The Calibration Protocol document provides guidance on embedding the components of self-direction within the task during the development process and instructional practices to support learners growth in self-direction. Self-direction is a collaborative process for learners requiring task developers to intentionally craft the performance task to elicit evidence of learner self-direction and for teachers to include in the implementation process instructional supports such as descriptive feedback to support learner growth in self-direction skills.

The six steps for incorporating self-direction in task development and task implementation are outlined in the document. Also included in the guide are data collection tools for monitoring student acquisition of self-direction skills and their reflection on their progress. These tools in conjunction with the “common” self-direction rubric, being shared across multiple projects will encompass our first stage 1.0 documents for our research study calibration process.

Responsibilities in working with the 6 Step process for Self-Direction

Successful self-direction for students requires certain responsibilities or roles of both students and teachers. The following is a brief list of the more important roles. It is useful for both students and teachers to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

Students’ roles

- Self-assess your readiness to learn
- Define your learning goals and develop a learning contract
- Monitor your learning process
- Take initiative for all stages of the learning process — be self-motivated
● Re-evaluate and alter goals as required during your unit of study
● Consult with your teacher as required

**Teacher’ roles**

● Build a co-operative learning environment
● Help to motivate and direct the students’ learning experience
● Facilitate students’ initiatives for learning
● Be available for consultations as appropriate during the learning process
● Serve as an advisor rather than a formal instructor

**Step 1: Task Development Components**

As part of the task development process and instructional considerations for the task implementation we need complete transparency about the process and the expectations for the assessment. The task development process allows us to articulate for students the expectations and the instructional supports that will be in place during the task. The following guidelines, adapted from Center for Teaching Excellence, are considerations

**Step 2: Assess Readiness to Learn**

Signs of readiness for self-directed learning include being autonomous, organized, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

**Task Development:** Review the Self-Direction Rubric and identify “look fors” for this task. During the task development and validation process reflect on: Have I given the opportunity in the task for students to provide evidence of their mastery in the skill?

Implementation: Review the Self-Direction checklist/Rubric (Level 4-3)

1. Students identify (the 1-2 items that are their strengths and the 1-2 skills where they need support)
2. What were some of my most powerful learning moments and what made them so?
3. What is the most important thing I learned personally?
4. What did I learn were my greatest strengths? My biggest areas for improvement?
5. What’s the one thing about myself above all others I would like to work to improve?

**Step 3: Set Learning Goals**

Communication of learning goals between a student and the teacher is critical. Successful self-directed learners do not work alone; they instead learn to engage with resources, elicit feedback from peers and teachers, and they possess self-awareness of their learning, monitor their progress and adapt their strategies to access the supports they need to produce a quality product.

**Task Development:**

Goals for the unit of study should include:

- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each goal

**Implementation:**

Student seeks feedback and self-evaluates as each goal is completed. Students seek feedback from teacher on their process and product. Students complete the Learner Goal Setting Self-Reflection Data Sheet

*Teacher may share descriptive feedback with the student. *Teachers may also set up a peer review process.

**Step 4: Metacognition - Engage in the Learning Process**

Students need to understand themselves as learners in order to understand their needs as self-directed learning students. They possess self-awareness of their learning, monitor their progress and adapt their strategies to access the supports they need to produce a quality product.

Students should also answer questions on the Student Self-Direction Rubric Reflection form. Below are examples from grades 7-9

*Student Self-Direction Rubric Reflection form*
Deeper learning requires students to understand ideas and be able to apply knowledge to new situations. Performance tasks are designed to elicit deeper learning and lead to the type of connections that motivate students.

**Step 5: Evaluate Learning**

For students to be successful as self-directed learners, they should able to engage in self-reflection and self-evaluation of their learning goals and progress in a performance assessment. To support this self-evaluation process, during task implementation they should be able to describe their process using the Performance Task Self-Direction Student Reflection form. Below is an example of the Grade 10-12

<table>
<thead>
<tr>
<th>SELF-DIRECTION PROMPTS</th>
<th>DESCRIBE YOUR THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOUT ME</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td></td>
</tr>
<tr>
<td>- What did I learn?</td>
<td></td>
</tr>
<tr>
<td>- What did I do well?</td>
<td></td>
</tr>
<tr>
<td>- What problems did I need to solve?</td>
<td></td>
</tr>
<tr>
<td>- How did I draw on prior experience to be more successful?</td>
<td></td>
</tr>
<tr>
<td>- How did I support my classmates?</td>
<td></td>
</tr>
<tr>
<td>MY INTERESTS</td>
<td></td>
</tr>
<tr>
<td>Initiative &amp; Ownership</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>- What interests me about this topic?</td>
<td></td>
</tr>
<tr>
<td>- How did I manage my time to meet deadlines?</td>
<td></td>
</tr>
<tr>
<td>- How did I support the learning environment in the classroom?</td>
<td></td>
</tr>
<tr>
<td>- How did I keep my focus on doing the work?</td>
<td></td>
</tr>
<tr>
<td>- How did I ask for help?</td>
<td></td>
</tr>
<tr>
<td>TASK SPECIFIC</td>
<td></td>
</tr>
</tbody>
</table>
**Student Self-Direction Rubric Reflection form**

**Student seeks feedback and self-evaluates as each goal is completed. Students seek feedback from teacher on their process and product. **Teacher may share descriptive feedback with the student. **Teacher may also set up a peer review process.**

**Step 6: Calibration**

The goals of calibration are to establish a common understanding of what a competent level of progress should look like. In the case of calibrating Self-Direction it is important to collect several points of evidence to review. During the task implementation then Learner Self-Reflection Data Sheet and Learner Self-Reflection Journal Questions are tools for the student and teacher to capture the student process of goal setting, teacher observations of the process and the students reflections on the process. The Learner Self-Reflection Data Sheet will be collected as part of the calibration data collection process.
# Learner Goal Setting Self-Reflection Data Sheet

**Student ______________________________________**  **Date _____________**

**Performance Task____________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Learner Reflection</th>
<th>Teacher Observation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals for the Performance Task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students identify 3 goals for self-direction for the task</td>
<td>G1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metacognition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner Self-Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner Monitoring-Adapting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the task students identify:</td>
<td>Q</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <em>Questions</em> for the teacher. Seeking feedback.</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <em>Decisions</em> about their learning to share with the teacher.</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <em>Updates</em> on time management. Record how I have met deadlines.</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <em>Challenges</em> faced while doing the task</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Overall Reflection:**
Calibration Data Collection 3.0 updated March 31, 2019

Student Reflections:
● All students will use the Student Self-Direction Rubric Reflection form during the task implementation.
● For the calibration:
  ○ Collect and submit 5 samples per grade level in the range of work: 1 lower 1 higher 3 middle
  ○ Collect and submit 5 samples for the same students of the Learner Goal Setting Self-Reflection Data Sheet
● Create a video/audio recording of the 5 students talking through their self-reflection of themselves as self-directed learner and how it impacted the product using the Student Self-Direction Reflection form.

Student Work Samples:
● Collect samples of the task product for the same 5 students
● Submit the task product with the task self-direction rubric
● For the task data the submission should be a snapshot of the student’s independent work- No work at home. Students may go back and revise their work for the local gradebook score.

Teacher Reflections:
● Submit the Learner Goal Setting Self-Reflection Data Sheet written reflection with the teacher observations for the same 5 students submitted above.

Task Scores:
● Submit the task scores for all students - report out individually on all the dimensions of the content rubric
● Submit the work study practice scores for all students - score only the dimensions selected on the WSP student rubric and submit a single combined score

Label the work:
● Student SASID number
● District Name/School Name
● Grade level
● Teacher
**Steps in the process: Which form to use**

1. Share the self-direction student rubric with students. The framework document located on the NHLI Social Studies Libguide site includes both the overall framework rubric and a self-direction student rubric. We are focusing on the dimensions highlighted in yellow on the self-direction student rubric – Goal Setting and Monitoring and Adapting dimensions.
2. Students fill out the goal setting sheet: Learner Goal Setting Self-Reflection Data Sheet
3. Student and teacher conference - teacher records the observations and descriptive feedback - Learner Goal Setting Self-Reflection Data Sheet
4. During the task, student record their reflections in the process on Learner Goal Setting Self-Reflection Data Sheet
5. Final reflection of their process students complete the Student Self-Direction Rubric Reflection form
6. Students record audio of sharing their process and progress in the task