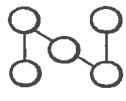
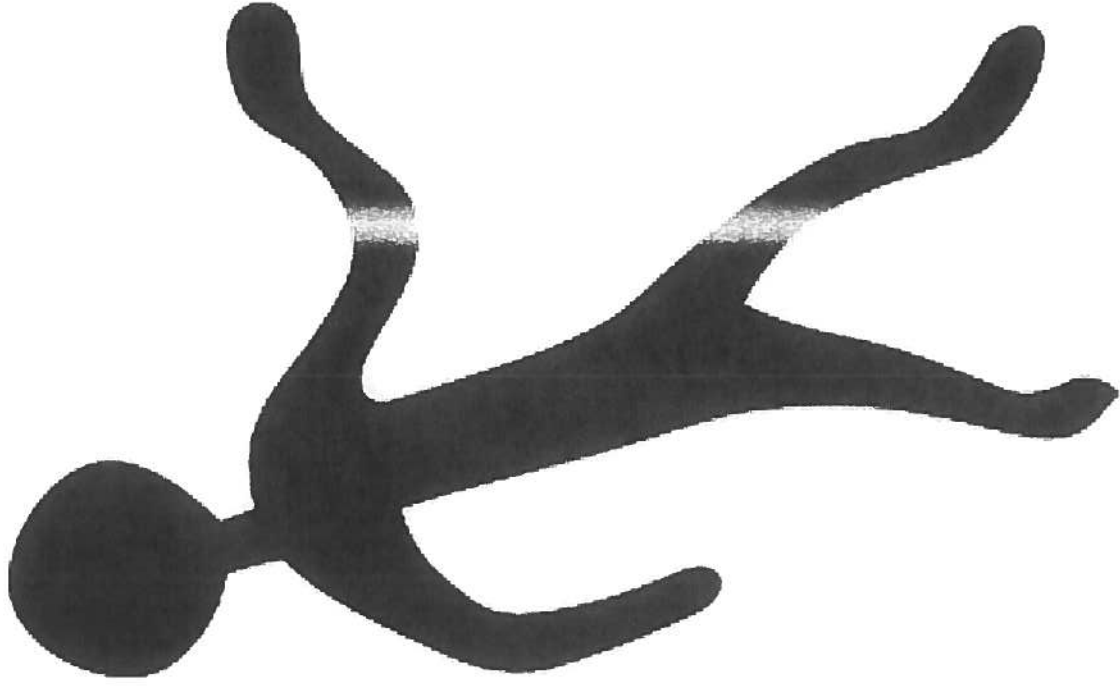


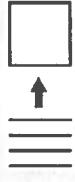
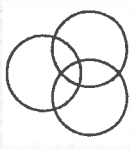
# Extending Depth and Complexity to the Affective and Behavioral Domains

Sandra Kaplan  
University of Southern California  
LAUSD 2016

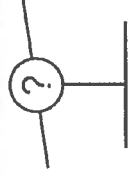
# Self-Identity



Patterns in context



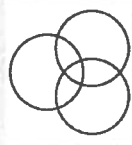
Translate the process



Judgment over time



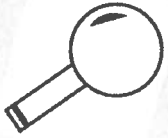
Perspective in context





original

motivation



proof

ability



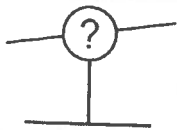
process

individual and  
groups



impact

direct/indirect



judgment

behavior



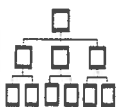
ethics

persistence



perspectives

problem solving



rules

development

# Self-Assessment

69  
from different  
perspectives

Success/  
Accomplishment

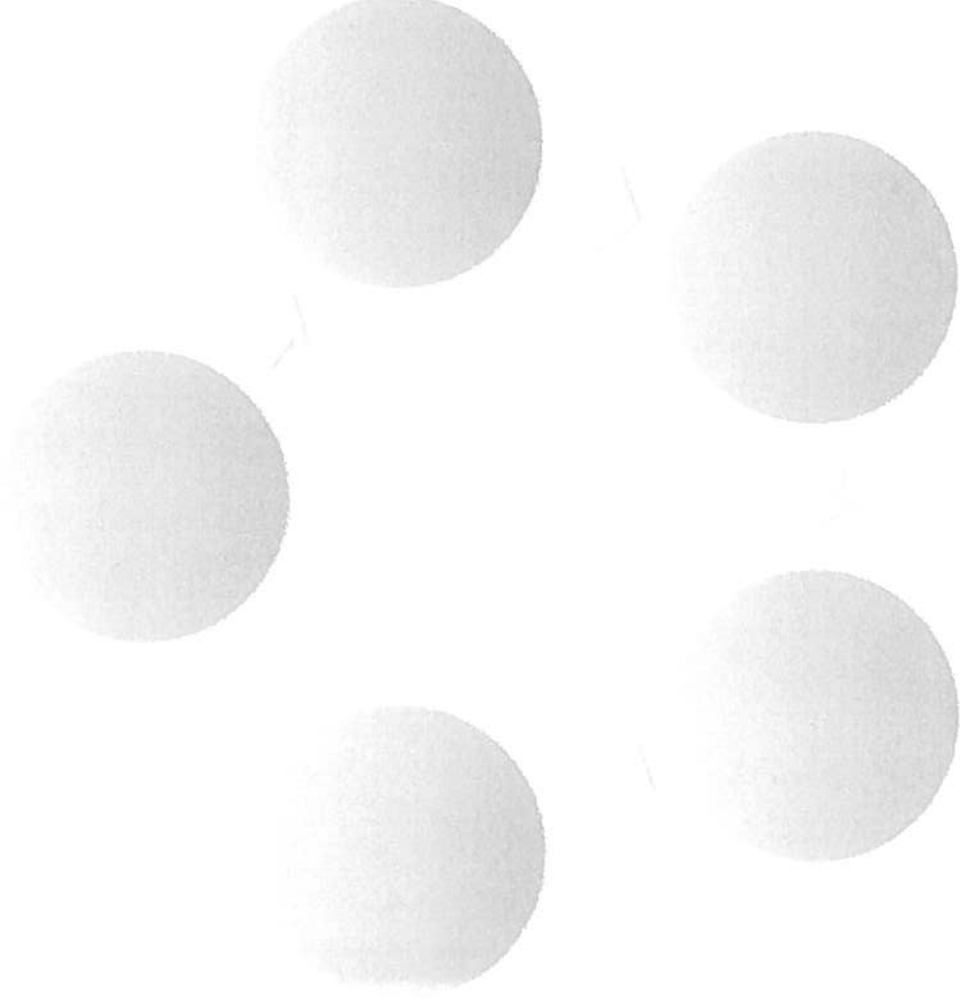
You	Them	Discrepancy

# Self-Assessment

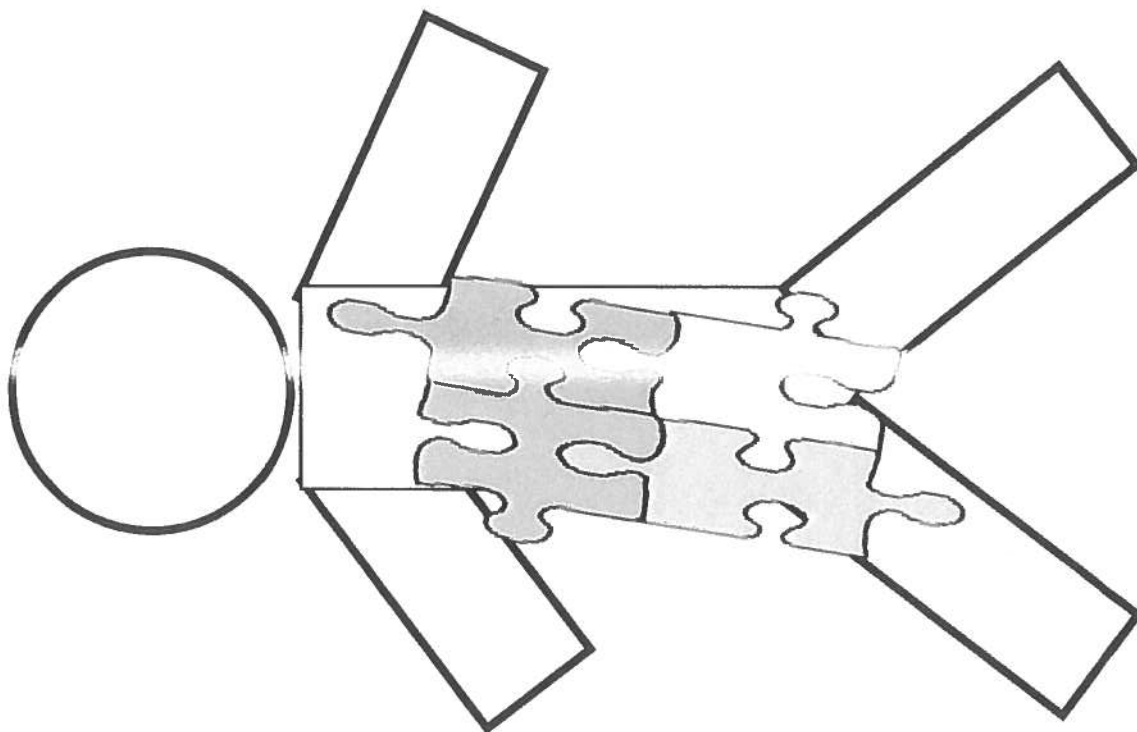
Measuring the Accomplishment



Over Time



# Matching Task to Self



The Task

A large rectangular box with a black border. At the bottom of the box, there are two small circles, one on the left and one on the right, which serve as punch holes. The text "The Task" is written in the top-left corner of the box.

<i>Subject:</i>	
	<b>Lesson Plan</b>
	Motivation
	Input
	Output
	Closure

**Self Inventory**

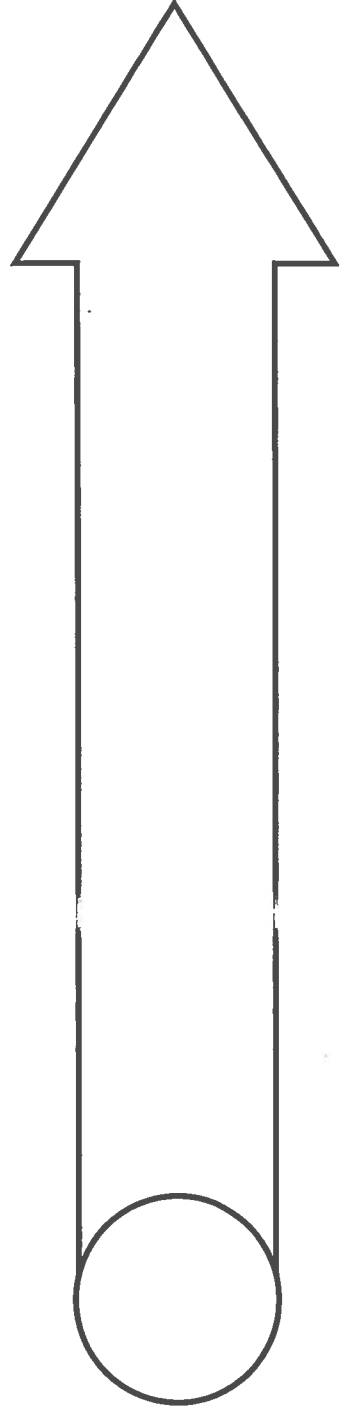
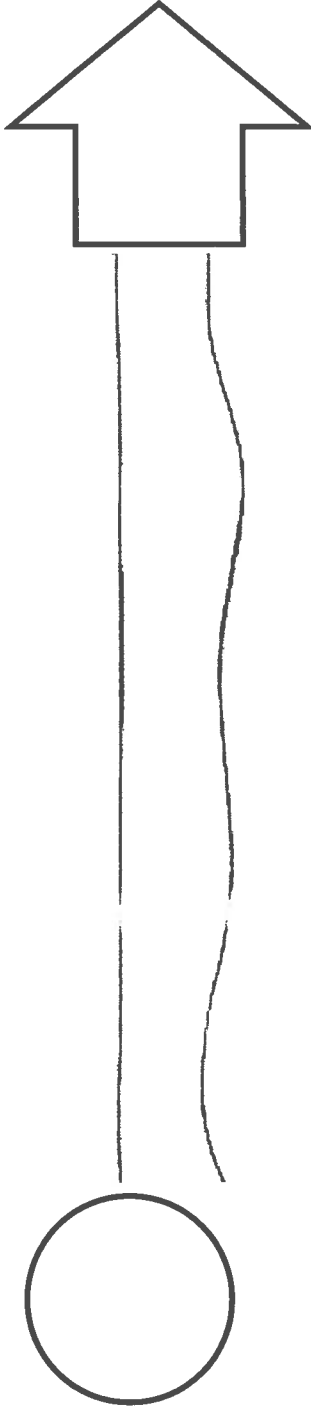
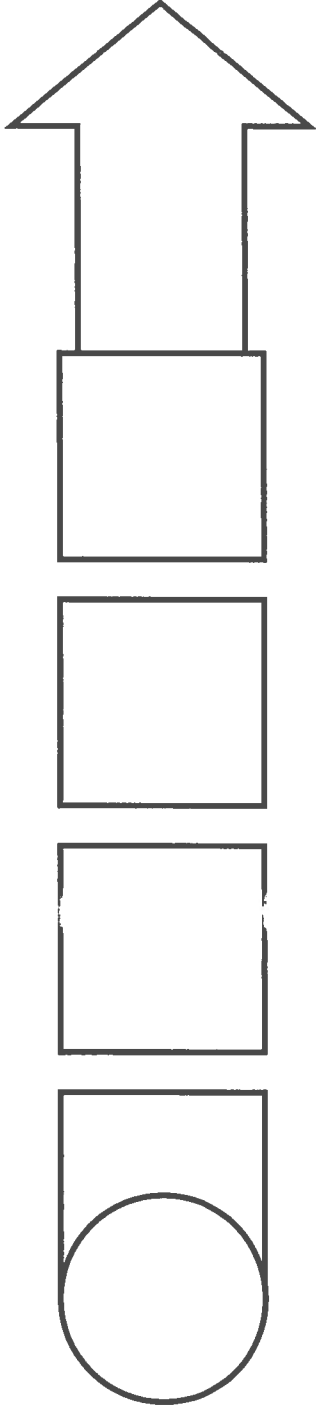
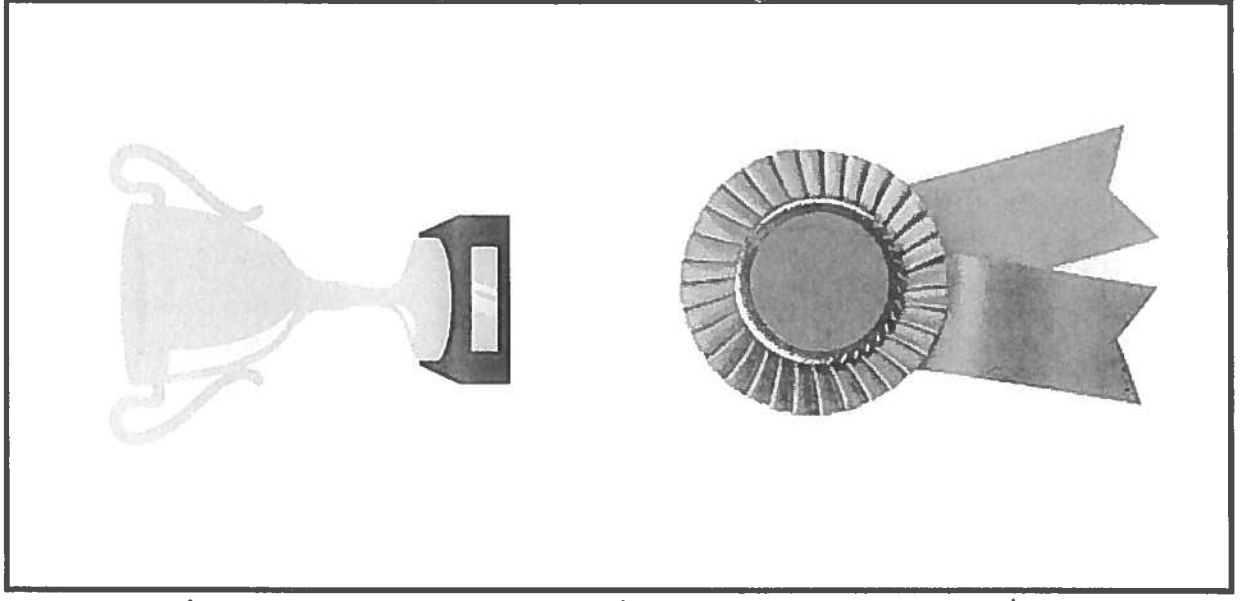
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

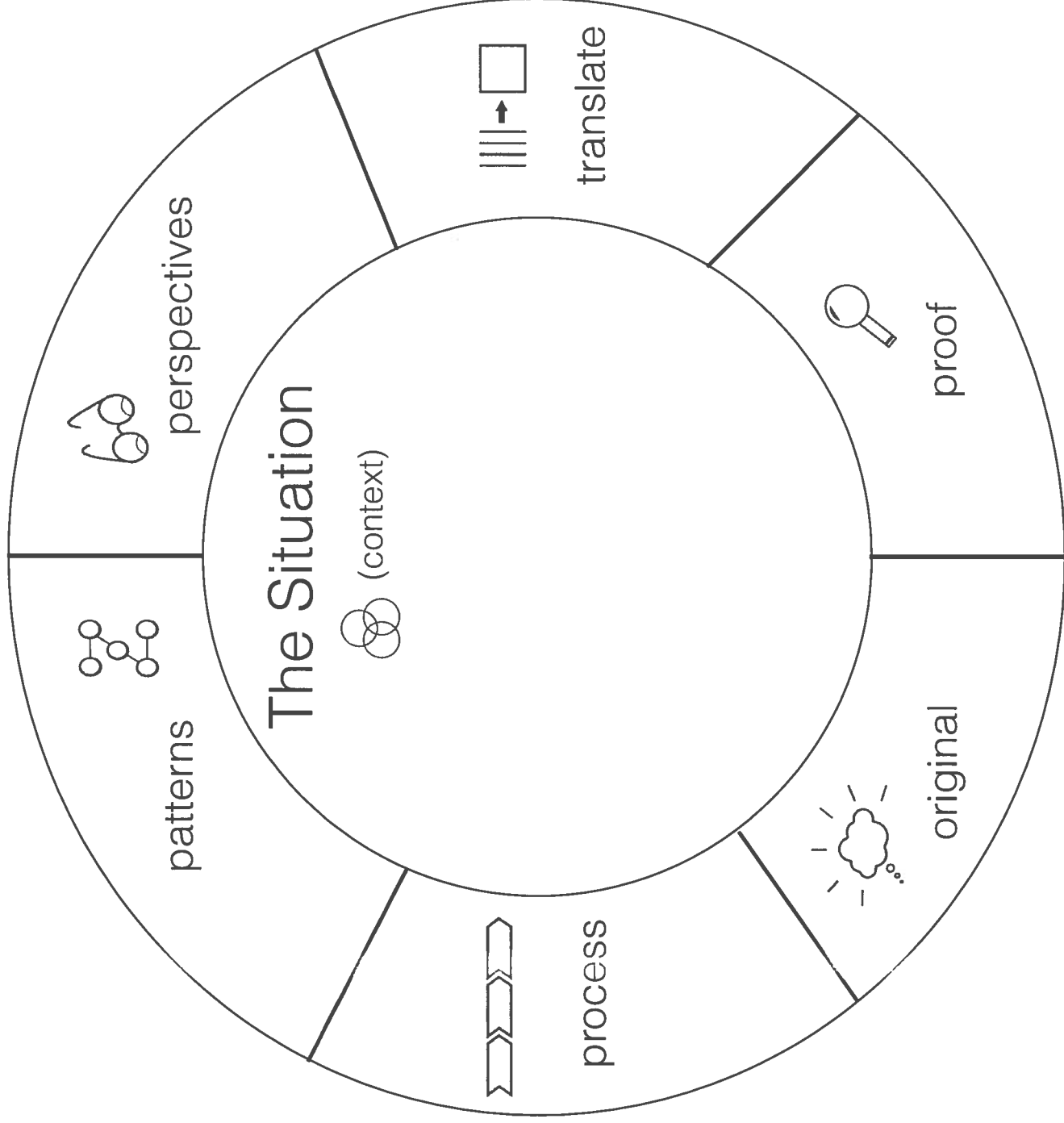
4. \_\_\_\_\_

# Alternative Pathways

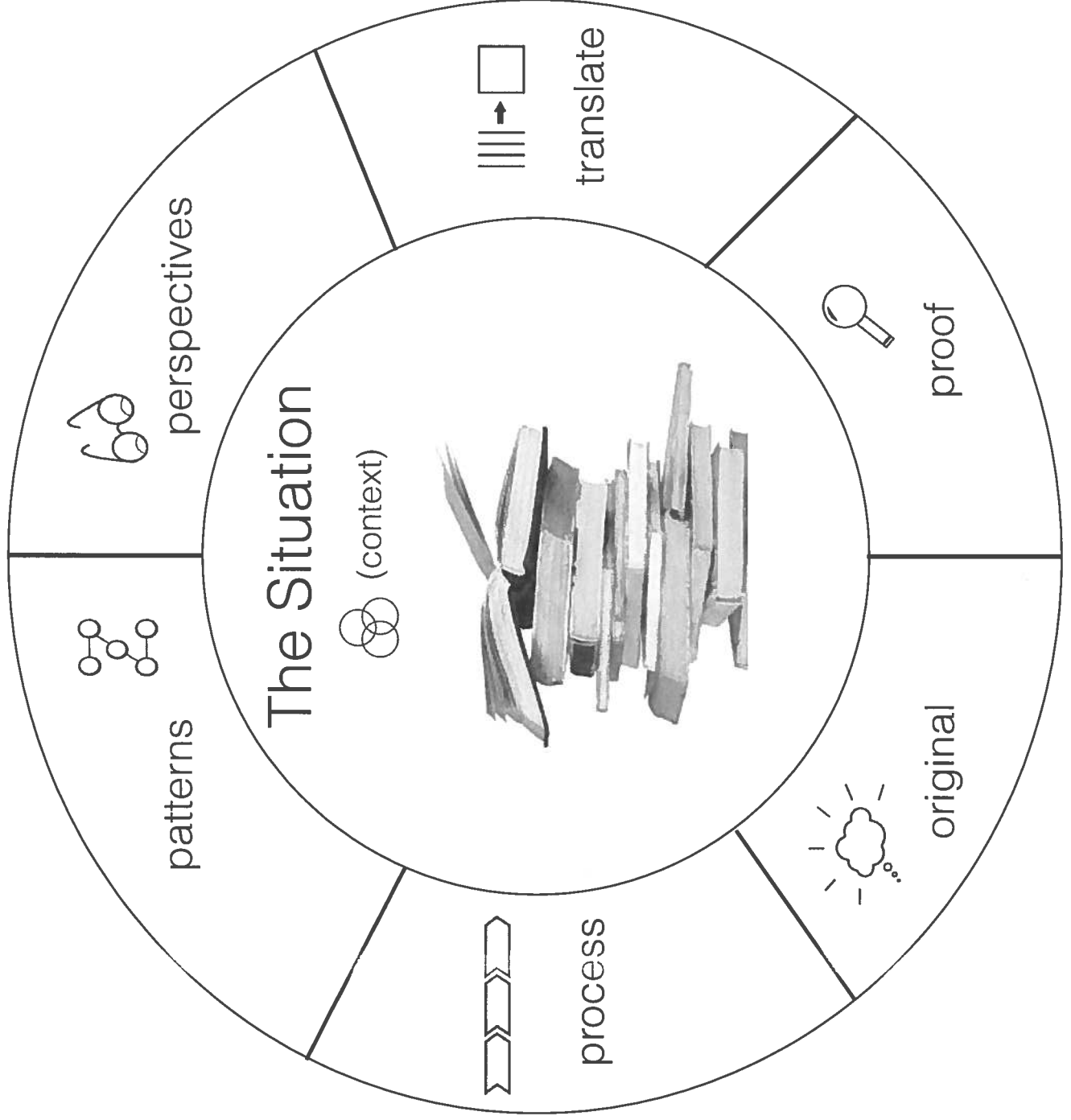




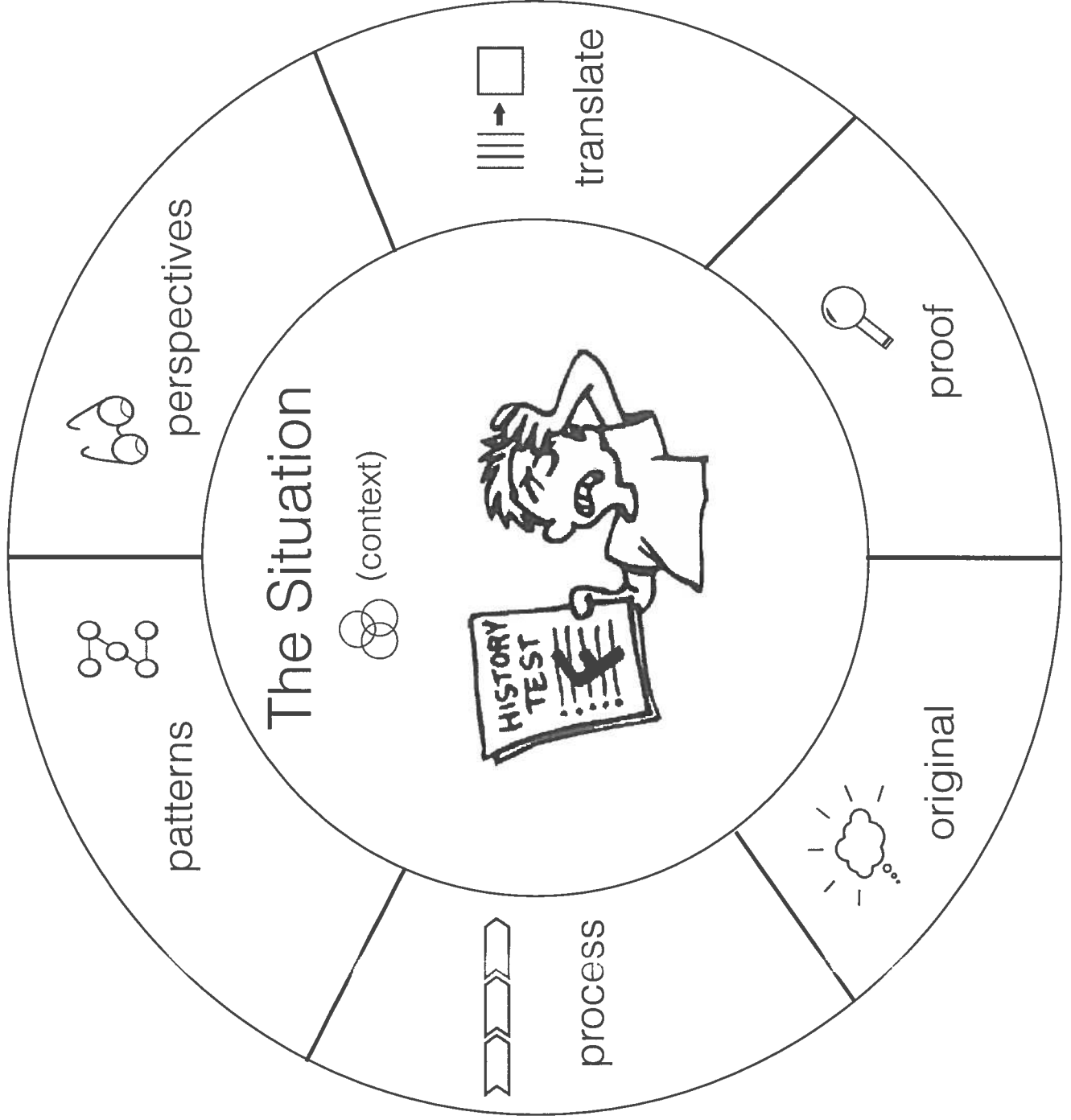
# Situational Behavior



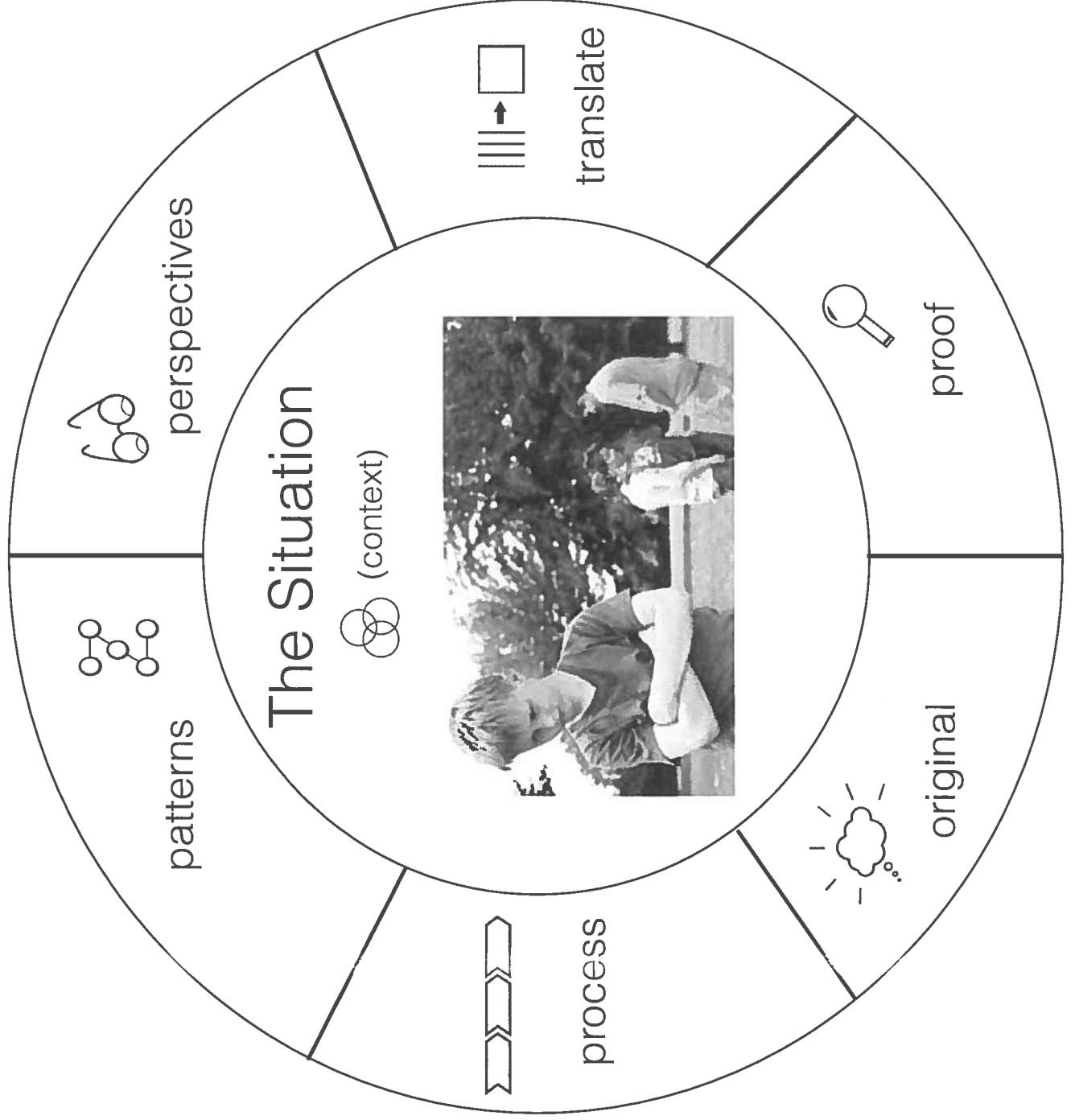
# Situational Behavior



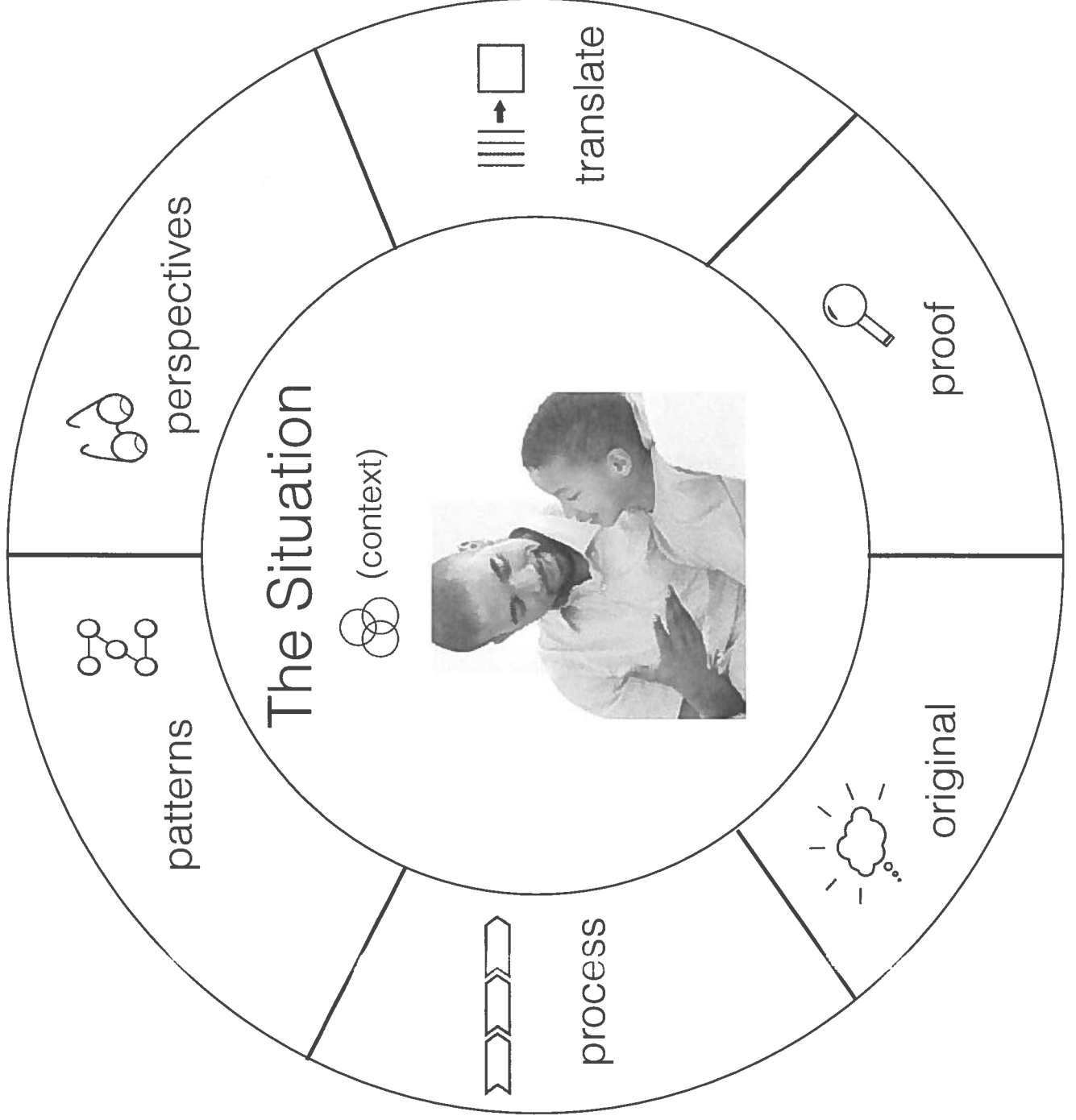
# Situational Behavior



# Situational Behavior



# Situational Behavior



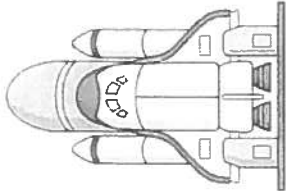
# Collaboration



## Language of Collaboration

Descriptors	Purposes	Examples
together		
team		
group		
member		

# Performance that DEMANDS Multiple Members

Performance	Membership	Accomplishments
Example: 		

# Alone or Together: That is the Question!

Performance Task:		
No	Maybe	Yes



# Collaboration

WHY and WHO Collaborates		
WHY	WHO	WHEN
Stimulate innovation		
Share responsibilities		
Pool abilities		
Speed production		

# Forming Intellectual Friendships

Task:	
Roles	Settings

b

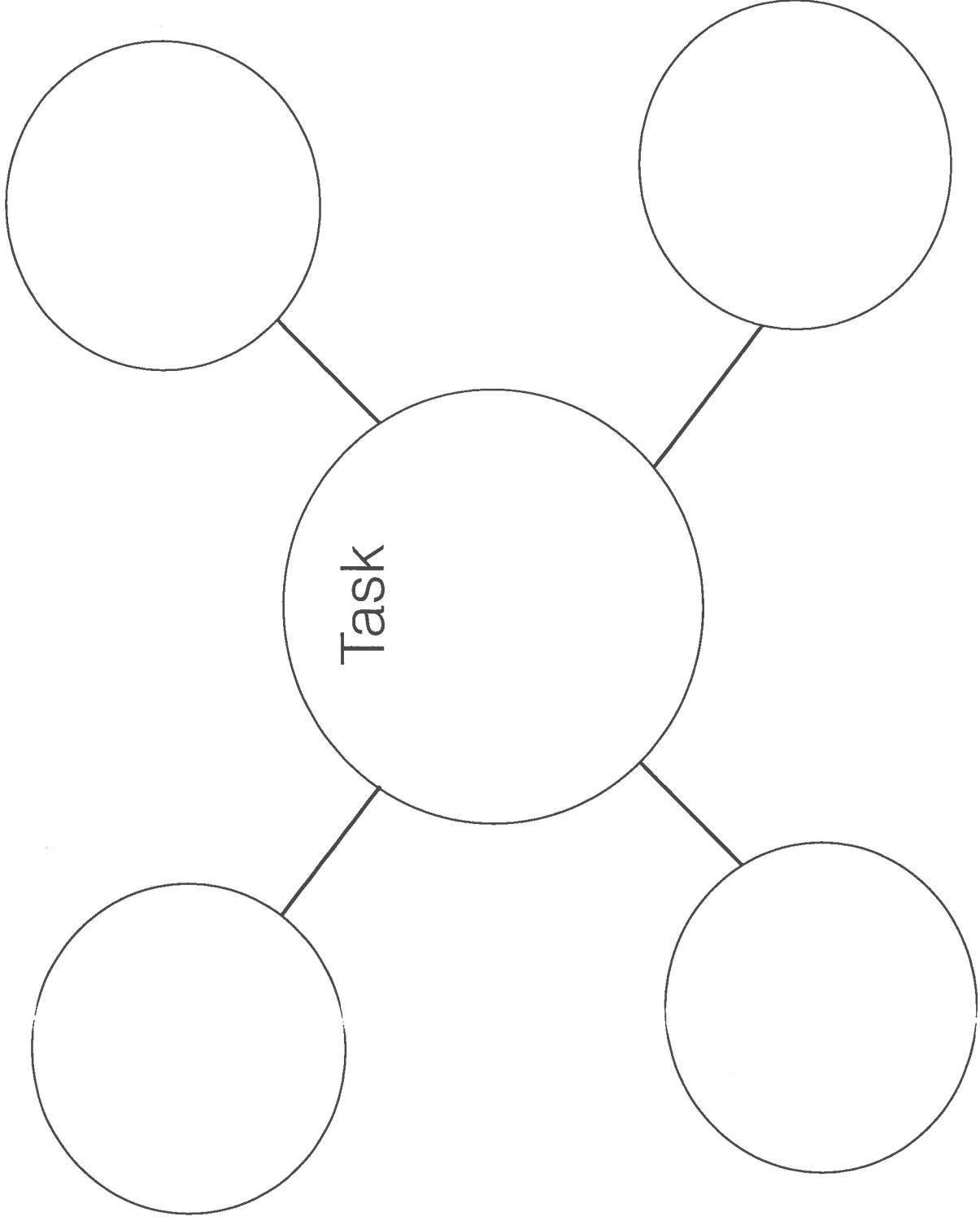


# Role Assignment

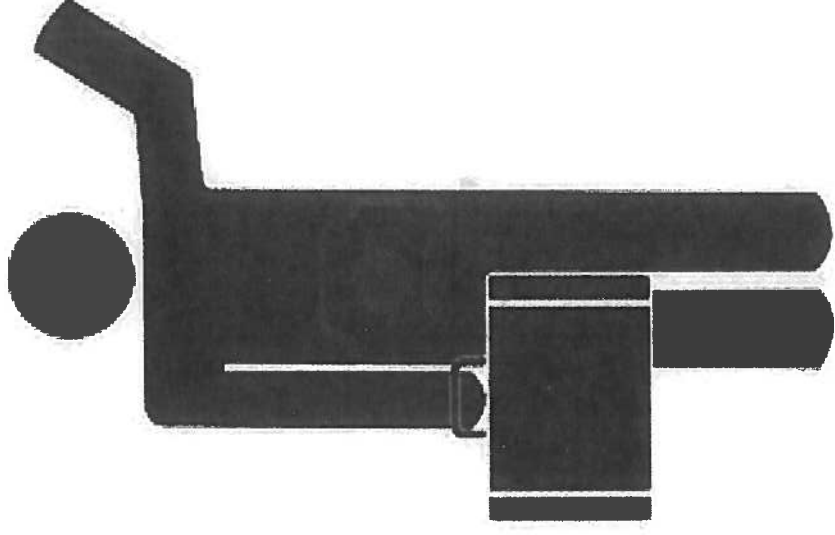


Your Role	My Role
•	•
•	•
•	•
•	•

# Collaboration Clusters

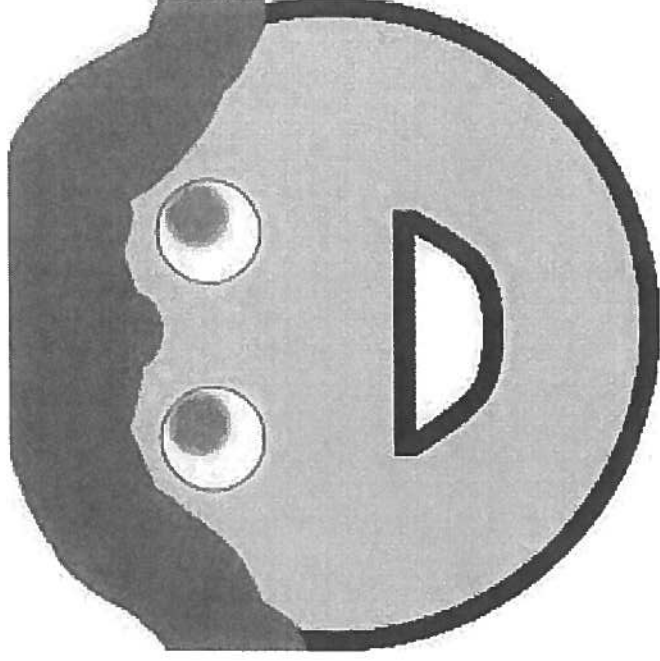


# Introduce



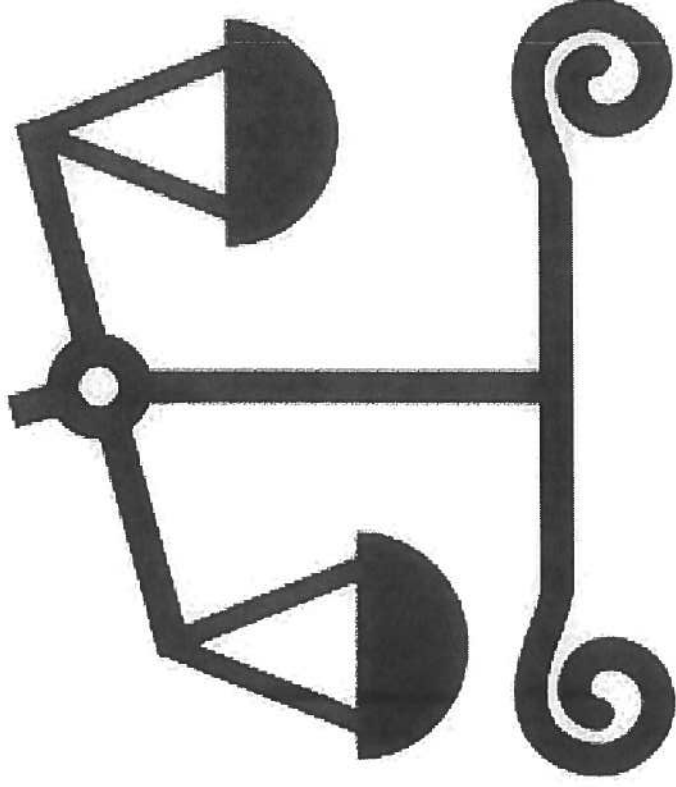
Examine what you already know.

# Introduce



Ask for explanations.

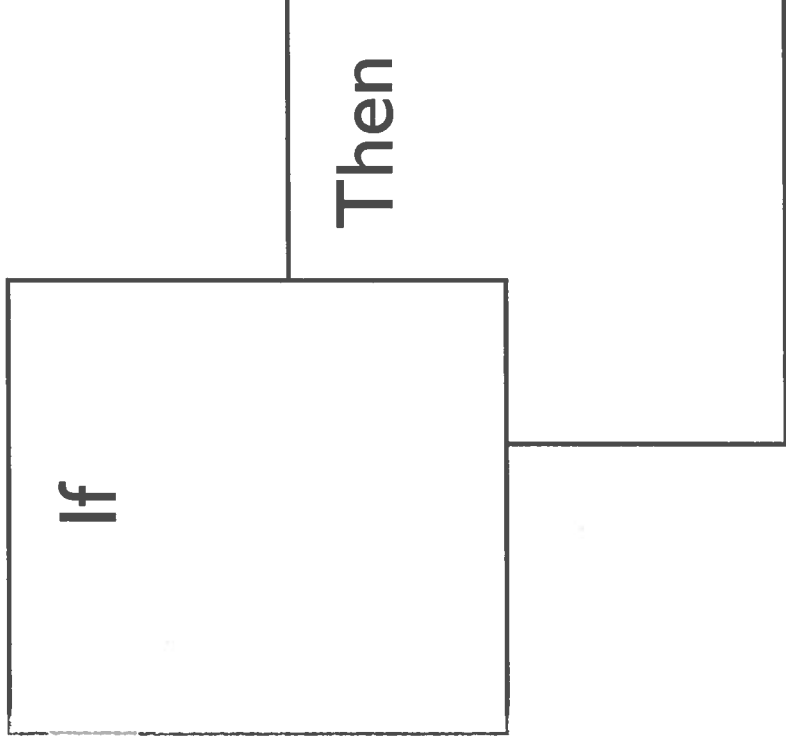
# Introduce



**Weigh the value.**

# Apply

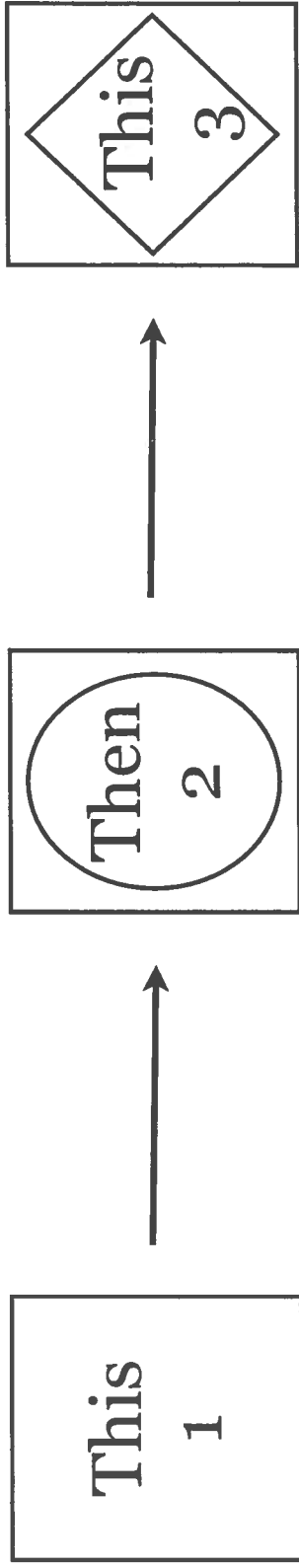
Determine the HOW





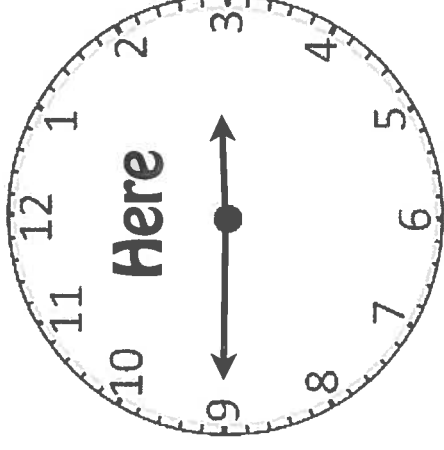
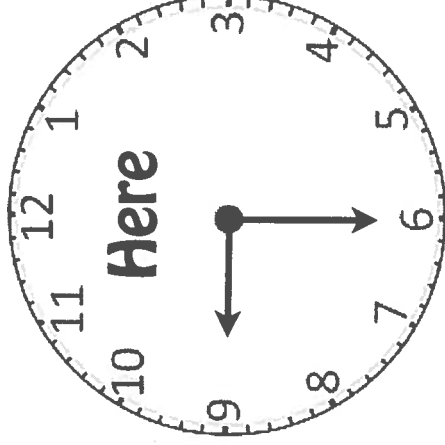
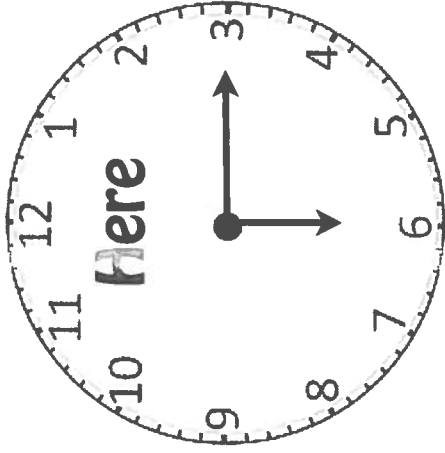
# Apply

## Practice in contexts



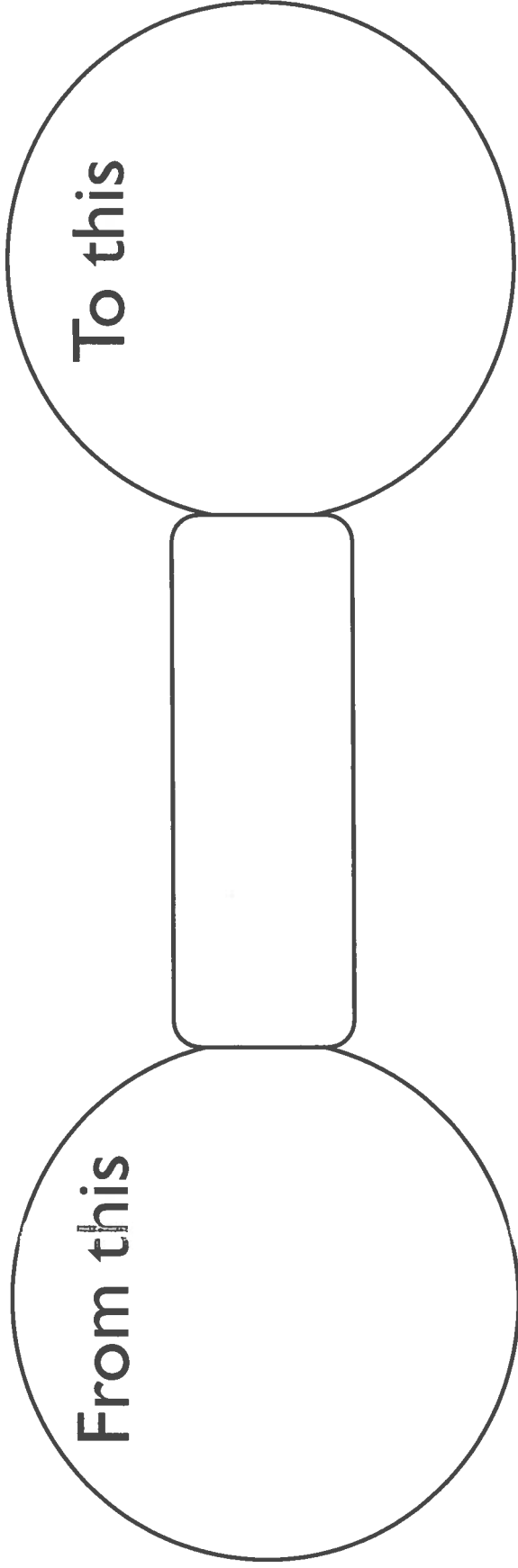
# Apply

Determine when to use it.



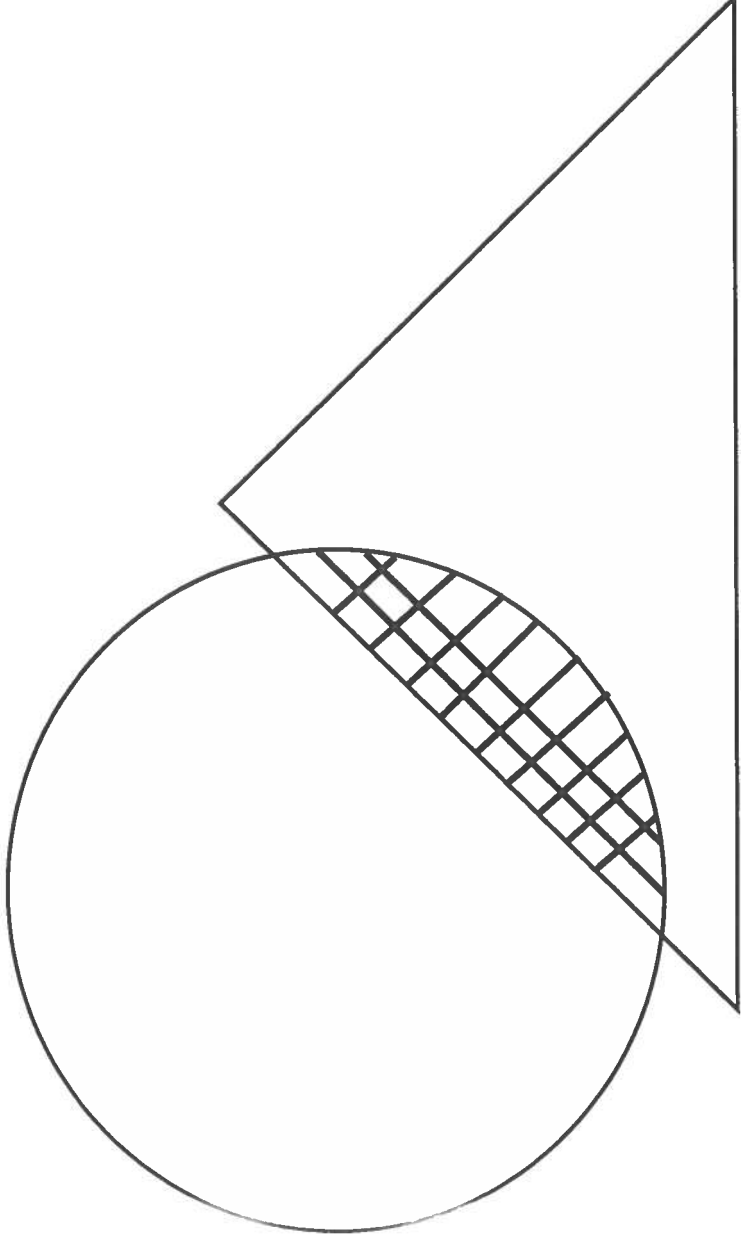
# Relate

Build a Bridge or Connection



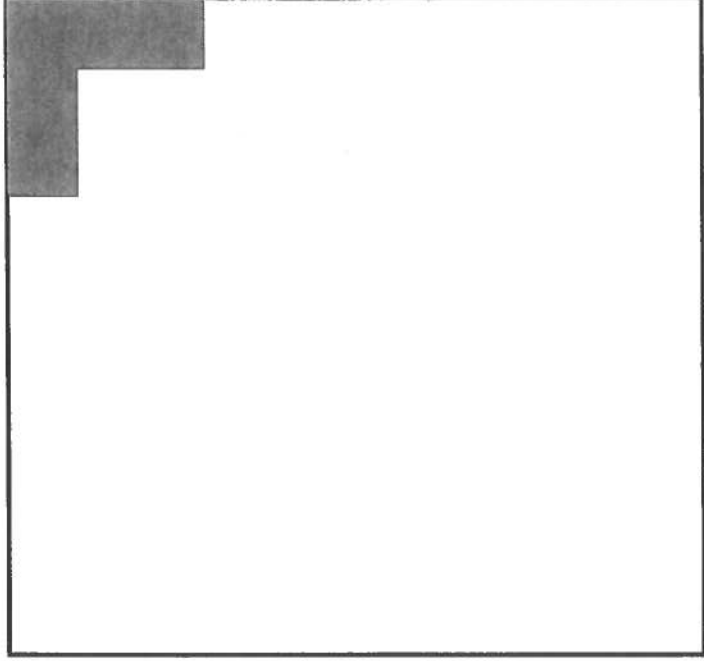
# Relate

Show the overlap

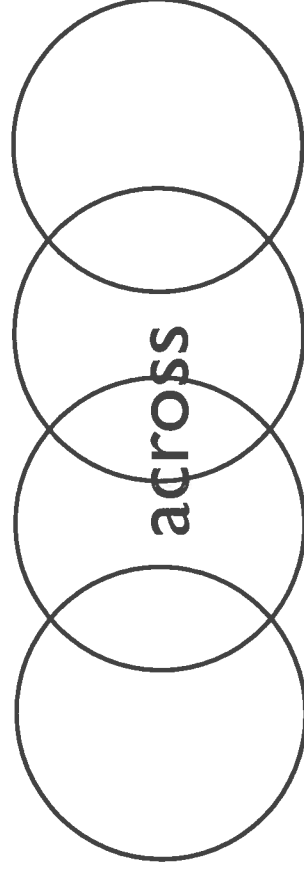
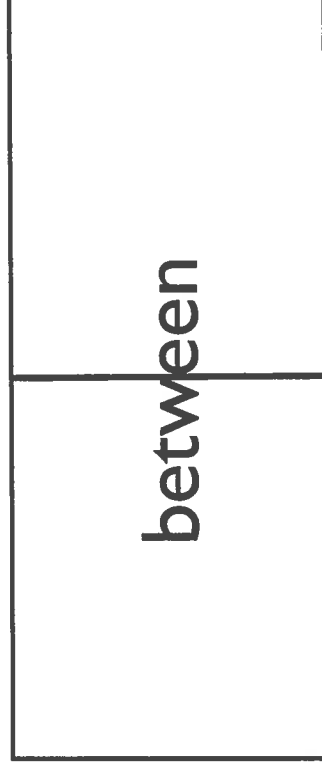
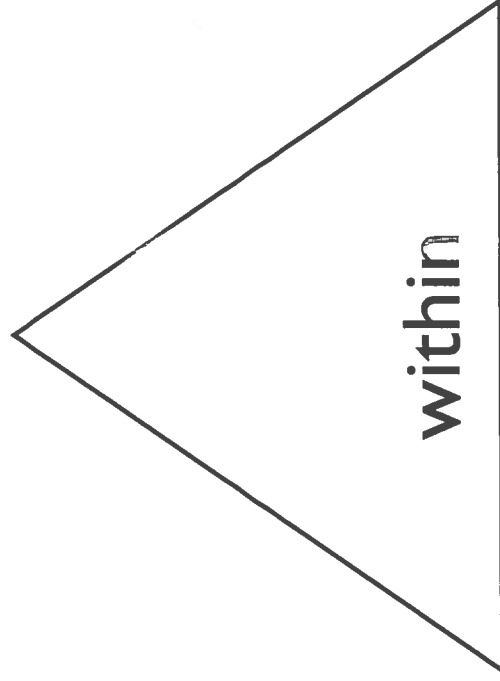


# Relate

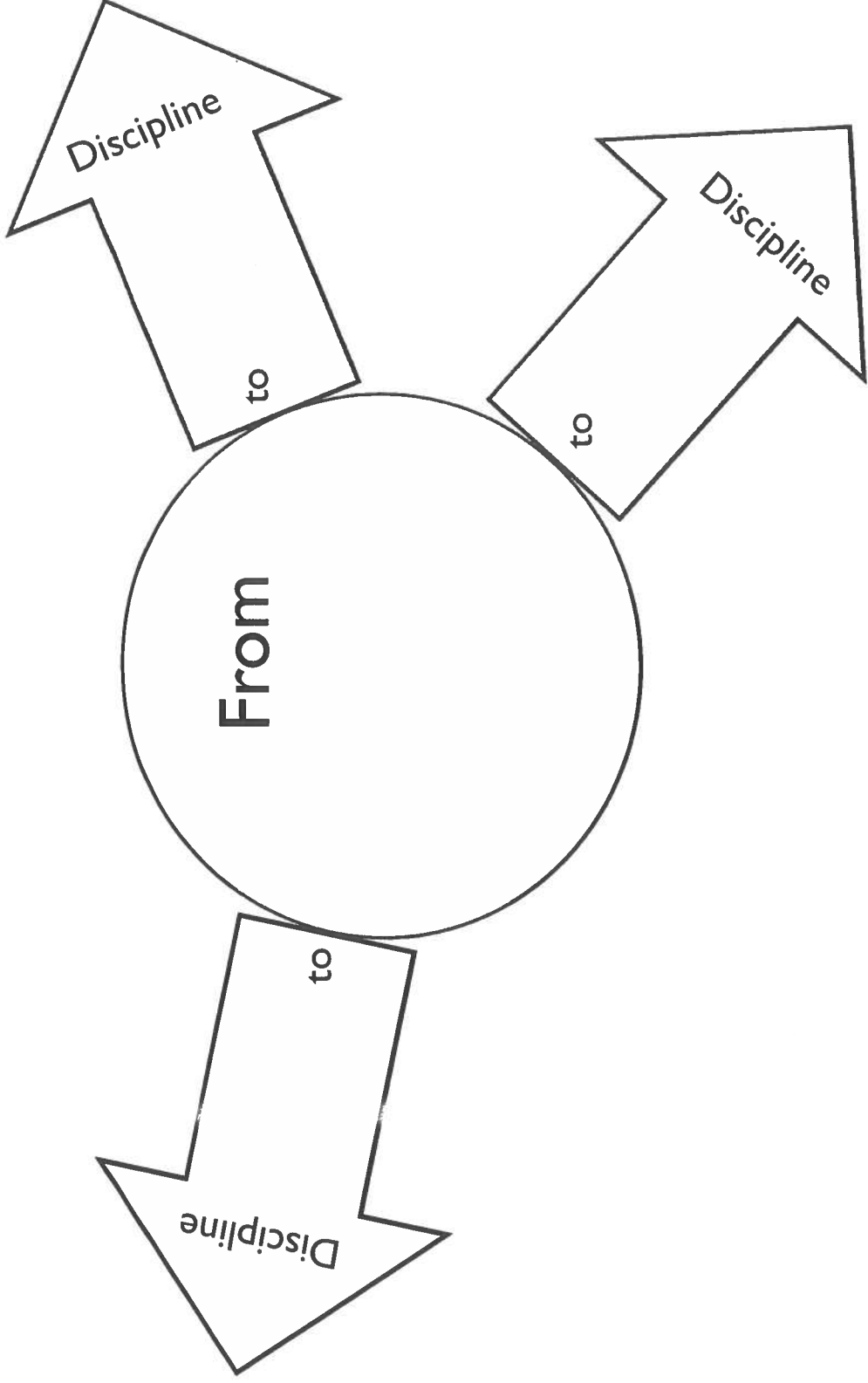
Find the part of the whole.



# Transfer



# Transfer



# Transfer

Type of movement from \_\_\_\_\_ to \_\_\_\_\_.



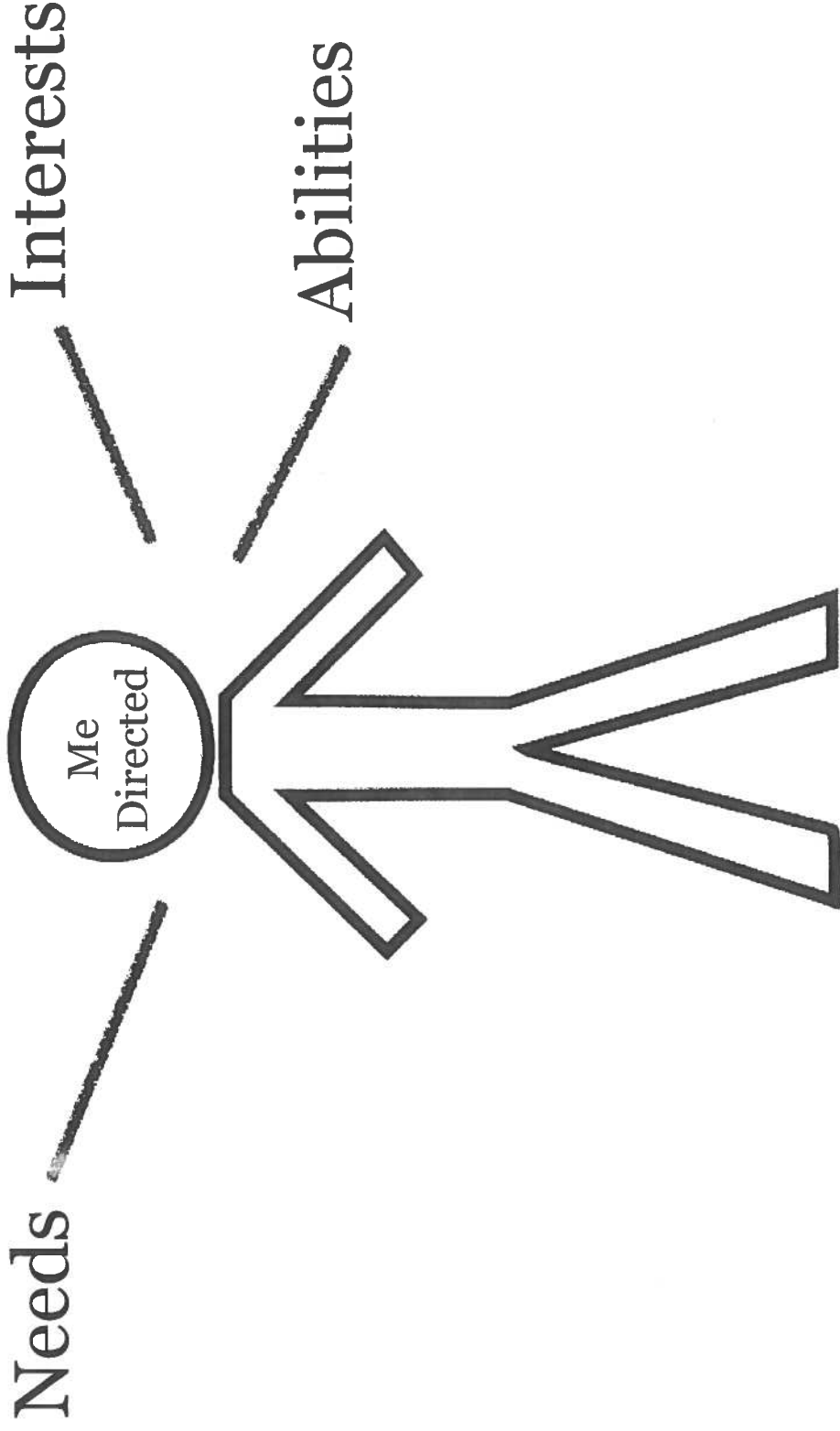


# Individualize

Reshape to reflect me.



# Individualize



# Individualize

Make a choice.

