



OCTOBER 26, 2011

# Creating an Impact School

JIM KNIGHT, UNIVERSITY OF KANSAS

[JimKnight@mac.com](mailto:JimKnight@mac.com)





# Our Question

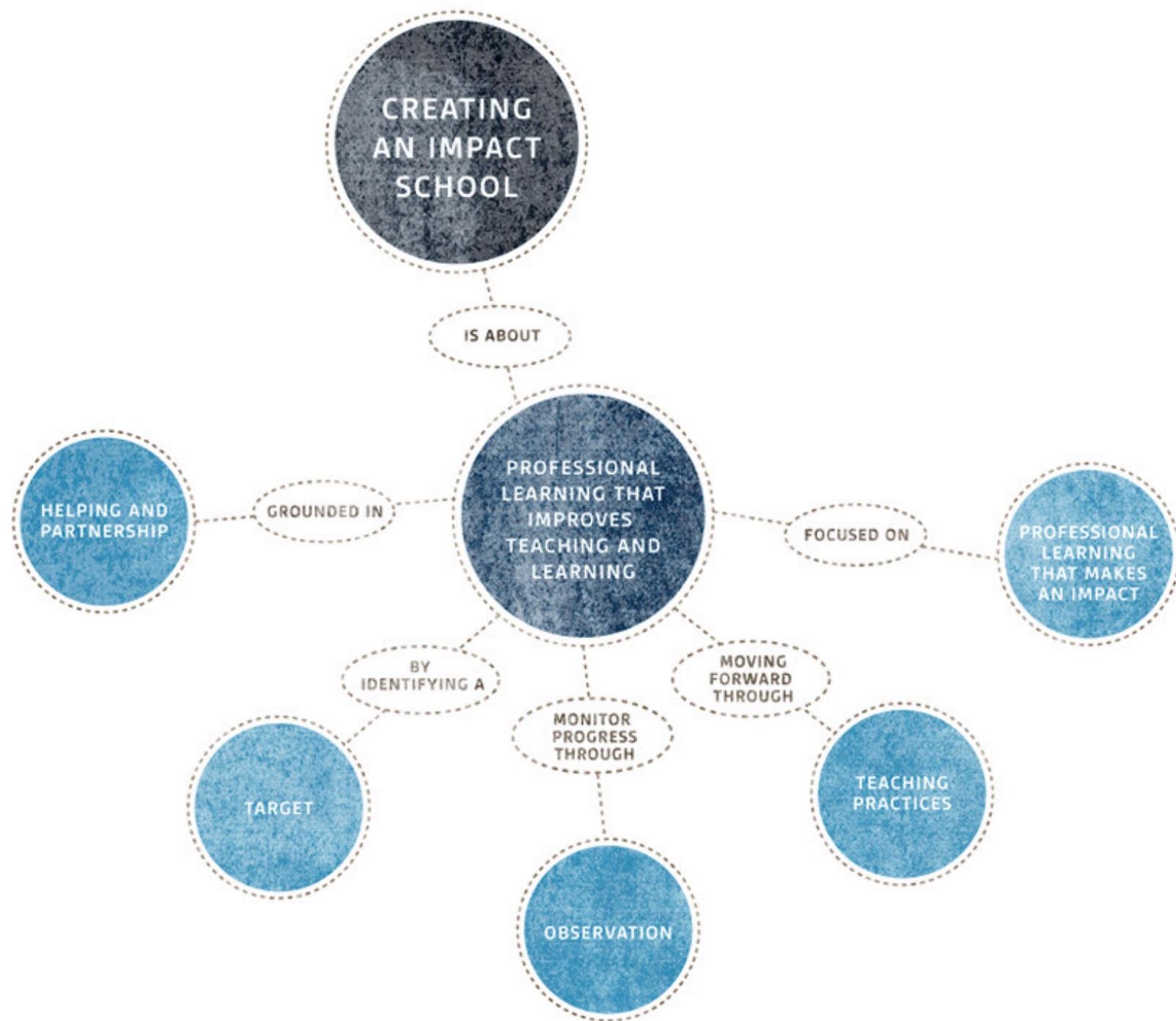




# Our Question

How do we create schools in which every student receives excellent instruction, in every class, every day?







# My first **teaching** experience







# My first **teaching** experience



*Greetings From*

**TORONTO**

The word 'TORONTO' is rendered in large, bold, 3D block letters. Each letter serves as a frame for a different iconic Toronto scene. The 'T' shows the CN Tower. The first 'O' depicts a large, ornate building with a red roof, likely the Fairmont Royal York. The 'R' features a similar grand building. The first 'O' contains a red traffic light. The 'N' shows a tall, modern skyscraper. The second 'T' depicts a tall, white Gothic Revival church. The final 'O' shows a park with a large, leafy tree. The letters are set against a large, stylized red maple leaf that dominates the center of the postcard.

*Canada*

**NONE**





**Why?**

# A closer look at word level reading...

Their peaceful drifting halted suddenly with the approach of a mother and her two small children. The appearance of humans often signaled fine dining for the hungry flock. As if attached by some invisible string, the whole flock immediately set sail in the direction of the oncoming trio. At the pond's edge, the geese scrambled out of the water in waves and scattered over the bank. Their smooth, graceful glide across the water became a clumsy, stiff-legged waddle. The children squealed with delight as the geese moved closer, drawn by the trail of crackers laid down by the mother.



1.

**Please watch**  
**this clip...**





# 1. Humanity





# Relational Trust

Fullan, M. (2001). Leading in a culture of change (p.5)

“We have found that the single factor common to every successful change initiative is that *relationships improve*. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus leaders must be consummate relationship builders with diverse people and groups – especially with people different than themselves.”

# Helping





# Helping

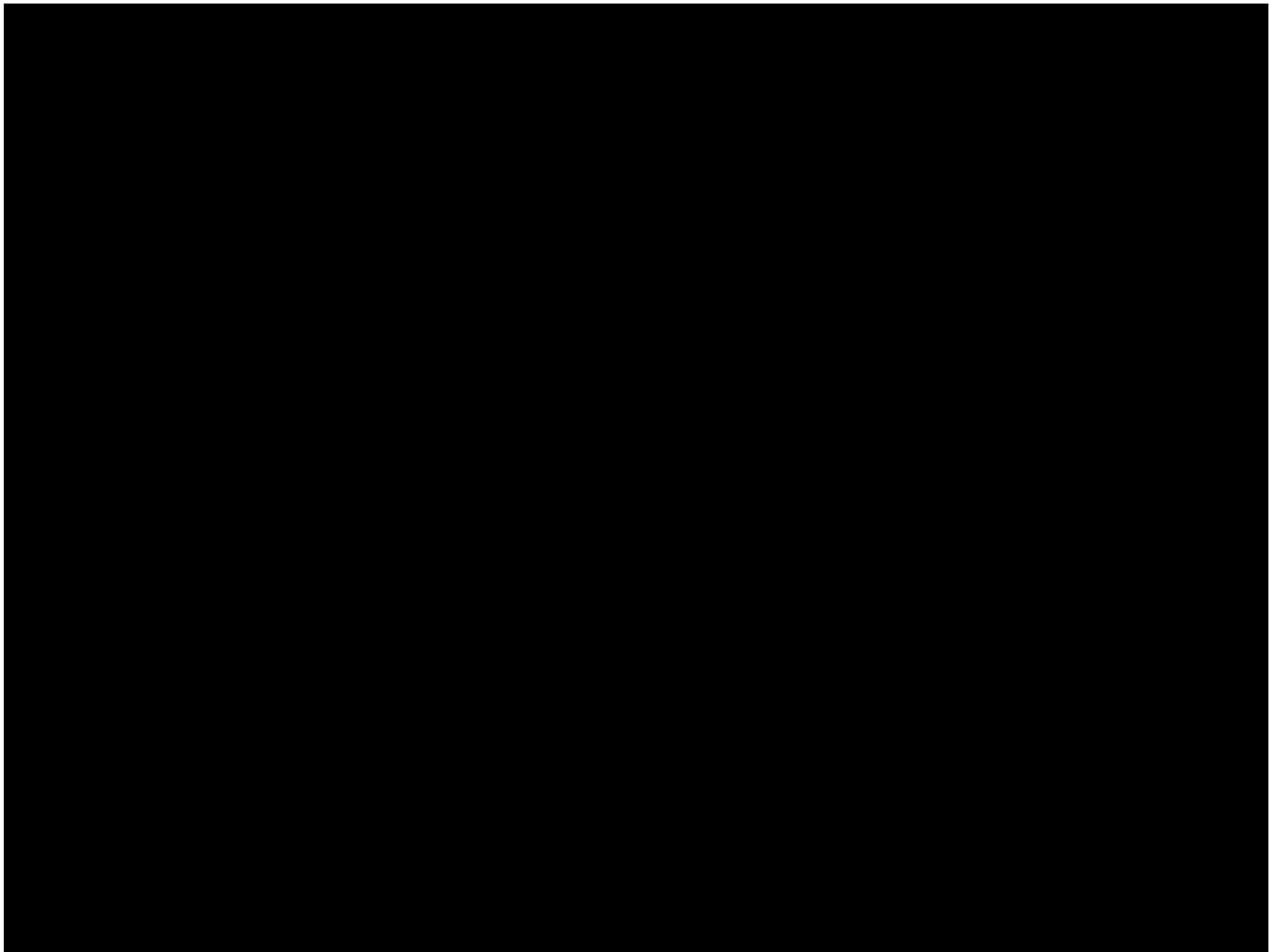
- » **CHANGE**
- » **IDENTITY**
- » **THINKING**
- » **STATUS**
- » **MOTIVATION**

The image features a solid blue background. Overlaid on this background is a faint, light-colored image of a road with dashed white lines receding into the distance. In the foreground, two hands are shown, palms facing each other, fingers slightly spread, as if they are about to shake or are in the process of shaking. The hands are positioned horizontally across the middle of the frame. The word "Partnership" is written in a large, white, sans-serif font, centered over the hands and the road image.

# Partnership



**Please watch**  
**this clip...**





# Equality

IN CONGRESS

We the People of the United States, in order to

insure domestic Tranquility, provide for the common defence

and our Posterity, do ordain and establish this Constitution

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors in that State.

The Senate shall be composed of two Senators from each State, chosen by the Legislature of the State for which they are elected, and they shall hold their Offices for six Years, and each Senator shall have the Qualifications requisite for Senators in that State.

Section 2. The House of Representatives shall be the most numerous Branch of the State Legislature.

Section 3. The Senate shall be the less numerous Branch of the State Legislature.

Section 4. The Congress shall assemble at least once in every Year, and the Meeting of the Congress shall commence on the first Monday in December, unless they shall by Law appoint a different Day.





# Voice





# Dialogue



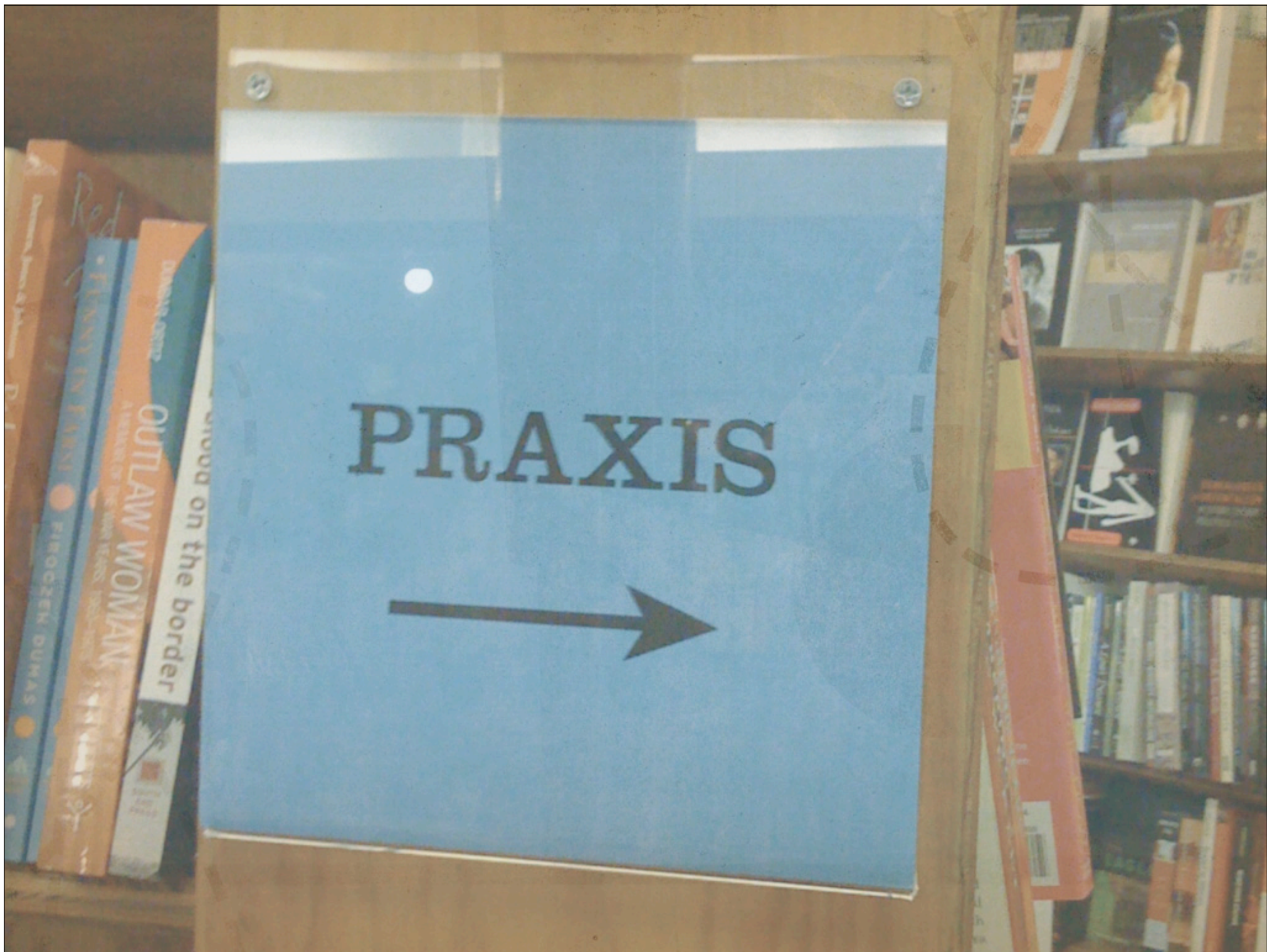


# Reflection





# PRAXIS





# Reciprocity



**What do you notice  
about the way  
these two people  
communicate?**



**This place is so beautiful!**



**The way forward is  
about becoming  
more human not  
just more clever.**

**Peter Senge**

```
graph LR; A((HELPING AND PARTNERSHIP)) -.-> B([GROUNDED IN]); B -.-> C(( ));
```

HELPING AND  
PARTNERSHIP

GROUNDED IN

» **CHANGE**

```
graph LR; A((HELPING AND PARTNERSHIP)) -.-> B(GROUNDED IN); B -.-> C(( ));
```

HELPING AND  
PARTNERSHIP

GROUNDED IN

- » **CHANGE**
- » **IDENTITY**



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graph LR; A((HELPING AND PARTNERSHIP)) -.-> B((GROUNDED IN)); B -.-> C(( ));
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HELPING AND  
PARTNERSHIP

GROUNDED IN

- » **CHANGE**
- » **IDENTITY**
- » **THINKING**

```
graph LR; A((HELPING AND PARTNERSHIP)) -.-> B((GROUNDED IN)); B -.-> C(( ));
```

HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS

```
graph LR; A((HELPING AND PARTNERSHIP)) -.-> B(GROUNDED IN); B -.-> C(( ));
```

**HELPING AND  
PARTNERSHIP**

**GROUNDED IN**

- » **CHANGE**
- » **IDENTITY**
- » **THINKING**
- » **STATUS**
- » **MOTIVATION**



```
graph LR; A((HELPING AND PARTNERSHIP)) -.-> B(GROUNDED IN); B -.-> C(( ));
```

**HELPING AND  
PARTNERSHIP**

**GROUNDED IN**

- » **CHANGE**
- » **IDENTITY**
- » **THINKING**
- » **STATUS**
- » **MOTIVATION**

» **EQUALITY**

HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE

HELPING AND  
PARTNERSHIP

A diagram consisting of three connected shapes. The first is a large blue circle with a dashed brown border containing the text 'HELPING AND PARTNERSHIP'. A dashed brown line connects this circle to a smaller, horizontally-oriented oval with a dashed brown border containing the text 'GROUNDED IN'. Another dashed brown line connects this oval to a third, partially visible blue circle on the right edge of the frame, also with a dashed brown border.

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE



HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE
- » DIALOGUE

HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE
- » DIALOGUE
- » REFLECTION

HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE
- » DIALOGUE
- » REFLECTION
- » PRAXIS



HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
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- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE
- » DIALOGUE
- » REFLECTION
- » PRAXIS
- » RECIPROCITY

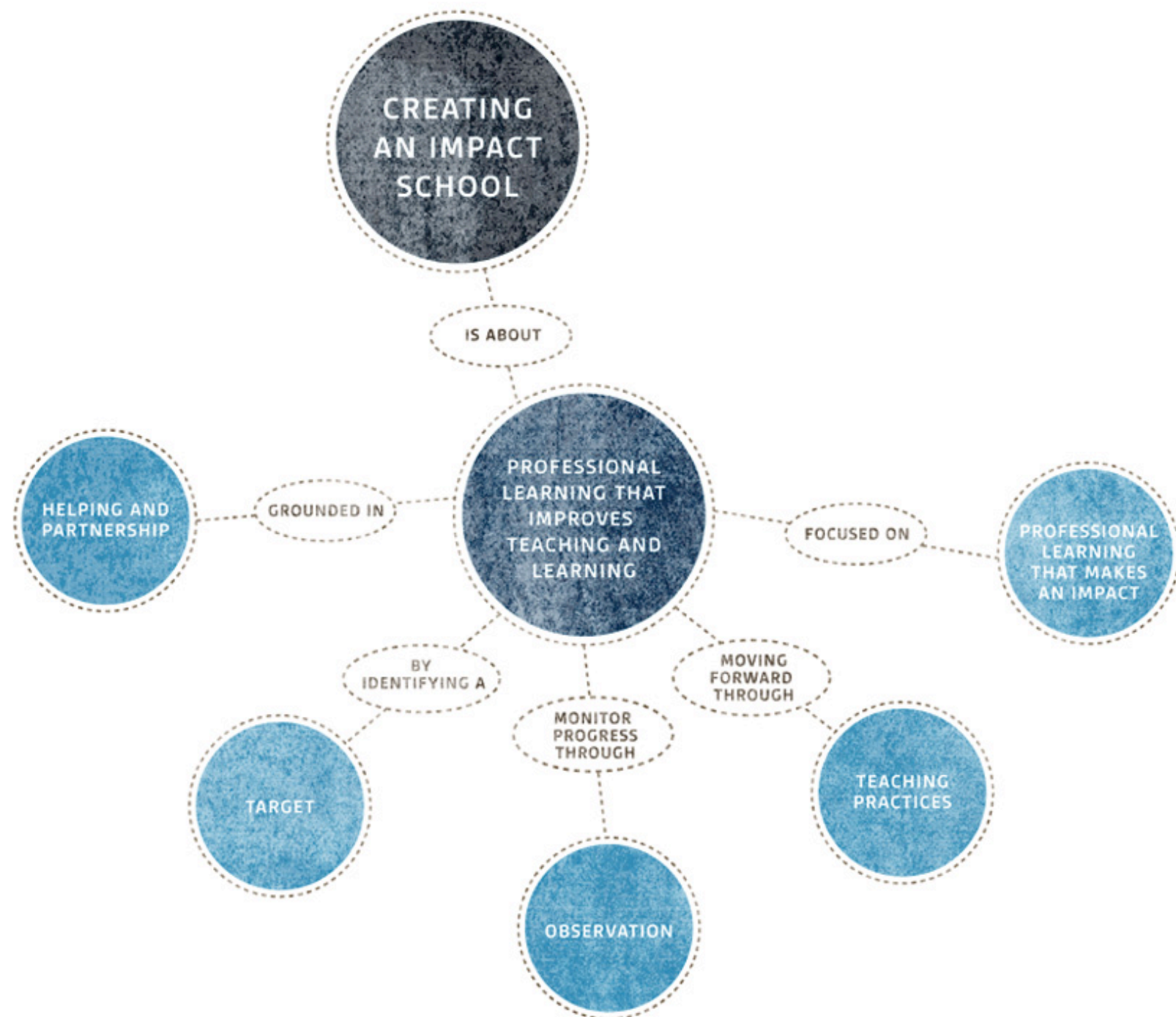


HELPING AND  
PARTNERSHIP

GROUNDED IN

- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

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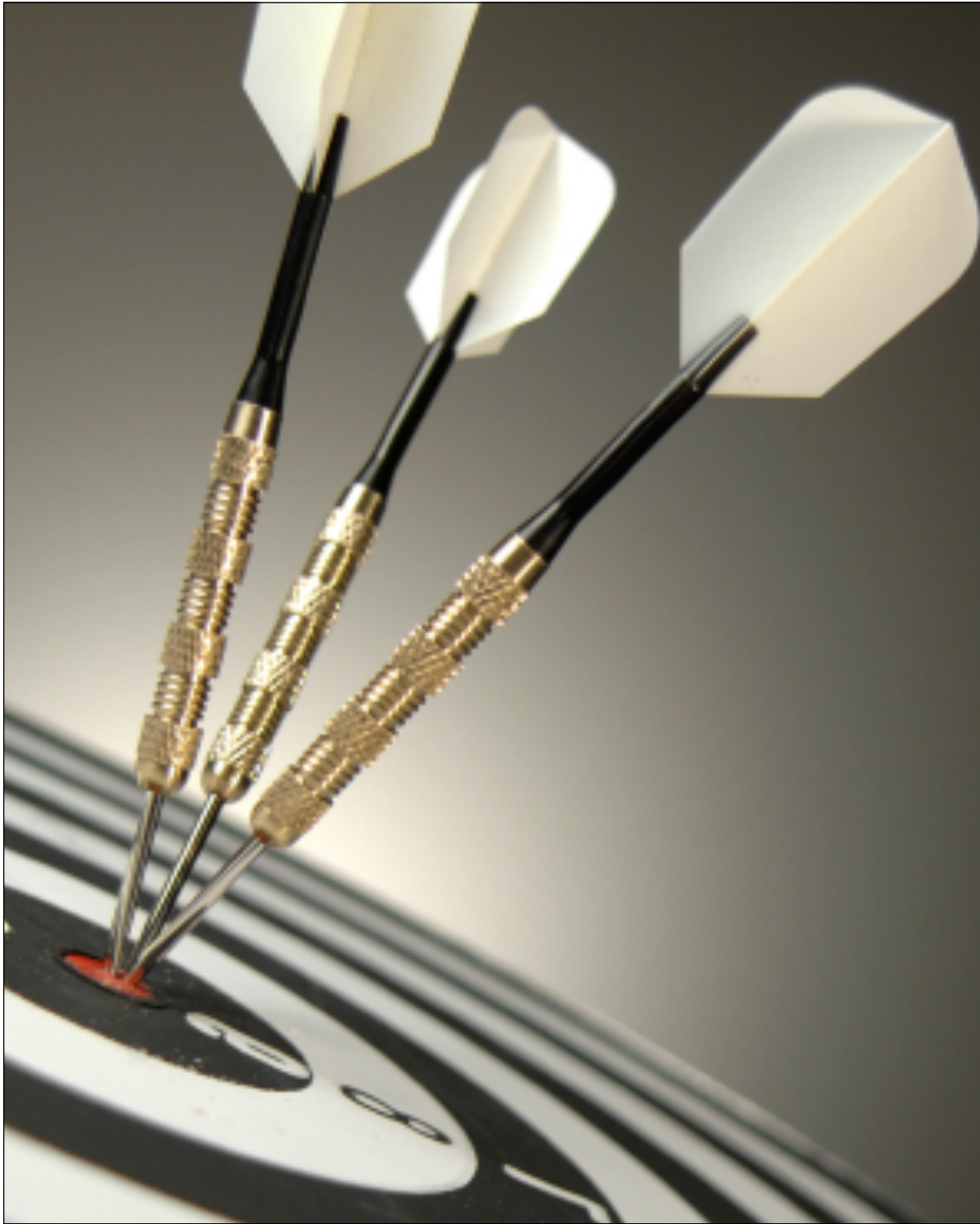


The background is an abstract composition of various shades of blue and white. It features a mix of textures, including what looks like marbled paper and areas with fine, grainy patterns. Overlaid on these textures are several dashed lines in a light blue or white color, some of which form curved, semi-circular paths. The overall effect is layered and artistic.

**2.**



# The Target



## ***Instructional Improvement Target***

### Community Building

- (T) Posts expectations and ensures they are followed by students
- (T) Interacts with at least a 3:1 ratio of interaction
- (S) Are on task at least 90% or more
- (S) Keep disruptions no more than 0-4 per 10 minutes

### Content Planning

- (T) Creates and shares unit questions with students effectively
- (T) Fully understands the standards for the course being taught
- (T) Has created a Learning Map and shares it with students effectively
- (S) Can paraphrase the guiding questions
- (S) Can describing the plan for the unit as laid out on the map
- (S) Have the questions and map open on their desk before class starts

### Instruction

- (T) Uses intensive-explicit teaching practices appropriately
- (T) Uses constructivist teaching practices appropriately
- (T) Uses Cooperative Learning, Stories, Effective Questions, Thinking Prompts, Challenging Assignments, and Experiential Learning or other similar practices appropriately
- (S) Maintain a pass rate of 95% or higher
- (S) Enjoy learning in the classroom

### Assessment for Learning

- (T) Uses Informal assessments effectively
- (T) Knows how each students' learning is progressing
- (S) Understand the learning targets for all learning
- (S) Know how their personal learning is progressing

(T) = teacher practice

(S) = student behavior



# An Excellent Target

- One page
- As simple as possible, but no simpler
- Precise
- Observable
- Teacher & Student
- Doable

Why an  
instructional target  
is important

# Three critical elements

Understanding  
Agreement  
Commitment



# **Target design team**

# 20-minute target survey



## CLASSROOM MANAGEMENT

Time on task

MINUTES	STUDENTS	ON TASK	% ON TASK
:10			
:20			

Ratio of interactions

REINFORCING	CORRECTING

Expectations

CLEARLY POSTED OR STATED

YES	NO

Respect

SHOWN TOWARD TEACHER AND OTHER STUDENTS

YES	NO

## INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

CHECK	PRACTICE/ACTIVITY	MINUTES
	Beginning routine	
	Stories	
	Thinking prompts	
	Cooperative learning	
	Experiential learning	
	Labs	
	Seat work	
	Direct instruction	

CHECK	PRACTICE/ACTIVITY	MINUTES
	Transition time	
	Quizzes	

Individual Questions

# OF STUDENTS	# ANSWERING

Group Questions

# OF STUDENTS	# ANSWERING

## CONTENT PLAN

	YES	NO
Teacher explains what will be learned/taught today		
Teacher explains why the day's learning is important		
Teacher explains what students need to do		
Teacher explains how lesson fits into a larger unit plan		
There is evidence teacher has a plan for the unit		

## ASSESSMENT FOR LEARNING

	YES	NO
Teacher uses informal assessment at least twice		
All students respond to informational assessments		

# Teacher meetings



# AGREE

# COMMITTED

10

10

10

10

0

10

10

10

10

9

9

9

9

7

8

7

6

6

5

5

3

2

1

# Creating the Target

- One-page target
- Target design team
- Teacher meetings
- Teacher commitment
- Central office support

# **Central office support**



**How will you get  
understanding,  
agreement, and  
commitment?**

Ensuring you have  
the right practices



BY  
IDENTIFYING A

TARGET

» TARGET DESIGN TEAMS



BY  
IDENTIFYING A

TARGET

- » TARGET DESIGN TEAMS
- » TEACHER INTERVIEWS



TARGET

BY  
IDENTIFYING A

- » TARGET DESIGN TEAMS
- » TEACHER INTERVIEWS
- » OBSERVATIONS

BY  
IDENTIFYING A

TARGET

- » TARGET DESIGN TEAMS
- » TEACHER INTERVIEWS
- » OBSERVATIONS
- » DRAFT



BY  
IDENTIFYING A

TARGET

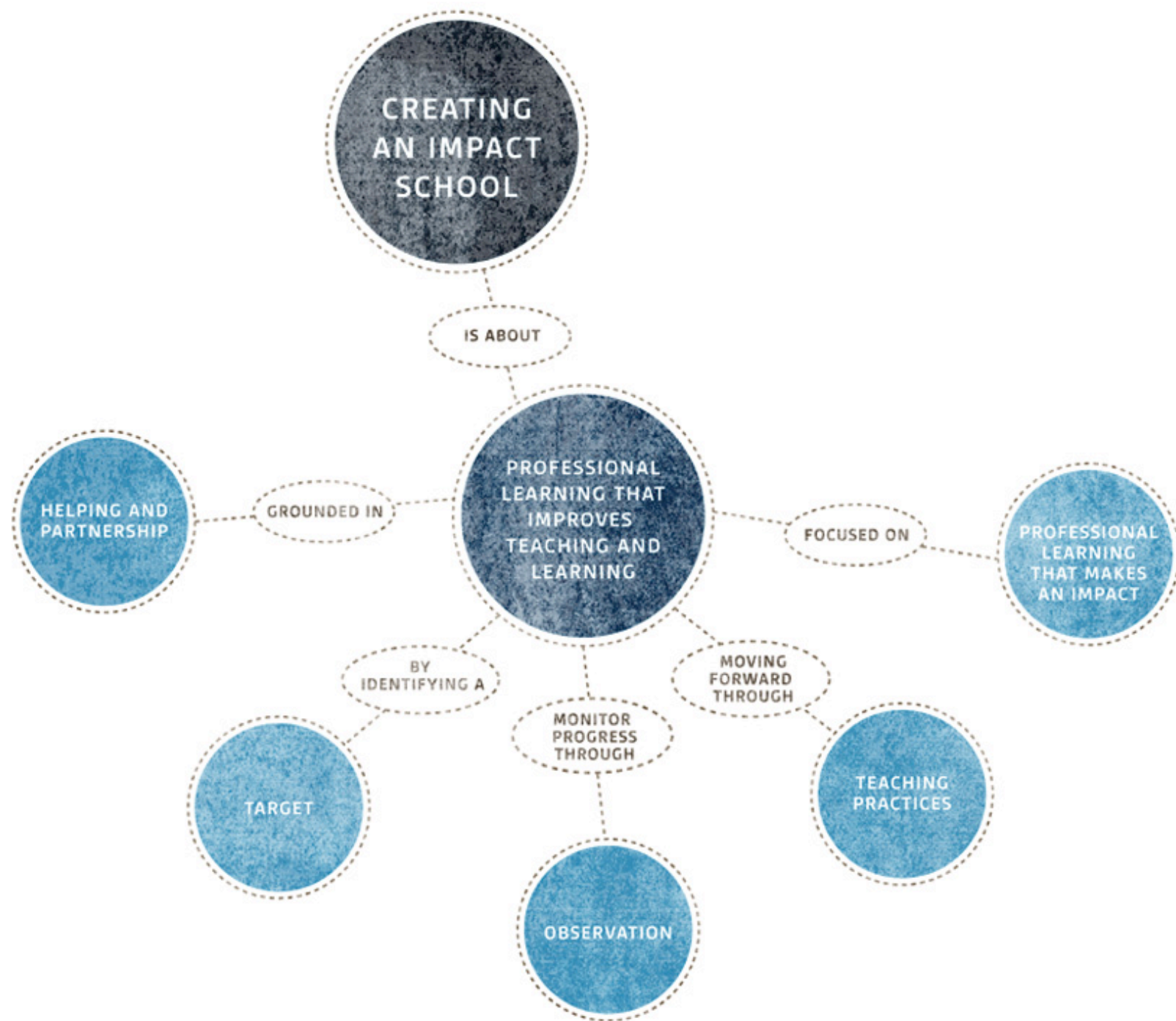
- » TARGET DESIGN TEAMS
- » TEACHER INTERVIEWS
- » OBSERVATIONS
- » DRAFT
- » REFINE THE DRAFT

A diagram illustrating a process. On the left is a large blue circle with a dashed brown border, containing the word 'TARGET' in white. To its right is a smaller, horizontally-oriented oval with a dashed brown border, containing the text 'BY IDENTIFYING A'. A dashed brown line connects the right side of the large circle to the left side of the oval. Further to the right is a list of six items, each preceded by a double right-pointing arrow (»), all in blue text. The entire diagram is set against a white background with a thin black border.

**TARGET**

**BY  
IDENTIFYING A**

- » **TARGET DESIGN TEAMS**
- » **TEACHER INTERVIEWS**
- » **OBSERVATIONS**
- » **DRAFT**
- » **REFINE THE DRAFT**
- » **AGREEMENT  
& COMMITMENT**





The background is a complex collage of textures and colors. It features various shades of blue, from light sky blue to deep navy, and off-white or light beige. The textures include marbled paper, rough recycled paper, and smooth solid colors. Overlaid on these are several dashed lines in white and light blue, some forming curved paths. The overall composition is layered and abstract.

3.

**Observing teachers,  
monitoring progress**

# 20-minute target survey



## CLASSROOM MANAGEMENT

Time on task

MINUTES	STUDENTS	ON TASK	% ON TASK
:10			
:20			

Ratio of interactions

REINFORCING	CORRECTING

Expectations

CLEARLY POSTED OR STATED

YES	NO

Respect

SHOWN TOWARD TEACHER AND OTHER STUDENTS

YES	NO

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	Seat work	
	Direct instruction	

CHECK	PRACTICE/ACTIVITY	MINUTES
	Transition time	
	Quizzes	

Individual Questions

# OF STUDENTS	# ANSWERING

Group Questions

# OF STUDENTS	# ANSWERING

## CONTENT PLAN

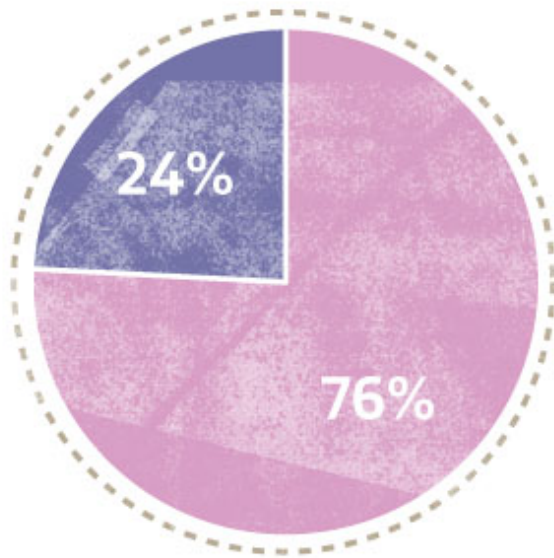
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There is evidence teacher has a plan for the unit		

## ASSESSMENT FOR LEARNING

	YES	NO
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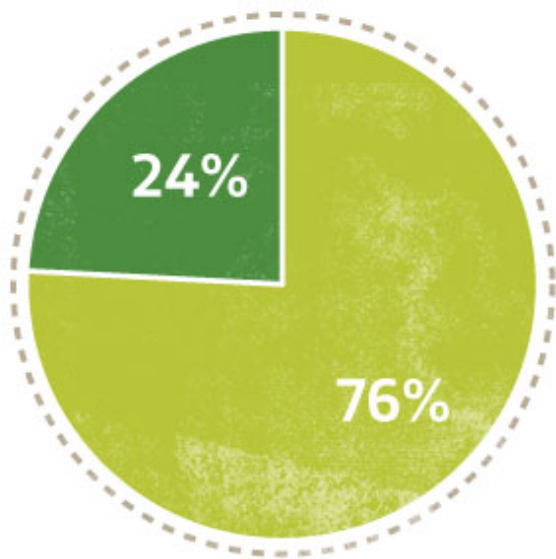
# Ratio of Interactions



Ratio of Interactions

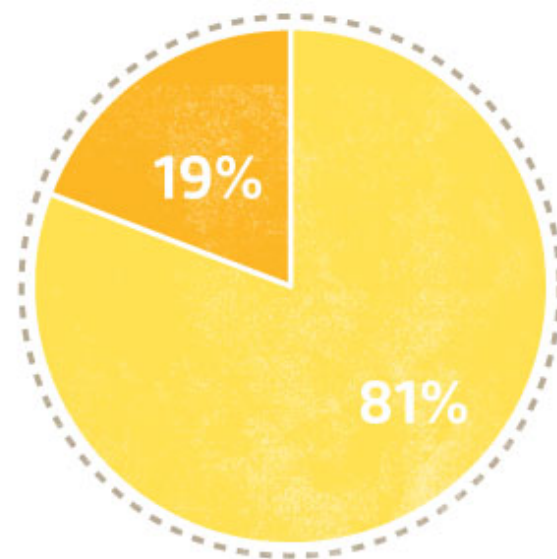
REINFORCING	CORRECTING	RATIO
59	182	<b>1:3</b>

# Time on Task



Time on Task at 10 Minutes

STUDENTS	ON TASK	% ON TASK
738	559	76%



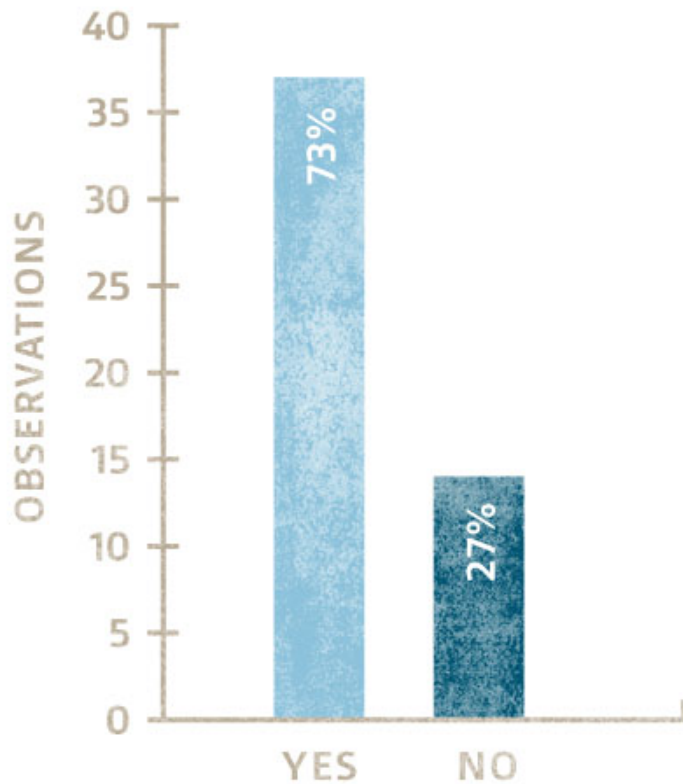
Time on Task at 20 Minutes

STUDENTS	ON TASK	% ON TASK
756	619	81%

# Expectations/Respect

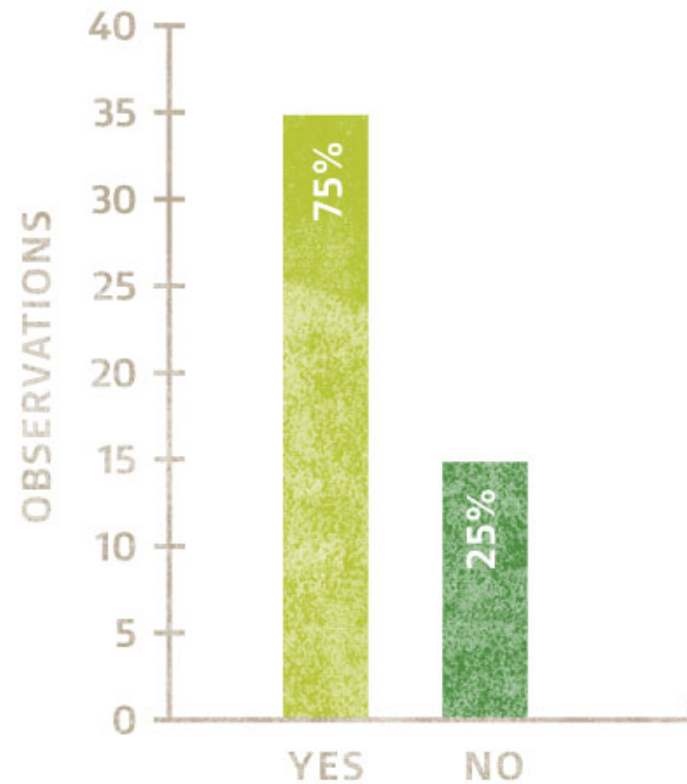
Posted Expectations

YES	NO
37	14



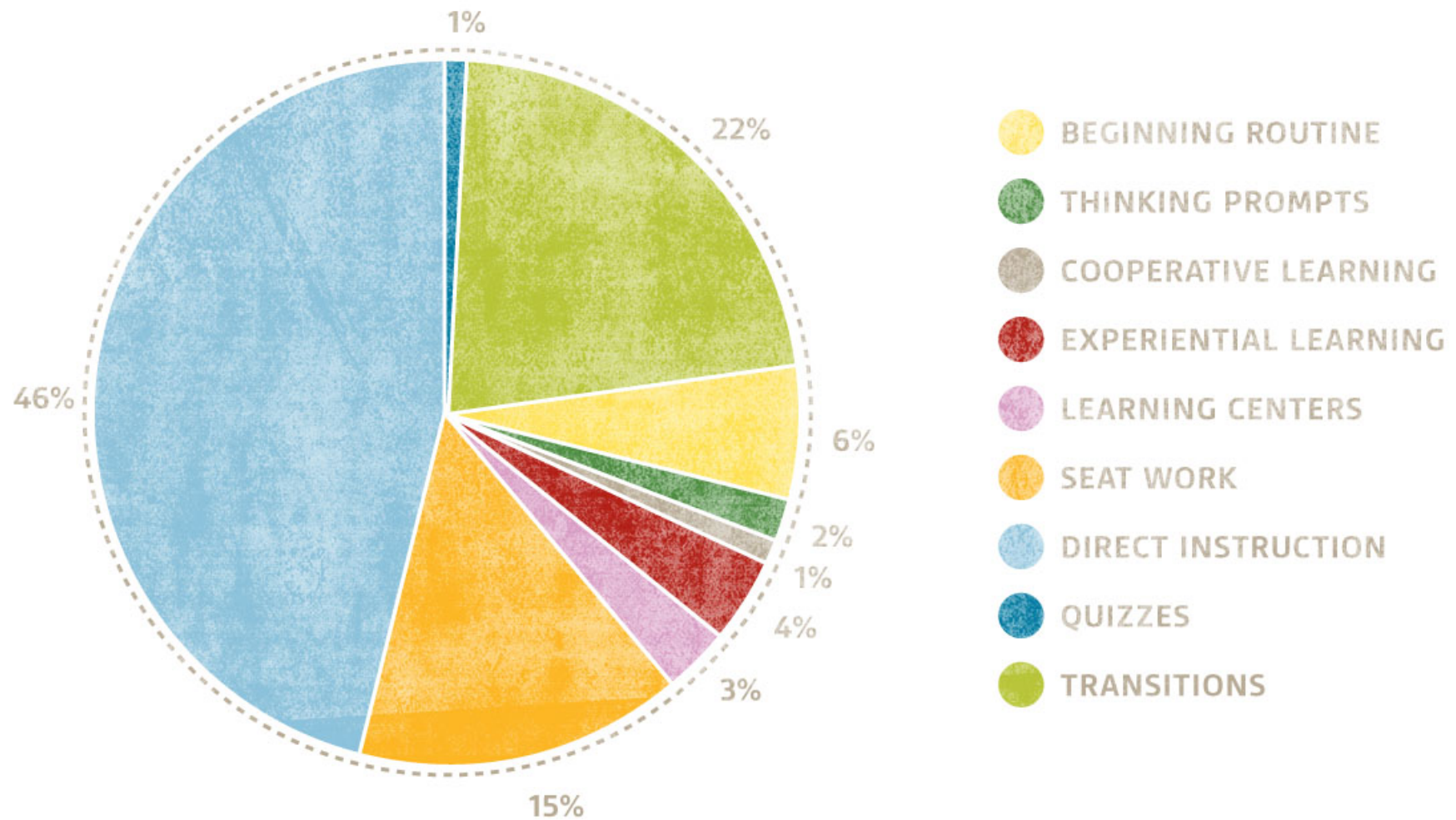
Respect Shown

YES	NO
38	13

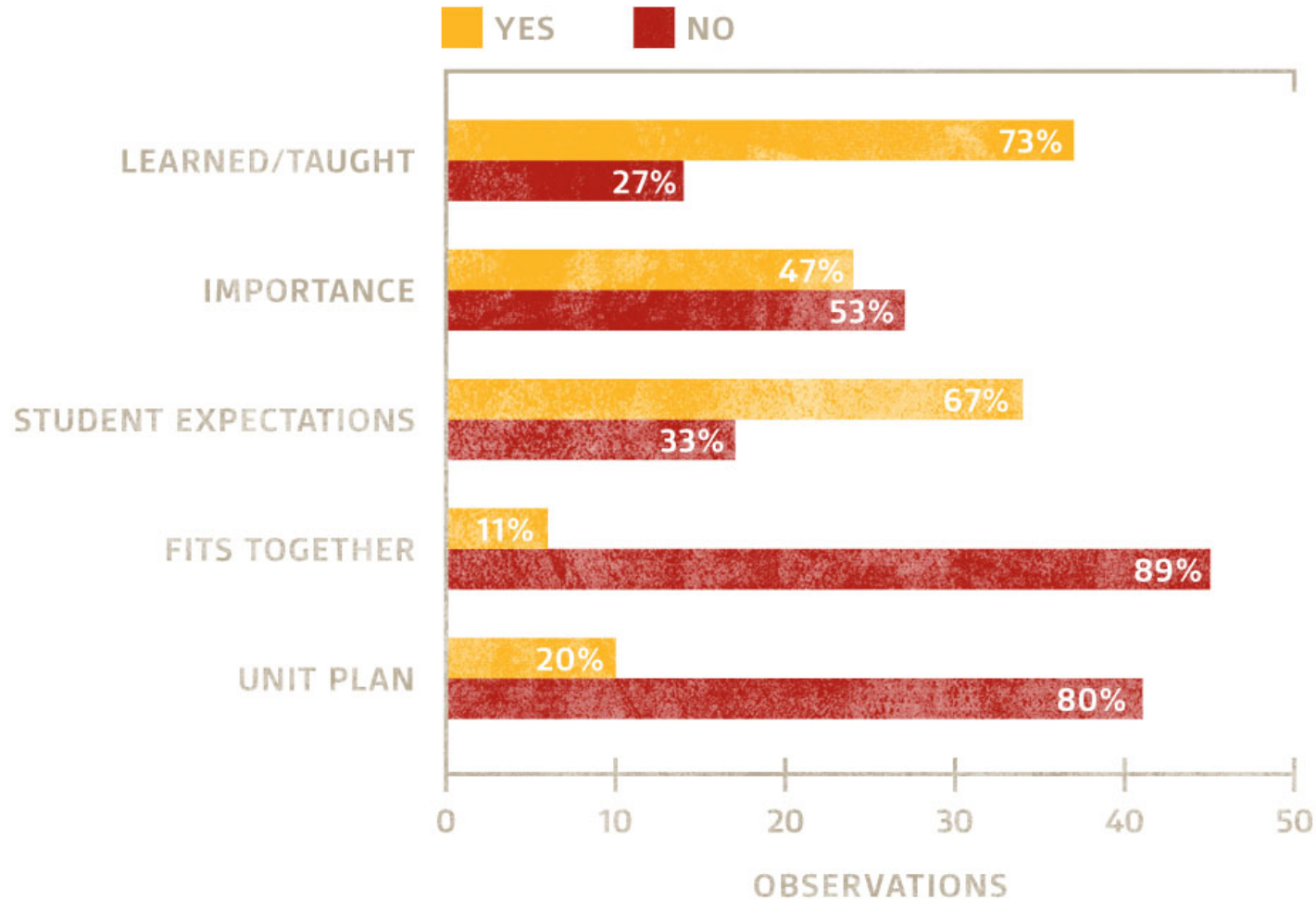




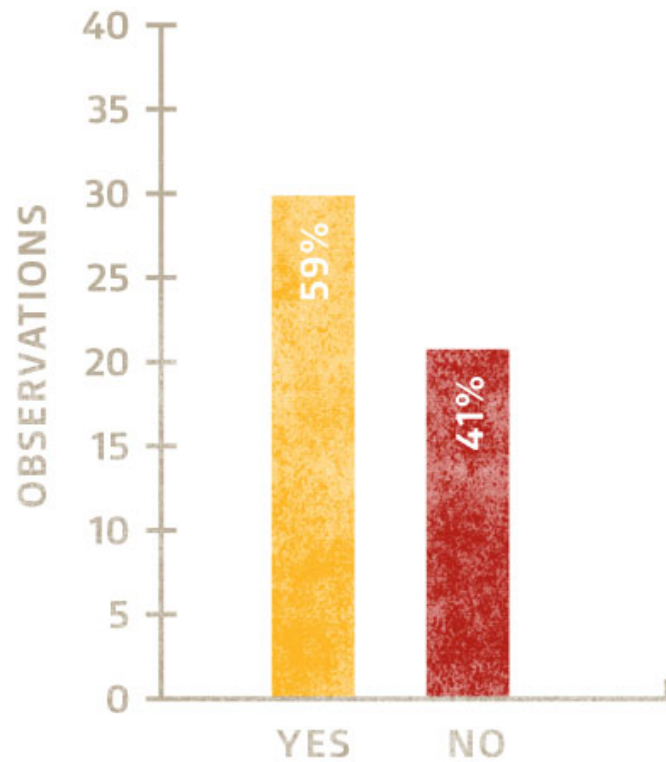
# Instructional Time



# Content Plan

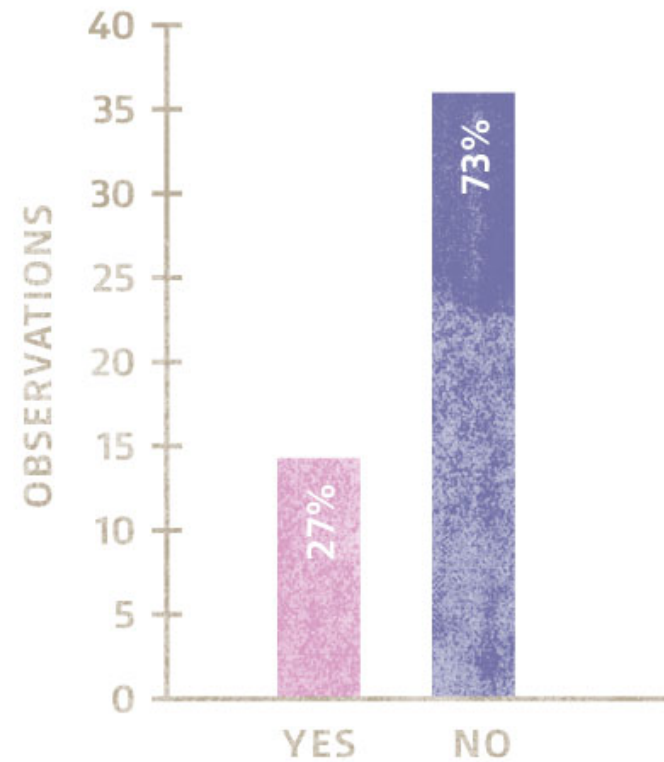


# Informal Assessment



Informal Assessments Used

YES	NO
30	21



ALL Students Respond

YES	NO
14	37

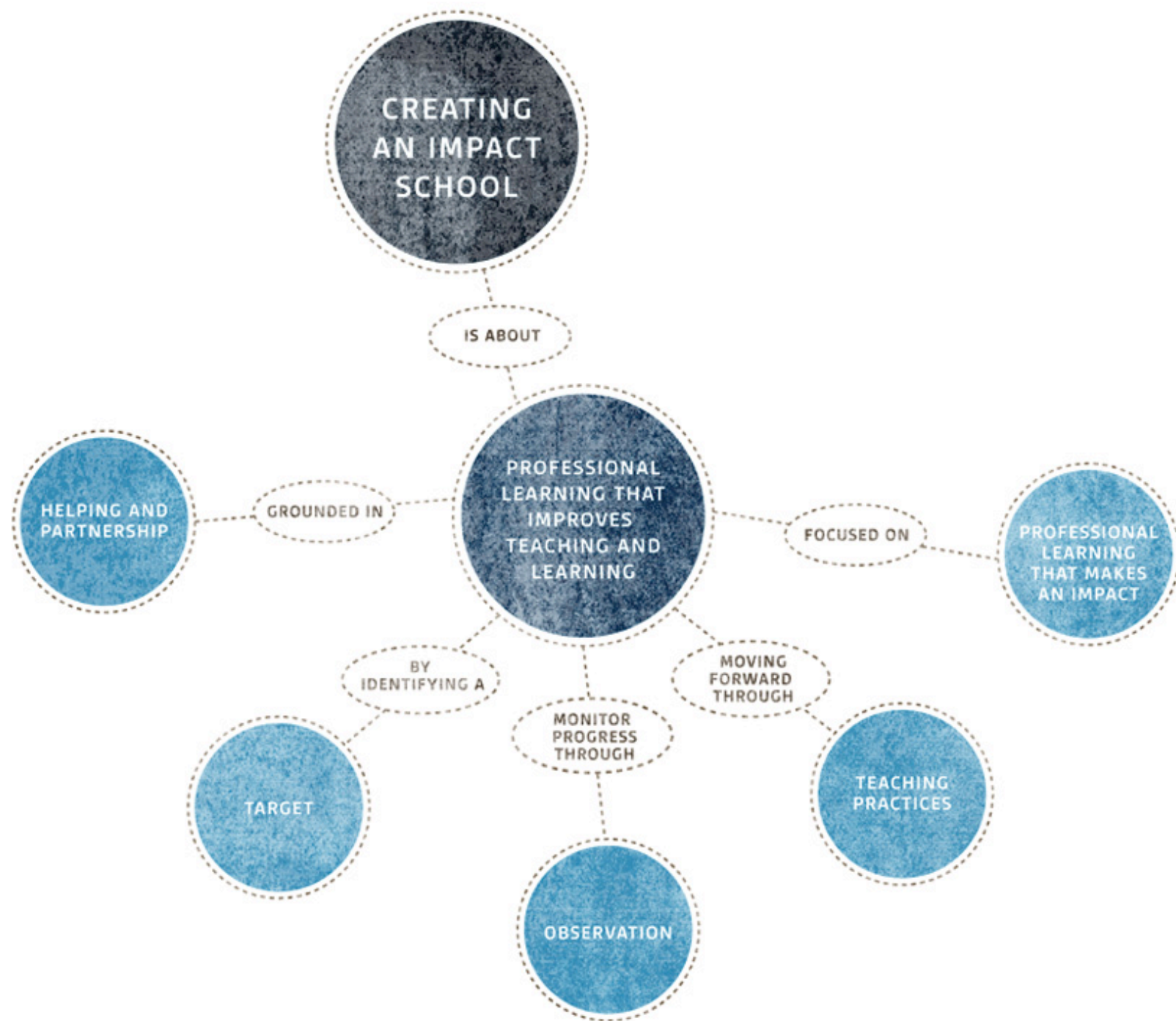
```
graph TD; A[MONITOR PROGRESS THROUGH] -.-> B((OBSERVATION))
```

MONITOR  
PROGRESS  
THROUGH

OBSERVATION

» **20-MINUTE  
TARGET SURVEY**





The background is an abstract composition of various shades of blue and white. It features a mix of textures, including what looks like marbled paper and torn edges. There are several overlapping rectangular and irregular shapes in different tones of blue. Faint, dashed white lines are scattered across the upper right portion of the image, resembling a road or a technical drawing. The overall effect is layered and artistic.

**4.**



**[instructionalcoach.org](http://instructionalcoach.org)**

**teachingchannel.org**



Ensuring you have  
teaching practices  
to support the  
target



fulcrum

# The Big Four

- Content Planning
- Assessment for Learning
- Instruction
- Community Building



# Content

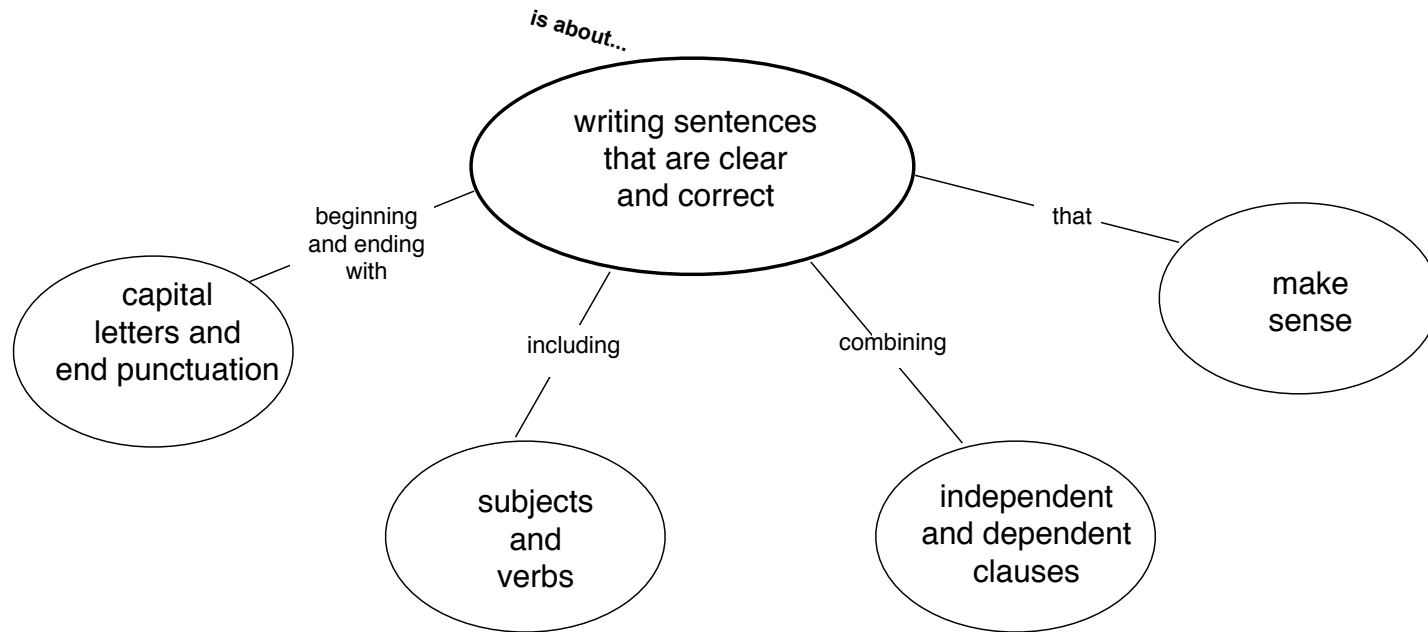




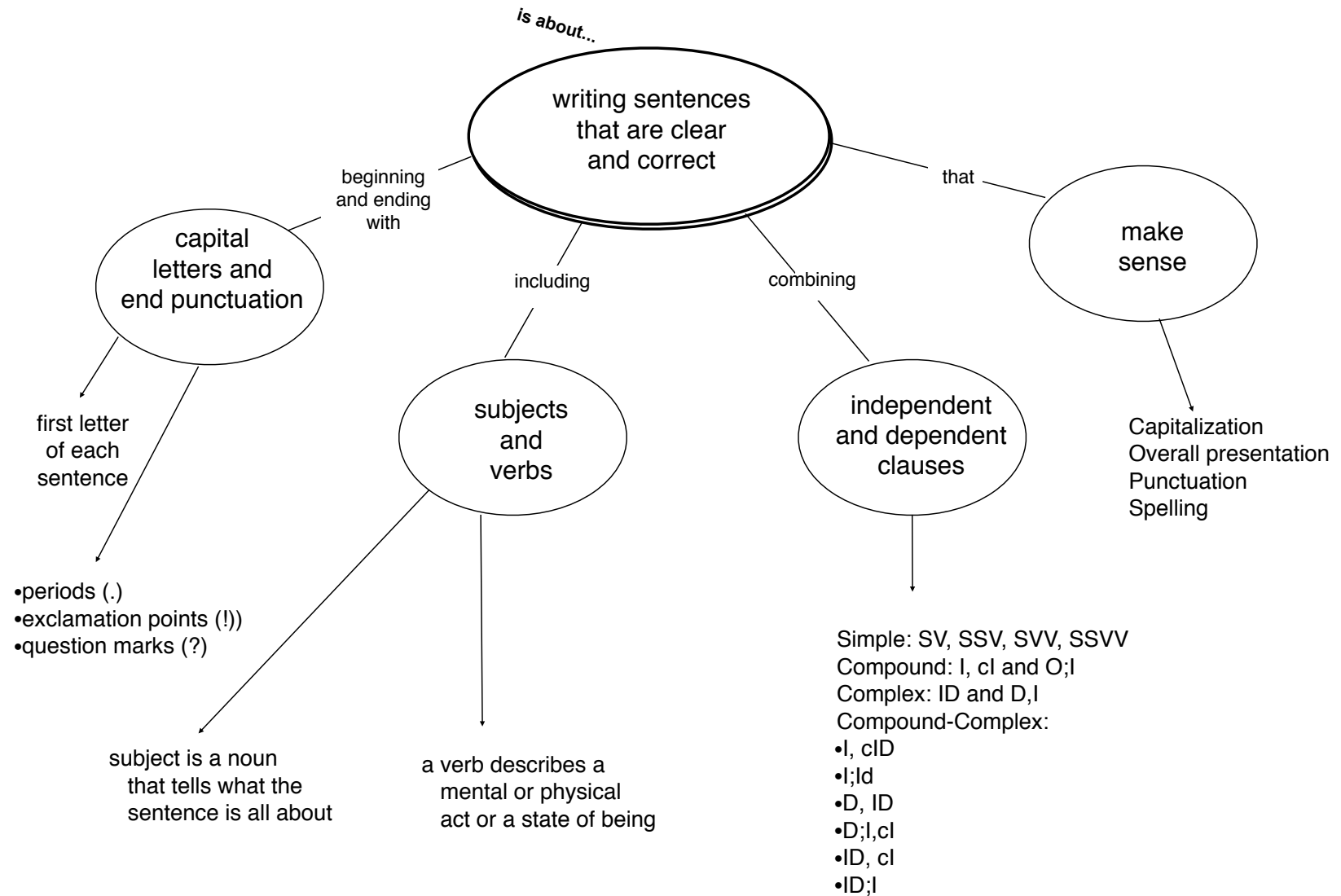
# Sentence Writing Unit

1. How do I use capital letters and end punctuation?
2. How are subjects and verbs used in sentences?
3. What are the sentence types using independent and dependent clauses?
4. How can I make sure that a sentence makes sense?
5. Why is it important to write correct sentences?

## Sentence Writing



# Sentence Writing



# Assessment for Learning





**Please watch  
this clip...**



# Formative Assessment

1. Identify guiding questions
2. Develop answers
3. Write specific proficiencies
4. Identify formative assessments
5. Use them effectively
6. Revisit, reflect, revise

# Formative Assessment

- The teacher knows how well every student is learning.
- Every student knows how well he or she is learning.



# Effective Instruction



# Effective Instruction

- Stories
- Thinking Prompts
- Cooperative Learning
- Effective Questions
- Experiential Learning
- Challenging Assignments

**Please watch**  
**this clip...**





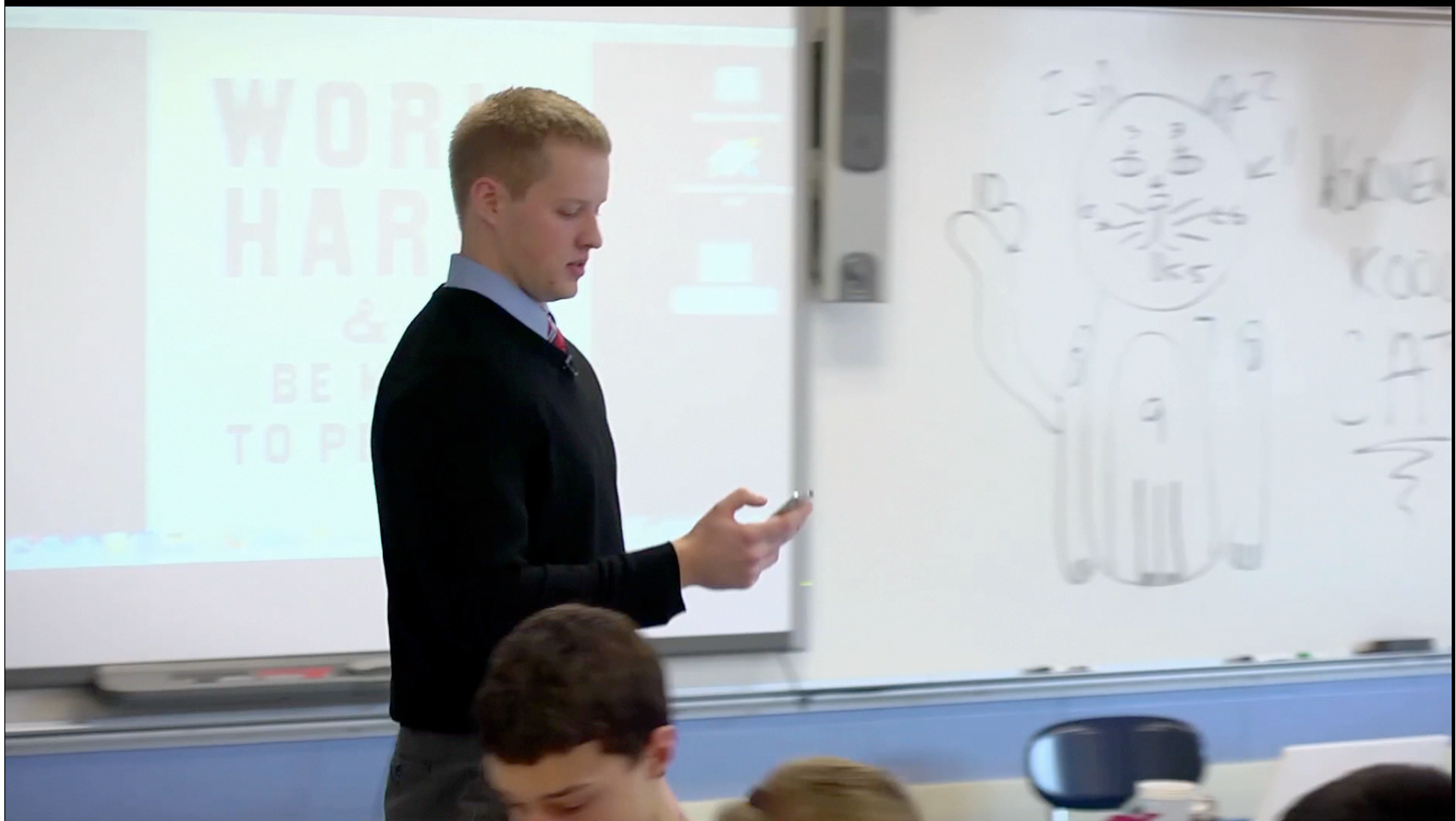


# Effective Instruction

- Stories
- Thinking Prompts
- Cooperative Learning
- Effective Questions
- Experiential Learning
- Challenging Assignments

**Please watch**  
**this clip...**







# Classroom Management



# Classroom Management

- Respectful relationships
- Speedy pace
- Opportunities to respond
- Clear expectations
- Positive ratio of interactions
- Fluent corrections
- Learner-friendly environment

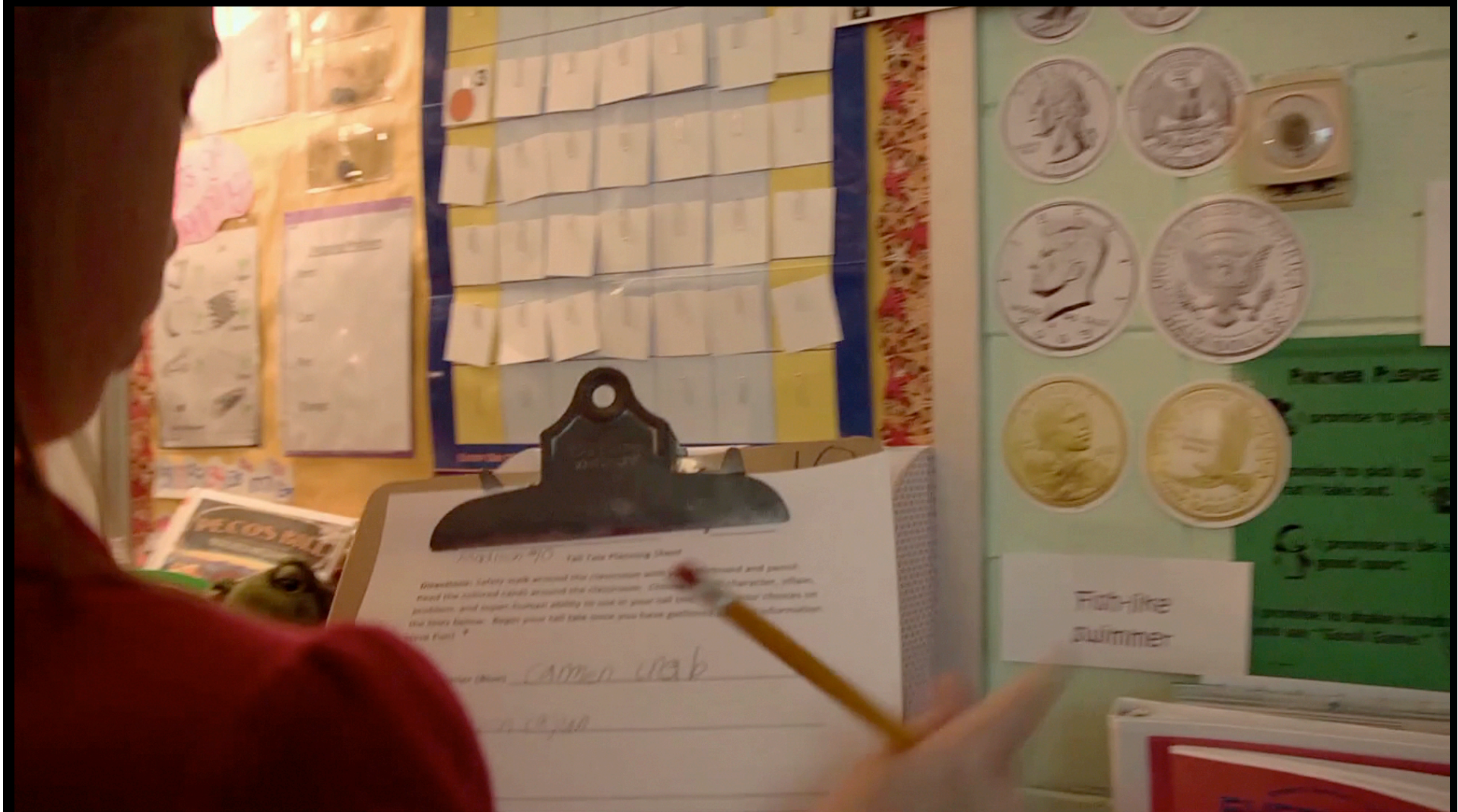




# Classroom Management

- Respectful relationships
- Speedy pace
- Opportunities to respond
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- Learner-friendly environment





Project 2/10 Fall Tale Planning Sheet

Directions: Safety walk around the classroom with your friend and parent, read the colored cards around the classroom. Choose a character, object, problem, and super-human ability to use in your fall tale. Write your choices on the lines below. Repeat your fall tale once you have gathered all the information.

Name: \_\_\_\_\_

Character (Name): Carmen Crab

Object: an apple

Fish-like swimmer

Partner Place

promise to play to

promise to pick up

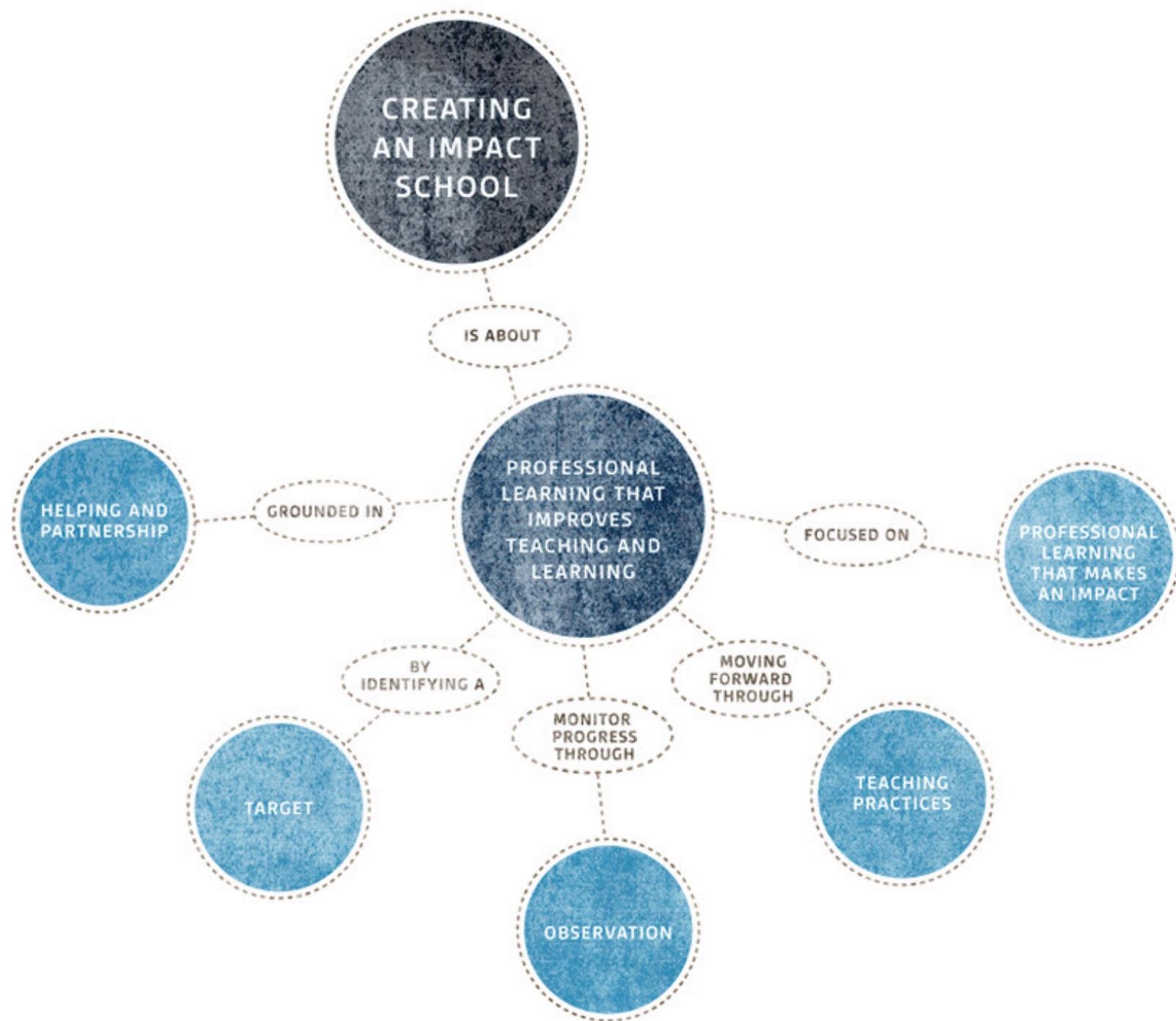
can take out

promise to be

good sport

promise to make friends

and use "Good Game"





MOVING  
FORWARD  
THROUGH

The diagram consists of two overlapping circles. The top-left circle is dashed and contains the text 'MOVING FORWARD THROUGH'. The bottom-right circle is solid blue with a dashed border and contains the text 'TEACHING PRACTICES'. A dashed line connects the two circles, suggesting a flow or relationship between the two concepts.

TEACHING  
PRACTICES

» CONTENT PLANNING

A diagram consisting of two overlapping circles. The top-left circle is white with a dashed brown border and contains the text 'MOVING FORWARD THROUGH'. The bottom-right circle is solid blue with a dashed brown border and contains the text 'TEACHING PRACTICES'. The circles overlap in the center.

**MOVING  
FORWARD  
THROUGH**

**TEACHING  
PRACTICES**

- » **CONTENT PLANNING**
- » **ASSESSMENT FOR LEARNING**



MOVING  
FORWARD  
THROUGH

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TEACHING  
PRACTICES

- » **CONTENT PLANNING**
- » **ASSESSMENT FOR LEARNING**
- » **INSTRUCTION**

MOVING  
FORWARD  
THROUGH

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TEACHING  
PRACTICES

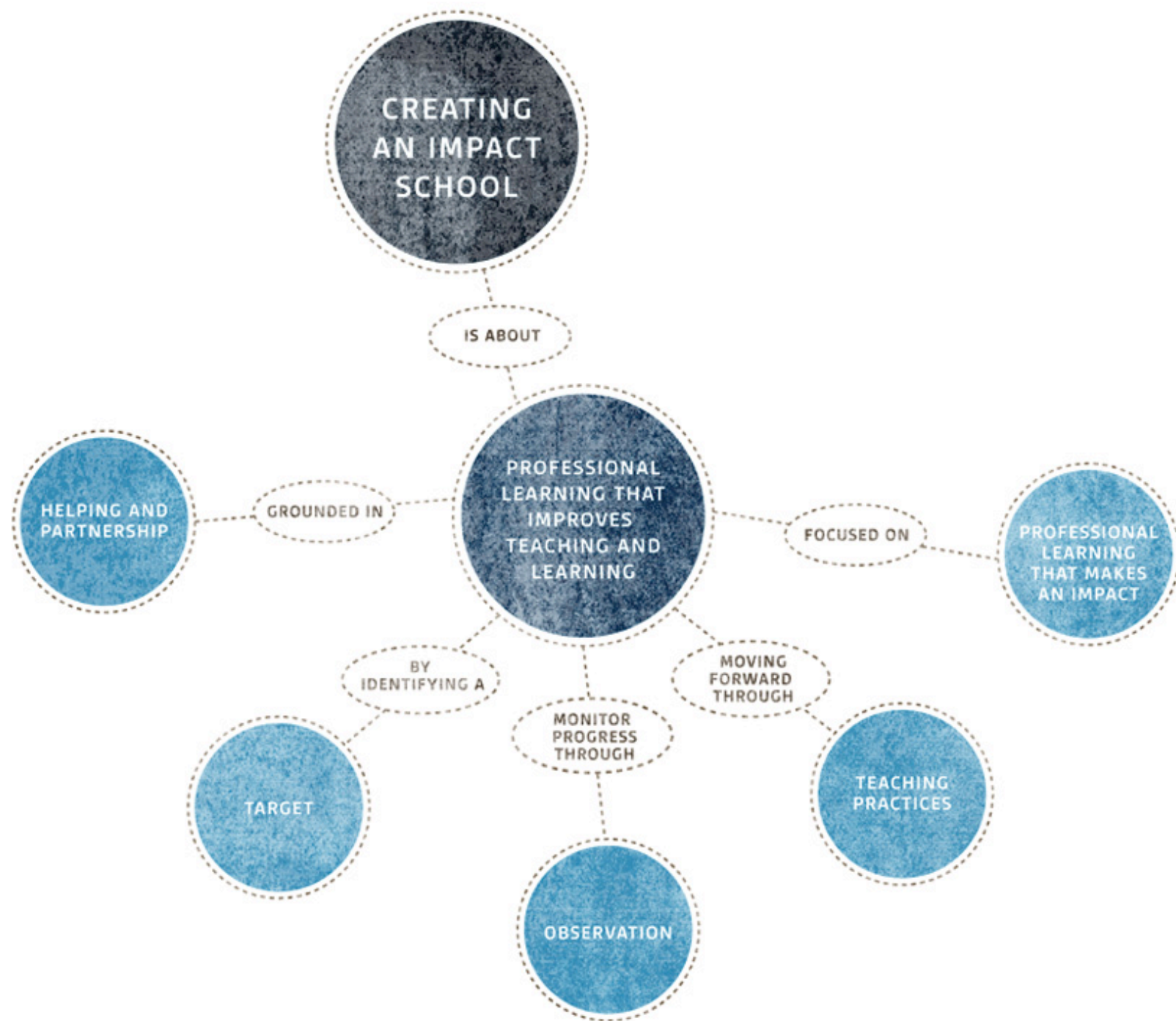
- » **CONTENT PLANNING**
- » **ASSESSMENT FOR LEARNING**
- » **INSTRUCTION**
- » **COMMUNITY BUILDING**



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5.







# Instructional Coaching

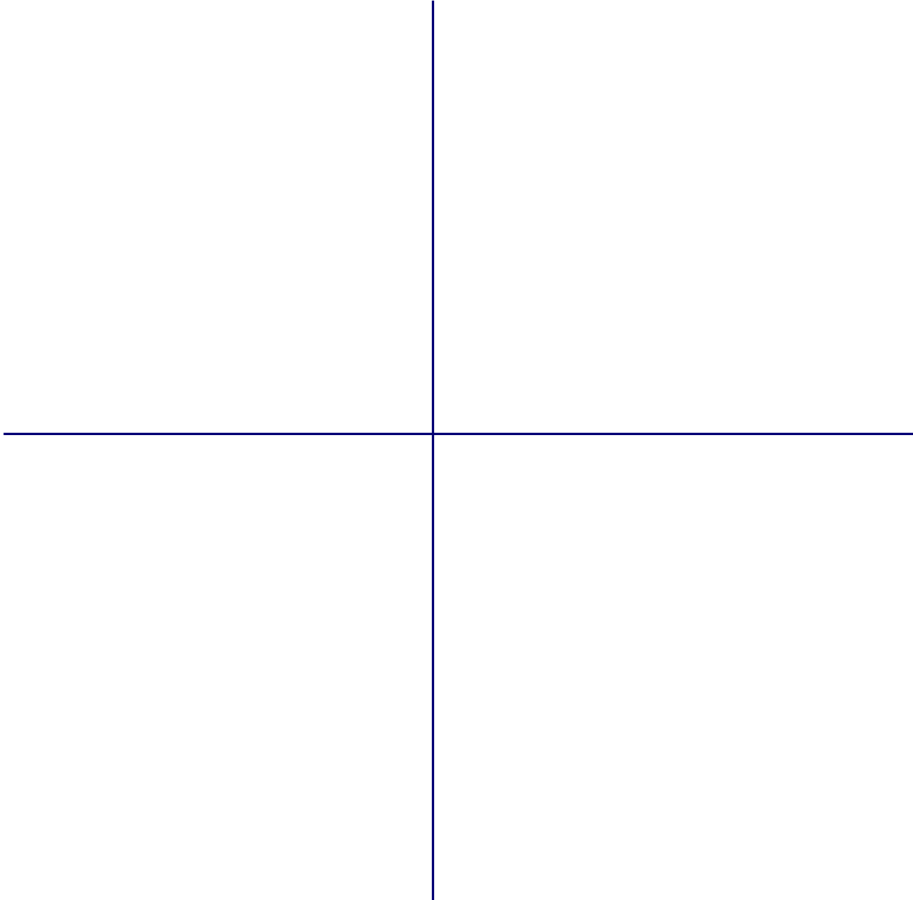


**Expert**

**Reflection**

**Action**

**Peer**



# Coaching

- » **GOAL SETTING**
- » **EXPLICIT SKILLS**
- » **PRECISION**
- » **MODELING**
- » **DELIBERATE PRACTICE**

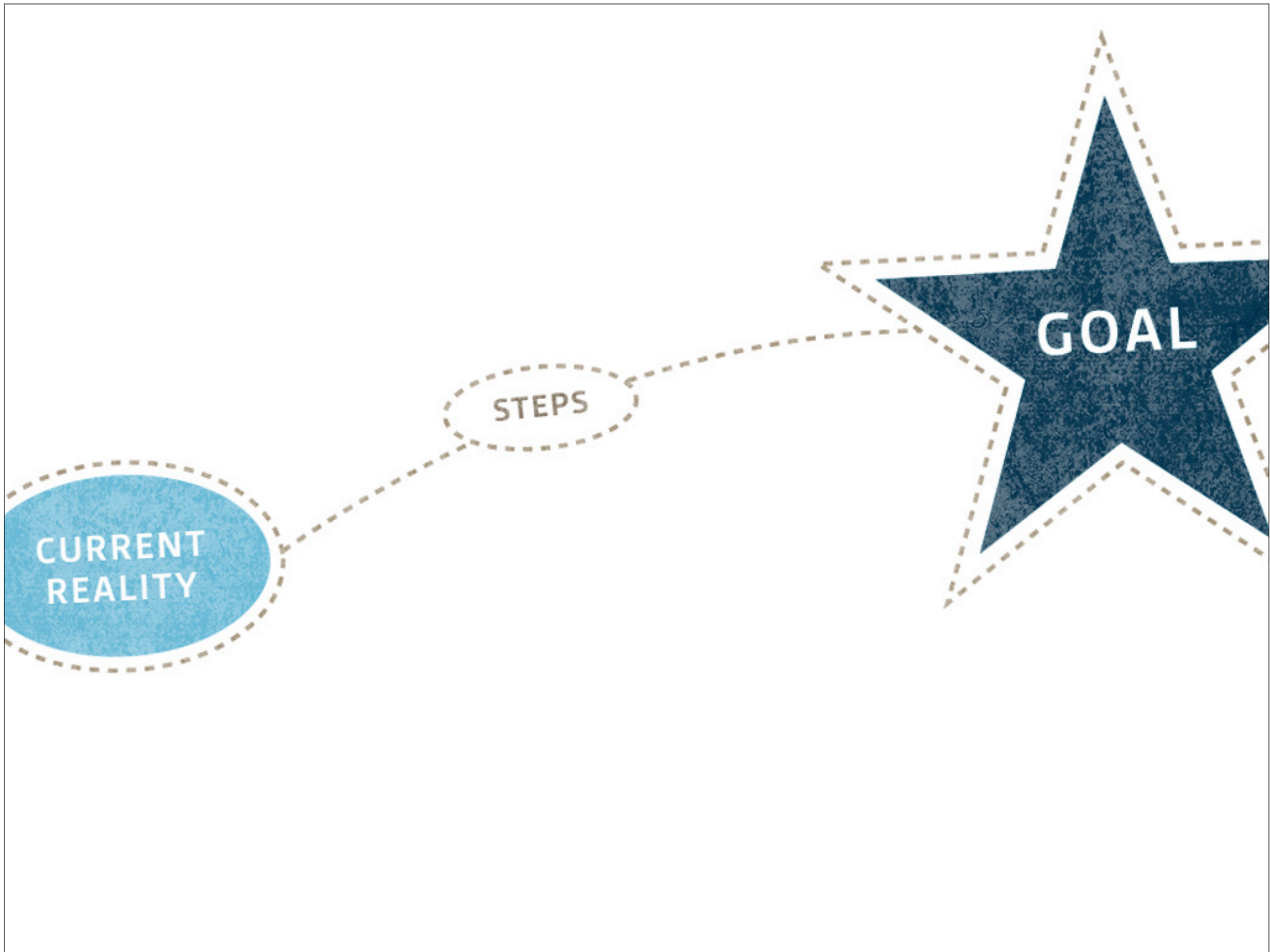




# Goal Setting









# Goal Setting

“You need a goal that hits you  
in the gut!” —JIM COLLINS



A close-up photograph of an older man with a white beard and glasses, gesturing with his hands. The name 'Csikszentmihalyi' is overlaid in large white text.

**Csikszentmihalyi**





**Flow-meister**



Daniel H. Pink

author of the *New York Times* bestseller

*A Whole New Mind*

# DRIVE



The Surprising Truth  
About What Motivates Us

















# Explicit Skills

---

# THE KNOWLEDGE- CREATING COMPANY

---

*How Japanese  
Companies  
Create the  
Dynamics of  
Innovation*



---

**IKUJIRO NONAKA**

---

**HIROTAKA TAKEUCHI**



# Precision





THE CHECKLIST MANIFESTO • HOW TO GET THINGS RIGHT



ATUL GAWANDE

BESTSELLING AUTHOR OF  
BETTER AND COMPLICATIONS



Checklists remind us of the  
minimum necessary steps  
and make them explicit.  
They... instill a kind of  
discipline of higher  
performance.

The Checklist Manifesto: How to Get Things Right

## PRETEST CHECKLIST

Teacher: \_\_\_\_\_ Strategy: \_\_\_\_\_ Date: \_\_\_\_\_

TEACHING BEHAVIOR	OBS.	COMMENTS
Each student completes a pretest (the pretest described in the strategy manual)		
Each pretest is scored (by teacher, IC, or grader)		
Teacher meets one-to-one with each student to discuss his/her performance on the pretest.		
Teacher explains his/her commitment to the student.		
Teacher prompts student to make a commitment to learn the strategy.		
Students write their commitment to learn on their pretest at the end of the one-to-one conversation		

**ADDITIONAL COMMENTS:**

## “Cue, Do, Review” Checklist

Teacher: \_\_\_\_\_ Unit Content: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher ID #: \_\_\_\_\_ School: \_\_\_\_\_ Module: \_\_\_\_\_

TEACHING BEHAVIOR	OBS.	COMMENTS
<b>CUE</b>		
Name the device		
Explain how it will help them learn		
Specify what they need to do		
<b>DO: LINKING STEPS</b>		
Walk through the device		
Involve students		
Shape student responses		
Evaluate student understanding		
Re-instruct if necessary		
<b>REVIEW:</b>		
Ask questions about information		
Ask questions about how the device works		



# Modeling

# Modeling

- » IN THE CLASS
- » CO-TEACH
- » PRIOR TO CLASS
- » ANOTHER CLASS (WITH COACH)
- » ANOTHER CLASS (WITHOUT COACH)
- » VIDEO

# Deliberate Practice



# Talent Is Overrated

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What *Really* Separates  
World-Class Performers from  
Everybody Else



GEOFF COLVIN

Senior Editor at Large, FORTUNE



# Coaching

- » **GOAL SETTING**
- » **EXPLICIT SKILLS**
- » **PRECISION**
- » **MODELING**
- » **DELIBERATE PRACTICE**



# Workshops & Presentations





# Intensive Learning Teams



# Principal







FOCUSED ON

PROFESSIONAL  
LEARNING  
THAT MAKES  
AN IMPACT

» **PRINCIPALS**





**FOCUSED ON**

**PROFESSIONAL  
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- » **PRINCIPALS**
- » **COACHES**



**FOCUSED ON**

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- » **PRINCIPALS**
- » **COACHES**
- » **WORKSHOPS**



**FOCUSED ON**

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LEARNING  
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- » **PRINCIPALS**
- » **COACHES**
- » **WORKSHOPS**
- » **INTENSIVE  
LEARNING TEAMS**





- » PRINCIPALS
- » COACHES
- » WORKSHOPS
- » INTENSIVE LEARNING TEAMS



- » CONTENT PLANNING
- » ASSESSMENT FOR LEARNING
- » INSTRUCTION
- » COMMUNITY BUILDING



- » 20-MINUTE TARGET SURVEY



- » TARGET DESIGN TEAMS
- » TEACHER INTERVIEWS
- » OBSERVATIONS
- » DRAFT
- » REFINE THE DRAFT
- » AGREEMENT & COMMITMENT



- » CHANGE
- » IDENTITY
- » THINKING
- » STATUS
- » MOTIVATION

- » EQUALITY
- » CHOICE
- » VOICE
- » DIALOGUE
- » REFLECTION
- » PRAXIS
- » RECIPROCITY