**Directions:** Plan competency instruction across time within your course content. Resources (e.g., teacher guide, student questionnaire, video, poster, and padlet) are available at [www.cccframework.org](http://www.cccframework.org).

**Name:** Example **School:** Example

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| **Setting** *i.e., course title and grade level(s)* | Middle or High School Math - Unit on Probability |
| **Competency & Components** | **Self- Regulation**   1. Make a **plan** 2. **Monitor** your plan 3. Take **control** and make **changes** to the plan if needed 4. **Reflect** on what worked |
| **Results:** *What would you like students to improve as a result of competency instruction? Be specific (e.g., better understanding of content, increased engagement, improved relationships, better quality and timeliness of assignments).* | I want students to understand probability. Likewise, I want students to complete homework assignments and prepare for the unit test without the need for constant reminders from me (to self-regulate). I want them to understand that the ability to self-regulate plays a big part in achieving goals (i.e., probability of success). |
| **Address each of the following instructional criteria.** | |
| 1. How will you provide instruction that facilitates students’ understanding of the competency and components? | Intro to unit on probability: I will tell students that they will be learning how math can help determine the likelihood that something may or may not happen, and how that probability can be influenced. I will explain that while we study probability, we will also work on developing self-regulation, an intrapersonal competency that helps us to be successful in school, at work, and in all aspects of life.  We’ll look at the [College and Career Competency Wheel](http://cccframework.org/assets/cccwheel-051917.pdf) hanging in the front of the classroom and point out where self-regulation is on the CCC Wheel. I’ll remind students that the competencies on the wheel are all important for success in college and careers and that in math class we want to make sure that we’re developing intra and interpersonal skills (on the wheel) at the same time as we develop math skills.  I’ll define self-regulation by writing the term and definition on the board and briefly discussing the vocabulary included in the definition. **Self-regulation: A proactive, self-directed process for attaining goals, learning skills, and accomplishing tasks.** In their math notebooks, each student will write their own definition for self-regulation. A few volunteers will share their definitions aloud.  Using the [Self-Regulation Poster](http://researchcollaboration.org/uploads/Self-RegulationPoster.pdf), I’ll point out that there are four essential components (main ideas or key points) of self-regulation: 1) make a **plan**, 2) **monitor** your plan, 3) **take control** and make changes to your plan if/when needed, and 4) **reflect** on what worked (to use in the future) and how it could be better (changes you’d make in the future).  While using the terminology of the competency, I’ll give an example from my own life of a time I made a plan (component #1) and as I monitored it (component #2), I realized things weren’t going as planned and I needed to adjust the plan. I’ll talk about how I adjusted my plan (component #3) and lastly, I’ll walk them through my reflection on what went well in my plan and what might need to be changed in the future (component #4). We’ll choral read the 4 essential components together, and students will write each component from the poster to their math notebooks.  In subsequent lessons in the unit, I will use a practical example from our math class to help students better understand probability while also emphasizing the importance of self-regulation for succeeding in math class. I will give students data from last year’s probability unit, showing how many of 3 assignments in the unit each of the 20 students completed, and each student’s corresponding test score. The class will use this data as the starting point for a small group experimental probability assignment (similar to the assignments described here: https://www.nederland.k12.tx.us/view/13108.pdf) to calculate the probability of getting an ‘A,’ ‘B,’ or ‘C’ on the test if students submitted 0, 1, 2, or all 3 homework assignments. Then I will tell them the number of assignments that will be assigned for this year’s probability unit, and ask them to calculate how many of the assignments they would need to complete to earn their preferred test grade, based on the probabilities we just identified. I will conclude this exercise by reiterating that consistent homework completion gives students a higher probability of doing well on the test, and emphasize that self-regulation can help increase homework completion.  Later in the unit, I’ll model creating a self-regulation plan to study for the unit test by giving examples of what might be in my plan: timelines for studying some each day, reviewing notes and vocabulary terms, working problems, comparing answers with a study mate, reminding myself each day that I can master this material because my ability is growing with my effort, etc. I’ll be sure to include the other components of self-regulation (monitor, adjust when needed, and reflect on what worked) in my example. |
| 2. How will you guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college)? | At some point in the unit, I will point out that we have been applying self-regulation to our math class, but to fully understand and develop self-regulation, they need to know when and how to use it in their own lives. Working in small groups (3 to 4 people), students will generate ideas of where being able to self-regulate could be helpful, such as applying for a job, saving money for a new piece of technology, trying out for a sports team, etc. I will incorporate additional real-life probability examples throughout the unit, using data such as the number of job applications completed and probability of being offered a job. I will tie many of these examples to self-regulation, addressing each component. |
| 3. How will you facilitate students’ reflection on their strengths and challenges related to the competency components? | I will administer the [Self-Regulation Questionnaire](http://researchcollaborationsurveys.org) to students, making sure that they understand that although this questionnaire isn’t specific to math, it can tell them a lot about which components they are successfully applying, and which components they need to work on. Students will write their percentage for each component in their math notebooks. They will write a brief reflection on what they think the results mean. |
| 4. How will you have students practice the competency, including each component, over time? | Each student will create a self-regulation plan to complete tonight’s homework (for all classes) with the following steps:   1. **Making a plan** – Knowing what I want to accomplish **and** the steps I will take. Their plans must address each of the following questions:  * What homework do you have? * How long do you think it will take to finish each assignment? * What else do you have planned for today? * When will you start working on your homework? * Where will you work on it? * What distractions are likely to get in your way? * How will you reduce or eliminate these distractions? * Will you need breaks? * When will you take these breaks; how long will they last? * When will you have the homework done?  1. **Monitoring the plan** – Tracking how I am doing on my plan and the progress that I’m making. Students will determine how they will monitor their plans. Examples might include setting a timer for every 15 minutes to see if they are on track, crossing off assignments as they are completed, or asking a parent to check in every half hour to discuss progress. 2. **Taking control and making changes if necessary** – Identifying what needs to change and incorporating changes in order to accomplish my plan. Students will determine what they will do if they aren’t accomplishing everything as quickly as they anticipated or if they need help. Each student will identify a strategy for what to do if they don’t understand part of an assignment. Examples might include reviewing the class website directions or calling a friend. 3. **Reflecting on what worked** – What worked well? What was the impact? What might I change next time? During the following class, students will reflect on the effectiveness of their homework completion self-regulation plan. They will share in small groups what worked well and what they plan to change in the future.   After this initial practice, students will create a self-regulation plan to master all of the concepts in this unit. I will provide them with a list of the core unit concepts, all assignment due dates, and the test date. Students will follow the same general outline as used for homework completion with the addition of determining study techniques and monitoring their mastery of each core unit concept. Throughout the unit, students will meet in small groups to discuss their self-regulation and changes they are making to their plans. |
| 5. How will you provide feedback to students throughout their practice of the competency components? | I am using the homework completion 1-day assignment to help students start thinking about self-regulation, so I’m not going to initially give them feedback on their plan. I will collect their plans and reflections during the class period following the assignment. I’ll provide feedback to each student on strengths of their self-regulation plan and areas that they might want to consider in the future.  For the “master all of the concepts in this unit” self-regulation plans, I will review and provide feedback after they complete their plans. At the end of class each day, students will briefly reflect in their math notebooks on the progress to date and the strategies that are working for them (e.g., studying in a group, finding a quiet place for homework). They will also use their math notebooks to identify any changes to their plans. I’ll review these on a regular basis and provide feedback. Every few days students will brainstorm together about strategies that are working for them. Prior to taking the test, students will rate their current mastery of the core unit concepts and reflect on how self-regulation helped them learn these concepts. I’ll provide feedback on their reflections, focusing on the progress they have made in self-regulating and learning the math concepts. |
| 6. How will you facilitate students’ reflection on their development of competency components? | Throughout the rest of the semester, I’ll routinely ask students to think about and share how their self-regulation abilities are improving. For each test they take, students will document study techniques that were effective, the number of hours they studied and the percentage of assignments they accurately completed. Using this data, students will write formulas and determine probabilities that they can apply to future test preparation. Using the symbols for increase, decrease, and equals, I’ll have students complete a reflection sheet on their perceived improvement in self-regulation of homework completion and/or test preparation.  Am I improving at:   1. **Making a plan** – Knowing what I want to accomplish **and** the steps I will take. 2. **Monitoring the plan** – Tracking how I am doing on my plan and the progress that I’m making. 3. **Taking control and making changes if necessary** – Identifying what needs to change and incorporating changes in order to accomplish my plan. 4. **Reflecting on what worked** – What worked well? What was the impact? What might I change next time?   I’ll provide feedback on their reflection. |
| **Remember to reinforce students’ competency development on an ongoing basis.** Prompt students to apply competency components and re-teach when needed. Recognize and praise effort in demonstrating the competency. Facilitate discussions applying the competency in other settings, such as community, extracurricular activities, or employment. Make connections between competencies. | |