The next step of your process is to list 4-5 observable indicators for each of your dimensions to assist with the observation process.
These will help be the tags of your larger dimensions and give observers ideas of what this may look like in action.

Consider each dimension and yourself:
- What does this look like in action?
- What would this sound like? To you or to another patron or to themselves?
- What would be happening in a patron's head
- how would they be feeling?

Dimensio / BIG ideas	Finalized language 6/20	Combined effort - ING action words and phrases	thoughts & questions from the team	Rebecca's notes
Make Connections	Expressing an ah ha moment	Expressing an ah ha moment or realization	My ideas discuss: 1. Making connections through ideas / materials /	We have talked a lot in the past about "ah ha moments" - I think a lot of these ideas are
	Connecting to what they know	Connecting new ideas to what they already know		In the Bubbler's framework, we focused a little bit more on what they are making a connection to. Like, connecting to prior knowlegde, or connection to their own lives, or connection to another person
	Prolonged engagement or focus	Connecting to other patrons, caregivers or library staff through the shared experience		I also like the idea of asking questions and actively wondering about something
	Connecting to other patrons, caregivers, or staff	Wondering, asking questions, sense making		
Social Emotional	Expressing emotions (joy, pride, frustration)	Sharing thoughts, feelings, and ideas with those around them	Emotional learning is processes all big and small emotions good and bad	I like the interacting with those around them, it might be helpful to brainstorm some interactions? Like offering or asking for help, Sharing stories or experiences, expressing emotions
	Showing ownership or comfort in space	Feeling comfort to express emotions pride, excitment, joy, but also frustration and insecruity		It can also be more passive, like observing the space and environment or just spending time in the space and with others
	Helping one another			
		Engaging with others in the environment, talking, laughing, watching, sharing, or helping one another		
		Showing ownership, interest, and comfort in the space		
	Asking questions, wondering, sense making	Asking Questions		I love to many of these! Sharing, trying, asking, watching, playfully exploring

The next step of your process is to list 4-5 observable indicators for each of your dimensions to assist with the observation process.
These will help be the tags of your larger dimensions and give observers ideas of what this may look like in action.

Consider each dimension and yourself:
- What does this look like in action?
- What would this sound like? To you or to another patron or to themselves?
- What would be happening in a patron's head
- how would they be feeling?

Learn Through Doing	Oberving others	Observing library staff and peers engage		
	Experimenting or tinkering with materials or tools	Picking things up, touching materials, trying things out with their own hands		
	Focusing on process vs. product	Showing others, copying actions or techniques		
		Playfully exploring		
Take risks	Trying again and again	Trying and trying again		Looking at all 3 of these - Learning through doing, taking risks, and exploring the new, I think we can combine into 2. Possibly learning through doing and critical thinking as suggested?
	Expressing worries or I don't know, but continuing	Expressing worries, concerns, or I don't knows, and continuing		
	Doing the activity in a different way	Doing the activity or using a material in a different way		
	Seeking solutions to problem solve	Engaging with a new peer or adult in the environment		
		Seeking materials, tools, and ideas to solve a problem		
Explore the New				
			I think that also noticing what they are NOT exploring or interacting with is important.	After spending some time with "Take risks" and "Learn thorugh doing" I feel like most of the Explore the New are already covered
			I think that "Exploring the New" is more of an Indicator than a Dimension/BIG	
			I really resonate with the Bubbler framework "Problem Solving and Crititcal Thinking" and "Creative Self Expression" I think those Dimensions break up the "Explore the New" and "Learn Through Doing" into more concrete categories of problem solving/learning and creativity that are very important to me in programing.	I think most of these concepts from the Bubbler framework are captured in Risk Taking and Learning thorugh Doing... I think the BIG QUESTION is if you want to call the big ideas something different? To align with a plan, to make them sound fancier for reporting purposes. But the concepts observed are the same
	Playing with story materials	Playing with story materials in the library		These are all so strong! This one feels the most complete already I feel like.

The next step of your process is to list 4-5 observable indicators for each of your dimensions to assist with the observation process.
These will help be the tags of your larger dimensions and give observers ideas of what this may look like in action.

Consider each dimension and yourself:
- What does this look like in action?
- What would this sound like? To you or to another patron or to themselves?
- What would be happening in a patron's head
- how would they be feeling?

Reading and Learning Skills	storytelling or creation	Talking about a book or story with a peer, adult, or library staff	Maybe a better BIG category could be "Develop a Love of Learning"?	
	Talking about a book with a peer, adult, or staff	Using a story in play	Or "Strengthen a Love for Learning"?	
	Taking library experiences to new enviornments	Expressing they have taken library experiences to new environments		