Participant Introductions

Please enter your name, role
and organization in the chat

BEST

Building Essential Skills Today for a Future

Today's Presenters

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Slide deck at - https://bit.ly/NHLI_PLC_BEST

Who is BEST?

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JFF

c!e national center for innovation in education
University of Kentucky

New Hampshire **Department of Education**

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SAU 16 – Exeter, Brentwood, Kensington,
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        and Stratham
SAU 17 – Sanborn*
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SAU 24 – Henniker
SAU 29- Chesterfield, Harrisville, Keene,
        Marlborough, Marlow, Nelson
        and Westmoreland
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Agenda

- **Introductions**
- **Project Overview**
- **Self-Direction Rubrics**
- **Self-Direction Self-Assessment Tool #1**
- **Self-Direction Goal Card Tool #2**
- **Self-Direction Evidence Collection Tool #3**
- **Break 10 minutes**
- **Self-Direction My Project Management Tool #2-#3**
- **Reflection on Self-Direction**
- **Next Steps**

Getting to Know You *Survey*

Go to menti.com
and use the code
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Self-Direction Toolkit

**An effort to elevate the teaching and assessment
of essential skills in our schools**

BEST is working to shift how students learn and demonstrate essentials skills like communication, collaboration, creativity, and self-direction (aka Work Study Practices). We are doing this through a developmentally backed research framework, teacher professional development, new instruction in the classroom, and use of a statewide performance assessment system rooted in competency-based education (PACE). We are also building the evidence base that this works for ALL students.

Because every student deserves to have the skills to succeed.

Our Process
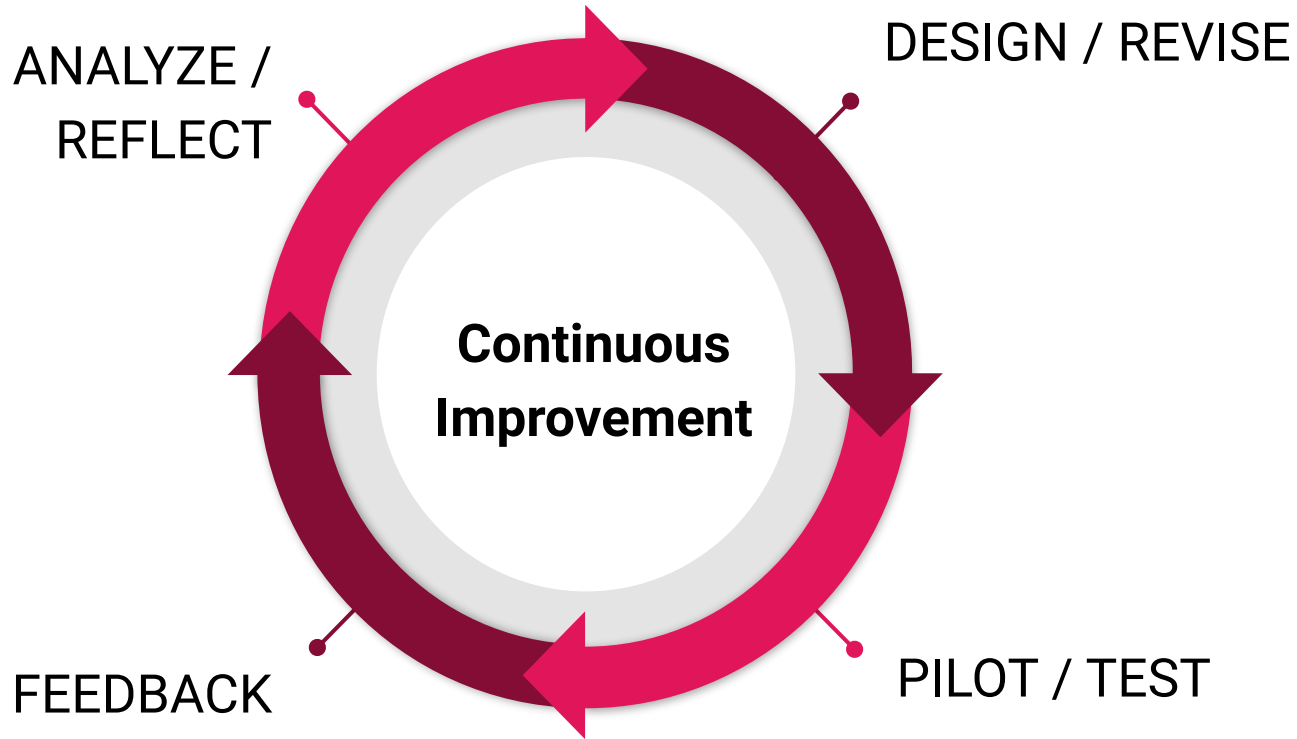
Self-Direction Rubrics

Grades 6-8 and 9-12

ES&D Developmental Framework

Self-Direction	Creativity	Communication	Collaboration
Self-Awareness	**Self-Awareness**	**Self-Awareness**	**Self-Awareness**
Initiative & Ownership	Tolerating Risk	Context & Messaging	Communicating
Goal Setting & Planning	Cultivating & Evaluating Ideas	Establishing Meaning	Negotiating & Decision-Making
Engaging & Managing	Experimenting & Validating	Delivery & Expression	Contributing & Supporting
Monitoring & Adapting	**Monitoring & Adapting**	**Monitoring & Adapting**	**Monitoring & Adapting**

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

SELF-DIRECTION	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
	Independently	w/Limited Guidance and Support	w/guidance and support	
	Extending I Can...	Applying I Can...	Developing I Can...	Emerging I Can...
SELF-AWARENESS Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	• Evaluate progress based on short-term goals	• Draw on relevant prior experiences to identify successful learning strategies.	• Reflect on past experiences to identify strengths and potential for growth.	• 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.	• 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	• 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	• 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.	• 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.	• 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	• Set learning goals and sequence actions towards accomplishing the goal • Assess needs, formulate a plan, and identify key steps.	• 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.	• 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.	• Intrinsically motivated to learn new topics beyond personal interests • Adapt strategies and approach based on feedback or 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)	• Be curious to learn about topics tied to interests. • Maintain appropriate pace to meet learning targets.	• Engage in learning about topics of interest • Follow a process identified by teacher or peer to make forward progress towards targets and goals.	• 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.	• 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	• 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.	• Follow a process to periodically check learning performance • Monitor time, effort, needs, and progress. • Accept change and a new course of action.	• Adjust pace, work quality, and/or approach when prompted or as needed to maintain forward progress.
TASK SPECIFIC	•	•	•	•

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.	• Cite examples from my work to evaluate my progress in overcoming barriers and expanding my strengths.	• Use relevant prior work or experiences to locate and explain examples of when I successfully used new learning strategies.	• Analyze how familiar strategies have been used or expanded upon in a new project.	• 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.	• Propel my own learning in more meaningful directions by redefining a task challenge.	• Shape new learning opportunities by engaging with others to generate learning goals that match personal interests or strengths.	• Recognize my own role in learning by proactively asking relevant questions and seeking specific support when needed to complete a task.	• 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	• Diagnose project-specific expectations, set personally meaningful learning goals that may exceed requirements and create a plan to complete them.	• Analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project.	• 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.	• 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	• Analyze how or why I adapted strategies or refined my pace or approach based on feedback or when I faced roadblocks.	• Maintain appropriate focus and pace using agreed-upon benchmarks for completing a multi-step task or project.	• Seek help or try models of others when using new resources or strategies to accomplish a multi-step task or project.	• 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.	• Analyze my learning in terms of meeting project goals, transforming mistakes into new learning, and enhancing work quality and personal growth.	• 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.	• Use established criteria or benchmarks to evaluate whether I should adapt a strategy, refine my methods, or consider a different approach to improve quality.	• Make changes to improve my plan or the quality of my work when gaps in my understanding or process are identified by others.

Focus Group Questions

1. **Read over the descriptions at the <u>Applying Level.</u>** Is it clear to you what you would need to do to demonstrate self-direction when working on a performance task or project?
2. **Are any of the descriptions at the <u>Applying Level</u> confusing?** Why?
3. **Think about a performance task you've done recently for this class** (suggest a task). Could you use this rubric to help you identify evidence of your own self-direction skills?
4. **Could you use this rubric to help you write a personal reflection or conference with your teacher?**
5. **Do the descriptions at the other rubric levels – going from <u>Emerging to Developing, to Extending</u> make sense to you as a way you might make progress? Why or why not?**

Student Feedback - 9th Grade

➔ "I feel like the layout of the applying part of the rubric is really clear. It shows you exactly what you need to be able to do"
➔ "I think you can use this rubric to help reflect. You can reflect on how you set goals, and meet those goals, and take past experiences and apply them"
➔ "I like how it shows what you did do, instead of saying 'you did a really bad job with this', or 'this is what you are missing'. I like how it shows you what you have done instead"
➔ "You can see how each level has an increased expectation"

Recording of the students feedback can be found on the
BEST Project Website** and **Self-Direction Toolkit

Student Feedback - 6th Grade

➔ Students found the design of the rubric easier to use
  ◆ Students mentioned right away how there were fewer words compared to the other self-direction rubric
➔ Students appreciated the shift to more kid-friendly language
➔ As I was explaining and providing examples for each level of the rubric, students raised their hands to provide their own examples
  ◆ They grasped the levels of self-direction independently

Rubric was presented to students on March 12 and the decision to shift to remote learning was made March 13 so we didn't get further than an overview

Tool 1: Self-Direction Pre-Assessment

Grades K-12

Why Pre-Assess Self-Direction?

EMERGING EXPERTS

STRATEGIC LEARNERS

ADVANCED BEGINNERS

BEGINNERS

Development of self-direction and learning progression over time and across contexts

Tool 1: Pilot and Feedback

Self-Direction Pre-Assessment

Develop a goal:

Setting a plan:

Implement, reflect upon, and make connections:

Update plan:

Self-Direction	I Can….	My Score	My Evidence/Explain my score	My Goal
Self-Awareness	Reflect on past experiences to think about my • Strengths • Weaknesses • Motivations • Interests • Goals		Ex: Journal Teacher conference notes Goals An Assignment I enjoyed/did well on (engagement/motivation/interests)	
Initiative & Ownership	Take responsibility for my own learning by: • Asking questions			

Tool 1: Revisions & Future Use

BEST WSP Diffusion and Scale Project

Tool #1 Student Assessment of Self Direction Growth used in tandem with the Self-Direction Rubric

Created: Cathy Baylus & Angel Burke (Nov. 2019)
Modified: Cathy Baylus, Ann Hadwen, Felicia Sullivan (June 2020)

Name: _____ Date: _____ Grade: _____ Class: _____

Self- Direction	I Can.... What have I accomplished in past work that makes me feel I can be confident in this area? What do I feel I can work on to be more confident in this area?	My level is . . . How much guidance do I need to feel confident in my work?	Why that level? Explain why you chose "Emerging", "Developing", "Applying" or "Extending" for your level, referring to each area of self-direction, using the self-direction rubric as a guide. What evidence from past work can you use to support choosing that level?
Self-Awareness Reflecting on past experiences to think about my • Strengths • Challenges • Motivations • Interests		❑ Emerging ❑ Developing ❑ Applying ❑ Extending	
Initiative & Ownership Taking responsibility for my own learning by: • Asking questions • Selecting learning opportunities that interest and challenge		❑ Emerging ❑ Developing ❑ Applying ❑ Extending	

Screenshot

Tool 2: My Project Management

Grades 9-12

Tool 2: 2018-19
(formerly called Goal Card)

Students had some difficulty deciding whether this learning goal should be about Self Direction/Task completion or content specific learning

Goal Card with Action Plan

Name: Date:

Learning Goal:

Action Plan – Create your own checkpoints. What are the concrete steps you will take to finish this project? (√ off each step that you accomplish and record the completion date)

Completion Date

☐ 1.

☐ 2.

☐ 3.

☐ 4.

☐ 5.

☐ 6.

Tool 2: 2019-2020

Post Project Reflection questions were added because there were sections of the rubric that we didn't get evidence of from the original tools.

Name:

Learning Goal:

Action Plan- Create your own checkpoints. What are the concrete steps you will take to finish this project? (Check off each step that you accomplish and record the completion date)

Steps	Completion Date

Post Project Reflection-

Self-Awareness: Describe your progress meeting your short term goals.

Engaging and Managing: How was I able to meet the deadlines my teacher and I set?

Monitoring and Adapting: What changes did you make based on the feedback you received?

Student Example - 11th Grade

Learning Goal:

Explain what happens to your body and sleep schedule during a daydream. As well as learn the meaning behind daydreams.

Action Plan- Create your own checkpoints. What are the concrete steps you will take to finish this project? (Check off each step that you accomplish and record the completion date)

Steps	Completion Date
Writing an Inquiry Question on my idea	2/18
Research and complete all four sources	3/3
Create a presentation of some sort detailing my research	3/5
Create the questions I am discussing with my group	3/7
Practice presentation/ go through plan	3/8

Course: Understanding Psychology

Unit: Biopsychology - consciousness.

Student Example 11th Grade
Post Project Reflection

Post Project Reflection-

Self-Awareness: Describe your progress meeting your short term goals.

I actually met all my short term goals except my first research one in which I moved back a few days in order to make sure I had enough research to fulfill that checkpoint.

Engaging and Managing: How was I able to meet the deadlines my teacher and I set?

I was perfectly able to meet all the deadlines my teacher set, I never asked for more time for a certain thing and used all the time she gave me to work on this.

Monitoring and Adapting: What changes did you make based on the feedback you received?

I changed some of my guiding questions to make them more interesting to help intrigue my audience. I used the peer time to talk with my table to help me form better questions that would help initiate a conversation.

Feedback

➔ Stronger learning goals
➔ Chart for checkpoints helpful
➔ Post reflection questions redundancy
➔ Authentic capture of process strategies

Tool 3:
Evidence Collection Tool

Grade 6-8

Background on Tool 3

➔ [Tool 3](#) was created in **November 2019** to collect evidence of student self-direction during the PACE assessment
   ◆ We noticed when calibrating the tasks in **September 2019** that there was not enough evidence to show student growth in self-direction.
➔ Using the PACE Self-Direction rubric and the five components we designed Tool 3 and piloted the tool with students in **Winter 2020**.
➔ After the pilot, we debriefed with members of the PACE team to revise our tool and combine it with Tool 2.

Using Tool 1 to complete Tool 3 before the task

Self-Direction	I Can….	My Evidence/Explain my score	My Goal
Self-Awareness 4	Reflect on past experiences to think about my • Strengths • Weaknesses • Motivations • Interests • Goals	• Listening • Stressing out over work • Being able to have freetime • Soccer • To stay on task and get all my work done	My goal is to not stress out over work
Initiative & Ownership 3	Take responsibility for my own learning by: • Asking questions • Selecting learning opportunities that interest and challenge me • Getting input from others	• I ask questions when i need help • I select learning interests and opportunities that are best for me and that challenge me • I take input from others	To ask more questions when i need help
Goal Setting & Planning 4	• Create long-term goals • Setting "right now" goals • Creating a plan and mapping it with steps	• I create long term goals • I set right now goals • I create plans and map out the steps	To create more long term goals

Student Example Grade 8

Describe the results from your self-assessment:

What areas did you do well on?
I was good in self-awareness, planning, initiative, and monitoring and adapting

What areas do you need to improve?
I need to improve on managing my time

What Self-Direction competency do you need to complete this task?
(Which ones are you good at and which ones do you need to work on?)

- ❏ Self-Awareness
- ❏ Initiative & Ownership
- ❏ Goal Setting & Planning
- ❏ Engaging & Managing
- ❏ Monitoring & Adapting

Goal: My goal is to work well with whoever is in my group and to get my organizer done without having to do it the last minute, because I need to work on my engaging and managing part of self direction.

My plan to meet my goal:

1) Work with my partners

---

2) Not get of task while in groups

3) Make sure we get everything done

How will these steps help me reach my goal?

If I don't talk to other people then I can get my work done and not have to work really fast at the end of the time.

Student Example Grade 8

Describe the results from your self-assessment:

What areas did you do well in?
I do well on self-awareness, initiative and ownership, engaging and managing, and monitoring and adapting.

What areas do you need to improve?

I need to improve in the goal setting and planning part.

What Self-Direction competency do you need to complete this task?
(Which ones are you good at and which ones do you need to work on?)

- ❏ Self-Awareness
- ❏ Initiative & Ownership
- ❏ Goal Setting & Planning
- ❏ Engaging & Managing
- ❏ Monitoring & Adapting

Goal: I want to get better at my goal setting and planning, so I will make my goal to complete my assignment with full effort, and to also make a good plan that maps out my steps I will need to take to complete this goal.

My plan to meet my goal:

1) I need to first look at my task and how to complete it.

2) I need to look through the questions and look for the answers in the given website.

3) I need to answer the questions while using the website.

How will these steps help me reach my goal?

These steps will help me reach my goal because they help me understand the steps I will have to make to complete my goal and the task given.

Student Example Grade 6

Monitoring & Adapting

Challenges I faced trying to meet my goal:

1) Getting words that rhyme in my poem, and making sound good, so I can get a 4   1/29/20

2)

                                                        Date:

3)

                                                        Date:

What will I do differently to overcome these challenges:

1) Go on a dictionary website, and get words that work for me.

                                        Date: 1/30/20

2)

                                                        Date:

3)

                                                        Date:

What evidence do I have to show I'm meeting my goal:
Going on the website helped me a lot, especially with big words. It made my poem writing super easy, and made me successful.

Student Example Grade 6

Student Reflection:

Overall, did I improve in any one area of self-direction, get worse, or stay the same? Why do I think this happened?

I stayed the same. I tried hard to include more details, and connect to my past learnings. Although it was really hard for me to connect other than the venn diagram. My poem has facts about the islands, but i wish i made more connections using different sources.

What evidence supports my growth in self-direction during this task?
I used my resources to create a really good poem. I made sure my map looked okay, but I kind of ruined it by coloring the ocean and it made me late. I think it would've been better if i simply outlined it in sharpie.

What area of self-direction was I most successful?
I was really successful with including my past and present learning experiences, to my poem. I spent a lot of time trying to make sure it sounded good, but still included facts. I made sure i had things in both my maps and poem to explain about Ellis and Angel island.

Pilot Feedback Grades 6 & 8

Grade 6

➔ Students needed instruction on how to create a goal, create a plan, and overcome challenges
   ◆ Tool 3 provided the perfect structure for this
➔ Students felt more confident the second time they used Tool 3
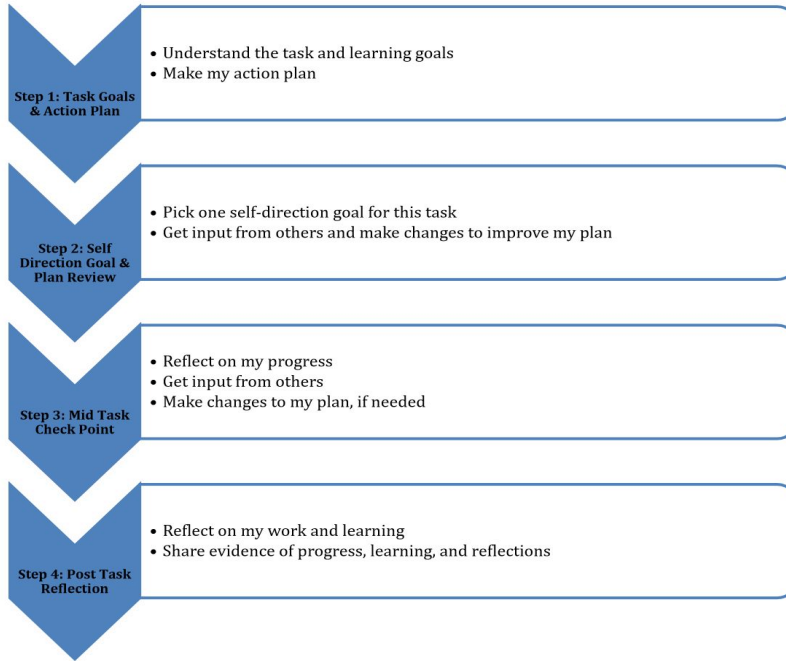
Grade 8 -First Implementation

➔ Students didn't connect the pink section (Part 1 Tool 3) to the self-assessment (Tool 1) needed more direct instruction
➔ The tool led to a focus on self-direction rather than the assessment students were working

Tool 2-3: Revised

Step 1: Task Goals & Action Plan
- Understand the task and learning goals
- Make my action plan

Step 2: Self Direction Goal & Plan Review
- Pick one self-direction goal for this task
- Get input from others and make changes to improve my plan

Step 3: Mid Task Check Point
- Reflect on my progress
- Get input from others
- Make changes to my plan, if needed

Step 4: Post Task Reflection
- Reflect on my work and learning
- Share evidence of progress, learning, and reflections

Merged Tools 2-3 to create
Tool 2 My Project Management Tool

Step 2: Action Plan Review Protocol

1) **Meet with your peer reviewer. Explain your task/project, your self-direction goal, and your Action Plan.**

2) **Then, your reviewer will ask you…**
   - How will you use your *selected* self-direction skill area as part of your Action Plan?
   - Are there any steps or strategies you need to add—or remove from this plan?
   - Are there any steps or strategies you need to move around (do sooner or later than you first thought)?
   - Is there any other information, examples, or other resources you will need?

3) **Now, it is your turn to ask your reviewer for any help or feedback you would like.**

4) **Based on this peer review, what changes would you like to make to your plan to make sure you:**

   Better manage your work?
   - You can meet your target dates for each step?
   - You have the resources you need?
   - You can avoid problems along the way?

   Improve the quality of your work and learning ?
   - You can use your strengths and interests?
   - You produce a high-quality final product?
   - You learn more?

Grade 6-8 Action Plan Review Protocol

Step 3: Mid-Task Check Point Review Protocol

1) **Share the progress you have made with your task or project.**

2) **Then, your reviewer will ask you...**
   - How are things going so far? What important steps have you already accomplished?
   - Have you been able to use your self-direction skills?
   - Have you been able to meet the *target dates* you set for steps? Do you expect to finish on time?
   - Have you run into any unexpected problems or challenges?
     - What problems or challenges have you faced?
     - What might you do differently to overcome or prevent these challenges?
   - Have you been able to get the resources or help you needed?
     - Is there anything else you still need--*or need help with*? How will you get these resources or this help?

3) **Now, it is your turn to ask your reviewer for any help or feedback you would like.**

4) **Based on this peer review, what changes will you make to your plan to:**
   - **Better manage your work**
     - Meet your target dates for each step, make better progress?
     - Get the resources and help you need?
     - Avoid or resolve problems along the way?
     - What strategies are working well—and you should keep using?
   - **Improve the quality of your work and learning**
     - Use your strengths and interests?
     - Produce a higher-quality final product?
     - Learn more?

Grade 6-8 Mid-Point Check-in Review Protocol

Reflection on Self-Direction
(Breakout Rooms)

I Used to Think ... Now I Think...

➜ *What did self-direction look like for your students?*

➜ *How do you see self-direction now?*

BEST Tool 2:
Project Management Grades 6-8

BEST Tool 2:
Project Management Grades 9-12

Return from Breakout Room

➔ *Please enter in the chat*

➔ *What is your take-away from this session that you may use in school?*

Next Steps

➔ Finalize the Self-Direction Toolkit Including Webinars

➔ Build Toolkits for all Work Study Practices - Communication, Collaboration, and Creativity

➔ For more information contact kwhite@nhlearninginitiative.org

Resources

➔ **BEST Project Website**
➔ **Self-Direction Toolkit (still under construction)**
➔ **JFF NH Deeper Learning Diffusion & Scale Research Support Site**
➔ **NHLI Social Studies Project Libguide**
➔ **ES&D Framework**

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Thank You