



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 1:15-2:15 PM ET

Hearts, Hands, and Minds: Engaging Students in Performance-Based Assessments that Emphasize Social Justice and Social-Emotional Learning

PRESENTERS:

- Damarr Smith, Chicago Public Schools
- Kate Gardoqui, Great Schools Partnership
- Tonya Howell, Intonation Music



Project Partners



Competency-Based Education Program:
19 Teachers from **10 Schools**

Project Leaders:

Damarr Smith, Senior Program Manager,
Competency-Based Education

Tonya Howell, SEL Integration Specialist,
Competency-Based Education

Additional coaching from:

Dr. Nadine Leblanc, Instructional Support Specialist,
CTE



Coaching on Project-Based Assessment from
Kate Gardoqui, Senior Associate

Funding Provided By:



Agenda

What is Social Justice Teaching?

Balancing our Focus Areas - Exploring issues of social justice, **Assessing** academic skills through performance-based assessment, and **Helping** students develop social-emotional skills through projects - stories from the field

Looking at Student Work - Inspirations and Implications

Learning Outcomes

- Consider how teachers can include social-emotional learning activities in a wide variety of classrooms
- Explore Performance-Based Assessments designed to enable students to demonstrate content-area and transferable skills while learning about social justice issues
- Discuss various methods of enabling students to self-assess and reflect on transferable and social-emotional skills.

Community Norms



Create a BRAVE Space

Respect All Perspectives

Speak Your Truth

**Ask Clarifying Questions
Without Fear**

Respect Confidentiality

Equity of Voice

Introductions



Please take a moment to ensure that your name/pronouns appear as you would like them on your Zoom tile.

In the chat, share:

- Your name
- Your role
- Where you are joining from

“If we truly want to change the world we live in, education is the best place to start. Considering the rapid transformation of the United States socially, culturally, racially, and linguistically, the only pathway to a more just education system is by adopting a radical and relentless pursuit of social justice teaching and learning practices.”



- Crystal Belle, EdWeek

Critical Educators

- Use own enlightenment to encourage students to question & challenge underlying assumptions & inequalities that exist in families, schools, and societies
- Understand not only content areas, but the political structure of institutions
- Challenge the status quo by critiquing the system shaped by history that marginalizes some groups
- Cultivate “strong trunks, beautiful branches, colorful leaves, and deep roots.”

(Freire; Giroux; Ladson-Billings; Hooks)

Culturally Responsive Educators

- Communicate high expectations
- Situate learning within the context of culture
- Employ student-centered instruction
- Build culturally responsive instructional experiences, building students' awareness of cultural history, values and contributions.
- Reshape the curriculum to ensure that the school climate is empowering for all students
- Play the role of a facilitator in the classroom, give students space students to take the lead
 - Zaretta Hammond

Creating a Shared Definition of SJ Teaching

If we truly want to change the world we live in, education is the best place to start. Considering the rapid transformation of the United States socially, culturally, racially, and linguistically, the only pathway to a more just education system is by adopting a radical and relentless pursuit of social justice teaching and learning practices. - Crystal Belle from EdWeek

Thinking about being a critical educator and performance based assessments, what must be included in our shared definition of social justice teaching?

Teaching and acting in a way that makes a positive change in the classroom, community and world.

Do our students hold the same conceptions of justice and the role of school as we do? Do we agree with our students? How do we manage valuing inclusion and diversity?

We must meet students where they are and help them to become the people they want to truly be.

Aiding students in identifying their strengths and how their strengths can be used to break cycles of oppression in their own communities.

Helping students be just towards their peers, giving them time to be active in creating justice in their communities, and modeling that through our own just actions towards them as well as the larger community.

I disagree here: Education is not the best place to start. Institutional liberal reformism got us here. Radical redistribution of resources might go further. 1/3

Education, though, is important. It's the only space to begin, but I think we have to be realistic about racism (or race realists as Derrick Bell calls it) and say that racism is here to stay. 2/3

With that attitude in mind, maybe we could start thinking about how our own classrooms reflect the white supremacist systems and institutions, and how to process/respond.

Commit to cultivating a brave space for all students.

We used this jamboard to enable our teachers to create a shared definition of Social Justice Teaching

Our Shared Definition of Social Justice Teaching

Social Justice Teaching brings the students' interests and passions into the classroom so that they are highly engaged in challenging and **meaningful learning experiences**, acquire skills to become **culturally competent**, and better understand the world in which we live. It charges educators to **take a stand** against injustices and inequities that exist and **empower** young people to join them in creating a more just world. It starts with building a **participatory** classroom and school community that embraces and **celebrates** individuals' strengths, identities and cultures. It supports the **collective effort** of acknowledging harm, identifies solutions, and **creates positive change** necessary to nurture a sense of belonging, **social-emotional well-being**, and agency. Social Justice Teaching uses a restorative approach to repairing harm and takes an **active role** in tackling social and economic issues that affect the school, local, national and/or global community.



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- **What seems most important to you?**
- **Is there anything missing? What would you add?**

Transformative Social Emotional Learning (TSEL) is a Pathway to Social Justice Teaching



Some core features of Transformative SEL include:

- Authentic partnering among students and adults with a deep focus on **sharing power and decision-making** between young people, educators, families, and communities
- Academic content that integrates issues of race, class and culture
- Instruction that honors and makes connections to **students' lived experiences and identities**
- Enhancing and foregrounding social and emotional competencies needed for civic engagement and social change, such as **reflecting on personal and social identities, examining prejudices and biases, interrogating social norms, disrupting and resisting inequities, and co-constructing equitable and just solutions**
- Prioritizing students' individual and **collective agency** to take action
- Focus on creating **belonging** and **engagement** for **all** individuals



What are Performance Based Assessments & Tasks?



- Ask students to **do** something rather than just explain how to do it
- Have students apply knowledge and concepts in real world situations
- Allow for multiple performance trials
- Require in-depth engagement and attend to student interest
- Offer critical and creative thinking
- Require integration of more than one skill, concept, strategy, content
- Allow for application of adaptive competencies (soft skills, SEL skills, foundational skills)
- Result in an accurate determination of student mastery

Critical Educators,

Culturally Responsive Educators,

and Project-Based Educators

all share a commitment to complexity.

They invite students to wrestle with complex
problems.

They encourage students to explore complex sources.

And they help students look beyond easy answers.

What Are The Key Adaptive Competencies?

Adaptability & Flexibility

I can persevere through challenges, engage in strategic problem solving, and demonstrate a willingness to receive and offer feedback in order to make adjustments as a life-long learner.

Areas of Strength	Areas of Proficiency	Areas for Growth
	<p>Self-awareness & Self-management</p> <ul style="list-style-type: none">• I can monitor and reflect on my own progress and set goals for growth based on rigorous learning standards and objectives.• I can acknowledge my personal struggles and seek <u>supports</u> and learning opportunities to overcome them.• I have multiple methods for overcoming a problem or obstacle.	

[Link to Key Adaptive Competencies Reflection Rubric](#)

How can our work on Social Emotional Learning & Key Adaptive Competencies connect with the components of Social Justice Teaching?

- Building a participatory classroom
- Embracing and celebrating strengths
- Nurturing a sense of belonging, social-emotional well-being, and agency

[Link to Padlet](#)

Some Sample Projects (all projects were created remotely)

Title and/or Topic	Key Adaptive Competency/ies	Social Justice Issue	Format for Demonstration of Learning
Egg Drop Design Challenge	Adaptability and Flexibility	Implicit bias and ways to control it	Various practical tests, presentations, and reflections
Pocket Planter Installation/Service Learning Project	Collaboration	personal choice in conceptual and/or aesthetic theme; food deserts	Prep/Action/Reflection
The Womxn of Our Lives	Agency	Feminism & Legacies	Womxn of My Life Award - Reflection, <i>Mujeres en Accion</i> News Report, Research - Multimodal Contribution to Online Google Site
Black History and Contemporary Art	Leadership; Adaptability and Flexibility	Racial Justice and Anti-Racism	Research individual artists, make connections, create a piece inspired by an artist



Questions?

Reimagining Curie

Part 1: Choosing Mental Health Topic	<p>Reflect on what you know about being a student at Curie...</p> <ul style="list-style-type: none">○ What is your experience with remote learning?○ Why is it important to help others (adults) understand your experience as a student?○ What are some things that interfered with your ability to learn during the first semester?○ What do you believe teachers could have done differently to help you learn during the first semester? <p>Reflecting on what you know about mental health</p> <ul style="list-style-type: none">● what is a problem you recognize and want to see resolved?
Part 2: Data Collection/ Research	<p>Identifying stakeholders, current community groups addressing this topic, and developing a solution/plan on reimagining Curie.</p> <ul style="list-style-type: none">● Conduct academic research, keep sources in graphic organizer.● Create bibliography w/ database sources
Part 3: Creating Product to Expose and Solve the Problem	<p>Describe your idea/proposal that your group best believes will work to reimagine Curie for next school year by addressing student's mental health concerns. Explain why you think this approach will be effective for all members of the Curie community.</p> <ul style="list-style-type: none">● Create your proposal● Present proposal using one of these: Possible end products
Part 4: Reflections	<p>Answer reflection questions regarding your journey with this project.</p> <ul style="list-style-type: none">● Self & Peer evaluations

Project Video: Maria Chavez, Curie Metro HS

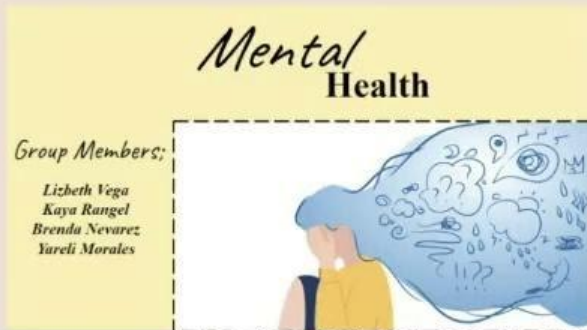
Student Final Products



IG Post : " How Daily Activities Affect Our Mental Health"



Survey Data Analysis



Link Tree & Suggested School Survey



Additional Videos:

Diana Guzman-Moraes : [Behind the Looking Glass; African American/Black Literature and Identity Markers](#)

Melissa Gerleve: [Battle, Bond, Bind](#)

Looking at Student Work

Spend the next 10 minutes exploring the student work.

This student work was produced by 9th graders. The Key Adaptive Competency that they were working on was Adaptability & Flexibility, and the social justice issue that they were focusing on was Mental Health.

As you explore the work, consider these questions:

1. What do you notice about the student work?
2. In what ways is the student engaging with a social justice issue?
3. One indicator of Adaptability & Flexibility is “I interrogate sources, form opinions through analyzing different points of view, and am comfortable expressing ideas and positions that challenge dominant narratives.” Do you see the student demonstrating this skill in the project?
4. If you were to create a project similar to this one, how might you adapt it?

Student Final Products


Catch-Up Days
Proposal

Student-created
animation &
voice over



Please listen as
I tell you
why we need a
rest or catch-up day
every week for s


Student Final Products



212
By Natalia

Unravel the hidden truths or unspoken lies of this world. In this mystery adventure that awaits, all it needs is you.

Listen on  Spotify

 Message

212 Podcast

Finding Recovery Plans for Curie High School Students who are Facing Poor Mental Health



schoolproject36

School Project

Follow

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Self-Care:to focus on your own well-being and self-care can lead to less anxiety

...

Self Care Tik Toks for Curie Students

Student Final Products

How daily activities
affect our mental
health



yeetus_deleetus



yeetus_deleetus Having an understanding of our mental health is important because if we understand what is going on in our brain we can find ways to fulfill its needs. Having a good or bad mental health can impact your daily life and if not addressed it can lead to more bigger problems in the future and could cause disorders that can be harder to deal with if not aware

12w



MARCH 22

Comments on this post have been limited.

[IG Post : " How Daily Activities Affect Our Mental Health"](#)

Small Groups

Discuss your observations of the student work and ideas for how the project could be improved, revised or deepened.

Discussion Questions:

1. What do you notice about the student work?
2. In what ways is the student engaging with a social justice issue?
3. One indicator of Adaptability & Flexibility is “I interrogate sources, form opinions through analyzing different points of view, and am comfortable expressing ideas and positions that challenge dominant narratives.” Do you see the student demonstrating this skill in the project? (Optional: Review the descriptions of the Adaptive Competencies and discuss other elements you see.)
4. If you were to create a project similar to this one, how might you adapt it?

Thank you!



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The background is a dense collage of various images from the Aurora Institute Symposium 2019. It includes people in professional attire, speakers at podiums, and attendees in a conference setting. The overall color palette is a mix of blues and purples.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).