

Self-Direction Rubric Webinar

Kathy White ([00:00:02](#)):

Hello, welcome to the first in a series of webinars on the self-direction toolkit developed by the New Hampshire social studies content leads from four New Hampshire school districts, Cathy Baylus from Laconia Middle School, Beth Gouzoules from Rochester Middle School, Nicole Woulfe and Donna Mosley-Harvey from Sanborn Regional School District, Jessica Tremblay and Tony Doucet from the Souhegan School District, along with educational research experts, Karin Hess, and Wendy Surr in partnership with the New Hampshire Learning Initiative (NHLI), Center for Innovation and Education (CIE), the New Hampshire Department of Education (NH DOE), Knowledge Works and JFF - Jobs for the Future with funding from the William and Flora Hewlett Foundation. Collectively this research practice partnership is known as BEST - Building Essential Skills Today for the Future. Best is a dynamic group of teachers and leaders in New Hampshire who have engaged in designing deeper learning experiences with quality performance assessments for social studies and embedding the work study practices of collaboration, communication, creativity, and self-direction. I am your host for this webinar, Kathy White Director of Innovative Projects at New Hampshire Learning Initiative, formally Dean of Faculty at Souhegan High School in Amherst, NH.

Dr. Karin Hess, Wendy Surr, along with the social studies content leads will share their work on the process of developing and revising the self-direction rubric which is part of our effort to assure that the assessment tools and processes are valid and reliable. Karin Hess is a former classroom teacher and school administrator with over 40 years of deep experience in curriculum, instruction and assessment, the author of the Hess Cognitive Rigor Matrix, and the *Local Assessment Tool Kit to Promote Deeper Learning* and coauthor of the *Deeper Competency Based Learning, Making Equitable Student Centered Sustainable Shifts*. Dr. Hess is recognized internationally as a leader in developing practical approaches for using cognitive rigor and learning progressions as the foundation for curriculum and assessment design at all levels of the assessment systems. Dr Hess contributed to Maine's early thinking about how to design graduation exhibitions, facilitated New Hampshire's development of model competencies and provided technical assistance to the quality performance assessment project PACE and the Center for Collaborative Education. She currently provides in depth guidance in many states and school districts in development of their competency based educational systems. I'd like to turn it over now to Dr. Hess.

Karin Hess:

Thanks, Kathy. And thanks to the content leads and Wendy for the collaboration on this work. Today we are going to talk about the revisions, the proposed revisions to the work study practices, self-direction rubric, and we are going to try to answer three questions, really clarifying. What is self-direction? what does the research say? How does students develop these skills? Can they be taught and consistently measured? As we look at the research and the earlier rubrics for work study practices, they address several areas, self-awareness, initiative and ownership, goal setting and planning, engaging and managing, and monitoring and adapting. Those should look familiar to people who have used the earlier New Hampshire work-study practices rubrics. They come from the research, but what we're going to do is rethink how these skills develop and how they can be reflected in a rubric and also guide instruction. We are going to start with the why. Why did we revisit and revise the New Hampshire work study practices rubrics? How did we do it? I will talk a little bit about the methods we used. Wendy and I pulled together research in self-direction skills and how to design good rubrics. We will share some of the findings from that alignment study. And then we will take a look at the revised rubrics and

throughout the webinar, I will ask the content leads to share some of their perspectives and insights because they have been using the older one and they have, some of them, have started to use the revised rubric.

Karin Hess:

Our first question is - Why revisit the rubric? I pulled this quote from our new book about competencies because self-direction skills are personal skills competencies. And if you're going to measure them, they have to be observable and measurable. They have to be manageable in terms of how many things you are looking at and what the grain size, the size and scope of what you're trying to assess. They should show how they become more rigorous starting at kindergarten and moving through 12th grade, they're valid, whatever you have in your rubric, it should actually measure what it is about self-direction that you are trying to assess, and it should provide instructional guidance. Not only should they reflect learning but instruction. The real question is: Can teachers consistently measure these? We're not talking about a single teacher in a single classroom. We're saying colleagues in a school, colleagues across the state, social studies teachers across the state, can they consistently look at student work or conference with students and come to the same conclusions about how students are developing these skills.

Karin Hess:

We just want to point out that there are many ways to observe these skills, to measure these skills. First of all, you design some requirement into a task or project. So students know that they are going to be expected to set goals, for example, or reflect on their learning. You can do it throughout the process, through conferencing, teachers conferencing with students, students conferencing with each other to develop their ideas. You might require some products such as students writing a self-reflective essay or creating an infographic that represents what they have learned throughout the process. And the last one, it doesn't mean it's the only other one, but systematic observation, meaning you're not randomly jotting down ideas, but you know, ahead of time what you're looking for. And over time, you are collecting evidence, anecdotal evidence until you have enough evidence to assure that you have enough to decide if students have moved in their own learning.

Karin Hess:

This is a view and throughout this webinar, I am only using the grade six through eight grade span, just to show a comparison of where we began and where we have ended up at this point. The question is: What is observable and measurable? That's in the older rubric, you'll notice those sub domains self-awareness, initiative and ownership, goal setting and planning, engaging and managing, and monitoring. Those are the components of self-direction. But as we look at the older rubric, we see some wording that maybe isn't clearly observable and measurable. How much evidence do you need to gather that students are engaging willingly or that they are curious? Curiosity is kind of a hard thing to collect data on or the behavior. Students are weighing the impact of their own behavior or that they are intrinsically motivated. There are aspects in the older rubric that might have been actually kind of difficult to collect data on. You might also notice that there is a lot of bulleted indicators and I would just invite any of the content leads at this point to share any thoughts about the older rubric as you have used it because I think everyone has had experience using this this rubric. Anyone who would like to just share anything about using this rubric, things you found about it that you might have wished that they would improve.

Jess Tremblay:

As you just mentioned, Dr. Hess, the number of indicators made it very difficult to manage both as a teacher, but more perhaps with students. If I gave them a copy of this, it is overwhelming for a student to take in that number of indicators. Then when I sat with colleagues to look at work that was produced and try to reach agreement about what it might look like to demonstrate curiosity, as you pointed out, it was very difficult to agree with colleagues about what that actually looks like.

Karin Hess: Right. The problem with that is if you cannot meet a certain level, if you have not demonstrated curiosity, that is kind of a high bar for collecting evidence. And the other thing I noticed when I first looked at these is like, there are so many things to get to that expanding level. Look at all the areas you would have to have evidence on that is a lot. And I would be overwhelmed as a teacher trying to find examples of all of those things. Anybody else?

Donna Harvey: I received similar feedback from my students when I shared it with them. And I think that they also had a hard time internalizing some of the language that was in the indicators to be able to identify not only what it is, but how they demonstrate it. And, I always felt with this particular rubric, I was almost being a little bit unfair to say we have to do with it because there were so much there. And, and sometimes I would just focus on one section because it was just easier to tackle.

Karin Hess: Sure. Thank you, Donna. Anybody else?

Beth Gouzoules: Yes, when I showed it to my colleagues and we went over it, we had a difficult time to discerning the level two often seemed higher than the level one. There seems to be some discrepancy of the flow of the original rubric.

Karin Hess: Okay. If I went back to that earlier slide where competencies should be built along a progression, right. What you are saying is it did not feel like a progression of learning.

Beth Gouzoules: Exactly.

Karin Hess: Thank you. All of you. The first thing we wanted to do in terms of alignment is look at what does the research say? And we used a developmental framework that is research based (The Essential Skills and Disposition Framework Lench, Sarah et al) and looked at their levels. Now their levels are not titled the same as new Hampshire's levels. New Hampshire's levels start with emerging, then go to developing, applying, extending, but the wording is not as important as the intent. The intent in the developmental framework says that emerging level is a beginner. Someone who comes to the task new and can follow directions, respond to guidance. If we went back to our rubric, we would say those things describe someone who is just beginning to learn how to do something. And the beginning to learn how to do something, doesn't have anything to do with your age. The first time you ski you're a beginner. The first time you learned how to read, you're a beginner. It's not framed by your grade level or your age. When you move to the advanced beginner in the developmental framework, now you've got some familiar tasks under your belt, and you're able to apply using some of those familiar tasks, but you're looking to others still for some support and you're using what you know to complete a task.

And you are starting to discover some patterns in at the developing level. We wanted to see, as Wendy and I looked at the existing rubric against this framework, we wanted to see did that developing level, really reflect students who were able to do certain things in familiar ways. In the developmental

framework, the strategic learner is now able to use those skills in different ways. One of the words we often use is transfer. They can take their ability to organize information in one task and do it in other different kinds of tasks. They can analyze what is needed and plan how to do it. They can refine what they are doing. Again, we are now looking at the applying level, which is what would be demonstrating proficiency or competency and we are saying, are those descriptions clearly saying the students are starting to transfer what they have learned to new situations, can they adjust their thinking and determine how to approach a task? Then at the highest level, New Hampshire calls it extending, the developmental framework called it emerging expert. Not only are they able to complete tasks and set their goals and achieve their goals but they can start to frame how they are going to do new areas of learning. They can seek connections to broaden their skills. We really want to think about, have we created tasks that allow student voice and choice so students can branch out and broaden their own learning. That was our first view and we did see sometimes the intent of the developmental framework was not reflected in the original rubric. That was our first view of that. Then we began to look at just how the rubric was put together. And we used one of my tools, which is there is a link to it at the end of the webinar and it is posted on my website, what makes a good rubric?

We look at adjacent performance levels and we can see that they are qualitatively different. They reflect how learning happens. If we go back to that earlier comment, the older rubrics did not necessarily reflect how learning develops over time. It felt a little disjointed or out of step. The language is descriptive. We do not want to use behavioral language such as, you hand things late in late. And as a teacher, I did, I did these things. I'm not saying that the people come to rubrics knowing how to get rid of that judgmental language. We try to get rid of the vague language like curiosity and willingness and intrinsic motivation. We try to get rid of the behavioral language and what we saw and any rubric you pick up today, on the lowest level you will see a lot of this judgmental language.

Karin Hess:

It is more about behavior than learning. It is not about being a beginner. The descriptions emphasize quality. For example, there might be a descriptor of using valid sources or reliable sources as opposed to just how many sources are used. Any teacher can tell you just having three sources does not mean they were high quality sources. We are looking for quality being described. All the performance indicators are stated in the positive, what is happening when you are just emerging and then you are developing those skills. How does it build upon the earlier skills? And then when you are applying them and transferring those skills, what does that look like? As opposed to, what is not happening. Rubrics that describe what is not happening are not helpful. They do not inform instruction. They feel more punitive. They feel like they are more about compliance than students using self-direction skills. If I were to design a rubric that says - as the teacher I will tell you what to do and then you will do it the I am not really measuring self-direction. I am measuring compliance. Describe excellent performance not perfect performance. We do not expect students to be perfect, but we do want them to strive to improve their performance, the quality of their performance. The revised rubrics start to build some of that quality component into it. The descriptors and the criteria match increasing levels of rigor. You can give students a rigorous task, a complex task to achieve, and the rubric will reflect the rigor that was required. And last of all, and probably most important, is the wording is kid friendly. The final review that the rubric went through was to put in words or phrases that would be most familiar to students. It would be kid friendly. And as we heard in some of the earlier comments sometimes that wording confused kids, sometimes it was more what I would call teacher language, not kid-friendly language. So here are some of the things that happened during that review. And as I go through these Wendy, if you want to comment on any of this, The first one was whenever we saw subjective language, negative language, or really vague language,

we just stripped it out, just get rid of it. It is not helpful. Then comparing it to the developmental framework language, if we saw things that seem to be important and one of them that I'll speak to later is the importance of students engaging with their peers, there is research to say that self-direction requires engaging with others to help frame your own thinking. So, this is in blue, this is in green texts because on the next slide, you will see things that were added to the rubric that were not there before. If the descriptions at the lowest performance levels were stayed in a negative, we tried to revise them so that they were stated in the positive. You can say the same thing. You can say, for example, and this is not in the rubric, but if you said it is not completed, that would be a state of the negative. But if you said one out of three parts are completed, or if you said a list of resources has been created that is all that the student has as list the resources at the next level. You might say they have accessed the resources and taken notes on those resources. Trying to state things in the positive. So, any of the blue text you see on the next slide was there, but we revised the language. Multiple bullets, which we talked about earlier, kind of makes it a dense text to try to figure out what is most important. We tried to consolidate them into something that would make it more manageable and have a clear focus for finding evidence. And then at the lower grade spans, there were a lot of empty boxes in the rubrics. They had not been fully developed. That makes sense because in piloting the grades 6 to 8 and the 9 to 12, the teachers who have been working on this project are working at those grade levels. We also saw overlapping repetitive descriptions at multiple grade spans and we tried to minimize that and add some new descriptors based on what we saw in the developmental frameworks. And Wendy, do you want to comment at all on just any of this before we go on?

Wendy Surr:

I mean, this looks like a lot and really, I think what it boiled down to a very clean, simplistic thread across each one of the five areas. So this complexity actually was translated into something that I think was simpler and more direct. And one of the things that was a sort of a dimension that we addressed from the emerging all the way up until the extending was this idea of support and guidance. So as students moved along that progression, they started out with needing substantial amounts of guidance and support from either educators or peers, and then they were able to do it more independently. So that was one of the dimensions, as Karen mentioned, the idea of rigor or complexity, also, it started from more simple, direct tasks into more complex and multifaceted tasks. But I think Karen you have covered all of the main issues that we tried to address when we were taking the old rubric and making this new cleaner, simpler, we hope a new and improved rubric.

Karin Hess ([00:22:21](#)):

The other thing, we didn't want it to seem like K-2 and 3-5 students couldn't do anything without support because they can. And we heard comments early on from some teachers that they said they had to tell students, well, maybe when you get to sixth grade you'll be able to meet the higher levels, but you're stuck in those lower levels. And that didn't feel right either because if this is developmental, there are things that students could do. Here is an example of what the grade 6-8 rubric looked like in March. I want to point out a few things under the subdomains you will see highlighted. What we try to do is say under self-awareness, the most important thread, we want you to see is that students are evaluating their strengths, their limitations, their interests, their motivations. This is about who am I as a learner.

Karin Hess ([00:23:14](#)):

We should be able to read from emerging to extending and see what students can do. If you see green text, these were new descriptors, things that were in the framework that we felt could be added. If it is

in black or blue, it was from the original wording or some revised wording. You can see about half of the rubric was from the existing rubric and about half of the descriptors, mostly at the highest level, came from the framework. The coding was our coding. If it has a four, it meant that it was at the highest level from the developmental framework. If you look at this version with the coding, you see under extending, there is a lot of fours, actually, it is all fours. If you look at under applying, you see a lot of threes, some twos, if you look at under developing, there's mostly twos and a little bit of threes and a little bit of one.

What we are trying to capture is what now represents alignment to this larger framework. If we looked at, for example, initiative and ownership, to be able to choose a learning opportunity when others provide options then moving from that, now I can recognize what my role is, and I can ask questions and seek support. Then I moved from that to, I can now collaborate with others to pursue my interest in shape a new learning activity. This is where students might be working in a small group and they decide how they are going to pursue a task, how they are going to, and then you move down and you look at goal setting, they're analyzing the project expectations, they're formulating a plan. One of the things I tried to do is read all of the descriptions under something like applying and say, do these flow and make sense collectively and is there the vertical alignment from the grade 6-8 to and then grade 9 -12 and grade 3-5.

Is there anyone who has any comments about the new wording of the rubric at this point? I will just wait a second.

Nicole Woulfe: I can speak to this new rubric and how it compares to the past rubric. I teach sixth graders and they had worked consistently with the earlier version of the rubric. As my other colleagues had noted, they were super overwhelmed by the rubric draft. There were a lot of bullet points. There was a lot of expectations and a lot of words they didn't know. And I was able to introduce this new version of the rubric to my 6th graders on March 12th. And, instead of me telling them what each stage meant, they were able to explain to me what they thought each box meant and that really showed me that they understood the language and the wording much better.

Karen Hess: Wow. Thank you, Nicole. That is really powerful. You know, we see a lot in the literature that we should show a rubric to students at the beginning of a project and discuss what the expectations are. We see a lot about kids should be a partner with us in developing rubrics, but in an area like self-direction, there is not a clear understanding what that even means. So, I am starting with a blank slate and saying to kids, what do you think self-direction is, we would probably be spinning our wheels. It would be the same thing with just asking teachers to all create their own idea of what it looks like but being able to take language that is clear and then ask questions. What do you think this means? Is there anything that is unclear? And we will hear from Tony a little later about what he did with his students. This is a way to clarify understanding and allow students to own their learning, which is really what we want to have happen. These are the results of the alignment study and this is across all grades. This is not just this grade 6-8, but across that monitoring and adapting criteria.

The initial rubrics only covered 30% of what they might have covered. Now, I will say that you are never going to see a hundred percent because there was some vague language in the developmental framework we didn't try to include but that jump from 30% to 74% across grades K-2, 3-5, 6-8 and 9-12. The engaging and managing was only at about 36%. We were able to increase that almost 80%, the goal setting, which really is a huge piece of this self-direction, can you actually plan what you're going to do

follow through and make adjustments along the way, and that we increased dramatically initiative and ownership, which is not about compliance but it is about can you shape what it is you want to learn and be able to take some add your voice to it.

And then the self-awareness was really the lowest. Self-awareness, if you read the literature, is about how do I understand myself as a learner? And we didn't see enough of that. And you can see that increased dramatically because this was really about, can I pull out my portfolio, look at my work, and tell you what I've improved upon. That's about me as a learner, and it's not the same as handing things in on time, pacing my work. It's about me understanding myself as a learner adding my own interests and my ideas to maybe my final product. That's pretty dramatic when you look at that, but we didn't just try to add things. We tried to increase the level of alignment with what the research says is important.

There are ways that some of the content leads have been using this. And we have heard from a few people. We heard from Nicole who introduced it to her students. I don't know if there are any teachers who are on the webinar today who thought about designing tasks using this rubric. Are there, any who maybe have looked at the new rubric and thought about how that might inform how they teach or the kinds of supports they give to students, or perhaps how they design some larger projects or as, or performance tasks? Is there anyone who can comment on like task design or instruction?

Beth Gouzoules:

I would just say that the new rubric is more explicit and will help teachers and students understand the expectations because looking at it, the language that it is now saying, instead of it being kind of vague and us having to define it for the students, like Nicole said, the student can understand it readily like collaborating and analyzing,

Karen Hess:

Right. I went back to the rubric just to say, I think as a task designer, I think I could create a performance task and say, in this task, you will collaborate with your team and oh, that's similar language to under applying initiative and ownership to shape how you want to do this project. Then you will analyze the resources you need and develop a plan. I could, because it is a little crisper language, I could use language, which would point kids to what their expectations are. And that's part of the beauty of a well-designed rubric is that informs instruction before it informs making assessment decisions. I would like to ask Tony to talk a little bit about using a Think Aloud with his students. One of the things we know is it is useful to interview students. This is like having a focus group with students. And I have some of the questions that were part of the think aloud. But Tony, could you just speak to, these were some questions he asks his, I believe it was ninth graders.

Tony Doucet:

It was ninth graders and when the group was put together, we were very cognizant of not just selecting students who were already self-directed and already pretty motivated. Because that would be not a very good cross section of students. There were some who are you know, there were some who are self-directed, but also you know, those who are, who are not, or those who would probably be in the approaching range. And we did this focus group. And as Dr. Hess said, these were some of the questions that we asked, and feedback was uniformly positive. All students were able to understand it better. They understood the language of the rubric, which is hugely important. And one of the things that came up

multiple times was that positive language that was intentionally used in this revised rubric and students liked how it wasn't just telling them what they didn't do or what they did poorly or where they need to improve because they are able to look at it and it was a document that they were more able to engage with and not be intimidated by. So that was some of the feedback that we got from my, from my ninth graders.

Karin Hess:

Thanks, Tony. And I want to, I want to sort of reiterate that when you do a Think Aloud with students, you aren't picking your top students who are always performing at the highest level. You want a cross section; you want a representative group because if the rubric only makes sense to the best readers and the kids who get a lot of support at home it is not useful information. So he had a cross section of students. He had students who were at a range of performance. And you will notice that we started with the applying level. We started by just looking at, do you understand what is expected of you. The later questions, and there were a couple more, or now look at the emerging level and does this help guide you in a way how to get there? And as Tony said, it was nice that he was able to audio record so I was able to listen to it because I wasn't able to be there, but they were saying, I can see how I could make progress. It doesn't feel like I am being graded. And that is kind of an important and empowering piece for students not to feel like this is about a grade, but this is telling me where I am on the map and how I need to get to the next stop on the map. Are there any other folks on the call who have done anything with the new rubric yet, and just would like to share?

Kathy White:

Karen, one of the things what we have used the rubric for, because as Nicole mentioned, she rolled it out March 12th and then by the following day or the next week we were in remote learning so that shifted some of the plans. What the content leads have used the rubric for extensively is the alignment for the self-direction tools, which we will talk about in another webinar. It has been helpful to be able to look at how we develop tools that students and teachers can use to support their work on self-direction.

Karin Hess: I went back to this earlier draft as we revised the rubrics, then we start thinking about what tools can teachers use to support this. There is a close alignment now with some of the language in the rubrics and in the tools that we will hear more about.

This last little part is rather than thinking about assessing a writing piece where we are looking at grammar, usage, mechanics citing sources. What if we thought about self-direction skills as a learning progression, and what if we thought about describing learners along that pathway increasing in sophistication over time, it might help us to see the relationship between reflecting on myself as a learner, taking responsibility for my learning, planning, how I am going to accomplish those goals, finding resources and support, and how to manage time and evaluating my progress. It might help us to think about these as interrelated and developmental, increasing over time, so that no matter whether a student is in kindergarten or 12th grade, they can see themselves somewhere on that path. And I have just taken, for instance, if you are a language arts person, you might be familiar with the concept of Scarborough's rope model of reading.

And if you think about all the components of reading doing well on any one component, does not make you a fluent reader. It is how they interact. And so taking that idea and applying it to self-direction, we

think of self-awareness as beginning with identifying your strengths and moving up to be able to cite examples from your own work to evaluate your progress. The bold letters would be that applying level. That is where we want the students to be. If we add initiative and ownership, which weaves into that, who moved to the applying level, you are shaping new learning now for goal setting, we have a third strand of this rope interweaving, and now you are able to analyze a project, decide what the resources are to formulate that plan, to manage the plan. You maintain your focus and your pace. And we've used the word throughout on agreed upon benchmarks, not deadlines, deadlines, sound like something a teacher told you it's due by Thursday, but an agreed upon benchmark is a task you need to complete. Let's talk about what's involved. When do you think you can complete this by talking with your group, or let's talk as a class, let's agree on the benchmarks together. That is a collaboration piece, if you will. Rather than it is a compliance piece that you finished it and kept up with the teachers at deadline. So we have tried to build pacing as something that they have some control over. They have to think about, maybe break it down. It becomes part of their goal setting plan and then monitoring and adapting this last part of the rope. We want them to move to a point and be able to evaluate their progress and cite examples of successful strategies and what they have learned from some of those missteps.

So in a sense, this is the rubric in a slightly different view from bottom to top, but considering that these things relate to each other, and they are not going to get to a high level on one of those threads, probably if they haven't made progress on others. So our beginner learners, our emerging learners are doing those things like identifying their strengths. When they get feedback from others, they can choose an option when options are given to them. They can use strategies that are suggested, they can follow a process that a teacher provides to them. At the beginning, teachers are saying, here is how to locate good resources. Here is how to a plan. At some point, though, kids take more responsibility and modify maybe some of those steps to develop their own approach.

One last comment about collaboration. This is about self-direction, but it is not about kids working in isolation. And this comes from a paper out recently, and I like this quote, "it might be counterintuitive, that collaboration is intrinsically intricately related to self-directed learning." We have tried to build into the now grade 6-8 kind of final, final draft for posting places where they are interacting with others. At an emerging level, at 6-8, they are getting feedback from others. They are have challenges or gaps in the rest standing identified by others. Now they are moving to developing, so another seeking feedback from others, so they are more proactive here. They are looking for models, looking for new resources. They are engaging with others to generate new learning goals. They are getting feedback to help them overcome roadblocks. So, you will see collaborative activities. And the purpose of these collaborations is to help me move forward as a learner. There will be revisions to the work practices collaboration rubric, but this was a way to embed engaging with others for very specific purposes related to self-direction throughout this rubric.

And then just Wendy mentioned some of this wording, and I just want to remind people again you will see words like guided, if students are being guided, it is when the teacher designs and scaffolds the learning and this usually happens at the lower performance levels where the teacher has given them a process, and they are applying that process or given them a strategy to use that is more about scaffolding them so they can get started and begin to make progress. If you see "when prompted" or "with support", it is more specifically a teacher correcting them, redirecting them, what is the first step you need? Where are you going to find your resources? So that is in the moment of learning and often you will see those phrases at the emerging level, which makes sense a student is ready to get started, or they are not sure what to do next.

Sometimes that is about executive functioning. I can't keep track of all the steps of this process, but if you remind me right now in the moment I will get back on track, then you will also see at some of the upper performance levels where it is like proactive or initiate or take responsibility or propelling my learning. These are clearly designed to say the student and not the teacher is directing some action. The student is saying, I am going to go ask my peers for some help. I am would like to redesign this task or think about another way to share my results. That is the student initiating. Now it doesn't mean the teacher hasn't generated ideas or shown models, but now the student is initiating that they want to do something in a particular way that showcases their own skills.

As we get close to the end of the webinar, we would like to just open it up a little bit again to our content leads and ways to support schoolwide implementation of the rubric. So this is new. The drafts are now posted, and you will hear a little bit more about that, where you can download those they have in the footer a way to give feedback on these, but we have heard from two teachers about how they introduced the rubric. I would say doing a Think Aloud, or just talking with students is a good way to clarify language or even with peers in a PLC. But I would like to open it up to any other thoughts as a content leads, move forward, because probably their full staff has not used these new rubric drafts. What are you all thinking about as you move forward to the new school year, and maybe we'll actually do more of these things in person then, but what, what are some thoughts you have on how you might roll this out with more teachers in your schools?

Tony Doucet:

I think one of the areas that might make some good sense at Souhegan, would be to start at the department level with getting it into a smaller groups to start getting departments on board with it, because this is something that if implemented whole school and early can sort of follow kids around and get the students then to know and be able to speak the language better, be able to know where they are over the course of different classes. And really, any common language on this that we can get the more departments behind using it for the would be better.

Karin Hess: That is an excellent recommendation. Starting with teachers, departments, or PLC groups, or whatever groupings make sense to kind of unpack the rubrics, just like you did with your own students.

Donna Harvey: I have hopefully the opportunity to do this in person with people, maybe in August. I have two summits, one with our grade level team and the other with our seven through 12 social studies department. I am hoping to sort of roll those out in both of those groups. Just to get teacher feedback but also to give them the opportunity to experience using it for themselves before they attempt to use it with students.

Karin Hess:

Thanks, Donna. A thought I had too is if I have a project, and teachers have those really good projects already, that they have used even taking something I plan to use and then back mapping it to the wording and the rubric and saying, is there a good alignment there? Do I want to tweak any of the, not necessarily change the project, but maybe tweak the language so that when I introduced this project to my students, it is clear how they will be assessed not only on the content rubric, but on the self-direction rubric.

Beth Gouzoules: I think first starting our district, we will be introducing it in the department level first, and then we will be taking it to our PLCs and using it with our civics pace assessment that we give and see how we can tweak our assessments using this rubric.

Karin Hess: Thanks, Beth. I think that's what I'm hearing a lot of people saying we've got a common language across teachers before we expect kids to sort of internalize these ideas.

Beth Gouzoules: It also could be given to teachers and the new teachers and teacher orientation, so that they are familiar with it before they even come in contact with the students.

Karin Hess: Yeah. Great idea. Great suggestion. There are always new teachers every year that you need to bring up to speed. So great suggestion there.

Nicole Woulfe: I think the rubric can also be a great way for teachers to get comfortable providing instruction to students direction because that is a critical part of self-direction in the classroom is teaching students how to become a stronger self-directed learners. And I think the rubric is a really great way to guide teachers in that area.

Karin Hess: Thank you, Nicole, that is so important anywhere we expect to assess kids on their ability to set goals, develop plans. We have to start with some good models. So a good question for teachers to think about is, do I have a model that I share? Is it a clear model? Do we need to develop some common models as Tony was saying across grade levels? So maybe it's something that teachers teaching different courses in high school or different grades in middle or elementary could be using consistently. So that what we find is the more you use consistent language across grade levels with students for instruction, the easier it is for students to start to transfer those skills. So that is a really good suggestion there.

We will hear about the tools in a minute that will help students and teachers identify evidence and reflect on learning. There are some resources that I posted on this slide, but I'm going to turn things over to Kathy and maybe Wendy and others to talk about next steps with the tools and piloting the rubric in classrooms.

Kathy White: Thank you, Karen. Yes. As part of our research practice partnership we have been working with social studies teachers across the state of New Hampshire and they have been designing quality performance assessment tasks for social studies. Last year, we had a focus on self-direction and this year we were moving towards including a few of the other work study practices. Hopefully as we get back to the new school year, we will be able to regroup our social studies teachers to roll out the new rubric and the social the self-direction tools.

Wendy and the content leads have spent a great deal of time this summer designing self-direction tools for students to be able to use during the during an assessment or before the assessment to be able to look at a body of their work and to guide them through the process and the steps in the components and the rubric of self-direction. We will be presenting a webinar on the self-direction tools in the, probably at the end of July or beginning of August. Then we will be looking at gathering feedback once

we get back with our larger group of the social studies task developers. We will continue the work for the other three work study practices collaboration, communication, and creativity. Wendy did you want to step in and share anything about the tools right now?

Wendy Surr:

I guess the only thing I wanted to share, and I hope the content leads will chime in here is one of the interesting things about self-direction that folks realize was that a product, a performance test product did not tell the whole story about students' self-direction. And that was the impetus for us thinking about ways that kids and teachers could be documenting and observing the process of some direction throughout the entire learning period and engagement in the performance task itself. Cathy, Nicole, Beth, Jess, anyone want to say anything more about the journey, the self-direction journey and how are the tools we are working on our aim to capture that?

Cathy Baylus:

I can chime in here just having worked with the group, developing the first tool. We took that thought process that self-direction, is not an immediate skill. It is something that is developed over time, especially as learning progresses. The first tool is not task specific. The first tool we are developing is a tool to use as a reference for students over time from K to 12 aligning it with the rubric to assess for themselves where their strengths are, where their challenges are and what they need to work on with the upcoming tasks at that grade level. Basically, it is assessing self-direction within the student, the student assessing themselves for their growth over time, as based on the rubric that they have used consistently over time.

Donna Harvey: I will say that I think this all happened at our meeting in January and as we were all sitting there looking at each other, I think we were all a little bit taken aback by the realization. At least I was where it was like, wait a minute, what we are doing and what we want to do it does not connect. And I think the tools that we have come up with starting with Dr Hess' rubric revisions has really gotten us back on track. Thanks, Donna,

Wendy Surr: If we have a moment, I would love to hear from content leads on any new thoughts about self-direction given this dramatic change in the nature of schooling over the last few months and whether or not they have seen any shifts in their own thinking or the thinking of students about the importance of self-direction for learning, whether or not it is still a nice to have, or whether it has assumed some kind of more central role in people's minds. Anyone like to comment on them?

Nicole Woulfe:

I can jump in Wendy. I think that remote instruction and how quickly we had to transition to a remote instruction really showed how important self-direction skills work. And I think when we were all shifting to teaching content, my staff needed a reminder on how critical self-direction was because at the end, of the first week, students were asking for self-direction tools that I posted in the classroom that they wanted to post in their bedroom or workstations at home. And that really reinforced for me how the students are taking on that learning ownership about self-direction and how critical staff direction is. They were working more independently at home.

Karin Hess:

Well, I would just reiterate what Nicole just said, and that is if kids are, we know there is probably going to be some form of blended learning as we move into the next school year, self-direction is going to be a very important skill that we want all kids to be able to take responsibility for some of their learning with, with support, with guidance, maybe with some reconnecting with teachers along the way. But I love the fact that kids wanted to post that list in their bedroom. Something we can all use, right? Yeah. I need it on my wall too.

Kathy White: Thank you. What I have thought about as we have gone through this process is as come out at the remote learning, and it is something that we always knew, but we found and I think the data and the research studies that are happening right now will share the data that says that it is relationships, relationships, relationships that make a difference. And especially as we went into remote learning and I know that teachers have wondered, well, if we are in remote next year, how do we build those relationships? We were fortunate enough to have been in a face to face environment before we went into remote learning this year and next year, we are not sure what that will look like. And when I think about the self-direction rubric that has been developed, the essential skills and disposition framework that it was derived from, and the tools that the leads have been working on it, it makes me wonder if this is one of those building blocks for building those relationships and even in a remote environment, because when you are discussing with students, what their goals are, what their interests are, and that is threaded throughout the entire rubric, it is about a student's interest. It is about their thinking, their metacognition, their thought process about themselves as learners and the learning process. I think about that, that is how you can personalize their learning and build those relationships going forward. Even though we might be in a remote environments, I think it gives us some something concrete to work with. And hopefully that will prove to be true going forward. So that is what I am excited about, about this work and the rubric and the tools.

Thank you for joining us for the self-direction rubric webinar. The first in the series for the self-direction tool kit webinars, we will be putting together a self-direction tools webinar. We have talked about them in this webinar, and we are excited to be able to share those out in the future. We will be crating a webinar for instructional strategies on self-direction and self-direction implementation of the toolkit.

So again, thank you for joining us. Thank you, Karin and Wendy, Cathy, Tony, Jess, Nicole, Donna, Beth, and Felicia.