Breakout Session
Practical Tools to Encourage Self-Direction Among Students for In-Person and Remote Learning

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Tony Doucet, Souhegan High School
Cathy Baylus, Laconia Middle School,
Donna Harvey-Moseley, Sanborn Regional School District
In the chat please enter your response to the prompt:
What does self-direction mean to you?
How would you know that a student is self-directed?
Who is BEST?

**Teacher Leads**
Cathy Baylus, Laconia
Angel Burke, Laconia
Kathy Cotton, Rochester
Tony Doucet, Souhegan
Elizabeth Gouzoulas, Rochester
Kelly Gray, Rochester
Donna Harvey, Sanborn
Patricia Haynes, Sanborn
Brittany Lombardo, Sanborn
Chris Longo, Moultonboro (formerly Laconia)
Jessica Tremblay, Souhegan
Nicole Woulfe, Sanborn

**Participating SAUs**
SAU 8 – Concord
SAU 16 – Exeter, Brentwood, Kensington, East Kingston, Newfields, and Stratham
SAU 17 – Sanborn*
SAU 23 – Woodsville, Haverhill
SAU 24 – Henniker
SAU 29 – Chesterfield, Harrisville, Keene, Marlborough, Marlow, Nelson and Westmoreland
SAU 39 – Souhegan*
SAU 43 – Newport
SAU 30 – Laconia*
SAU 54 – Rochester*

**Consulting Experts**
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Center for Collaborative Education
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Social Studies Content Expert
Karin Hess
Education Research in Action
Wendy Surr
Wendy Surr Consulting
Eric Toshalis
KnowledgeWorks

* WSP Study School Districts

With funding from the:
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.
Self-Direction

In the chat enter your response to the prompt:

- What does self-direction mean to you?
- How would you know that a student is self-directed?
Self-Direction Rubrics: Development

Grades K-12
How can we *consistently* measure 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
Applying Self-Direction Research
(Essential Skills and Dispositions Framework, 2015)

• **Beginner**: new to the task or context, follows models, responds to guidance [EMERGING]

• **Advanced Beginner**: uses known steps in familiar tasks and contexts, looks to others for support [DEVELOPING]

• **Strategic Learner**: analyzes situations, plans/refines approach, determines relevant strategies [APPLYING]

• **Emerging Expert**: analyzes unfamiliar situations, seeks to broaden and connect skills [EXTENDING]
Applying Rubric Quality Research
(Hess, 2018)

- Adjacent performance levels are qualitatively different

- Use descriptive “kid friendly” language (I can…); avoid subjective (negative behavior) language

- All performance levels describe a progression of performance, stated in the positive – what IS happening
Self-Direction Rubrics: Piloting with Students

Grades 6-8 and 9-12
Criteria are the same all grade levels.

Performance descriptors in the rubrics differ and age-appropriate, for grade spans K-2, 3-5, 6-8 and 9-12.
Collaboration Skills Contribute to Development of Self-Direction

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

MEASURING STUDENT SUCCESS SKILLS: A REVIEW OF THE LITERATURE ON SELF-DIRECTED LEARNING

[Brandt, 2020]
## Grades 9-12

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Applying</th>
<th>Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
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<tr>
<td>Analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.</td>
<td>Explain how my strengths or strategies used successfully in the past can be applied in a new learning situation.</td>
<td>Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.</td>
<td>Cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks.</td>
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<tr>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
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<tr>
<td>Choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.</td>
<td>Collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals.</td>
<td>Take responsibility for my own learning by establishing driving questions to guide my own learning process.</td>
<td>Seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning.</td>
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<tr>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
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<tr>
<td>Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.</td>
<td>Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.</td>
<td>Set a personally meaningful project-based goal, with steps to complete the plan and possible challenges along the way with alternative strategies or resources needed to complete the project.</td>
<td>Independently seek input on a project-based learning goal and plan that pushes my learning beyond the task, and use feedback to improve the plan.</td>
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<tr>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
</tr>
<tr>
<td>Follow a process provided to select reliable resources based on task requirements or suggested criteria.</td>
<td>Adapt strategies for my approach, with help as needed, when accessing more complex information or resources.</td>
<td>Anticipate complexities of task completion and schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.</td>
<td>Provide examples of how I set and maintained a high standard of work quality and how I plan to improve my process in the future.</td>
</tr>
<tr>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
<td><strong>I can...</strong></td>
</tr>
<tr>
<td>Begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.</td>
<td>Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.</td>
<td>Evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multistep project or task.</td>
<td>Analyze my learning by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth.</td>
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</tbody>
</table>
Introducing Rubrics to Students

Nicole Woulfe - Sanborn Regional Middle School

Tony Doucet - Souhegan High School
Using a “Think Aloud” Protocol

➢ Focus Group Questions: Start at the Applying level.
➢ Is it clear how you might demonstrate self-direction on a performance task? Are any descriptions unclear or confusing?
➢ Think of a task you’ve already completed...does the rubric help you identify specific evidence?
➢ Could the rubric help guide personal reflections? Peer conferencing?
➢ Do levels “make sense” to help guide progress?
“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
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
Self-Direction Tools
### Tool 2: Self Direction Evidence Tool

**Key:** "X" = Primary Evidence Source

<table>
<thead>
<tr>
<th>Tool Items</th>
<th>Grade Bands</th>
<th>Self-Awareness</th>
<th>Initiative &amp; Ownership</th>
<th>Goal Setting &amp; Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6-8</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td><strong>Step 1: My Action Plan</strong></td>
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<tr>
<td>1. Briefly describe the task or project you will complete.</td>
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<tr>
<td>2. What is the <strong>learning goal</strong> (or the inquiry questions) you have for this task or project?</td>
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<tr>
<td>3. <strong>What is your Action Plan?</strong></td>
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<tr>
<td>a) What are the steps you will take to complete this task or project?</td>
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<tr>
<td>b) What actions or strategies will you use to accomplish each step?</td>
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<td>c) What resources will you need for each step?</td>
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<tr>
<td>d) What are the target start and end dates for each step?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6-8</th>
<th>9-12</th>
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<tbody>
<tr>
<td>X</td>
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<td>X</td>
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<tr>
<td>X</td>
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</tbody>
</table>
Tool 1: Self-Direction Pre-Assessment

Grades K-12
Why Pre-Assess Self-Direction?

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

How might this tool be beneficial for your classroom?

Please share your thoughts and questions in the chat!
**Self-Assess Self-Direction**

**Why Self-Assess?**

- Self-Direction skills develop over time
- Students assess specific skills
- Builds self awareness
- Gauges growth year to year for teachers and students
- Portfolio reference documenting growth
 Teach, Learn, Succeed!

**It Is About The Process**

- Introduce and re-introduce the rubric
- Teacher instructions with built in modification options for teachers to personalize
- Created based on student and teacher feedback along with research and development of essential skills and dispositions
# Goals for Assessment

- Identify
- Assess
- Reflect

## A Tool for Success!

### TABLE 1.0 | Self-Assessment of Self-Direction Skills

<table>
<thead>
<tr>
<th>1. Self Direction</th>
<th>2. I can...</th>
<th>3. My level is...</th>
<th>4. Why that level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>journals, past experiences, to think about me:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strengths</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Challenges</td>
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<td></td>
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<tr>
<td></td>
<td>• Motivations</td>
<td>Emerging</td>
<td></td>
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<tr>
<td></td>
<td>• Interests</td>
<td>Developing</td>
<td></td>
</tr>
<tr>
<td>Initiative &amp; Ownership</td>
<td>Taking responsibility for my own learning by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asking questions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Selecting learning opportunities that interest and challenge me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Getting input from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Setting &amp; Planning</td>
<td>Creating long-term goals, setting “right now” goals</td>
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<tr>
<td></td>
<td>Creating a plan and mapping it with steps</td>
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</tr>
</tbody>
</table>
In Class Implementation

Benefits and Challenges based on student feedback

**Benefits**
- Natural learning environment
- Teacher explanation in “real-time”
- Immediate availability for Q&A
- Peer support
- Introduced over time
- BEST Tool created a “bridge” for understanding of rubric

**Challenges**
- New “mindset”
- Struggle to understand language in the rubric
- Varying academic abilities struggled to be “reflective” of past learning
- Uncomfortable asking questions in whole class discussions
Benefits & Challenges based on Student Feedback

Benefits:
- Writable PDF
- Unlimited Time
- Self-Directed Completion with Online Meet Option
- Opportunity for 1:1 follow up
- More personalized/honest

Challenges:
- Lack of completion (at risk students)
- Inability or unwillingness to ask questions
- Feeling overwhelmed
- Comfort of peers in the room - Q&A/discussion
Feedback & Questions

How might this tool be beneficial for your classroom?

Please share your thoughts and questions in the chat!
Tool 2: My Self-Direction Road Map

Grades 6-12
My Self-Direction Road Map

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

**STEP 2**
Self-Direction Goal & Action Plan Review
- Select one self-direction goal for this task
- Get input from others and make changes to improve my plan

**STEP 3**
Mid-Task Checkpoint
- 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
Interaction Questions

Which part of the road map resonates with your current practice? How?

Which part of the road map are you most likely to add to your practice? Why?
Step One: Task Specific Action Plan

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps I will take to complete this task or project</td>
<td>Actions or strategies I will use to accomplish each step</td>
<td>Resources I will need or use for each step</td>
<td>Target start and end dates I will work on for each step</td>
<td>Date completed</td>
</tr>
</tbody>
</table>
Remote Learning

How can these tools be used in a remote environment?

▷ Hybrid Model
▷ Helped remote students monitor their own learning
▷ Increased Agency
Instructional Scaffolds

Varies by grade level

▷ 6th grade:
  ○ Lots of modeling
  ○ Applying the steps

▷ 11th & 12th:
  ○ More independent
  ○ Process not just the product
Challenges

▷ Step 4 - Post-Task Reflection Redundancy
▷ Naming the process
▷ Too much/ too little scaffolding
▷ Meeting the demands of the Self-Direction Rubric
Student Co-Design Revision

- Stronger learning goals
- Chart for checkpoints helpful
- Post reflection questions redundancy
- Authentic capture of process strategies
- Streamline the tool to meet the needs of learners with different scaffolding needs
## Connection to the Rubric

### Step 3: Mid-Task Check Point (Peer Review)

<table>
<thead>
<tr>
<th>Tool Items</th>
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<th>Engaging &amp; Managing</th>
<th>Monitoring &amp; Adapting</th>
</tr>
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<tbody>
<tr>
<td>Grade Bands</td>
<td>6-8 9-12</td>
<td>6-8 9-12</td>
<td>6-8 9-12</td>
<td>6-8 9-12</td>
<td>6-8 9-12</td>
</tr>
<tr>
<td><strong>Step 3: Mid-Task Check Point (Peer Review)</strong></td>
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</tr>
<tr>
<td>1. Review your action plan and think about progress made so far</td>
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<td>X</td>
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<tr>
<td>2. Share your progress with a peer.</td>
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<tr>
<td>a) How can I better manage my work?</td>
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<tr>
<td>b) How can I improve the quality of my work and learning?</td>
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</tr>
<tr>
<td>3. What changes will you make to your Action Plan based on the peer feedback you received?</td>
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</tr>
</tbody>
</table>
Discussion Prompt Responses

Which part of the road map resonates with your current practice? How?

Which part of the road map are you most likely to add to your practice? Why?
Thank You

Questions?
Resources

→ BEST Project Website
  ◆ Toolkit is being updated
→ Knowledgeworks Student at the Center hub
→ JFF NH Deeper Learning Diffusion & Scale Research Support Site
→ NHLI Social Studies Project Libguide
→ ES&D Framework

Presentation template by SlidesCarnival
Thank you for joining us!

Share Your Thoughts.
Participate in our 1 minute poll.
Click here.