadership in groups, problem-solving, use effective communication and discipline in meeting their commitments / deadlines. Minimal guidance or supervision, if any, needed. Group work organized as <b>collaborative and self-managing</b> .
<b>Designing Evidence of Mastery</b> Determining evidence for learning as well as <i>Habits of Mind</i> [HOM] skills includes feedback, reflections and culminating assessment processes using an identified authentic audience(s).	<b>NONE.</b> Evidence criteria for outcomes not developed. <b>Products not intended to demonstrate mastery of learning or HOM skills.</b> Products submitted and/or displayed <b>without formal feedback / assessment.</b>	<b>CLOSED.</b> Teacher structures learning criteria for all students - no HOM skills evaluated. <b>Learner input and/or feedback solicited to refine or improve evidence.</b> “Cookie-cutter” products created for content mastery only. <b>Teacher takes sole responsibility</b> for feedback and culminating assessment.	<b>SHARED.</b> Students directly involved, <b>co-shaping performance criteria</b> for learning includes HOM skills mastered using any teacher’s non-negotiables and/or in-put. Differentiated products created for content mastery only. <b>Teacher uses learner and/or peer feedback / reflections</b> in culminating assessment.	<b>OPEN.</b> Learners are both able and willing to take responsibility for designing their own criteria evidence for learning and HOM skills mastered. Feedback loops embedded throughout process. <b>Differentiated products created to be useful and beneficial for others.</b> Teacher uses <b>simulated or authentic audience feedback / reflections</b> in culminating assessment.

# Depth of Affinity / Agency Chart