Why this session?

PE generally
- offers a broad array of tools
- supports personal and professional educational development goals

This session
- helps connect PE tools and content to big picture of PE
- helps you plan to actively pursue use of PE content

Acknowledgement

I appreciate the diverse range of experience, expertise and background present here

We come with a range of motivations and perspectives around the value of the content we are working with

We share much in common driving our work and our goals

Intended Learning Outcomes

Describe	how PE tools and practices support development
Analyze	the *PE in a Nutshell* model for value in our work and/or our life
Experience	a PE collaborative learning activity

Performance Criteria for Participants

Search	Use	Skim and extract
for how PE can help you flourish	collaborative team roles	key learning from resources

Individual Activity – respond to exploration questions

- What are the components of the *PE in a Nutshell* model?

- What parts of *PE in a Nutshell* model most closely align with your work or interests? Why?

- In what ways does the *PE in a Nutshell* model help frame two or three areas of development you are interested in pursuing?

The *PE in a Nutshell* model illustrates how highly capable learners can succeed in any context w/ step by step processes to improve capability

Belief in unlimited potential

Performance contexts for learning

Assessment and Reflection to improve

Growth/Development via action plans

Self-Growth towards ideal self

Belief in unlimited potential

Classification of learning skills

Cognitive Domain

Social

Affective

Evaluation and Assessment of Quality

Learning Process Method-ology

Step	Explanation
Stage 1: Preparing to Learn	
1 Why	Identify and explain your reasons for learning.
2 Orientation	Develop a systematic overview of what is to be learned.
3 Prerequisites	Identify necessary skills and background knowledge needed to perform the learning.
4 Learning Objectives	Set appropriate goals and objectives for the learning activity.
5 Performance Criteria	Determine specific desired outcomes used to measure and gauge performance.
6 Vocabulary	Identify and learn key terminology.
7 Information	Collect, read, and study appropriate resources.
Stage 2: Performing a Learning Activity	
8 Planning	Develop a plan of action to meet the performance criteria.
9 Using Models	Study and review examples that assist in meeting the learning objectives and performance criteria.
10 Thinking Critically	Pose and answer questions that stimulate thought and promote understanding.
11 Transferring/Applying	Transfer knowledge to different contexts; apply knowledge in new situations.
12 Problem Solving	Use knowledge in problem-solving situations.
Stage 3: Assessing and Building New Knowledge	
13 Self-assessment	Assess use of the learning process and mastery of the material learned.
14 Research	Create and develop knowledge that is new and unique.

Performance contexts for learning

Team Roles

Manager
facilitate team process, manage time, overall accountability

Recorder
collect information or perspectives, document new learning

Optimist
identify positive progress, add support to perspectives

Skeptic
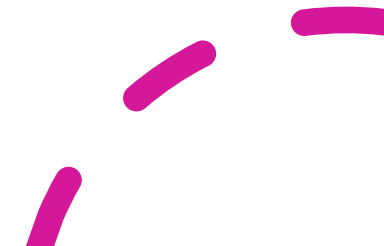question assumptions, challenge quality of thinking

Reflector
assess team dynamics, provide constructive suggestions

Spokesperson
collaborate with recorder, speak for the team

Spy
eavesdrop on other teams, relay helpful information

Quality Learning Environment

1. Establish a high degree of trust and respect.
2. Make sure both learner and mentor are committed to the learner's success.
3. Get student buy-in very early in the process.
4. Challenge students.
5. Set clear and high expectations.
6. Encourage risk-taking.
7. Seek student feedback regularly by using assessment on a consistent and timely basis.
8. Measure and document progress and growth.
9. Create a collaborative learning space.
10. Create a balance between structure and flexibility.

SII-type assessments provide a helpful format:

SII Assessment Feedback

Strengths of the performance (things done well)

(Areas for) **Improvement** in the performance and how they might be made

Insights that might help the assessee in other contexts
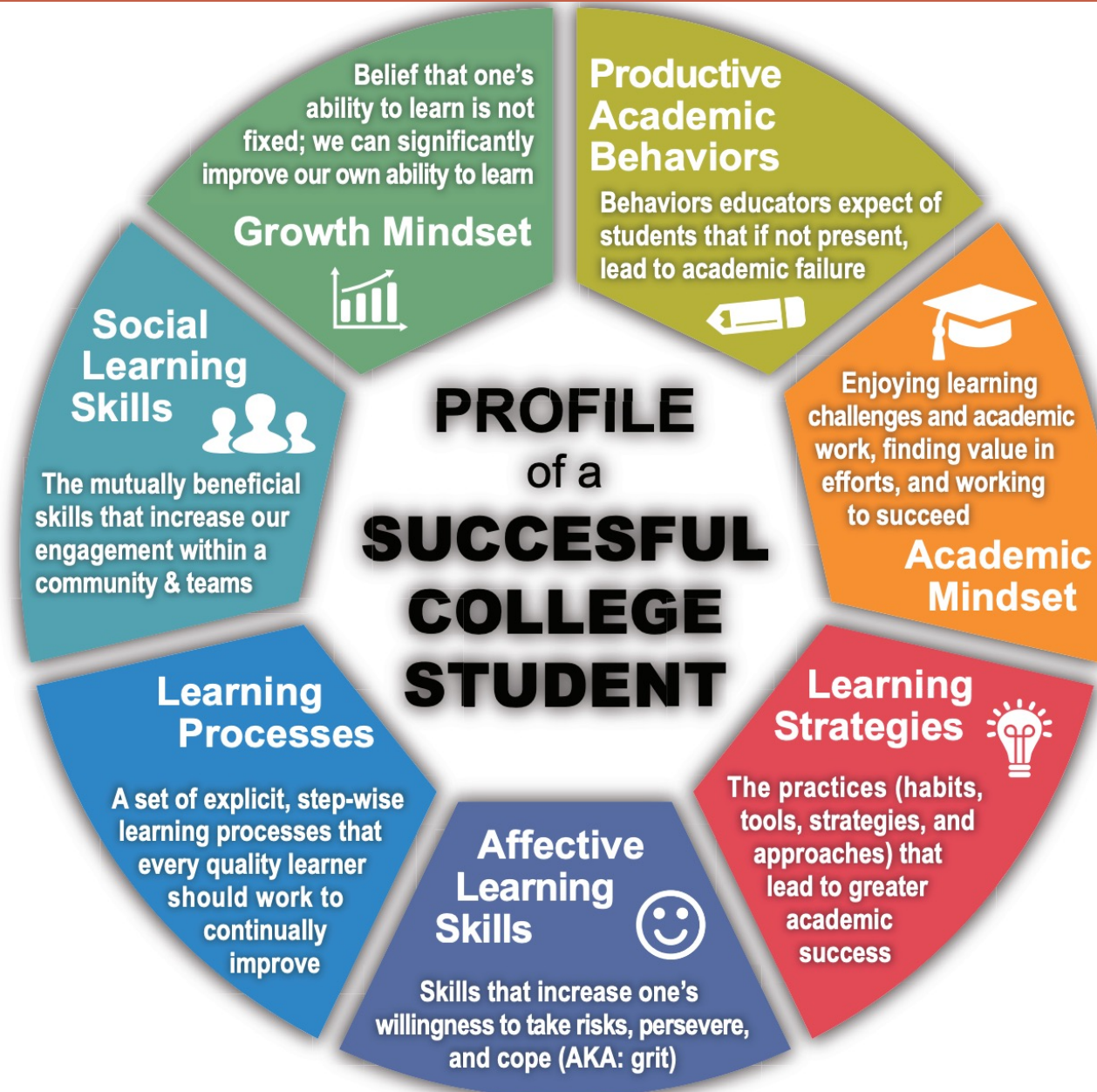
Assessment vs Reflection

Tips for deciding when to do a reflection

1. When you have a hunch that there is something to be gained by replaying a past experience
2. When you begin to question yourself
3. When there is a discrepancy between your values and actions
4. When you are searching for discoveries about yourself, your behaviors, your values, and knowledge gained
5. When stress reaches a critical level

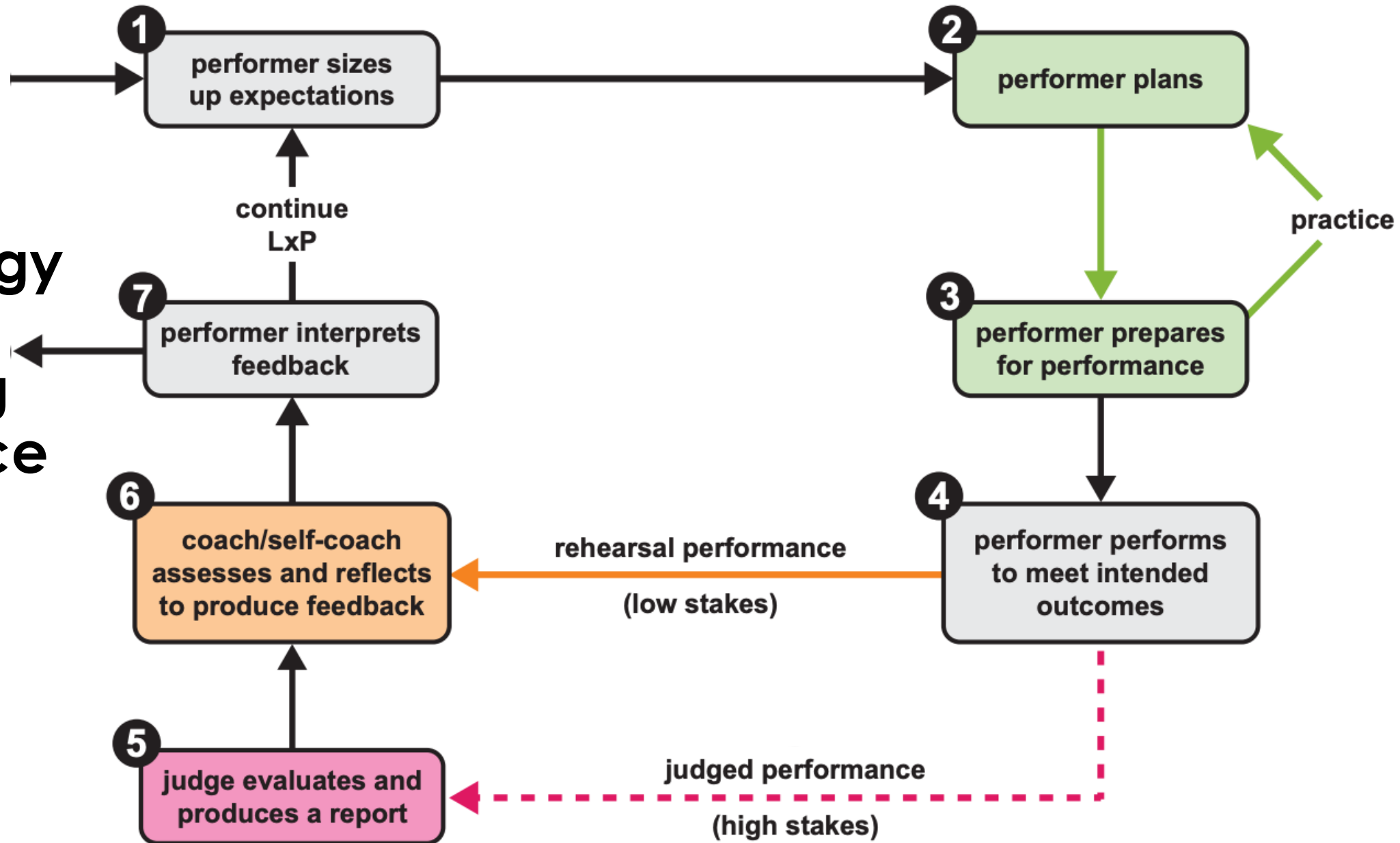**Tips for deciding when to do a self-assessment**

1. When the value of a self-assessment is indicated during reflection
2. When you want to improve yourself through a well-thought-out action plan
3. When you want to improve a particular performance by identifying strengths and areas for improvement
4. When there is an external requirement, such as completing an annual performance report
5. When suggested by a mentor

PROFILE of a SUCCESFUL COLLEGE STUDENT

Growth Mindset — Belief that one's ability to learn is not fixed; we can significantly improve our own ability to learn

Productive Academic Behaviors — Behaviors educators expect of students that if not present, lead to academic failure

Academic Mindset — Enjoying learning challenges and academic work, finding value in efforts, and working to succeed

Learning Strategies — The practices (habits, tools, strategies, and approaches) that lead to greater academic success

Affective Learning Skills — Skills that increase one's willingness to take risks, persevere, and cope (AKA: grit)

Learning Processes — A set of explicit, step-wise learning processes that every quality learner should work to continually improve

Social Learning Skills — The mutually beneficial skills that increase our engagement within a community & teams

MDP: Methodology for Developing Performance

1. performer sizes up expectations

2. performer plans

practice

3. performer prepares for performance

4. performer performs to meet intended outcomes

rehearsal performance (low stakes)

judged performance (high stakes)

5. judge evaluates and produces a report

6. coach/self-coach assesses and reflects to produce feedback

7. performer interprets feedback

continue LxP

What is self-growth?

Key Components	Explanation	Steps, Actions, and Activities
1 **Having a growth mindset**	Starting with an unconditional and unwavering belief in self: "*I believe I can grow! I can be a star!*"	All aspects of the Theory of Performance can be improved: identity, learning skills, knowledge, context, and personal factors, and the rate of this growth are in their own hands.
2 **Planning**	Thinking before doing	Detailing an overall strategy with reasonable timelines for each of the desired aspirations. A concept map can help organize links between identity, skills, knowledge, context, personal factors, and fixed factors.
3 **Developing a life vision**	Initiating or updating a life vision of what one wants to achieve or become in life	Knowing and analyzing who you are, where you come from, what you want to become, and what you would like to accomplish; or determining what one wishes to be or achieve in life. Making a list of the most important aspirations, and electing to achieve at least one growth goal and/or accomplishment within the next year, or on a short-term basis, and laying out action plans for your personal profile and life accomplishments that will guide you in the way you wish to live your life.

etc.

Self-growth methodology
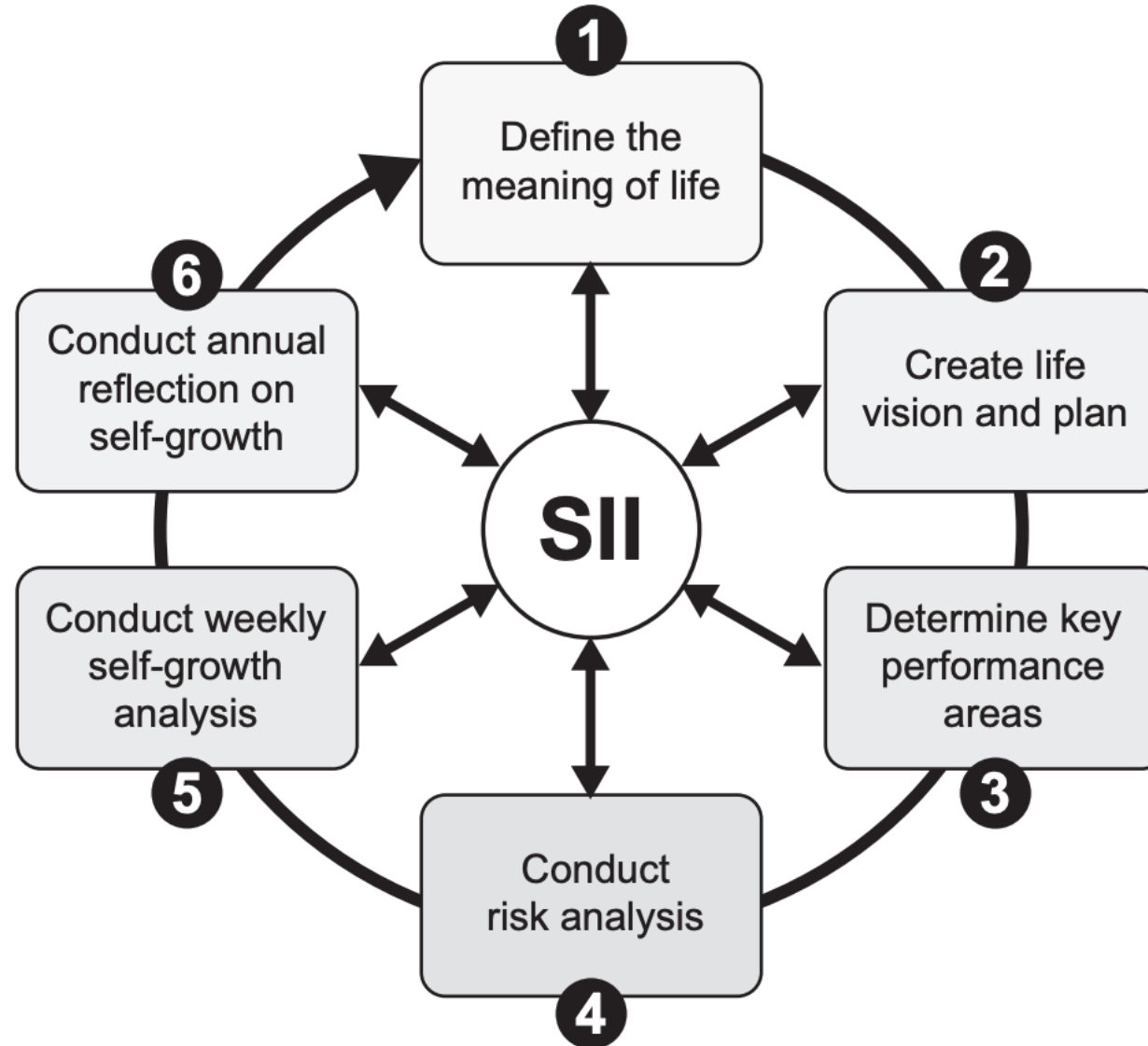
Group Activity – connecting PE practices, tools, and resources: personally and professionally

Critical thinking questions (CTQs)	What kinds of tools are available for PE practitioners in support of growth and development?
	In what ways are the different elements of the model synergistic with each other?
	What aspects of the *PE In a Nutshell* model apply best across different contexts and stakeholders (students, colleagues, ourselves, our family, a club, etc)? Why?
Use team roles to guide your group participation	**Captain** – facilitate meaningful and equitable group work, manage time
	Recorder – synthesize discussion in response to CTQs
	Spokesperson – prepare to share what the group learned
	Optimist – support ideas to elevate learning and value produced
	Skeptic – critique ideas to increase quality of learning and value produced

Final Individual Reflection

- What personal meaning have you generated from this session that enriches, enhances, or connects to the passion you personally carry into your work and/or your life?

Thank you!