

CEIF

CHICAGO
EQUITY-CENTERED
INNOVATION FORUM

Transformative SEL and Performance-Based Assessment

September 30, 2021



WELCOME!

Damarr Smith

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Chicago Public Schools

Ginger M. Reynolds, PhD

Sarah Clark

Education Systems Center
at Northern Illinois University

Purpose of Today's Meeting

- **Build an understanding** of the connection between Transformative SEL and Performance-Based Assessment
- **Inspire** to design tasks that incorporate student voice, agency, and sense of belonging

Meeting Norms

Overview of CEIF

Overview of CPS SEL & PBA Work

Transformative SEL - Tyrone Martinez-Black

PBA - Dr. Karin Hess

Breakouts

Question & Answer

Wrap Up

Today's Agenda



Mindsets and Engagement

- Be Curious!
- Ask Questions!
- Share What You Know!
- Cameras on if possible
- Participate
- Be present

CEIF

CHICAGO
EQUITY-CENTERED
INNOVATION FORUM

To support the implementation of ***innovative instructional models*** as strategies for ***dismantling systemic inequities*** in traditional educational approaches

Schools Interested in Innovating



Community of Practice



Newsletters & Blogs



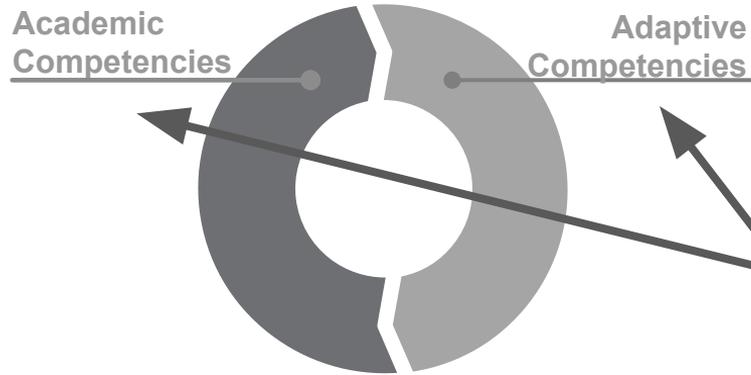
Resources

Overview of CPS SEL and PBA Work

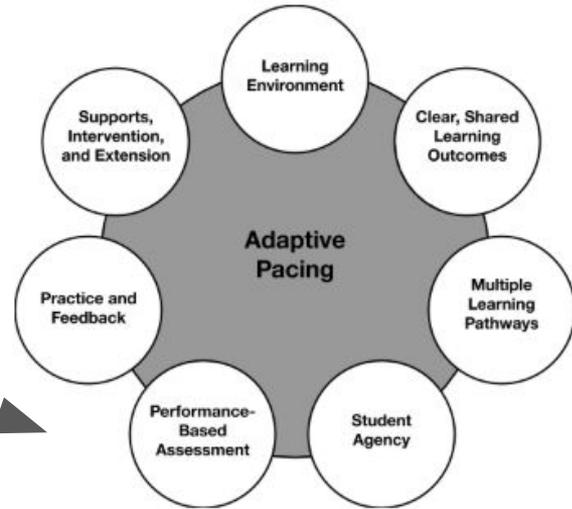


Key Elements of Competency-Based Education

Two Sets of Competencies in CBE

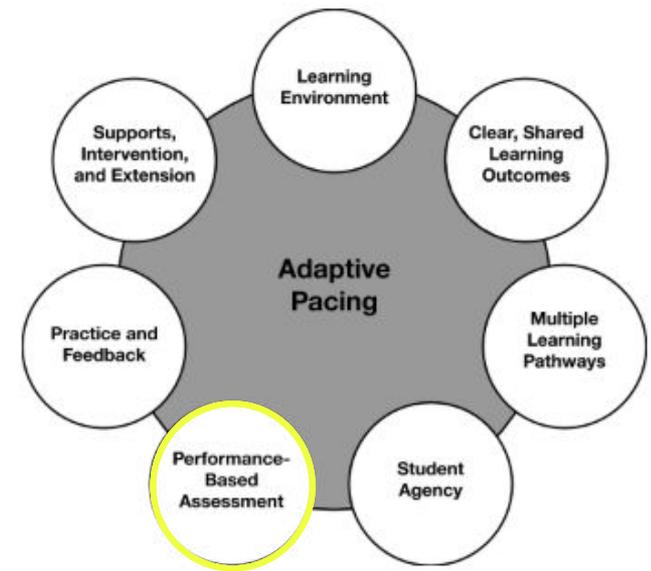


Adaptive Pacing Tool



*** Adaptive Competencies are SEL, 21st century, and employability skills

CBE School Leaders expressed the need for PBAs to be academic, metacognitive, and culturally relevant in the Adaptive Pacing Tool



Characteristics of Adaptive Pacing

Indicators

Performance-Based Assessment:

Assessments are designed to provide students with an opportunity to apply knowledge and skills in a way that aligns with their interests.

- ❑ Skills or knowledge students will demonstrate through the task (Graduation competencies and performance indicators) are clearly identified
- ❑ [Scoring criteria](#) clearly defines levels of [proficiency](#) and are shared with students in advance of an assessment
- ❑ **Habits of work are assessed separately from academic knowledge and skills**
- ❑ **Assessment is culturally relevant and provides opportunities for student choice**
- ❑ Assessment requires higher-order thinking: application, analysis, evaluation, or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts
- ❑ Students have multiple methods of assessment
- ❑ Teachers are calibrated on the quality of assignments & scoring of student work

Key Adaptive Competencies

- Agency
- Adaptability & Flexibility
- Collaboration
- Leadership

CBE Key Adaptive Competencies



Transformative SEL

SEL COMPETENCY EXAMPLES

Self-Awareness	Personal and sociocultural identities, recognition of beliefs, mindsets & biases
Self-Management	Stress management, self-care, perseverance, agency
Social Awareness	Perspective-taking, empathy, belonging
Relationship Skills	Collaborative problem solving, co-construction, effective interpersonal communication
Responsible decision-making	Ethical responsibility, distributive justice, collective well-being



CPS CBE Adaptive Competencies	CBE CPS Adaptive Competency Descriptors	CPS Graduate Profile	ISBE Standards
<p>Collaboration</p> <p>I can work with others towards a common goal by sharing my ideas and incorporating the ideas of others through effective communication, respecting the various perspectives of others, and carrying out a thoughtful and organized plan</p>	<p>Self-awareness & Self-management</p> <ul style="list-style-type: none"> I know, understand, and acknowledge my personal triggers and practice responding to ideas rather than the person advancing them. I integrate new ideas into my work by working with others to enhance resources and gain additional knowledge or skills. I take personal responsibility for my actions and demonstrate an understanding of how my own strengths and limitations impact the group. 	<p>Inquisitive Learner</p> <p>Enthusiastically participate in class and collaborate with teachers and peers.</p>	<p>Identify and manage one's emotions and behavior (GOAL 1A)</p> <p>Recognize personal qualities and external supports (GOAL 1B)</p>
	<p>Social Awareness & Relationship Skills</p> <ul style="list-style-type: none"> I value diversity and synthesize experiences and knowledge from others while considering the significance of cultural norms, context, and audience to both include various perspectives and communicate my message effectively. I speak with purpose, communicate effectively, actively listen and both contribute new ideas and encourage participation from others. I ensure that I balance the mutual interdependence of the group while working towards my own personal ambitions as well. 	<p>Ethical and Collaborative Leader</p> <p>Honor multiple perspectives in order to collaborate, creatively solve problems, and build consensus.</p> <p>Engaged Community Member</p> <p>Seek to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community.</p>	<p>Recognize the feelings and perspectives of others (GOAL 2A)</p> <p>Recognize individual and group similarities and differences (GOAL 2B)</p> <p>Use communication and social skills to interact effectively with others (GOAL 2C)</p>
	<p>Responsible Decision Making</p> <ul style="list-style-type: none"> I have the ability to de-escalate potential conflict. I address the group's power imbalances by ensuring equity of voice, anticipating potential conflict, and strengthening cohesion among participants. I demonstrate the ability to move group efforts forward by assisting in the creation of norms, deadlines, and fostering inclusivity through encouraging others to share ideas. 	<p>Ethical and Collaborative Leader</p> <p>Analyze power dynamics and work to advance equity.</p>	<p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts (GOAL 2D)</p> <p>Consider ethical, safety, and societal factors in making decisions (GOAL 3A)</p> <p>Apply decision-making skills to deal responsibly with daily academic and social situations (GOAL 3B)</p>

Transformative SEL

Tyrone Martinez-Black

Practice Integration Specialist

“At CASEL, Tyrone is the MVP of representing connections and leaning into complexity for the sake of making space for everyone to thrive.”

Beginning with inquiry

What about your approach to CBE/PBA presents a problem or a 'burning' question?



The CASEL 5...

Five broad and *interrelated* areas of competence:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

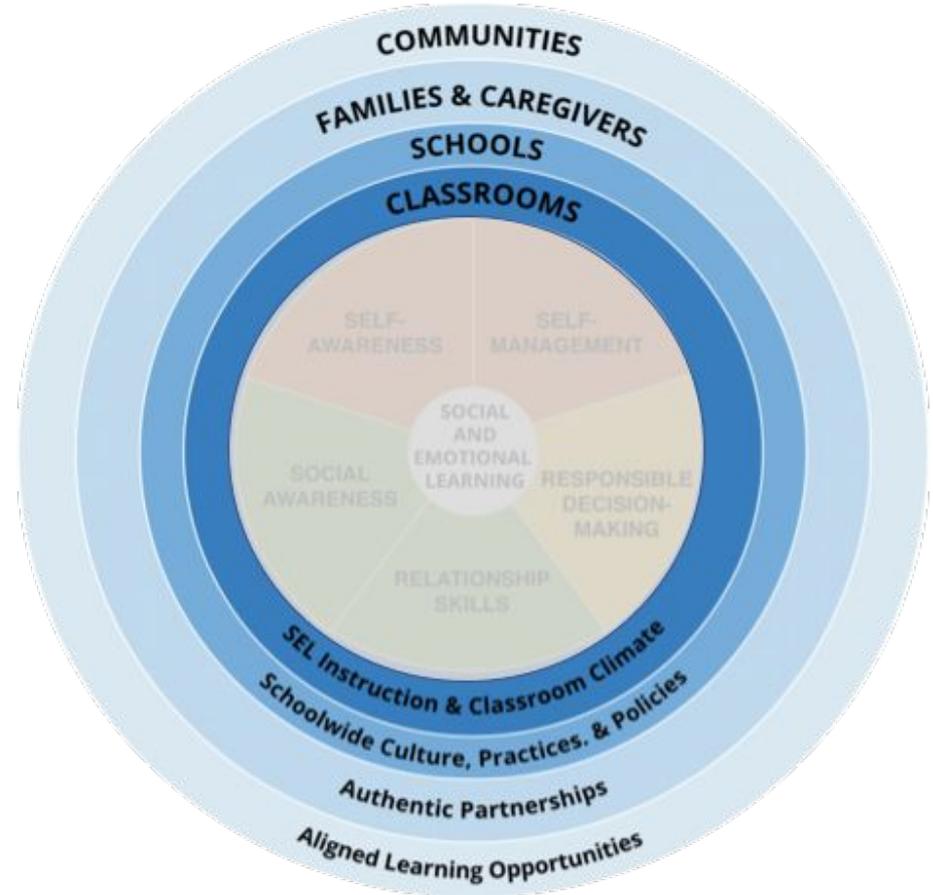


Learn more: casel.org

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The Key Settings...

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms*, *schools*, *families*, and *communities* to enhance all students' social, emotional, and academic learning.



Learn more: casel.org

Transformative SEL

A form of SEL “aimed at redistributing power to promote social justice through increased engagement in school and civic life. It intentionally points to competencies and highlights relational and contextual factors that help promote equitable learning environments and foster desirable personal and collective outcomes.

Transformative SEL is a process whereby young people and adults build strong and respectful relationships that facilitate co-learning to critically examine root causes of inequity and to develop collaborative solutions that lead to personal, communal, and societal well-being.”

From [*Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence*](#) - Robert J. Jagers, Alexandra Skoog-Hoffman, Bloodine Barthelus, Justina Schlund



SEL Focal Constructs

Competencies	Focal Construct
Self-Awareness	Identity
Self-Management	Agency
Social Awareness	Belonging
Relationship Skills	Collaborative Problem-Solving
Responsible Decision-Making	Curiosity





Graduate Profile

CBE leveraged key components of the Graduate Profile to design the PBA Process

Definition:
Possesses the knowledge, skills, and confidence to successfully pursue personal, professional, and civic goals.

Description:

- Seek to understand to acquire knowledge, revise, create, and
- Consider varied perspectives when or drawing conclusions
- Apply content-specific reading comprehension skills and numeracy skills to think critically.
- Meet standards in all academic content areas.
- Enthusiastically participate in class and collaborate with teachers and peers.

Inquisitive Learners

Curiosity



Definition:
Engage publicly and collaboratively in pursuit of the common good. Imagine new possibilities and take justice-oriented actions aimed at strengthening our communities and our democracy.

Description:

- Understand and analyze local and national issues.
- Nurture a social and political consciousness in order to meaningfully participate in electoral and political processes.
- Seek to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community.

Engaged Community Members

Belonging



Definition:
Reflect on personal strengths and interests to shape their paths. Actively seek out information and resources to inform career and education planning and decision-making. Seek out and respect others' opinions. Are creative and visionary in setting and achieving goals.

Description:

- Know how to explore education and career pathways to inform goals.
- Identify the skills and credentials required to enter a profession of interest and access all available information and support to do so.
- Identify their individual skills, interests, and interests in designing a plan for the future.
- Achieve financial literacy and be prepared to make good financial decisions.
- Demonstrate an open mind when confronted with new information.
- Apply academic learning to real-world situations.

Empowered Decision-Makers

Empowered Decision-Makers



Definition:
Demonstrate a commitment to the growth and development of themselves and others. Confidently, take ownership of their own growth and development.

Description:

- Feel confident in their own abilities and racial/ethnic identity.
- Be aware of their own strengths and those of others.
- Engage productively in difficult situations.
- Honor their own and others' contributions in order to problem-solve.
- Express their own ideas and challenge popular opinions.
- Develop emotional resilience and adapt to changing circumstances and environments.
- Engage in self-reflection, set goals, and take initiative to advance personal growth, learning, and development.

Ethical and Collaborative Leaders

Collaborative Problem Solving



Definition:
Cultivate a sense of self in order to persevere through challenges, take ownership and responsibility for their own growth and development. Critically analyze and synthesize information to identify and challenge harmful ideas or practices.

Description:

- Seek support and resources to inform goals.
- Engage in self-reflection, set goals, and take initiative to advance personal growth, learning, and development.
- Take calculated risks and see challenges and mistakes as learning opportunities.

Adaptable and Independent Thinkers

Identity Agency

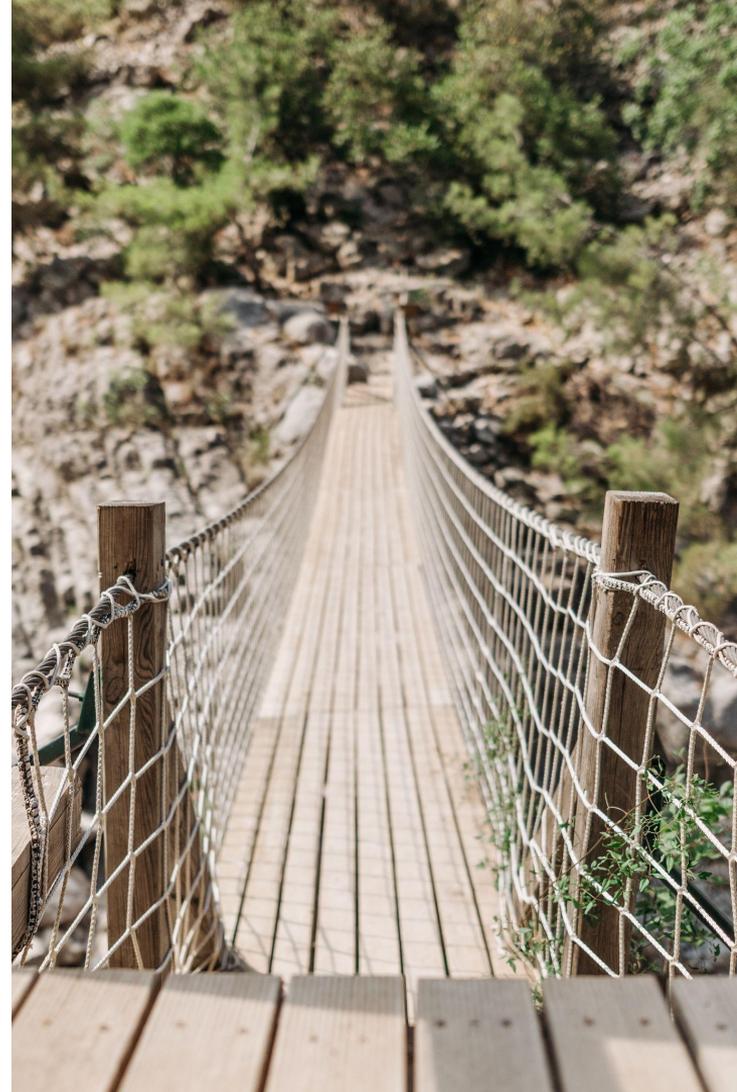


The Task of Building PBAs:

1. Identify a social, emotional, or civic problem that impacts the school community but isn't currently being acknowledged or addressed.
2. Develop a plan to collect and analyze relevant data.
3. Collect and analyze the data.
4. Summarize the results and draw conclusions.
5. Develop a solution based on analysis of the data.
6. Create a text or other product to educate others about the issue.

Bridging with Inquiry

What problems are we facing beyond schools? How would we use CBE/PBA skills/knowledge to resolve those problems?



Performance- Based Assessment

Dr. Karin Hess

“Author and international speaker providing educators with research-based models for effective instruction and assessment, moving students towards greater engagement and deeper learning.”

Performance-Based Assessment (PBA) “3.0”

Problem-Based Learning - Performance Tasks

A **student-centered** approach in which students learn about a subject by working in groups to **solve an open-ended problem**. This problem is what drives the motivation and the learning. The approach is also **inquiry-based** when students are active in creating/identifying the problem. (Center for Teaching Innovation)

Project-Based Learning - Extended Projects

A **student-centered** approach to learning focusing on developing content knowledge through **extended projects** addressing a **real-world problem or answering a complex question**. Students develop a public product or presentation (beyond the classroom) to share their learning. (Buck Institute)

“Personalized” PBAs & Brain Research

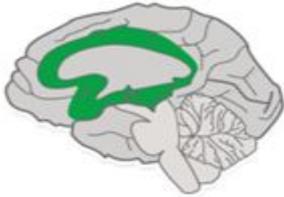


Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Visit the UDL Guidelines](#) 

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

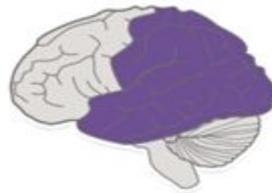


Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

[Explore Engagement](#) 

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

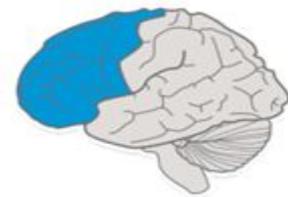


Representation

For resourceful, knowledgeable learners, present information and content in different ways.

[Explore Representation](#) 

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

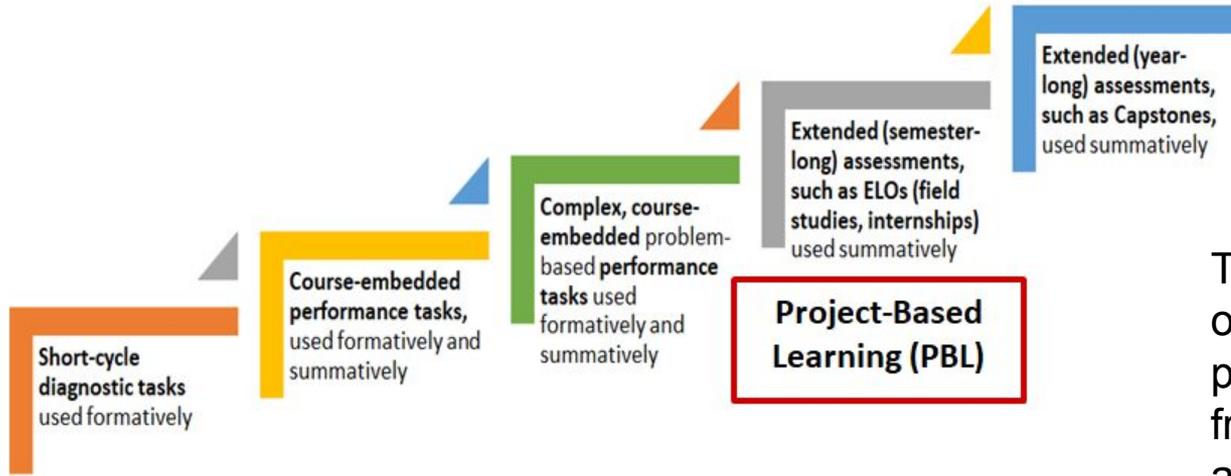
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

[Explore Action & Expression](#) 

David Kolb's Experiential Learning Cycle

(Adapted by Hess, 2022)

- **WHY** is this important to me? **Driving or essential question, launch the topic with media, video, case study, event, etc. (teacher-designed and open-ended)**
- **WHAT** are the facts, themes, concepts? **Generalize from individual ideas: readings, lecture, build concepts/schema/connections, active listening (teacher-directed “micro” lessons)**
- **HOW** does this work in the real world? **Groups process ideas, practice skills, collect data, investigate further (student-directed, teacher coaches)**
- **WHAT IF...** I could apply it in a personalized way? **Plan and develop a product to share, get peer feedback, self-assess, raise new questions or a call to action (student-directed, teacher coaches)**



Think about PBAs as a series of increasingly complex performance assessments, from formative to summative assessments.

The Performance Assessment Continuum (Hess, Colby, & Joseph, p. 65)

Problem-Based Learning & Performance Tasks

S	T	A	R	S		
Scenario Examples	Tasks	Audience	Roles & Resources	Success Criteria for Self-Assessment		
Describe a situation or real-world context	In this task/ investigation, you will...	Peers, community, experts, etc.	Collaboration options or perspectives, Resources needed	Content & Connections Made	Thinking Processes Applied (DOK)	Product(s) to show evidence of learning
Research a Topic of Interest	Investigate something you wonder about. Here is a chance to learn more.	?	Primary and secondary sources	?	Research/ gather information (interview, field study, etc.)	Presentation Infographic Multimedia
Design Challenge	Build/ create a better way to ...	?	?	?	Plan, design, Collect /analyze data	Build, test, and refine a prototype
A "Messy Problem" (e.g., in the news, in your school)	Evaluate an issue (e.g., A local judge took a bribe that influenced a judgement. Should the oath for judges be changed?)	?	?	What is in the oath a judge takes?	Research/ gather information (interview, survey, etc.)	Role play Debate Public service announcement Podcast

Common PBL Design Features

1. A Challenging Real-World Problem, Issue, or Personal Interest *with a **Driving Question*** = Hook
2. “Launch” using an ***Entry Event*** to provide background, context, engagement, interest
3. Reinforces Specific Skills/Concepts to be Learned via Sustained Inquiry (***Core Academic Content + Adaptive Skills***)
4. ***Collaboration*** and Student Voice and Choice
5. ***Multi-faceted Assessments*** (including Peer Critique, Reflections, and Self-Assessment)
6. ***Public Sharing*** of Products = Evidence of Learning

Create a Product - Example: **The One-Pager**

What's the story?

Personalize reflections on a text:

- **Quote(s)**
- **Interpretations**
- **Illustrations**

Moana Means Home: A Contrapuntal

BY TERISA SIAGATONU

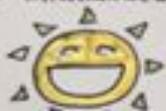
someone will
touch the Earth
once, I wanted
my own soil.
tried to drown my ankles
in myself.
again. Daughter of Oceania
wanting me home.
my skin is sacred ground.

always want
to take
a white girl's skin
I cried so hard,
until I became a boat
I never want to be lost
at high tide. Daughter of
Ancestor's language tatted
on my skin

my skin
what's mine
more than
an ocean
floating above myself
at sea
open-mouthed Sun
on my body.
my story will breathe.

"I wanted a white girl's skin more than my own soil."

I think this line means she had internalized the racism / colorism that is a part of our society and that she rejected her homeland.



"OPEN-MOUTHED SUN"

Daughter of Oceania. Daughter of Oceania.

"Moana Means Home: A Contrapuntal"

TERISA SIAGATONU

Daughter of Oceania. Daughter of Oceania.



Define CONTRAPUNTAL

a musical Counterpoint.

[I relate to this poem because I have also wanted to be someone else. Thankfully, I no longer feel that way.]

Define in my own words:

MOANA

In my own words, Moana is open water like the ocean or any large body of water where you feel free or small when you're in the middle of it.

From: My truth lives in a box with broken Colored pens and Crayon shavings which rattle whenever I turn on my phone or tv when I do myself a bath of composition books, I dream I'm free.

"I cried so hard until I became a boat"

creator's language called on my body.

My name is Sarah

My name means Princess in Hebrew. Sarah was the wife of Abraham and the mother of Isaac in the bible.

I want to be proud of who I am and where I come from

"I NEVER WANT TO BE LOST AT SEA AGAIN." I want to have a purpose.

Create a Product Examples: What's the (or your) story?

Create a 6-Word Memoir (or 6-Word Story)

- Introduce yourself or describe an issue or event of interest
- Only use a series of 6 words, illustrated visually (stills or video)
- edutopia.org/article/breaking-ice-student-made-videos

Create a Short Video to Tell the Story

- Analyze video examples for how to construct a story arc
- Identify an issue or story you'd like to tell
- Research and plan it (e.g., storyboard, shooting script, shoot and edit)
- whatsthestoryvt.com

Self-Assessment & Self-Reflection

One of the Building Blocks to Deeper Learning

Asking a series of probing questions that increase in depth and complexity to uncover thinking.

Building schemas (mental models) in each content domain.

Considering ways to strategically scaffold learning for different specific purposes.

Designing complex tasks that emphasize evidence-based solutions.

Engaging students in metacognition and self-reflection before, during, and after each learning opportunity or lesson.



Hess, Colby, &
Joseph, *Deeper
Competency-Based
Learning*, 2020

Scoring Criteria	Goal Setting and Self-Reflection: "What I Need to Do" Rubric (This area provided for you to indicate that you understand the requirements and success criteria of the assessment task.)	Evidence of What I Did (This is for your FINAL self-assessment. You can color-code/provide a key to show where evidence is found in your reflection or plan.)
<p>PLAN Develop a Goal Setting Plan</p> <p>Make a plan to improve upon performance in a chosen subject area or skill</p>	<p>I completed my Goal-Setting Worksheet on _____ (date)</p> <p>My greatest personal strengths are:</p> <p>My greatest academic strengths are:</p> <p>A challenge I'll try to overcome is:</p> <p>_____ has reviewed my Goal-Setting Worksheet and agrees that my plan is clear, complete, and feasible. (Requires peer or adult sign off – read this like a critical friend!)</p>	<p>Ideas I got from my peers:</p> <p>Ideas I got from other sources (teacher, mentor, advisor, etc.)</p>
<p>ACTUALIZE</p> <p>Implement, Collect Evidence, and Make Connections</p>	<p>My reflection...</p> <p>___ restates my goal: ___ examines which strategies worked best for reflecting on progress and explains why some did not help</p> <p>___ uses my analysis to discuss a connection: _____</p> <p>My analysis used evidence or examples to shape my interpretation and assumptions. (List evidence used in the column to the right.)</p> <p>My conclusion: ___ summarizes my analysis ___ reflects upon my progress ___ considers what I might do next time:</p>	<p>Evidence I Documented:</p>
<p>REFLECT</p> <p>Revise or update to improve my performance based on new evidence</p>	<p>My Goal-Setting Plan was updated on (date) _____.</p> <p>To do this...</p> <p>I discussed and got feedback on my reflections from:</p> <p>I've added these strategies:</p> <p>I've modified or deleted these strategies (and reason why):</p>	<p>My Key Learning(s):</p>

BEST Self-Direction Rubric

grades
9-12

	 Self-Awareness Reflecting on past experiences to evaluate one's own strengths, limitations, motivation, interests, and aspirations within different learning contexts.	 Initiative & Ownership Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.	 Goal Setting & Planning Developing long-term goals, establishing meaningful learning targets , identifying effective strategies , and planning out steps .	 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.	 Monitoring & Adapting Evaluating progress, adapting strategies , seizing failure in order to grow from mistakes , and attributing success to effort and motivation.
 Emerging	I can... Analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.	I can... Choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.	I can... Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.	I can... Follow a process provided to select reliable resources based on task requirements or suggested criteria.	I can... Begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.
 Developing	I can... Explain how my strengths or strategies used successfully in the past can be applied in a new learning situation.	I can... Collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals.	I can... Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.	I can... Adapt strategies for my approach, with help as needed, when accessing more complex information or resources.	I can... Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.
 Applying	I can... Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.	I can... Take responsibility for my own learning by establishing driving questions to guide my own learning process.	I can... 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.	I can... Anticipate complexities of task completion and schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.	I can... Evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multistep task or project.
 Extending	I can... Cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks.	I can... Seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning.	I can... 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.	I can... 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.	I can... Analyze my learning by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth.



Breakouts

- What connections can you make between Transformative SEL and PBA?
- What did you hear that you think could be useful in your practice?
- What burning questions do you still have?

Whole Group Question & Answer

Resources

[How Does SEL Support Educational Equity and Excellence? - Case!](#)

[*Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence*](#)

[Dr. Karin Hess \(karin-hess.com\)](#)

[APPLYING RIGOR TO PBL-CBE | Karin Hess, PhD \(karin-hess.com\)](#)

<https://www.edutopia.org/article/breaking-ice-student-made-videos>

www.whatsthestoryvt.com

[John Spencer's PBL "How To" videos](#)

cps.edu/competency

[CPS CBE Guiding Principles](#)

[CPS CBE Resources](#)

[ONLINE Adaptive Pacing Tool DRAFT 08.26.19 - Google Docs](#)

[CPS CBE Adaptive Competencies Framework](#)

[CPS Graduate Profile and HS Strategy](#)

[Great Schools Partnership](#)

[Aurora Institute - A New Dawn for Every Learner \(aurora-institute.org\)](http://aurora-institute.org)

[Competency Pilot \(isbe.net\)](http://isbe.net)

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Please take a few minutes to complete the
EXIT SLIP for today's session.

Thank You!

