

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

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#### **Getting to Know The Group**

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\*

\* WSP Study School Districts

#### **Consulting Experts**

Carisa Carrow Center for Collaborative Education

Ann Hadwen

Social Studies Content Expert

Karin Hess

**Education Research in Action** 

Wendy Surr

Wendy Surr Consulting

Eric Toshalis KnowledgeWorks

#### 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?

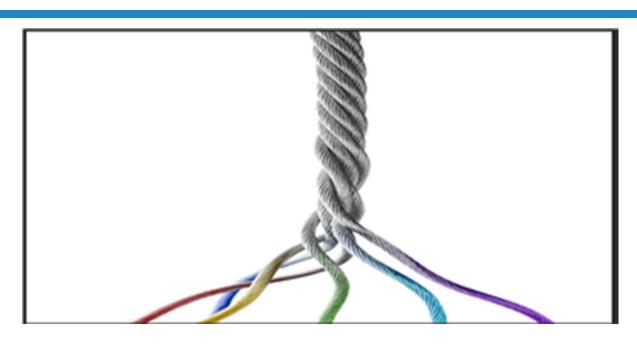
# Self-Direction Rubrics: Development

**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

# Rethinking What "Self-Direction" Means



**Self-Awareness** 

Initiative & Ownership

Goal Setting & Planning

Engaging & Managing

Monitoring & Adapting

# **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 situres, seeks to broaden and connect skills [EXTENDING]

# Applying Rubric Quality Research (Hess, 2018)

- · Adjacent performance levels are qualitatively different
- · Use <u>descriptive</u> "kid friendly" language (I can...); avoid subjective (negative behavior) language
- All performance levels describe a progression of performance, <u>stated in the positive</u> – what IS happening

# Self-Direction Rubrics: Piloting with Students

Grades 6-8 and 9-12

# Criteria are the same all grade levels.



#### Self-Awareness

Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.

I can...



#### **Initiative & Ownership**

Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.

I can...



#### **Goal Setting & Planning**

Developing long-term goals, establishing meaningful learning targets, identifying effective strategies, and planning out steps.

I can...



#### **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.

I can...



#### **Monitoring & Adapting**

Evaluating progress, adapting strategies, seizing failure in order to grow from mistakes, and attributing success to effort and motivation.

I can...

Performance descriptors in the rubrics differ and are age-appropriate, for grade spans K-2, 3-5, 6-8 and 9-12.

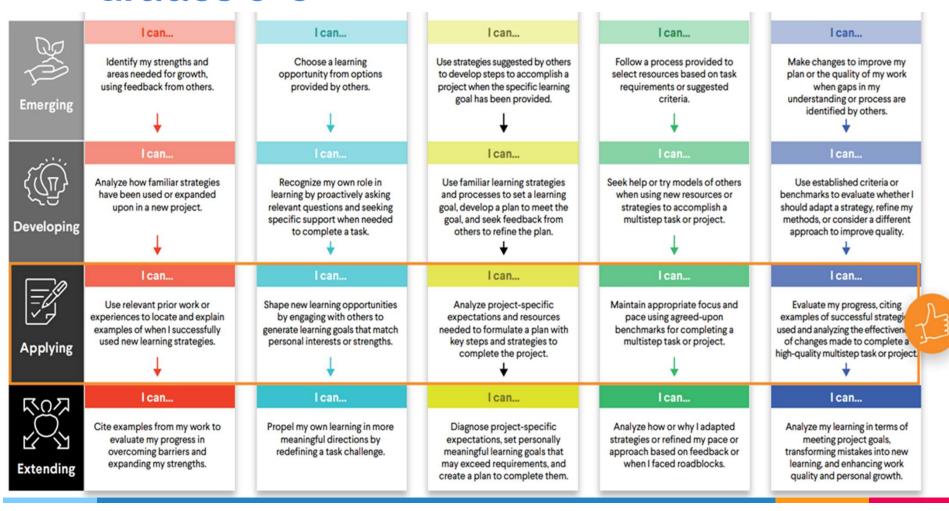
#### Collaboration Skills Contribute to Development of Self-Direction

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

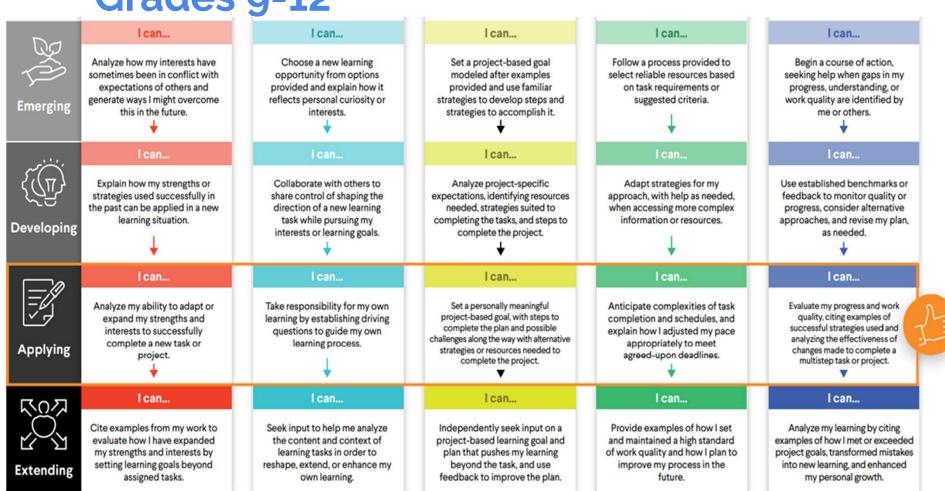
MEASURING
STUDENT SUCCESS
SKILLS:
A REVIEW OF THE
LITERATURE ON
SELF-DIRECTED
LEARNING

[Brandt, 2020]

#### Grades 6-8



#### Grades 9-12



## **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?

### 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** 

#### 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**

#### Rubric-Tool CrossWalk

#### Tool 2: Self Direction Evidence Tool (Key: "X"=Primary Evidence Source)

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

# 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 development of essential skills and dispositions

#### A Tool for Success!

#### Goals for Assessment

- Identify
- Assess
- Reflect



# In Class Implementation

#### Benefits and Challenges based on student feedback

#### **Benefits**

- Natural learning environment
- Teacher explanation in "realtime"
- 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

# **Remote Learning Use**

#### 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



#### **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?

# **Introducing to Students**

Tool 2: Self-Direction Road Map Grades 6-8



#### Step One: Task Specific Action Plan

#### TABLE 1.0 | My Action Plan

A Steps I will take to complete this task or projec	B Actions or strategies I will use to accomplish each step	C Resources I will need or use for each step	D Target start and end dates I will work on for each ste	E Date completed

## **Remote Learning**

How can these tools be used in a remote environment?

- Helped remote students monitor their own learning
- ▶ Increased Agency

#### **Instructional Scaffolds**

Varies by grade level

- - 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**

Tool Items Grade Bands		Self-Awareness		Initiative &Ownership		Goal Setting & Planning		Engaging & Managing		Monitoring & Adapting		
		6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	
Ste	Step 3: Mid-Task Check Point (Peer Review)											
1.		view your action plan and nk about progress made so	X	Х								
2.	Sha	are your progress with a er.			Х	X						
	a)	How can I better manage my work?							х	х		
	b)	How can I improve the quality of my work and learning?					х	Х				
3.	you	nat changes will you make to ur Action Plan based on the er feedback you received?									X	X

## **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?

#### Resources

- → BEST Project Website www.best-future.org
- → Knowledgeworks Student at the Center hubhttps://studentsatthecenterhub.org
- → JFF NH Deeper Learning Diffusion & Scale Research Support Site
- → NHLI Social Studies Project Libguide
- → ES&D Framework

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