



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

## Agenda

### Presenters

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### Outcomes

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

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#### Welcome & Community Agreements

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#### What is Social Justice Teaching? Creating a Shared Definition

“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.”

Discussion questions: What seems most important to you?

Is there anything missing? What would you add?

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#### Balancing our Focus Areas: Stories from the field

- [Video: Teacher Maria Chavez](#)
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#### Looking At Student Work Together:

Student Sample #1: [Student-created animation & voice over](#)

Student Sample #2: [Finding Recovery Plans for Curie Students who are Facing Poor Mental Health](#)

Student Sample #3 [TikTok: Self-Care](#)

Student Sample #4: [IG Post : " How Daily Activities Affect Our Mental Health"](#)

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#### Discussion Questions:

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about the student work?

student engaging with a social justice issue?

- One indicator of Adaptability & Flexibility is “I can 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 [Adaptive Competencies](#) and discuss other elements you see.)
- If you were to create a project similar to this one, how might you adapt it?

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Closing: Please Complete Feedback Form

### Resources

[Presentation slides](#)  [Key Adaptive Competencies Reflection Tool](#)  [Key Adaptive Competencies](#)