

<p>What are the many ways in which your learners expressed their creativity during their engagement with Sierra Club BC Education? Observed engagement</p>	<p>What are the visual clues that learners' senses are being tweaked & curiosity may be sparked? Engaging the senses</p>	<p>What are the many ways in which your learners demonstrated critical thinking during their engagement with Sierra Club BC Education? Critical thinking</p>	<p>What new questions have come up with your learners after their engagement with Sierra Club BC Education? Reflective thinking & collaboration</p>	<p>What are the many ways in which learners' personal needs and BC curriculum needs were met during their engagement with Sierra Club BC Education? Deeper connected thinking</p>
<p>Criteria: Learner expressed their creativity & is engaged</p> <p><input type="checkbox"/> 1 Below Expectations: Didn't participate (eg. left program)</p>	<p>Criteria: Learners show interest & curiosity</p> <p><input type="checkbox"/> 1 Below Expectations: Where both physical & mental distancing (<i>consider if this is a new way to engaging that may be initially uncomfortable</i>)</p>	<p>Criteria: Learners model an openness to critical thinking</p> <p><input type="checkbox"/> 1 below Expectations: Not paying attention and, or, distracted. little to no engagement with facilitators</p>	<p>Criteria: Learners engage in collaborative & reflective thinking</p> <p><input type="checkbox"/> 1 below expectations: No new perspectives or questions have arisen post-engagement. (<i>special attention needs to be given to seeds that are planted & may germinate in a different time frame</i>)</p>	<p>Criteria: Teacher (Facilitator of Learning) can connect the engagement through SCBC to multiple core competencies or big ideas (see attachments)</p> <p><input type="checkbox"/> 1 below expectations: No connections to BC curriculum possible</p>
<p><input type="checkbox"/> 2 Meets Expectations: Participated & engaged with one another (eg. talked with peers about subject matter, listened)</p>	<p><input type="checkbox"/> 2 Meets Expectations: Observed tactile interaction with activities & a sense of wonder is evident (eg. wonder may be evident by hyper focus or a sudden light in the eyes or sudden interest/engagement)</p>	<p><input type="checkbox"/> 2 Meets Expectations: Paying attention, engaged in activities. (eg. embraces roles & questions & thinking introduced)</p>	<p><input type="checkbox"/> 2 Meets Expectations: Some new ways of seeing or understanding the world have been addressed in dialogue.</p>	<p><input type="checkbox"/> 2 Meets Expectations: Several connections made & shared with learners. (eg. completed group & individual activities suggested by SCBC)</p>
<p><input type="checkbox"/> 3 Exceeds Expectations: Sharing & asking questions (eg. showed behaviour change as they learned)</p>	<p><input type="checkbox"/> 3 Exceeds Expectations: A notable obvious sense of wonder & interaction are animated in both quiet & overt ways (eg. quiet side attention or adaptive activity based on the conversation being presented)</p>	<p><input type="checkbox"/> 3 Exceeds Expectations: Asking questions, adding to dialogue, and enthused about activities and/or given roles</p>	<p><input type="checkbox"/> 3 Exceeds Expectations: New ways of seeing or understanding have been modelled in behaviour shifts.</p>	<p><input type="checkbox"/> 3 Exceeds Expectations: Multiple connections & deeper connected learning along with Learners for suggestions by SCBC engagement (eg. follow up the SCBC modeled engagement with new adaptations in classroom delivery)</p>
<p>Connects & reflections:</p>	<p>Connects & reflections:</p>	<p>Connects & reflections:</p>	<p>Connects & reflections:</p>	<p>Connects & reflections:</p>