Transformative SEL and Performance-Based Assessment

September 30, 2021
WELCOME!

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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
Mindsets and Engagement

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

Academic Competencies

Adaptive Competencies

Adaptive Pacing Tool

Adaptive Competencies are SEL, 21st century, and employability skills
### Characteristics of Adaptive Pacing

**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

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

- Agency
- Adaptability & Flexibility
- Collaboration
- Leadership

CBE Key Adaptive Competencies

<table>
<thead>
<tr>
<th>SEL COMPETENCY</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Personal and sociocultural identities, recognition of beliefs, mindsets &amp; biases</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Stress management, self-care, perseverance, agency</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Perspective-taking, empathy, belonging</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Collaborative problem solving, co-construction, effective interpersonal communication</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td>Ethical responsibility, distributive justice, collective well-being</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Self-awareness &amp; Self-management</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 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. | • 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. | Inquisitive Learner  
Enthusiastically participate in class and collaborate with teachers and peers. | Identify and manage one's emotions and behavior (GOAL 1A)  
Recognize personal qualities and external supports (GOAL 1B) |

| Social Awareness & Relationship Skills | Ethical and Collaborative Leader | Engaged Community Member | Recognize the feelings and perspectives of others (GOAL 2A)  
Recognize individual and group similarities and differences (GOAL 2B)  
Use communication and social skills to interact effectively with others (GOAL 2C) |
|--------------------------------------|---------------------------------|-------------------------|------------------|
| • 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. | Honor multiple perspectives in order to collaborate, creatively solve problems, and build consensus.  
Engaged Community Member  
Seek to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community. | |

| Responsible Decision Making | Ethical and Collaborative Leader |  
Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts (GOAL 2D)  
Consider ethical, safety, and societal factors in making decisions (GOAL 3A)  
Apply decision-making skills to deal responsibly with daily academic and social situations (GOAL 3B) |
|-----------------------------|---------------------------------|-------------------------|
| • 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. | Analyze power dynamics and work to advance equity. | |
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
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.
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.”

## SEL Focal Constructs

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Focal Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Identity</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Agency</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Belonging</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Collaborative Problem-Solving</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Curiosity</td>
</tr>
</tbody>
</table>
CBE leveraged key components of the Graduate Profile to design the PBA Process.

- **Belonging**
  - 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:
    - Seeks to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community.

- **Curiosity**
  - Definition: Ponders the knowledge, skills, and confidence to successfully pursue personal, professional, and civic goals.

- **Collaborative Problem Solving**
  - Description:
    - Seek to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community.

- **Identity Agency**
  - 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:
    - Seeks to understand diverse perspectives and take informed action in solidarity with others for the betterment of the community.
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.”
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)
<table>
<thead>
<tr>
<th>S</th>
<th>Scenario Examples</th>
<th>T</th>
<th>Tasks</th>
<th>A</th>
<th>Audience</th>
<th>R</th>
<th>Roles &amp; Resources</th>
<th>S</th>
<th>Success Criteria for Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe a situation or real-world context</td>
<td></td>
<td>In this task/investigation, you will...</td>
<td></td>
<td>Peers, community, experts, etc.</td>
<td></td>
<td>Collaboration options or perspectives, Resources needed</td>
<td></td>
<td>Content &amp; Connections Made</td>
</tr>
<tr>
<td></td>
<td>Research a Topic of Interest</td>
<td></td>
<td>Investigate something you wonder about. Here is a chance to learn more.</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>Research/gather information (interview, field study, etc.)</td>
<td>Presentation Infographic Multimedia</td>
</tr>
<tr>
<td></td>
<td>Design Challenge</td>
<td></td>
<td>Build/create a better way to...</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>Plan, design, Collect/analyze data</td>
<td>Build, test, and refine a prototype</td>
</tr>
<tr>
<td></td>
<td>A “Messy Problem” (e.g., in the news, in your school)</td>
<td></td>
<td>Evaluate an issue (e.g., A local judge took a bribe that influenced a judgement. Should the oath for judges be changed?)</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>Research/gather information (interview, survey, etc.)</td>
<td>Role play Debate Public service announcement Podcast</td>
</tr>
</tbody>
</table>

© Karin Hess (in process for 2022, ASCD), Rigor by Design, Not Chance: Five Key Teacher Moves that Promote Cognitive Engagement, Self-Direction, and Deeper Thinking
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 tattooed
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"


"Moana Means Home: A Contrapuntal"

Terisa Siagatonu

Moana

Moana is open water. Moana is the ocean. Moana is the middle of it. I dream to be free. I dream to become a boat.

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)
- whatthestoryvt.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.
<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Goal Setting and Self-Reflection: “What I Need to Do” Rubric</th>
<th>Evidence of What I Did</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN</strong></td>
<td>I completed my Goal-Setting Worksheet on _______ (date).</td>
<td>Ideas I got from my peers:</td>
</tr>
<tr>
<td></td>
<td>My greatest personal strengths are:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My greatest academic strengths are:</td>
<td></td>
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<tr>
<td></td>
<td>A challenge I’ll try to overcome is:</td>
<td></td>
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<tr>
<td></td>
<td>_______ 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!)</td>
<td>Ideas I got from other sources (teacher, mentor, advisor, etc.)</td>
</tr>
<tr>
<td><strong>ACTUALIZE</strong></td>
<td>My reflection...</td>
<td>Evidence I Documented:</td>
</tr>
<tr>
<td></td>
<td>_______ restates my goal:</td>
<td></td>
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<tr>
<td></td>
<td>_______ examines which strategies worked best for reflecting on progress and explains why some did not help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______ uses my analysis to discuss a connection:</td>
<td></td>
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<tr>
<td></td>
<td>My analysis used evidence or examples to shape my interpretation and assumptions. (List evidence used in the column to the right.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My conclusion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______ summarizes my analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______ reflects upon my progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______ considers what I might do next time:</td>
<td></td>
</tr>
<tr>
<td><strong>REFLECT</strong></td>
<td>My Goal-Setting Plan was updated on (date) __________.</td>
<td>My Key Learning(s):</td>
</tr>
<tr>
<td></td>
<td>To do this...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I discussed and got feedback on my reflections from:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’ve added these strategies:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’ve modified or deleted these strategies (and reason why):</td>
<td></td>
</tr>
</tbody>
</table>
## BEST Self-Direction Rubric

**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, seeing failure in order to grow from mistakes, and attributing success to effort and motivation.

<table>
<thead>
<tr>
<th>Level</th>
<th>Self-Awareness</th>
<th>Initiative &amp; Ownership</th>
<th>Goal Setting &amp; Planning</th>
<th>Engaging &amp; Managing</th>
<th>Monitoring &amp; Adapting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
</tr>
<tr>
<td>I can...</td>
<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>Choose a new learning opportunity from options provided and explain in how it reflects personal curiosity or interests.</td>
<td>Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.</td>
<td>Follow a process provided to select reliable resources based on task requirements or suggested criteria.</td>
<td>Begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.</td>
</tr>
<tr>
<td>Developing</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
</tr>
<tr>
<td>I can...</td>
<td>Analyze how my strengths or strategies used successfully in the past can be applied in a new learning situation.</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>Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.</td>
<td>Adapt strategies for my approach, with help as needed, when accessing more complex information or resources.</td>
<td>Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.</td>
</tr>
<tr>
<td>Applying</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
</tr>
<tr>
<td>I can...</td>
<td>Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.</td>
<td>Take responsibility for my own learning by establishing driving questions to guide my own learning process.</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>Anticipate complexities of task completion schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.</td>
<td>Evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multi-step task or project.</td>
</tr>
<tr>
<td>Extending</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
<td>I can...</td>
</tr>
<tr>
<td>I can...</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>
<td>Seek input to help me analyze the content and context of learning tasks in order to reframe, extend, or enhance my own learning.</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>
<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>
<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>
</tr>
</tbody>
</table>
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? - Casel

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)

Competency Pilot (isbe.net)
Please take a few minutes to complete the **EXIT SLIP** for today’s session.

Thank You!