

**EQUITY
FIRST**

**Integrating Social-Emotional
Learning into Academic
Performance Tasks:**

Process and Products from CPS
CBE Schools

CEIF

CHICAGO
EQUITY-CENTERED
INNOVATION FORUM

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

Think about your most valuable learning experience

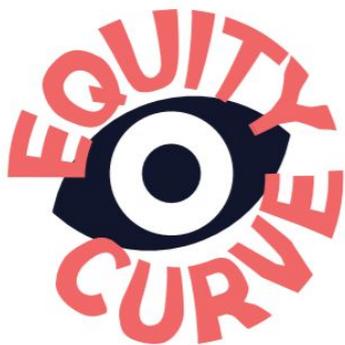
- What did you learn about?
- Where did it happen?
- What was a key characteristic that made it special?



Objectives

- Learn about the CPS CBE Model
- Make connections to Performance-Based Assessment (PBA) and SEL
- Hear from PBA Design Cohort teachers and see examples of student work

Where are you within the Equity Curve?



C - Withhold judgment and be in a space of inquiry - be **curious** to gain a better understanding of an issue.

U - Work with a sense of **urgency** when championing the success of our students. We have to respond in a timely manner.

R - Acknowledge that this work can be difficult and requires **resiliency**.

V - Recognize that each of us may not know a solution, but we can be **vulnerable** to collectively learn and problem-solve together.

E - Build connection. Show **empathy** across differences, with someone who you think may not share your experiences.

Which word resonates with you the most at this moment?

[CPS Equity Framework](#)

Meet the Performance Task Panel



**Project Manager of CBE
Chicago Public Schools**



**Science Teacher; N:Vision Team
Northside College Prep
Chicago Public Schools**



**English Teacher; N:Vision Team
Northside College Prep
Chicago Public Schools**



CPS CBE Pilot Schools

Approval year	High school	Initial pilot students	Scope of Initial implementation
2018	Gwendolyn Brooks	Grades 7-12	Math, Academic, English and Center High School Courses
2018	Southside Occupational High school	Ages 16-21	All courses school-wide
2018	Consuella B. York High School	Ages 18-21 selected cohort	All courses provided to student cohort
2018	Juarez Community Academy	Grades 9-12	All courses school-wide
2018	Payton	Grades 9-12	All courses school-wide
2018	Lindblom	Grades 7-12	CTE courses
2019	Curie High School	Grades 9-12	World Language courses
2019	Disney II High School	Grades 7-11	All core courses provided
2019	Northside College Prep	Grade 9 opt-in cohort	All courses provided to student cohort
2019	Phoenix STEM Military Academy	Grade 9 opt-in cohort	English provided to student cohort
NA	Hyde Park Academy	Grades 9-12	All courses school-wide

PBA Design Cohort

SY21 PBA Design Cohort

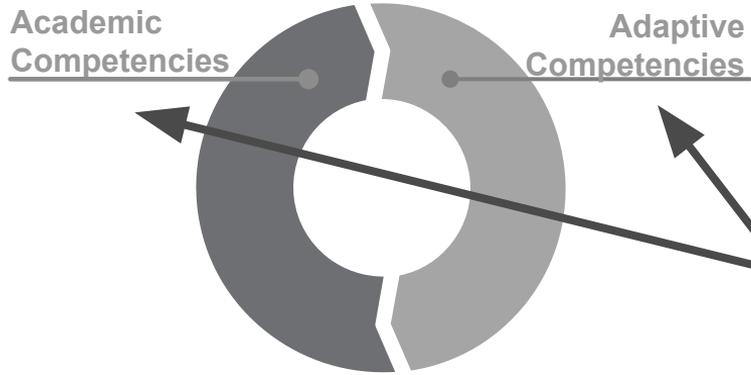
- Teachers: 19
- Schools: 10
- Projects: 14
- Collaborators: Great Schools Partnership, Dr. Nadine Leblanc of CPS

SY22 PBA Design Cohort

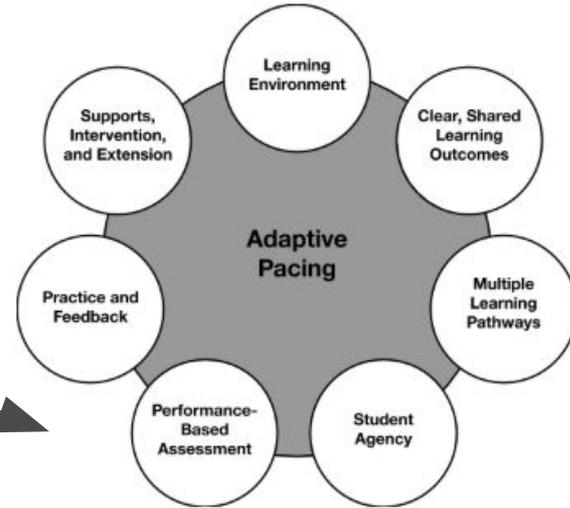
- Teachers: 18
- Schools: 10
- Projects: TBD
- Collaborators: Dr. Karin Hess, CASEL, EdSystems

Why focus on Performance-Based Assessment?

Two Sets of Competencies in CBE



Adaptive Pacing Tool



Key Adaptive Competencies and Transformative SEL

- Agency
- Adaptability & Flexibility
- Collaboration
- Leadership

CBE Key Adaptive Competencies



Transformative SEL

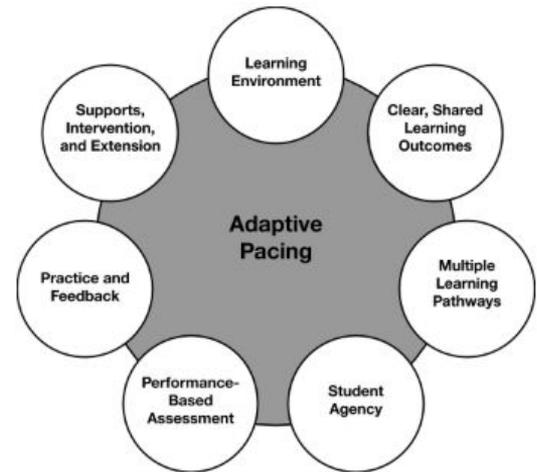
SEL COMPETENCY	EXAMPLES
Self-Awareness	Personal and sociocultural identities, recognition of beliefs, mindsets & biases
Self-Management	Stress management, self-care, perseverance, agency
Social Awareness	Perspective-taking, empathy, belonging
Relationship Skills	Collaborative problem solving, co-construction,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



Made possible with support from  Allstate Foundation

CPS CBE Adaptive Competencies	CBE CPS Adaptive Competency Descriptors	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. 	<ul style="list-style-type: none"> Identify and manage one's emotions and behavior (GOAL 1A) Recognize personal qualities and external supports (GOAL 1B)
	<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. 	<ul style="list-style-type: none"> 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)
	<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. 	<ul style="list-style-type: none"> 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)

CPS CBE Schools expressed the need for PBAs to build Academic and SEL



Characteristics of Adaptive Pacing

Indicators

Performance-Based Assessment:

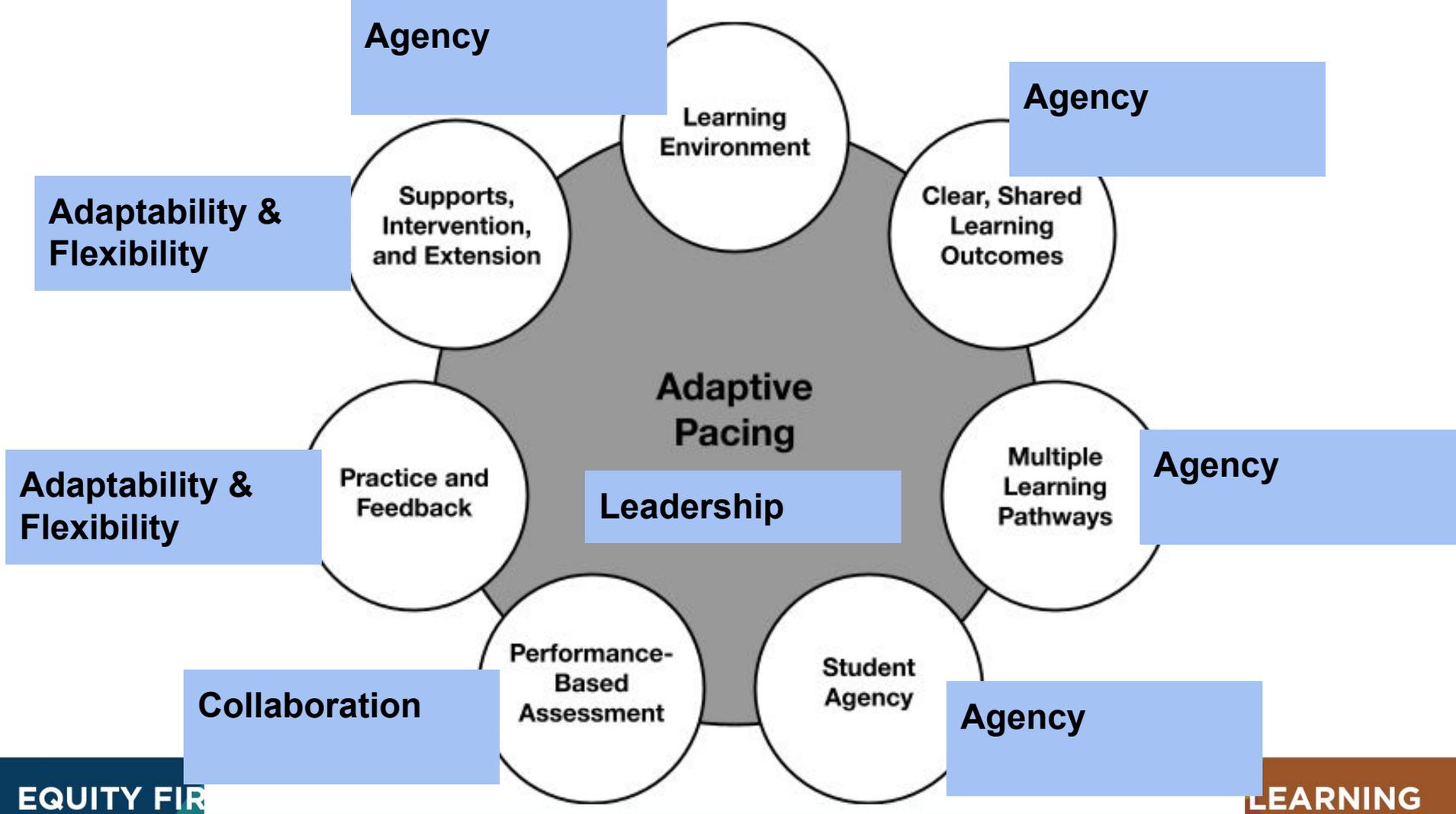
Assessments are designed to provide students with an opportunity to apply knowledge and skills in a way that aligns with their interests.

- ❑ 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

We aim to Create and Nurture Environments that do the following:

- **Build a participatory classroom**
- **Embrace and celebrate strengths**
- **Nurture a sense of belonging, social-emotional well-being, and agency**





What are the Key Adaptive Competencies?

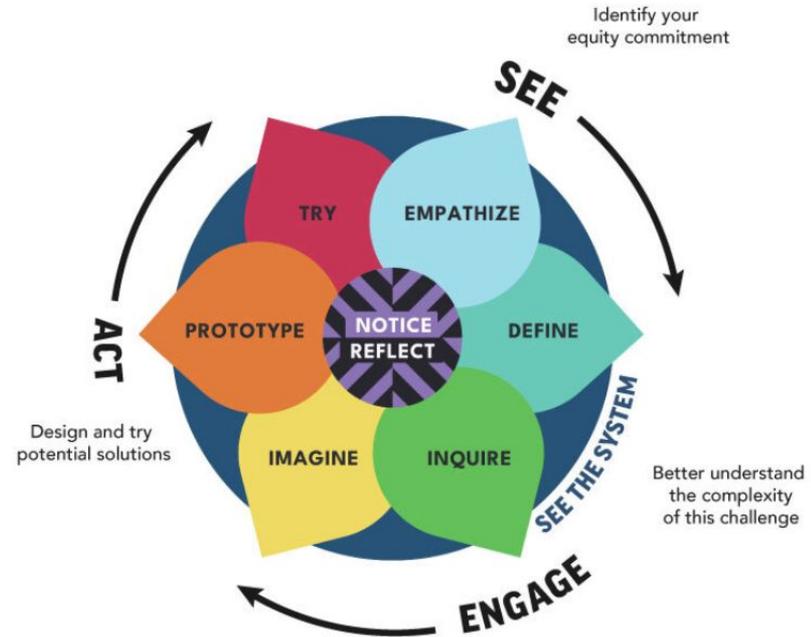
CPS CBE Key Adaptive Competencies Feedback/Reflection Scoring Rubric 1.0

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
	Self-awareness & Self-management <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 supports and learning opportunities to overcome them.• I have multiple methods for overcoming a problem or obstacle.	

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

Educators Explore their SEL and Equity Lens

KNOWLEDGE				04
Bias	Where would you situate yourself in this area?			
	Ready to Learn	Learning	Delivering	
1. I know of many social and gender identities of other people, their cultural influences, and how they intersect.	1	2	3	
2. I have knowledge of the history, ideology, and continued presence of systemic inequalities and how they reinforce each other.	1	2	3	
3. I understand how different forms of oppression operate on interpersonal, cultural, institutional, and structural levels.	1	2	3	
4. I understand the impact of societal inequalities on my own and others' experiences of advantage/disadvantage and lived realities.	1	2	3	
5. I have high expectations of all students and their capabilities.	1	2	3	
6. I am open to changing my daily practices, including sharing the power I hold due to my positional authority.	1	2	3	
SKILLS				
Actions	Where would you situate yourself in this area?			
	Ready to Learn	Learning	Delivering	
1. I engage in difficult conversations on racial equity, internal bias, systemic inequities, and/or system redesign.	1	2	3	
2. I seek out opportunities for continual self development, including for self-education, self-reflection, and personal change.	1	2	3	
3. I am equipped to respond to biased comments, address inequitable group dynamics, and create culturally inclusive partnerships.	1	2	3	
4. I create, critically analyze, implement or advocate for organizational norms, policies and practices that are equitable and inclusive.	1	2	3	
5. I work collaboratively with others to foster social justice.	1	2	3	



CPS CBE Protocol for Designing PBAs

Content Area/Course Name/Grade Level	
Name of Performance Task	
<u>Key Adaptive Competency of Focus</u> <i>Agency, Adaptability & Flexibility, Collaboration, Leadership</i>	
School/Teacher Name/Email Address	
Collaborative Partners <i>(names/roles/email addresses)</i>	
Date	

CPS CBE Performance-Based Assessment Framework

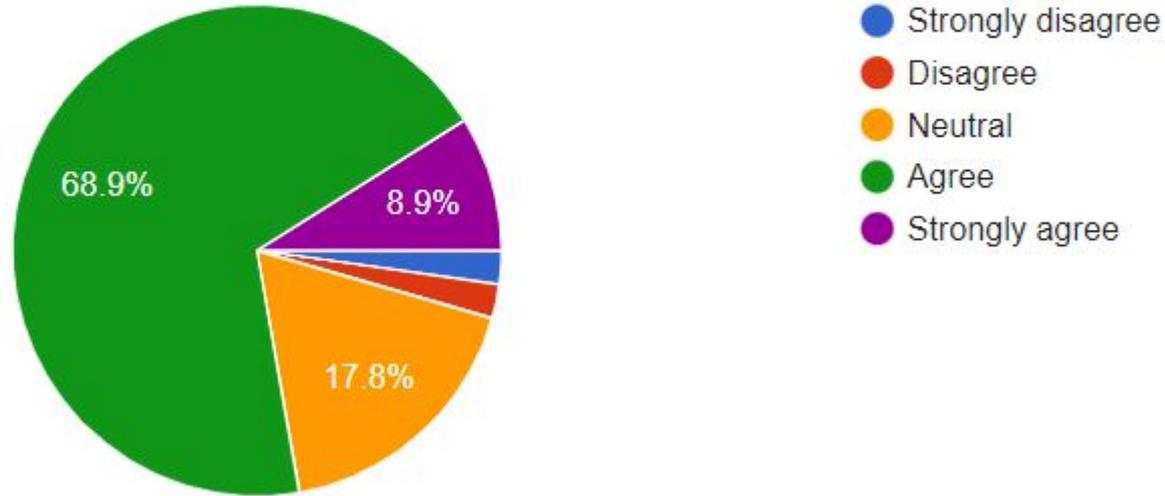
Learning Targets <i>Long Term, Short Term (Weekly/Daily)</i>	
Academic Competency/ies <i>Content-Specific, Standards, Evidence of Learning, Demonstration of Proficiency</i>	
Adaptive Competency/ies <i>Area of Focus, Specific Descriptors, Evidence of Learning, Demonstration of Proficiency</i>	
Social & Emotional Learning <i>How are we incorporating self-awareness,</i>	

Examples of Projects that Teachers Created

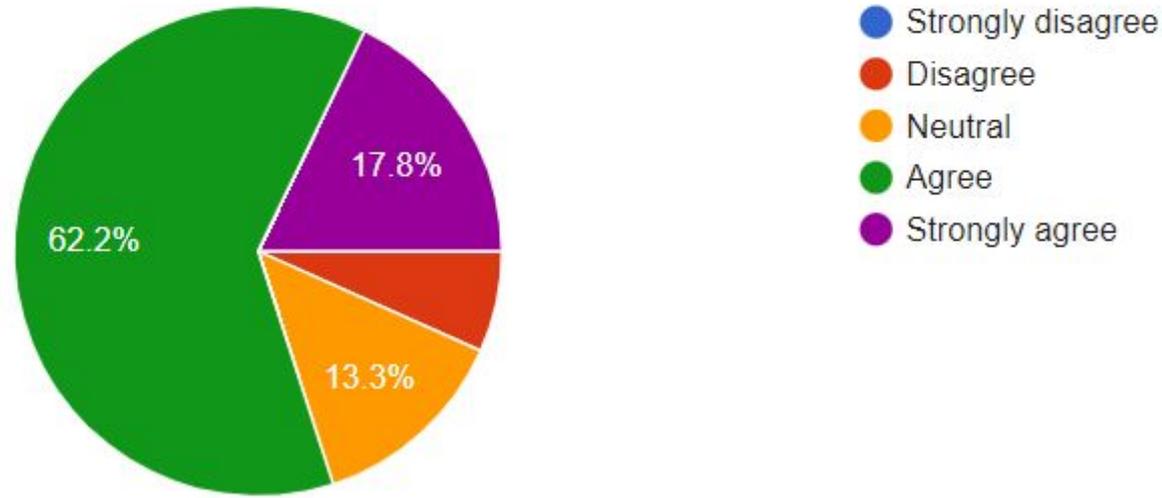
Title and/or Topic	Key Adaptive Competency/ies	Social Justice Issue/ Transformative SEL	Format for Demonstration of Learning
Egg Drop Design Challenge	Adaptability and Flexibility	Implicit bias and ways to control it	Various practical tests, presentations, and reflections
Pocket Planter Installation/Service 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

78% of students explored their interests and passions in assignments

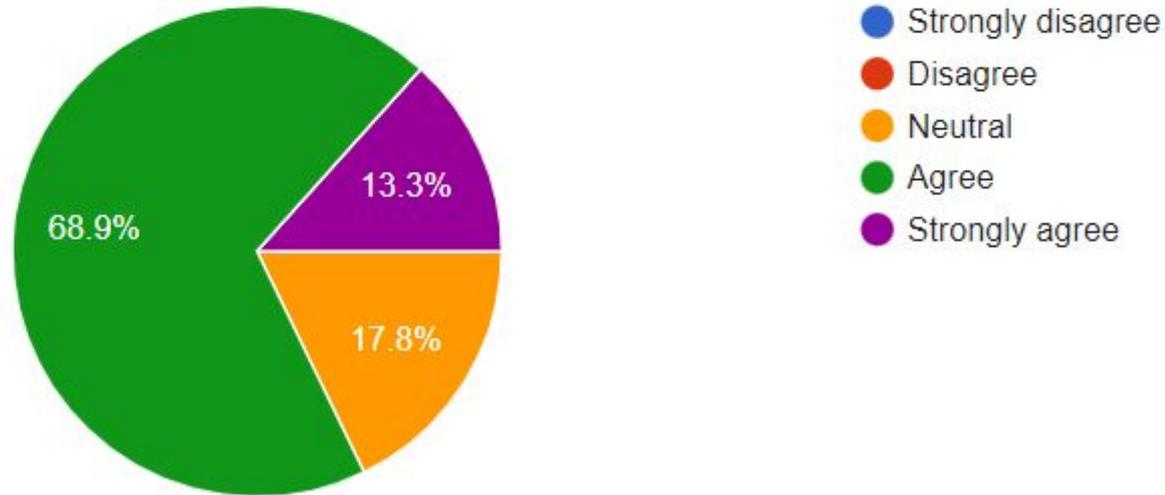
45 responses



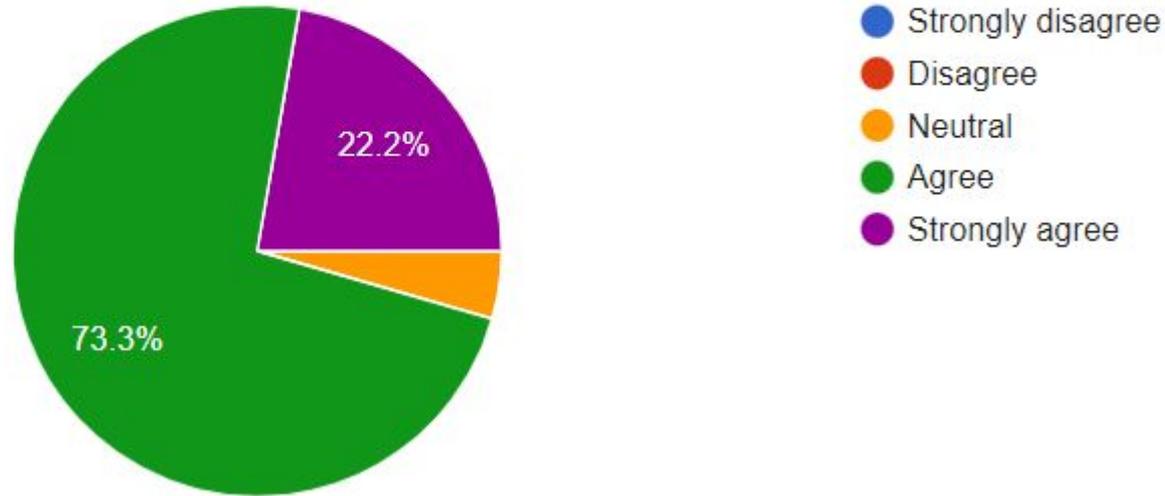
80% of students believe they have opportunities to make choices about their learning in assignments



82% of students feel that they can contribute their ideas and the ideas of others in assignments



96% of students are able to practice working in a group in their assignments

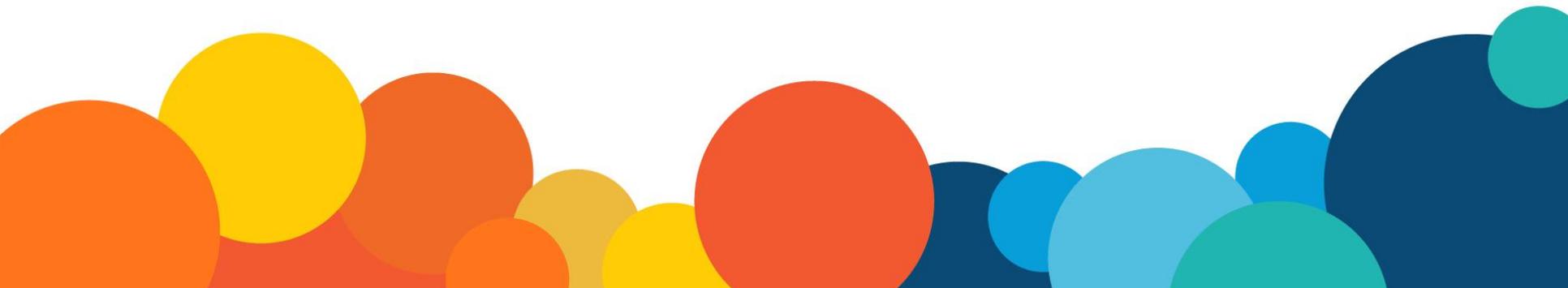


EQUITY FIRST

**Building Toward a
Better Future and
Revitalizing Learning**

Teacher & Student Learning

Joanna Deming and Timothy Jung



BIG MESSY PROJECT

Year 1 of N:Vision
Northside College Prep

Big Messy Project - Overview

- Students were tasked with developing a “big messy question” (interdisciplinary) to research
 - Examples:
 - How does socioeconomic class affect social mobility for Americans?
 - How does Christianity affect Traditional African beliefs/religions?
 - What is the current state of Native American land rights and Black Lives Matter movements within the US?
- Afterwards, students
 - wrote an annotated bibliography,
 - proposed a primary research plan,
 - created a presentation with an artifact (digital or physical),
 - wrote a research essay

Big Messy Project - Goals:

ACADEMIC:

Research and Inquiry:

- Modifying Research plans
- Posing questions for inquiry
- Synthesizing sources
- Designing a primary research plan
- Defending a claim

ADAPTIVE: Agency

Self-Awareness - I can acknowledge my personal struggles and seek supports and learning opportunities to overcome them.

Social Awareness - I can give, interpret, and use feedback in my learning.

- What do you think was your greatest celebration and challenge in regards to your BMP project?
- What ideas for your own BMP project did you get from watching and learning about other projects?

Big Messy Project - Teacher Roles:

GOALS:

- Guiding students through the research process
- Scaffolding the project for freshmen
- Stretching interdisciplinary knowledge and comfort

SUCCESSFUL STRATEGIES:

- Grouping kids and assigning them to a “mentor teacher”
- Formative deadlines and feedback
- Mini-lessons for skills, discipline-dependent
- Example products



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STUDENT WORK

Examples of their final products.





A Poem

During the 20th century,
On the beautiful continent of Africa,
We were invaded by Christianity,
Along with its practices and bibles.

From worshiping the ancestors to praising an Almighty God,
We were never meant to believe in one spiritual realm,
But with these shackles forcing us to our knees,
We've succumbed to the faith of our oppressors.

As we sit on our knees,
Beggin' their God to forgive us for our sins,
It seemed the only time considered un sinful is when we asked for
forgiveness.
In which it seems to be a daily occurrence.

We never asked you to show us your faith.
We did not ask for you to repaint our ancestors as your God,
And we most certainly do not care to ask your European God for
forgiveness.

Now our traditions have been erased from our minds,
We have been brainwashed into believing that your faith is stronger than
ours.
Never did we ask for this change.
But neither did we try to stop it,

And Although Christianity is mainly to blame for the dissipation of our
traditional religions,
Islamic faith was a silent killer of our faith, too.

It breaks my heart to see my brothers and sisters flocking towards
Christianity with open arms,
As if Europeans never considered us % of a human,
We were never seen as their equal,
Only their means of labour.

As we watch the Islamic nation and Christianity fight to be the official
religion of Africa,
Our traditional religions wither away in silence,
The ancestors will forever sit in the back of our minds,
May they never be forgotten.

This year's BMP Questions:

- How do the different types of fish in bodies of water affect the area surrounding Chicago?
- How does music and art connect and/or influence people's personalities and behaviors?
- Can one person reducing their carbon footprint have a significant impact on the climate crisis?
- How can we tell if we are truly happy?
- Why do dogs bond with humans?
- What dictates our decisions? What variables go into our decision making process?

Any Questions?



Thank You!!



Contact information:

Damarr Smith, Senior Program Manager,
Competency-Based Education

dssmith30@cps.edu