Felicia Sullivan:

Hi and welcome everybody to today's session. I've had the privilege of working with this group of educators in NH for the last two, two and a half years, since it's been a real privilege. I'm a researcher working at JFF, which is Jobs For the Future, and I'm going to have my colleagues introduce themselves. So starting with Sarah and then we can kind of go as we see them on the list here.

Sarah Barbato:

Hi, I'm Sarah Barbato, a social studies teacher at Souhegan High School.

Cathay Baylus:

Hi, I'm Cathy Baylus and I'm a social studies teacher at Laconia Middle School.

Tony Doucet:

Hello, I am Tony Doucet, and I'm a social studies teacher at Souhegan High School.

Beth Gouzoules:

Hi, I'm Beth Gouzoules, social studies teacher at Rochester Middle School.

Donna Harvey:

I am Donna Harvey and I'm a social studies teacher at Sanborn Regional High School.

Jessica Tremblay:

Good morning, everyone. I'm Jessica Tremblay and I'm a social studies teacher at Souhegan High School. Good morning, everyone.

Nicole Woulfe:

I am Nicole Woulfe and I'm a social studies teacher at Sanborn Regional Middle School.

Felicia Sullivan:

Thank you everybody. And I should say that Kathy White, who just left as Dean of faculty at Souhegan High School, and who is now a Director of Innovative Projects at NHLI has been a really key active participant in this process as well starting from the very beginning. So first of all, I just want to give a little bit of orientation to who BEST is. So thank you to Cathy Baylus for helping us come up with this name. BEST stands for Building Essential Skills Today. It is an effort to look at new Hampshire's work-study practices and really build out performance assessment, rubrics and data collection tools to assess those work-study practices. And while this is a research practice partnership with NHLI and JFF, the Center for Innovative Education at the University of Kentucky, and the NH Department of Education, really it's the individuals you see here today, the teacher leads and teacher educators, as well as some of their colleagues who've been participating in the past as well as over 10 SAUs (School Administrative Units), who have been working through professional development around performance assessment for

these skills. As well as the participating districts Laconia, Rochester, Souhegan, and Sanborn who have been really our key study districts. Who've bought into the process of really looking more closely at the process of really diffusing and scaling these assessment processes in their districts and hopefully to the rest of the state and beyond. And then we have had the efforts of really key consulting experts, both in content and research who have been really crucial to helping us move the work forward. And this has all been funded through generous support from the William and Flora Hewlett Foundation. And I want to stress that this is an effort to really meld practice expertise that these individuals here have brought to the table with research expertise to really create valid and reliable performance assessment systems for work study practices. This is our brief that our agenda or outline for the activities today. We'll try to keep it to time. And we know that it's hard because we have so much to share, especially around the tool creation for collecting evidence for these essential skills that are work study practices. And now I'll turn it over to Donna.

Donna Harvey:

So we wanted to collect a little bit of information about who our audiences, but also what some of your thoughts are on self-direction. So if you go to menti.com, you can either open it in a separate browser, or you can use your phone and use the code nine zero five seven two seven, which is on the screen. And we can also put in the chat in case it's necessary, which I will do right now, hopefully correctly. There are three questions for you to answer. You should be able to proceed at your own pace and answer them as you go. The first question is just asking you for your role how you would describe self-direction and then how a student in your classroom or your school might describe it.

Speaker 3 (00:05:27):

If you want to take just a minute or two to do that. And then we'll project the results shortly. So Felicia, if you want to click on the word survey, there should be a link embedded. Hopefully can we see this have receipt? So we have a fairly diverse group, some administrators, and then teachers at all three levels. And in the lower left hand corner, Felicia, there's an arrow where you can move over to the next question. So you can see the ability to take instruction and develop a direction of inquiry, having skills and motivation to create your own path. I'm going to summarize briefly self-awareness setting a goal, applying strategies to reach those goals, students being able to be motivated to want and try new things. And when they can learn work independently on a topic of their choosing, I will be curious to see how this changes. And then if you want to click ahead again, working independently, being able to do things on your own, working by themselves and setting goals. So we can definitely see some common language and some common themes on both slides with your answers. I would challenge you to ask your students in your classroom and in your school, what they think self-direction is because I always find those answers quite fascinating. When they're comfortable and ready, I think we're ready to move back to the presentation. Thank you for sharing. Thank you, Donna. And thank you to the participants.

Kathy White (00:08:56):
So what is the why behind this work? We are looking to elevate the teaching and assessment of these essential skills and in our schools, that are part of the project, to scale what we call the work study practices. Other people call them the deeper learning competencies of communication, collaboration, creativity, and self-direction and often these are called the soft skills. And yet we know that these are essential skills - research has told us and employers have confirmed this. And what we really want to be able to do is look at how we are teaching and assessing these skills with the same level and degree of confidence that we assessed the content area competencies. So we're doing this through a developmentally backed research framework, teacher, professional development, new instruction in the

classroom, so that we're building the evidence based. This works for all students, because every student deserves to have the success skills to succeed and create a future for themselves that have no limits. We are using an iterative design process. And I want to focus on the fact that this is a collaborative effort, and these tools are designed by teachers who are in the classroom doing this work with students on a daily basis. In this process, we've taken the research framework and, with the help of Karin Hess, translated it into grade band rubrics and designed the evidence collection tools. The tools went through a pilot in the classroom. We did a formative calibration on the student work and received feedback. We received feedback from students, and we received feedback from teachers. All of that feedback went into the next revision of the tools. This is the process that we will continuously use. We were going to be piloting these tools again in the spring. But as we know, the schedule got a little shifted for that. And so we will be looking to pilot these tools when we go back to school in the fall and take a look at how these revisions now work in the classroom for teachers and students, And now Nicole and Tony and Sarah will talk a bit about the self-direction rubric. So you have some context on that.

Tony Doucet:
We are going to start off with talking about sort of the evolution where we came from - Nicole's is going to start us off with the essential skills and dispositions framework.

Nicole Woulfe:
Thanks, Tony. And yes, the essential skills and dispositions framework has been a founding document for our work in developing rubrics and the tools that we are going to present in this presentation. The ES&D frameworks are based on David Connolly, and the EPIC organization's work, and Sarah Lynch, Erin Kudo and Rask Anderson really broke down the four essential skills and dispositions. And those are self-direction collaboration, communication, and creativity. Each of these skills has five components with self-awareness, as well as monitoring and adapting consistent across all four of those skills. We like to refer to this as the metacognitive sandwich where students reflect on their skills and their learning.

Sarah Barbato:
So in this version of self-direction a practice for rec was used by social studies teachers, as well as the PACE English, math and science teachers after teachers had implemented the rubric alongside a task, the student work was calibrated by teachers and from the calibration, the feedback from teachers indicated that there were some gaps, and this was based on the ES&D frameworks that Nicole just spoke to. So the gaps were that the language of the rubric used was often vague or ambiguous, and therefore was not easily understood by students. It wasn't as student friendly as it could be. There are also several items on the rubric that referred to internal processes that are difficult to measure as teachers. We cannot quantify what we cannot see. There are too many items in each dimension, making the rubric feel too cumbersome to assess. And finally, while some of the progressions are sequential, not all of them are sequenced well, based on the feedback, the rubric was then revised, which Tony will speak to now.

Tony Doucet:
So here we have the revised rubric. And if you look closely, you can see some significant shifts that have occurred. One of the things that happened is Dr. Karin Hess was brought in, she's an educational research expert in assessment, and she did a thorough alignment with the Essential Skills and Dispositions Framework that Nicole talked about. And what you can see here is the rubric for grades six through eight there's ones for kindergarten to second grade, grades third to fifth, grades six to eight,

and then a high school version for the ninth to 12th grade band rubric. What you see here is six to eight, and this new version addressed a lot of the issues with language. A lot of that vagueness that Sarah talked about and that ambiguity has been taken out. One of the things that you'll notice is the language is still sophisticated. One of the things that sometimes happens is when people talk student friendly language there's an assumption to mean, and I don't want to say, you know, a simplified and this language really isn't simple. But the students are still able to understand those indicators. And the indicators now have been simplified. If you notice we have just one bullet point there per thing, as opposed to the several that we had. So once this rubric was developed and we gathered together a focus group, and one of the things that I did was I took some of my ninth-grade social studies students and gathered them together for Zoom discussion. And Nicole will talk about later on, she did the same for her middle school students. And one of the things that we made sure to do was not to load the dice, cause it would have been very easy to take a bunch of students who are high achieving and already, you know, very motivated and self-directed and put them in a group and then have them tell us how great this is.

But that would not have been accurate. We made sure we had a group with students of all ability levels and all motivation levels. And these are the questions that we provided them and rather than read over all of them and you can see them up there. So those are the five questions we went at. We asked them to, to think about those. And then you can see some of the feedback. These are, these are quotes from them. They really, we started looking at the implying layout and they really thought there was a lot of clarity to it. And that it shows you exactly what you need to do. One of the important things is being able to use this rubric to help you reflect on what you did. And the students thought that this document can be used to have students look back on their work and how they didn't meeting those goals. One of the huge things was positive language, instead of saying what you didn't do. The students loved how it was like you did a good job with this every level, instead of you know, at the applying level telling you like, well, you didn't do this and he didn't do that. And that makes students much more open to being involved. And then lastly, my students talked about how they really enjoyed how we shovel showed increased expectations. And now Nicole take you through her feedback.

Nicole Woulfe:

Thank you. I was lucky enough to present this rubric to my students on March 12th. So for those of you who are in the classroom, you might remember that by March 13th, we were shifting to remote instruction. So I only had a day to work with my students with this newer rubric, but that was a powerful day because my students had spent some time with the earlier version and Ooh, it was tough. It was tough to translate it to sixth graders. It was tough for them to take ownership of what the rubric's expectations were. And March 12th was a breath of fresh air to the new design they love when there is less words. And there were so many fewer bullet points. So the students felt comfortable right out of the gate. As Tony mentioned, the language was easier for students to understand it wasn't babyish. It wasn't overly simplified. So they felt proud of them for understanding what the rubric was asking, but they could figure it out. And I was up there in front of my classroom and March 12th, breaking down the rubric, putting out a show, telling them what the rubric meant and they interrupted me and they were like, yeah, Ms Woulfe, if we understand what the rubrics meaning, this is what this part of the rubric means. And right then and there, I knew March 12th, we'd found a draft that was going to work and then March 13 happened. So I am ready to use this rubric with my students again next year.

Cathy Baylus

I'm Cathy Baylus. I teach social studies at Laconia Middle School. And when we decided on how well this self-direction rubric could work, we also decided, well, we need to create some tools to go along with it, for teachers to access, to use in their classrooms, along with the rubric. So the self-assessment the self-direction pre-assessment tool, also affectionately known as tool number one is based in the understanding that self-direction for students is not an immediate skill. It's something that is developed over time as learning progresses. So keeping that philosophical statement in mind, we've created a tool that is not only to assess a student's ability to apply self-direction before any given task in any given grade level and for any given content area, we've created this tool as a means to track growth and progress the growth and progress of the self-direction application over time.

The original brainstorm was a pre-assessment tool that was going to be given before a task. It was originally brainstormed to be task specific pre-assessment evaluation in its initial form. It was intended to determine where a student felt they were in conjunction with the self-direction rubric, where they felt they were in the levels described on the rubric as far as their skills outlined on the rubric and where their levels were before heading into this task. And as the development of the tool progressed we came to realize the benefit of creating an opportunity for students to assess these areas for themselves to create that big picture of where they believe they are, where they believe they need to work and what goals they have. This first iteration of tool was given to teachers to pilot, and we had a couple of people pilot it, Sarah is here to talk about what happened when she piloted the first tool.

Sarah Barbato:

I piloted this with a group of 42 11th grade students in a World Studies class. And when I piloted the tool, they had a lot of questions about filling it in. And a lot of them had some struggles making connections between this particular tool and the work that they were engaging in. And part of that was that we and I in particular hadn't necessarily always been asking them to make these types of observations about their own work. Oftentimes they would be assessed on these things on a rubric that they weren't often asked to, to do this work individually. And so they really had a lot of questions.

They were not asked to do this work on their own for an individual assignment all that often, so they struggled with some of these pieces. They struggled to fill this and, and to think deeply about this. When we had some one on one conversations, students were able to go back and to think about the work that they had completed in other classes, and that they had completed over the course of the last few years of high school. And even before that, and they were able to create some goals for themselves that were appropriate for them as learners. Overall, the feedback from my students was that they felt that this was a little bit on a time-consuming side.

Cathy Baylus:
As you can see in this first tool, it was set up to align with the rubric. Students were asked to reflect on their past experiences and then provide evidence of where they thought their strengths and weaknesses fell. Based on the feedback we received from Sarah and from a couple of other teachers who piloted this, there was middle school and high school piloting of this tool. The feedback suggested that the tool was cumbersome. The students had anxiety trying to fill it out. As Sarah mentioned, they asked a lot of questions, such as, what do I write? What do I say? How do I fill this in? And when we were discussing this as a team we thought, wait a second, what if, instead of having a task specific tool that's so in depth and that, you know, is causing this kind of the anxiety. What if we created a tool that would be used at

the beginning of the year, and perhaps again at the middle of the year, that is not tasked specific, but instead to gather evidence from students based on their own feedback for themselves to track growth in self-direction over time. So in other words, we thought, well, what if we create a tool that could work at any grade level could work in any content area where students can self-assess where they are with the skill of self-direction. We align it with the rubric so that they're using the rubric in tandem with this tool to assess themselves. And then each time they do this, for example, at the beginning of the first semester or the beginning of the second semester, if we included this feedback, they give themselves with a body of work or a portfolio that will follow them over time.

Speaker 9 ([00:24:41](00:24:41)):

This was the final product. In that final product, as you can see the tool, it's an assessment of progress as determined by the students using the self-direction rubric to reflect on where their strengths are, what challenges they face, how they rate their own progress and growth, as well as what their current goals for growth are now based on in their past experiences. The tool includes a clear alignment with the rubric using a lot of the same language as the rubric. We also made sure as Tony discussed before that the language is student friendly, but not over simplified. And there are instructions for teachers.

Teachers felt that it was a fairly intuitive tool, but we wanted to make sure that there was clarity so there are instructions for teachers as well. It is intended to be a positive tool and it is intended to focus on growth mindset. It is not about what grades students have received in the past or are expecting to receive. You can't pass or fail using this tool. It's about where they see themselves in the self-direction process of learning and also where they wish to grow or what they wish to overcome in order to reach self-defined goals based on their, their own desires where they think they are, where they believe they are and what they believe they need. So that's what that's tool number one.

Jess Tremblay:

Thanks, Cathy. We're calling this tool number two now, and we're going to take you through a couple of different iterations of this tool, but we're going to save the big reveal for the final revisions until we've gone through all of the tools. I first used this initially called a goal card with an action plan and the 2018-2019 school year. And before it was closely aligned with the new self-direction rubric, there was a lot of confusion from students about what their learning goal should look like. Was it supposed to be task specific? Was it supposed to be about self-direction? And because I didn't have Tool 1 at the time with an opportunity to self-assess, my answer to students was good question. I guess it can be whatever you want it to be. So this particular tool through a couple iterations, even in the school year prior to 2018-2019 before we got to what has really become the more piloted version of tool to which Donna is going to show you.

Donna Harvey:

After we did a calibration, we realized that we were having difficulty collecting evidence on certain parts of the rubric. So the three questions that are added at the end are designed to fill in those gaps for what we were missing. And I know Jess has a couple of examples to talk about.

Jess Tremblay:

In this first student example, this is from an 11th grade student, you can see now that the learning goal is clearly connected to the task because this tool really was intended to be task specific. In my

psychology class, the student was looking at the unit of consciousness, what happens to your body and sleep schedule during a daydream and what you see in terms of the steps broken out two things. I want to point out first the dates we did span over February vacation. When you look at the completion date, it looks like there was a long time spent in terms of finishing research, but that just indicates a break. But the other thing I want to point out is that I was actually really fortunate to get this entire pilot in before we moved. It would be interesting to see how this might look differently in the remote situation. A lot of people just halted with the pilot, but I was able to get it in before we actually moved to the remote learning phase. And on the next slide, you'll see the students' answers to those questions that Donna just mentioned. And I think what's interesting to look at here is that in that first question about process and meeting short term goals, the student indicates that they had to change a checkpoint that they had assigned because they realized their first timeline was too ambitious. And this is a good example of how evidence would not have been captured in the first version of the tool. It is hard to score what you cannot see. We might not have known that about a student's self-awareness. And so that was a good opportunity to see that also a mention of getting feedback from peers and the monitoring and adapting question. So that was helpful evidence of growth in that indicator from the rubric, but we did wonder if it was structured enough, or if we might be missing an opportunity for capturing even more detail on that evidence.

Donna Harvey:
There's a little more coming on the working with a peer piece to answer the question in the chat, the students are primarily juniors and seniors in an advanced level psychology class. They were able to come up with their own steps. I think Jess will agree that the inquiry process is something that they do or this inquiry process is something that they do throughout the year, not just here. They do have some experience coming up with that on their own. If I were to do it perhaps with my sophomores or if it were going to be done at the middle school, it would likely require different scaffolding than in the class that it was piloted in.

Jess Tremblay:
As a school, we focus on inquiry as part of the connection to our social studies standards for the C3. We actually have a separate competency that's focused entirely on inquiry. So students in the ideal scenario are getting quite a bit of instruction as they progress grades 9 through 12 on the inquiry process, including writing her own questions and developing a research plan.

Donna:
We have the feedback that we were able to gather that Jess was able to gather from students that and from her own experiences that were, that the learning goals were stronger. Then they had been before in part, because Tool 1 gave them a place to capture some of their thinking that the checkpoints were helpful, but that they weren't sure how to handle the mid project revisions and that the post reflection questions seemed redundant to the ones that were in Tool 3, which you're going to actually learn about momentarily. And again, these were after the calibration process in September and then Tool 3 was developed, I believe in October or November. And I think Nicole and Beth are going to talk about Tool 3.

Nicole Woulfe: Yes, thank you. We are going to be discussing at Tool 3, which we affectionately refer to as the evidence collection tool. We are big fans of super long names and it's two or three. It was created in November, 2019. And it was an evidence collection tool. We know, from calibrating our tasks at our

September meeting that we just did not have evidence of students' growth in self-direction or their metacognitive process. We used the PACE self-direction rubric. It is the initial rubric. And then using those components, we designed Tool 3 and Beth and I are going to share about our pilots and our classrooms using that after our pilots and in discussing with the other content leads we had revised or tool and actually combined with Tool 2 which was just shared. We'll be sharing later in this presentation,

Beth Gouzoules:
In my eighth-grade social studies classroom, I was piloting self-direction for my district, but our district only has two components. Once we came out of the January meeting, we had created this and I said, I would pilot it. I used the tool Cathy Baylus had created - Tool 1 to complete my Tool 3. I used Tool 1 as kind of an introductory of the other components because we were only doing self-awareness and monitoring and adapting it now in our district. Here are some of my students' responses. I have really had to walk them through it and model my thinking for the students. And this really helped introduce this as a pre-assessment to the students. we use this as just an introduction of the five components. The first part of the Tool 3 that we created, this is one of my students' responses. They had to reflect back on Tool 1 and the intent of this document when we created this was to capture the students' metacognition in completing the tasks they were given, because we noticed in the calibration that we were doing in September, that there wasn't a lot of evidence. My students were able to fill this out. They still had a lot of questions when they had to reflect on Tool 1 and to make that connection to Tool 3. That was one of the things that we saw when we were doing revisions that were needed, that seamless connection was needed for Tool 3 in the very beginning. And there's just another student example as well.

Nicole Woulfe:

Tool 3 was broken down into three parts. The second portion was the monitoring and adapting section, and that's where students were supposed to keep track of challenges that they faced and then reflect on how they were going to go forward from those challenges. My sixth graders were really great at listing their challenges. They could talk about their challenges, all class period, where they was figuring out how to overcome those challenges. So Tool 3 actually became an instructional tool and in small groups and think pair shares, or in whole class discussions, students would report out on challenges that they were facing and get feedback from their peers on how to overcome those challenges. It wasn't the initial design of the tool, but it really blossomed into a great way for peers to work with one another.

The third part of the tool was the student reflection. We wanted kids to think about whether they improved in self-direction. If they got worse or if they stayed the same. We wanted them to think about the evidence that showed that they were growing in self direction, because that is what we saw was lacking when we calibrated our tasks initially. And we wanted to end the tool with what they were most proud of, what they felt was most successful. And it was a great reflective piece. And that was part of our discussions with the group on how we could keep those pieces in moving forward. In looking back on our pilot feedback for grade six students, and they needed instruction and how to create a goal, create a plan and overcome those challenges but Tool 3 was a great structure for that. I was able to use Tool 3 to provide the instruction that mini lessons and the support my students needed in growing as self-directed learners. And they use this tool multiple times. So as they got more confident with the tool, they were much more successful.

Beth Gouzoules:

For eighth grade, this was the first implementation and the students did not necessarily make that connection between the Tool 3 and the pre-assessment. I needed to make sure that there was a lot of direct instruction that went into it, especially since it was the first time that we had used this. Also, it seemed that the kids' questions around, what should I focus on? Am I focusing on the task or self-direction? So while we created this tool to capture their metacognition we also realized at the end of it, from the feedback from the students that we needed to have the learning goal and the focus on the task as well, kind of woven in together. And so thank you.

BREAK

Kathy White:

Welcome back, everyone from break. We are going to move on to the next portion of our presentation where the our team will be facilitating and interactive protocol for you to be able to take a look at the tools.

Jess Tremblay:

We are going to look, as I mentioned earlier, the big reveal, at what we ended up doing with Tool 2 and Tool 3. We decided to merge Tool 3 into Tool 2, and now we have one tool that is the project management tool. And this slide shows you the four steps of that tool, so that you can see some of the elements of Tool 3 are included. And one of the things that you might notice is added or new here, both in step two, and in step three, you see some opportunity for peer feedback. And that was something that is present in the language of the Essential Skills and Disposition Framework and was implied in our original rubric, but then really came to the forefront.

Nicole Woulfe:

In our work with Dr. Hess, we were reminded that self-direction is enhanced by collaborations. So while we consider it a separate work study practice that has a separate rubric and eventually may have separate tools it's really hard to pull them apart sometimes. In fact of the five dimensions there's language in nearly every dimension that speaks to self-direction needing to use collaboration, for example, shaping new learning opportunities, by engaging with others, to in general, to generate a learning goal.

Nicole Woulfe:

We had to work that back in there, so you see that's part of what we see in this new revised tool. we wanted to work together to combine the best parts of Tool 2 and Tool 3 and we wanted to make sure to not lose any of the evidence collecting that Beth and I had created in Tool 3 but also make sure that it was coherent and understandable for students.

Sarah Barbato:

We also wanted to make a conscious decision to connect this new Tool 2/3, or the project management tool back to both the rubric and the self-assessment. And that is why step two sort of stands on its own. So as Nicole and Justin, Donna just described, there were Kangas made to both school and two or three. And part of the revision process also included the addition of some peer protocols for both the action plan review and step two in the mid task checkpoint review. And step three, as you saw in the previous

graphic, the action plan review is intended to be optional for students and is what you're looking at now, working in pairs to get to that peer piece. The presenting student begins by describing their work, their goals and their action plan, and their partner then has a list of targeted questions. As you can see, to ask before the presenting students then has the opportunity to ask for some specific feedback that they would like before they're able to make some adjustments to their individual plans.

On the next slide you can see that this is the main task checkpoint review protocol, which asks all students to engage in the reflective process with a partner and follows a similar process to the one that the action plan review that I just went over based on the feedback from the piloting teachers, as you just heard, these protocols were added as tools to better elicit evidence for scoring of students' progress in these specific areas of goal setting and monitoring and adapting.

At this point, we are going to transition to a portion of the presentation. We are going to take some time to review the tools individually, and to provide you with some time to reflect on how you can use them in your own practice, in both the physical classroom and also in the virtual classroom as well, because we don't necessarily know what the future is going to look like in the fall of 2020. So to do this, we're going to use two prompts. What did self-reflection look like for your students and how do you see self-reflection now? We are going to take some time, approximately 10 minutes, to do this. We are going to share the links to those tools in the chat. So there will be one for the lower grade band and one for the high school grade band. Please choose the one that is most appropriate for you and understand that they are both pretty closely aligned to one another. The conversation amongst all of us will be rich and engaging, and we're going to encourage you to engage with a group by sharing out either out loud or through the chat feature, whichever works best for you. And once we come back together as a group, Tony's going to facilitate our conversation.

Tony Doucet:

Thanks, Jess. Of you have any questions right now, please feel free to put those in the chat and we'll try and answer them. Otherwise, please take a few minutes to review the two tools or the tool that I decided that best suits your needs and take a look at those two prompts.

Tony Doucet:

Time is always, always hard. But we do before we jump into our reflections and our thoughts we do want to acknowledge and point out we have referenced. So one of the, one of the things we actually were going to jump into are, are, are used to thinking now I think so if people are feeling that they want to speak a loud, if they want to unmute themselves and jump in, if they feel they want to throw their reflections into the chat feature, that works too. But after seeing this stuff, you know, what, how has your thinking shifted as we've gone through the presentation, If you aren't comfortable speaking out loud, you can use the chat feature, both work. Great. Okay. And don't worry. We can just go with a little more wait time if we need to wait for people to share some of their thoughts And as just, just putting the chat. Yeah. Feel free to pose questions wonders. It's very possible that we did so well that we've answered any questions that you might have because we're that good, but if we didn't, if we left something out, please jump in and wonder, okay,

Karin Hess:

This is Karen Hess. I want to commend the team of teachers who've been working on this. And I would just say that what I saw in the process was a coming together building a common and a common

understanding, which does not happen without the collaboration that was provided. Everybody had an idea of what these tools should look like of what self-direction should look like. But as the thinking was refined, I think folks came together to make something that was not only more consistent for their use, but consistent use within a school or across classrooms in other schools, so that broader conversations can be had. And I think that's the power of developing some of these common tools. Not that you have to use them, but if you do, there's some agreement that they're based in research that they're observable and measurable things and the language works for kids.

Tony Doucet

Thank you, Dr. Hess. I think having you work with us has been such a help along the way. I see some other comments: I love the, My Action Plan Template. I can see many applications for this tool, and it is used with adult learners as well.

Yes, it is always good to get them thinking about what students thinking about, what they are going to be doing and how they are going to be working through it. Students need to be involved. Can't be something that is just placed on them. Chelsea that is a great point. Students seem to feel like they are there from the beginning, if this is something that you, decide to do partway through and do it one time, it's not going to have the same effect on if students grow used to using the tools throughout the entire year.

Donna Harvey:

I will just say that. I think one of the things that we as a group are most excited about is actually the opportunity to test out the new tools with students, because we haven't had that opportunity yet because of circumstances far outside of our control. And I think we will not know what we do not know until we have opportunity and then get to come back together again.

Cathy Baylus

I love that adult learners was brought up and I have to admit adult learners wasn't a group I had considered when we were working on Tool 1 and we should, because it's, that's just as important. And I'm so glad that that was brought up. Thank you.

Jess Tremblay:

Kind of, to that point, Cathy, when Karin was talking about what she observed in our work, in this process, I thought to myself, oh, so you mean we're all being collaborative as we are self-directed in our work. So I do think that even in our work together as a group we can use ourselves as, as pilots, if you will. I think what has been beneficial is being able to bring all our experiences together and across grade levels, across schools, across districts, so that there is not only a, a level of consistency. That helps with our, our validation of the process and our calibration of the process. But ultimately we are collaborating. And I think we're learning a lot about if we can be metacognitive about our own process, it helps us to inform this work even further. So I really appreciate the kind of combination of both those ideas, that it we're adult learners and we're learning in this process as well. And capturing how this is going for us and infusing that into the work, I think has also been valuable to say to back to the adult learning part of it.

Felicia Sullivan:

One of the reasons JFF is interested in this work is because we are interested that young people are

prepared to enter that workforce of tomorrow. And I know from the work Caroline that you are doing at NHLI, that having these sorts of skills are going to be critical. And so we shouldn't just be developing them with our students, but with those folks we're currently in the workforce, because I think as folks will say, you know, kids looked at this rubric far deeper than probably any of us here that many adults probably couldn't even be in the sort of most high level of the progression in our lives. I think there is a lot of promise.

Carolyn Eastman:

I was thinking that too, Felicia, many of us are going to be are commonly or currently in remote learning situations or remote work situations. And, you know, especially in high school are kids being prepared to work in a remote environment, many jobs that will be remote, where they're get to live in a beautiful place and be able to make a living at the same time. It is not an either-or proposition anymore and this lends itself in allowing kids, if they have self-direction, then they could work in a kind of unstructured environment. When you are at home, you must figure out how you can work at home with so many distractions. So as kids are finding this out in a remote environment, and we are experiencing this, trying to get kids to show up and engage in the learning. There are just as many adults that are now thrust into a work experience or work environment that now have millions of distractions at home and are trying to figure out, okay, how do I create a project? How do I get things done? What works best for me and having that self-awareness or that metacognition also, I agree with you.

Sarah Barbato:

And I think, you know, that some of the things that I really look forward to in the fall is being able to use Tool 1 with my students, particularly if we are in a remote environment as a way to get to know them and to find inroads, to have one on one conversations that might somehow otherwise feel awkward. As I try to get to know my students, but to really give me that opportunity and get to know them and be able to push them in ways that in a classroom physical classroom setting might present themselves more easily. And I see this as a way to really maybe get to know them on one level, and then also be able to help them and to really be able to assess their skill, and also help them as, as individuals move forward and get them prepared for whatever happens next in their lives.

Cathy Baylus:

Tagging on that remote learning piece, particularly middle and high school, where a lot of the kids had unstructured time for the remote learning, they were completing it. I know I had kids who sometimes they would submit assignments at one o'clock in the morning, which I didn't love, but they were submitting them and thinking about how there was no teacher to ask questions to it required them to, you know, if a question arose to answer it on their own, to find the solution, because there was no one to ask and that's, that's important growth as well. And having that self-direction skill built from the ground up when you're in a situation as unexpected as remote learning, it's a very valuable tool. It was very valuable for them to have, for sure.

Beth Gouzoules:

I think one of the most important things to remember is that all districts are in different places. Like our district. We've had a pilot group for two years and this year, the whole entire district is going to be moving forward with self-direction for two components. And so I know that this revised rubric and these tools are going to be resources that I can bring back to the teachers in our district that are saying, Oh my gosh, what can I do? How do I get them to demonstrate self-direction? How can I capture it? You know,

those learning tools for teachers new and old are going to be important this year in our district, because we are now instead having a works habit grade, we are going to have a self-direction. So this is going to be a great resource for our district.

Donna Harvey:

I think one of the other important pieces of this is that we have spent as a group two years starting, stopping, rethinking, revisiting. As a matter of fact, this last revision for Tool 2 and 3 really came out of the fact that in January we went, oh oh, the model we've been using for the last year and a half, isn't going to get us to where we want. It is a work in progress, and we are not where we hope to be yet either. We are just still trying to get there.

Felicia Sullivan:

I think the other thing too, that was interesting to note just as someone who was kind of sitting and observing and sort of participating, but not a teacher in the classroom is just that point at which one, the self-direction all of a sudden the idea that we are actually measuring or assessing a process or a learning progression and not the content. All of these folks are social studies teachers and all of them have tests related to social studies content in their classrooms. But that idea that this was like something complimentary to the content instruction and that not just the assessment, but that these other strategies to help students learn or instruct or provide support related to self-direction are also needed. And so that idea that you can't just measure it. So there's also has to be some ability to help students practice or learn or instruct on it as well. So that has been interesting to observe is as this group has moved forward.

Nicole Woulfe:

Felicia, I love that you noted that need for instruction, because I think so often when we think about self-direction, that work study practices, we immediately think of assessing and telling students what they are good at and need to grow in. And I think it's an important reminder that the instruction is such a critical piece to help students grow as learners and the vulnerability of teachers to provide that instruction and skills that they themselves are growing in is also something that we've reflected on it as a group as well.

Felicia Sullivan:

I have also loved the instances when you've all brought back the insights that you've gained from your students, that the idea that you've talked to them about these tools and the rubrics, and you've gotten their feedback and really treated them as like they're part of this process, this is getting process and the validating process, and just the insights that you've brought back from them. We obviously have not talked to the students directly, but I, I find that to be super useful and your willingness to say like, Hey, these are not perfect. These are works in progress? And we need your help. I really enjoyed seeing that too, that aspect of the students are part of this process of ensuring that these tools and are valid in your classroom.

Tony Doucet:
Before we move on, does anybody have any final wonders or questions? Like we talked a little bit more about things did that, you know, jog anything in anyone's mind or wondering about now, before we

move on towards like the wrapping it up portion of this presentation, you can shout it out or put it in the chat. Alright, thank you guys for it or a great conversation.

Kathy White:

Thank you, everyone. That was an amazing conversation. We just wanted to share with you that this is still a work in progress, and we are finalizing the self-direction tool kit, which will include some webinars on instructional materials and additional resources. Dr. Hess has been working on aligning the collaboration rubric. We will be building out tool kits for the work study practices of communication, collaboration, and creativity. I had a principal who used to say to our visitors, please consider this the beginning of a conversation. I feel like that is the situation with this topic. Please consider this the beginning of a collaboration and a conversation. Contact us if you have questions. And we also have a resource slide, which has links to the BEST project website, the self-direction toolkit the research sites, the social studies project lib guide and the Essential Skills and Disposition Framework. So thank you so much for joining us today. It was so nice to be able to work with you, and we hope that you have some takeaways from the session and thanks to all the presenters for a fabulous, fabulous job.