

Rethinking Self-Direction Work Study Practices

Presented by the BEST Research Practice Partnership

<http://www.best-future.org>



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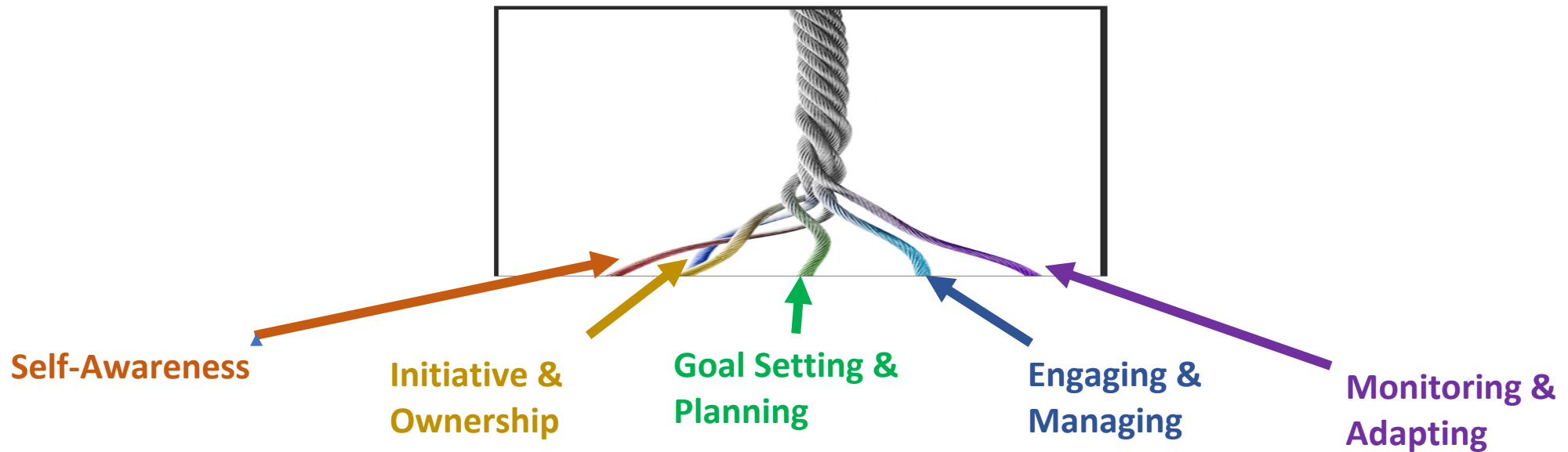


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Rethinking Self-Direction Work Study Practices:

What is self-direction? How do students develop these skills?
How can they be taught and *consistently* measured?



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<https://www.karin-hess.com/>

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Webinar Overview



Why revisit *and revise* the (2019) New Hampshire Work Study Practices Rubrics for Self-Direction?



Alignment Study Methods

**Research in Self-Direction Skills
Research in Rubric Design**

Alignment Findings



Revised (2020) SD Rubrics

Kid-friendly wording, research-based, getting feedback (piloting, using think alouds with students)

Supporting implementation school wide

Why revisit the New Hampshire Work Study Practices Rubrics for Self-Direction?

Competencies are Agreed-Upon Expectations for Learning

(Hess, Colby, & Joseph, 2020)

- ☐ Observable and measurable
- ☐ Manageable, in terms of numbers and grain size
- ☐ Articulate increasingly more rigorous and sophisticated learning K-12
- ☐ Are valid (measure what they say they are measuring)
- ☐ Provide instructional guidance

How can teachers *consistently* measure self-direction skills?

How can teachers *consistently* measure self-direction skills?

- Task Design Requirement
- Conferencing: Teacher-Student or Peer-Peer
- Self-Reflection Products (essay, infographic, etc.)
- “Systematic” Observation

NH Work Study Practices Rubrics for Self-Direction (2019)

What is Observable
& Measurable?

SELF-DIRECTION WORK STUDY PRACTICES COMMON RUBRIC GRADES 6-8

	4	3	2	1
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	I have just started
SELF-DIRECTION	Independently	w/Limited Guidance and Support	w/guidance and support	
	Extending	Applying	Developing	Emerging
	I Can...	I Can...	I Can...	I Can...
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Evaluate progress based on short-term goals 	<ul style="list-style-type: none"> Draw on relevant prior experiences to identify successful learning strategies. 	<ul style="list-style-type: none"> Reflect on past experiences to identify strengths and potential for growth. 	<ul style="list-style-type: none"> Describe and connect prior learning experiences and interests with current context.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Demonstrate understanding of emotional triggers and regulates behavior Act positively with an understanding of my impact on the class, school and/or community Persevere productively until task is completed 	<ul style="list-style-type: none"> Take responsibility for own learning and pursue new areas of interest. Act as a leader to positively impact my class, school and/or community Weigh the impact of behavior and usually expresses emotions appropriately 	<ul style="list-style-type: none"> Recognize own role in learning and proactively ask relevant questions. Understand the need to self-regulate and is learning to weigh the impact of emotional responses. 	<ul style="list-style-type: none"> Engage willingly in new experiences and explore personal interests
GOAL SETTING AND PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.	<ul style="list-style-type: none"> Reflect on multiple options for learning goals and actions before establishing the learning plan Set a learning goal Create a plan identifying checkpoints and necessary resources 	<ul style="list-style-type: none"> Set learning goals and sequence actions towards accomplishing the goal Assess needs, formulate a plan, and identify key steps. 	<ul style="list-style-type: none"> Follow a process to set learning goals and begins sequence actions to accomplish goals. Establish appropriate short-term targets as part of long-term learning goals. 	<ul style="list-style-type: none"> Follow a teacher directed process for setting learning goals
ENGAGING AND MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.	<ul style="list-style-type: none"> Intrinsically motivated to learn new topics beyond personal interests Adapt strategies and approach based on feedback when faced with roadblocks Complete work by the appropriate deadlines Keep appropriate pace (avoids procrastination) throughout the work process Seek help when needed (after accessing the resources available) 	<ul style="list-style-type: none"> Be curious to learn about topics tied to interests. Maintain appropriate pace to meet learning targets. 	<ul style="list-style-type: none"> Engage in learning about topics of interest Follow a process identified by teacher or peer to make forward progress towards targets and goals. 	<ul style="list-style-type: none"> Notice strategies used by others to direct own behavior.
MONITORING AND ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Respond to changing conditions by evaluating options and adjusting actions appropriately Identify areas for improvement and develops appropriate actions Select a course of action based on driving questions and adequate consideration of alternatives Make changes to proposed plan based on feedback from others 	<ul style="list-style-type: none"> Monitor learning and identify areas that need correction Adapt strategies, refine methods, and consider alternative approaches according to progress. Evaluate options in response to change. 	<ul style="list-style-type: none"> Follow a process to periodically check learning performance Monitor time, effort, needs, and progress. Accept change and a new course of action. 	<ul style="list-style-type: none"> Adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress.
TASK SPECIFIC				

Alignment Study Methods – Applying the SD Research

[NH's Performance Levels: Emerging—Developing—Applying—Extending]

Is there alignment *with the intent* of the Developmental Framework's performance levels:

- **Beginner:** new to the task and context, follows directions or modeled behaviors, responds to guidance, learns to use skills in a controlled context
- **Advanced Beginner:** familiar with a specific task and context, follows rules, purposefully explores through trial and error, looks to others for support, uses known steps to complete a task, discovers patterns
- **Strategic Learner:** completes different forms of tasks in related contexts, analyzes situations to plan approach, refines approach by testing ideas, selectively draws on expertise of others, identifies familiar aspects of tasks to determine relevant strategies
- **Emerging Expert:** experiences wide variations of tasks in different contexts, analyzes unfamiliar situations/context, seeks connections to others to broaden skills, looks for connections in other areas and tailors application of skills, notices what is missing

Alignment Study Methods – Applying Rubric Design Research

Hess PLC Tool # 11:Rubric Quality Review

1. Adjacent performance levels are qualitatively different; reflect how learning naturally progresses with instruction
2. Uses descriptive language; avoids subjective and judgmental language
3. Emphasizes quality (e.g., valid sources) over quantity (e.g., 3 sources)
4. All performance levels stated in the positive – what IS happening
5. Describes excellent *rather than perfect* performance
6. Descriptors and criteria match increasing levels of rigor for task expectations
7. Wording is “kid friendly”

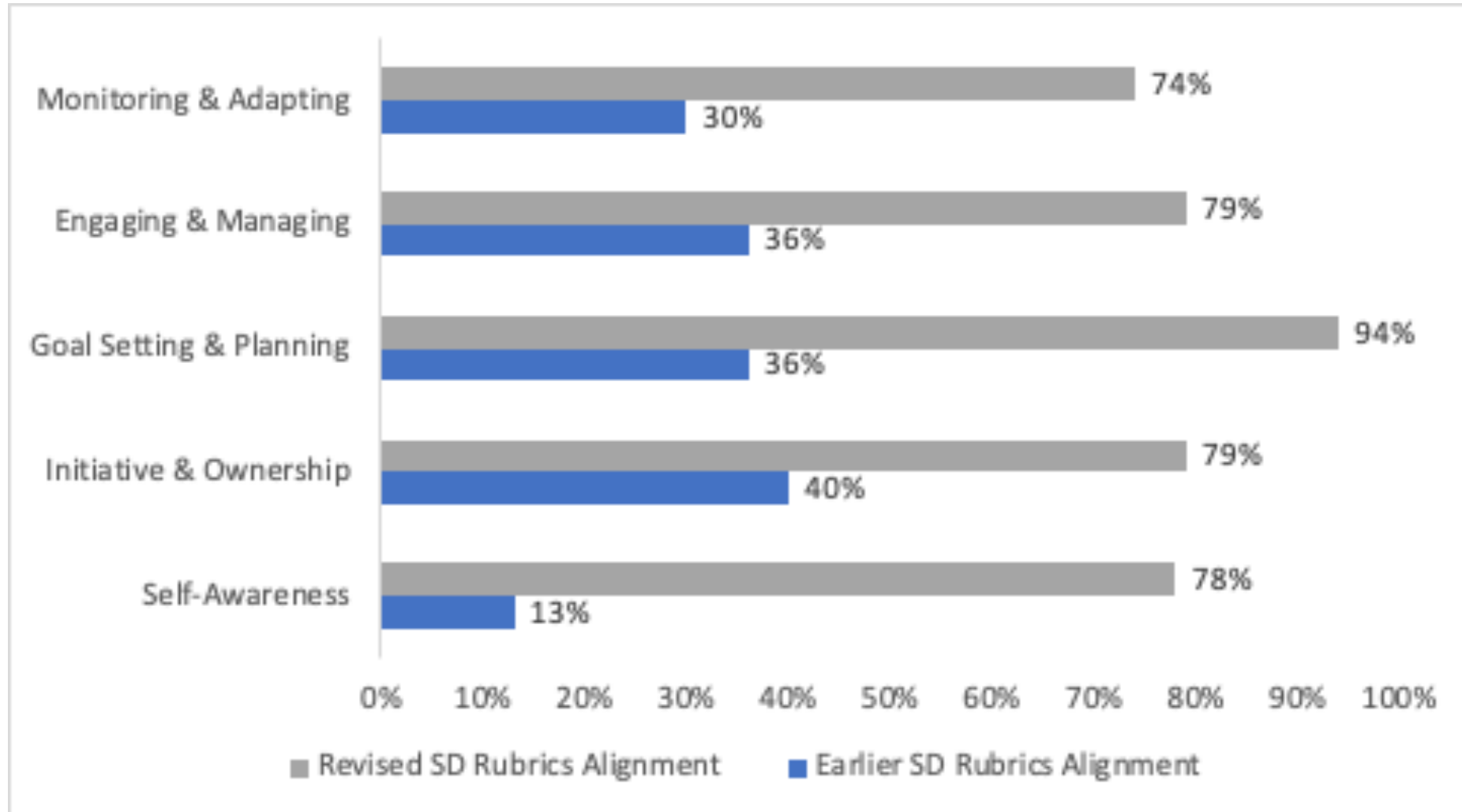
Analyzing & Revising NH's Self-Direction Rubrics

- Descriptors **were deleted if** judged to be too subjective, used negative language, or were too vague to reliably gather evidence and assess consistently across classrooms.
- If rubric descriptors consistent with the focus in the Developmental Framework were not included, **more were added.**
- Descriptions at the lowest performance levels and stated in the negative - describing what students were NOT doing **were revised.**
- Multiple bullets for each criterion were **consolidated to be more manageable and create a clear focus for documenting evidence.**
- Lower grade spans (K-2 and 3-5) either lacked any descriptors or overlapped with other grade levels, making it hard for elementary student to know how to reach the proficient level. **Overlap was minimized; new descriptors added.**

Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths (4f) 	<ul style="list-style-type: none"> Draw on relevant prior experiences to locate and explain examples of successfully using new learning strategies. (3a) 	<ul style="list-style-type: none"> Analyze how familiar strategies have been used or expanded in new situations. (3b) 	<ul style="list-style-type: none"> Identify my strengths and areas needed for growth, using feedback from others (1c)
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Redefine a task challenge to propel my own learning in meaningful directions (4c) 	<ul style="list-style-type: none"> Collaborate with others to pursue interests while shaping new learning opportunities. (3a/3c/3f) 	<ul style="list-style-type: none"> Recognize my own role in learning by proactively asking relevant questions and seeking relevant support when needed to complete a task (2b/2e) 	<ul style="list-style-type: none"> Choose a learning opportunity from options provided by others (1c)
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps	<ul style="list-style-type: none"> Diagnose project-specific expectations, set personally meaningful learning targets that exceed requirements and create a plan to complete them. (4c/3d) 	<ul style="list-style-type: none"> Analyze project-specific expectations and resources needed to formulate a plan with key steps to complete the project. (3d) 	<ul style="list-style-type: none"> Use familiar learning strategies and processes to set a learning goal, develop a plan to meet the goal, and seek feedback from others to refine the plan (3c/3e) 	<ul style="list-style-type: none"> Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided. (1c/2b)
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals	<ul style="list-style-type: none"> Analyze how or why I have adapted strategies or refined my pace or approach based on feedback or when faced with roadblocks. (4b/4c) 	<ul style="list-style-type: none"> Maintain appropriate focus and pace using set benchmarks for completing a multi-step task or project. (2d/3d) 	<ul style="list-style-type: none"> Seek help or try models of others when using new resources or strategies to accomplish a multi-step task. (1b/2b) 	<ul style="list-style-type: none"> Follow a process provided to select resources based on task requirements or suggested criteria. (2a)
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing personal growth. (4a/4f) 	<ul style="list-style-type: none"> Evaluate my progress, citing examples of successful strategies used and analyzing the effectiveness of changes made to 	<ul style="list-style-type: none"> Use established benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach. (2a/3b) 	<ul style="list-style-type: none"> Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others. (1b)

Overall Alignment Study Findings (across all grade spans)

Applying the SD Research to Inform Suggested Revisions



Getting Feedback & Fine Turning Revised Rubrics

- Comparing earlier SD rubrics with revised SD rubrics
 - Piloting with students
 - Using to inform instruction or task design
- Using think alouds with students
- Input from teacher leads and field experts at NHLI

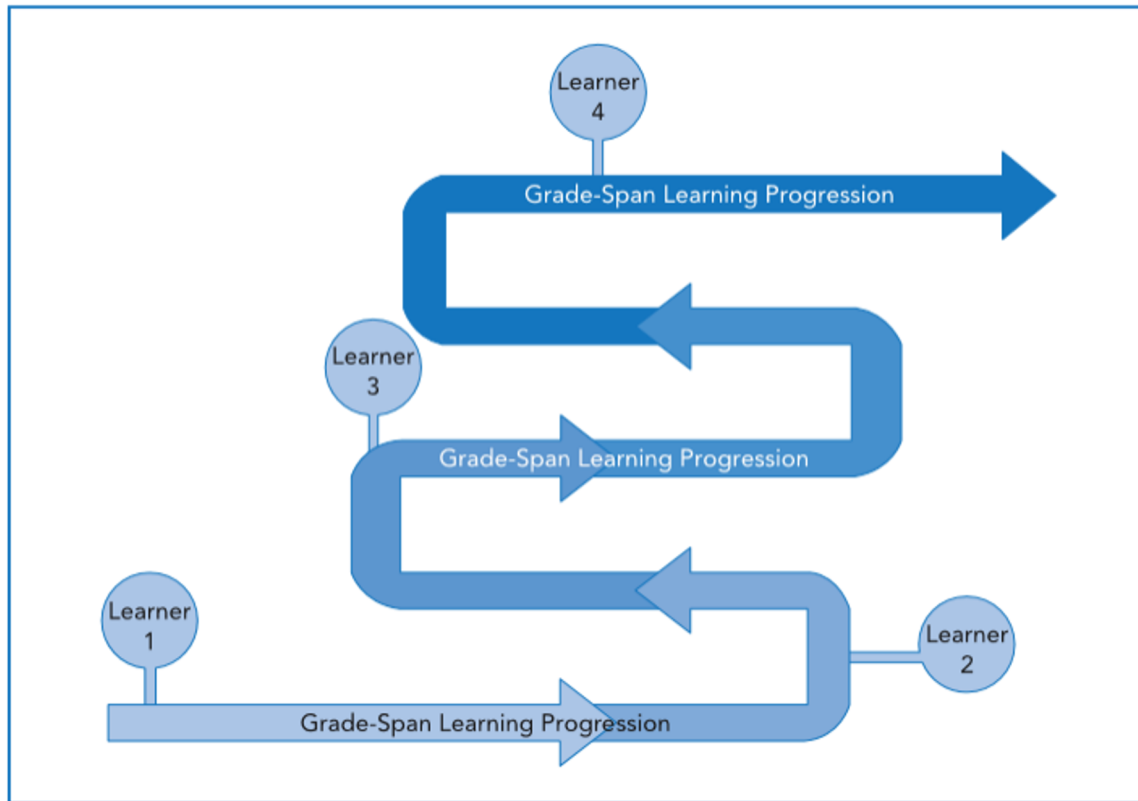
Sample Focus Group “Think Aloud” Questions

- **Read the descriptions at the Applying Level.** Is it clear what you would need to do to demonstrate self-direction when working on a performance task or project?
- **Are any of the descriptions at the Applying Level confusing? Why?**
- **Think about a performance task you’ve done recently for this class.** Could you use this rubric to help you identify evidence of your own self-direction skills?
- **Could you use this rubric to help you write a personal reflection or conference with your teacher?**

A New Mindset

Developing Self-Direction Skills

FIGURE 4.8 Mapping CB Curriculum Along a Learning Progression



- What if we described the increasing complexity of self-direction skills, (Beginner to Emerging Expert) as a *learning progression*?
- What if we thought about these skills as interrelated and developmental...increasing in sophistication over time?

5 Dimensions of Self-Directed Learning

Essential Skills and Dispositions Developmental Framework. (2015).

- **SELF-AWARENESS** - Reflecting on myself as a learner
- **INITIATIVE AND OWNERSHIP** - Taking responsibility for my learning
- **GOAL SETTING & PLANNING** - Developing a plan to accomplish my learning goals
- **ENGAGING & MANAGING** - Seeking resources to support my learning and managing my time
- **MONITORING & ADAPTING** - Evaluating my progress, learning from challenges and missteps

Applying the Concept & Visual of Scarborough's "Rope Model" of Reading

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

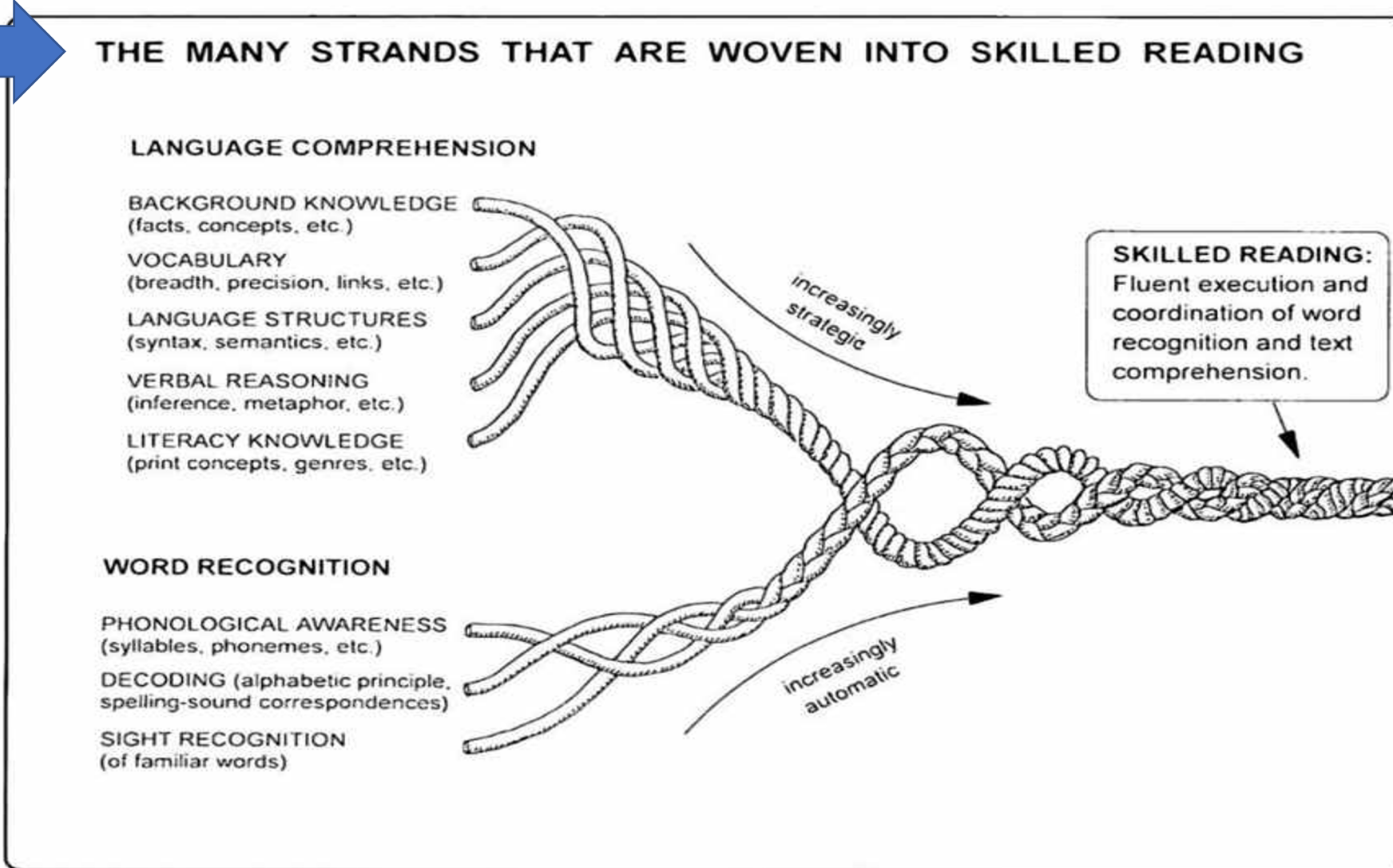
DECODING (alphabetic principle,
spelling-sound correspondences)

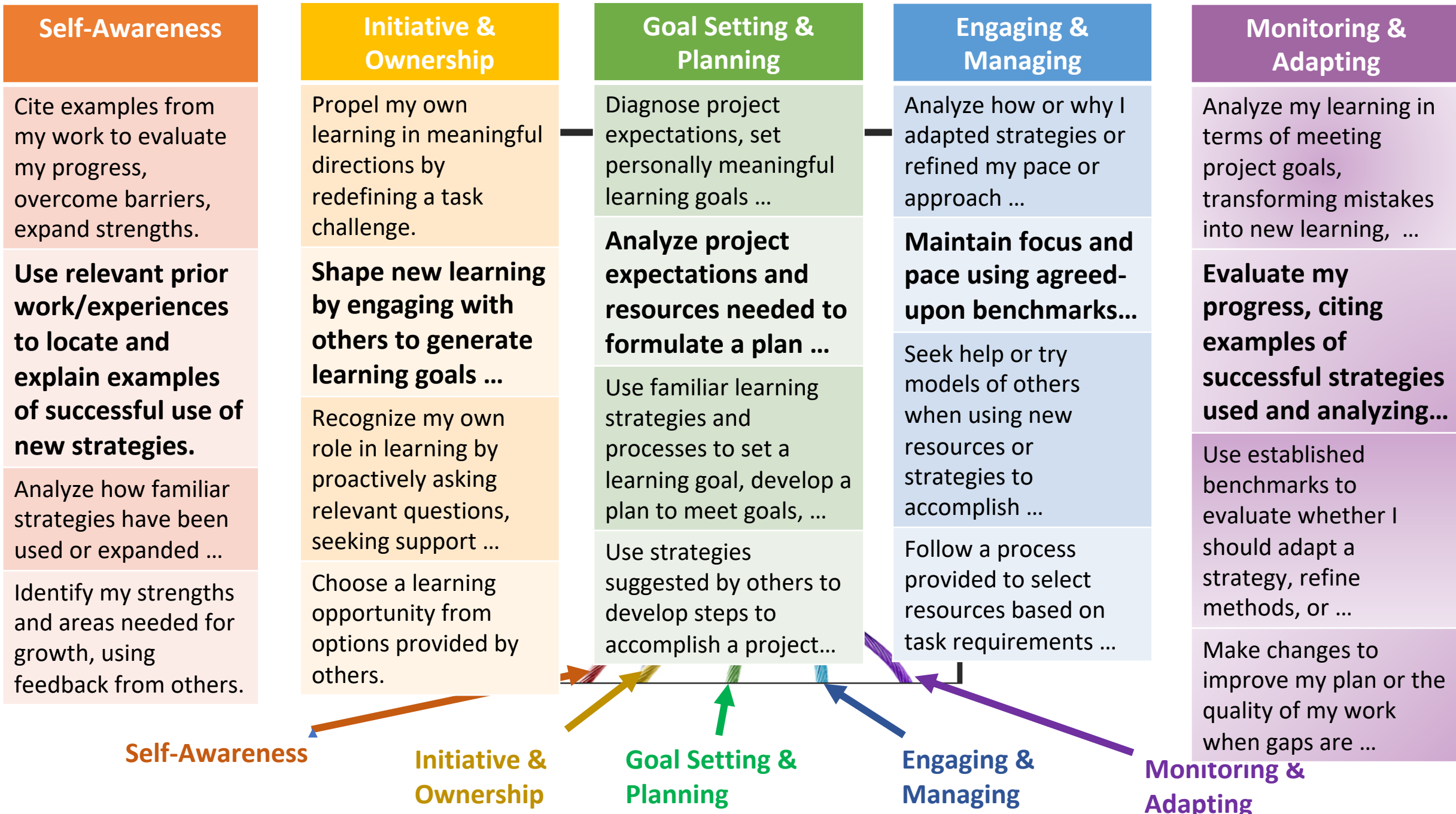
SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

increasingly
strategic

increasingly
automatic





Brandt, 2020

Although counterintuitive, collaboration is intricately related to self-directed learning. Learners develop self-directed learning skills as they engage with others.

Revised NH Self-Direction Rubric for Grades 6-8

I can ...

Self-Direction (focus)	Extending	Applying	Developing	Emerging
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	<ul style="list-style-type: none"> Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths. 	<ul style="list-style-type: none"> Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies. 	<ul style="list-style-type: none"> Analyze how familiar strategies have been used or expanded upon in a new project. 	<ul style="list-style-type: none"> Identify my strengths and areas needed for growth, using feedback from others.
INITIATIVE AND OWNERSHIP Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	<ul style="list-style-type: none"> Propel my own learning in more meaningful directions by redefining a task challenge. 	<ul style="list-style-type: none"> Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths. 	<ul style="list-style-type: none"> Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task. 	<ul style="list-style-type: none"> Choose a learning opportunity from options provided by others.
GOAL SETTING & PLANNING Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.	<ul style="list-style-type: none"> Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements and create a plan to complete them. 	<ul style="list-style-type: none"> Analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project. 	<ul style="list-style-type: none"> Use familiar learning strategies and processes to set a learning goal, develop a plan to meet the goal, and seek feedback from others to refine the plan. 	<ul style="list-style-type: none"> Use strategies suggested by others to develop steps to accomplish a project when the specific learning goal has been provided.
ENGAGING & MANAGING Seeking out relevant resources and information to support learning goals and refining strategies. Maintaining effective pace, reaching short-term benchmarks and long-term goals.	<ul style="list-style-type: none"> Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks. 	<ul style="list-style-type: none"> Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multi-step task or project. 	<ul style="list-style-type: none"> Seek help or try models of others when using new resources or strategies to accomplish a multi-step task or project. 	<ul style="list-style-type: none"> Follow a process provided to select resources based on task requirements or suggested criteria.
MONITORING & ADAPTING Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.	<ul style="list-style-type: none"> Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth. 	<ul style="list-style-type: none"> Evaluate my progress, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a high-quality multi-step task or project. 	<ul style="list-style-type: none"> Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality. 	<ul style="list-style-type: none"> Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others.

Clarifying Some Rubric Wording

1. “***guided***” - strategically scaffolding using teacher-designed models, processes, or steps
2. “***prompted***” or “***with support***” - a specific correction or redirection is given “in the moment” of learning
3. “***proactive***” or “***initiate***” or “***take responsibility***” or “**propel my learning**” - the student (not the teacher) directs learning actions (e.g., seek input from peers, redesign a task)

Ideas for Supporting School Wide Implementation



- Introducing and using the self-direction rubric with students
- Designing lessons and assessment tasks that integrate use of self-direction skills
- Tools that support students in managing projects, identifying evidence, and reflecting on learning
- Others?

Next Steps

- Pilot rubric with new evidence collection tools in classrooms
- Seek input from a wider range of educators in the field
- Bring alignment process to remaining three Work-Study Practices

Thank You

- Thank you for joining us for the Self-Direction Rubric Webinar the first in the series of Self-Direction Toolkit webinars
- If you would like additional information please contact: Kathy White at kwhite@nhlearninginitiative.org
- Join us for the Self-Direction Toolkit Webinar Series
 - Self-Direction Tools Webinar
 - Instructional Strategies Webinar
 - Implementing the Toolkit Webinar



Resources Referenced

- Brandt. (2020). Measuring student success skills: A review of the literature on self-directed learning. <https://www.nciea.org/library/assessing-21st-century-skills-resources>
- *Essential Skills and Dispositions Developmental Framework*. (2015). <https://www.inflexion.org/essential-skills-and-dispositions-development-framework/>
- Hess, K. (2018). *A Local Assessment Toolkit to Promote Deeper Learning*. Corwin
 - Tool #11: Rubric Quality Review, posted at <https://www.karin-hess.com/formative-and-performance-assessments>
 - Tool # 17: Conducting Cognitive Labs/Think Alouds
- Hess, Colby, & Joseph. (2020). *Deeper Competency-Based Learning*. Corwin.
- New Hampshire's Building Essential Skills Today (BEST) for the Future Project <http://www.best-future.org>
- Video clip: <https://www.youtube.com/watch?v=OdRoFFfQ4fI> – What is a Think Aloud (also called “cognitive lab”)? Dr. Hess explains to students what a “Think Aloud” is (first 2 min of video).