**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:** Pickman - Adapted Example **School:** Louisburg High School

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| **Setting** *i.e., course title and grade level(s)* | Project Management (Newspaper); 10th – 11th graders |
| **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).* | After students learn about and practice self-regulation, I hope they will be better at completing newspaper assignments on time; editors and other staff members depend on reporters/journalists to complete newspaper assignments on a tight timeline with minimal prompts. I also hope the quality of their writing (and overall work product) improves as a result of self-regulation instruction. |
| **Address each of the following instructional criteria.** | |
| 1. How will you provide instruction that facilitates students’ understanding of the competency and components? | I will tell students that self-regulation is a set of skills that we are going to practice in this class because in the news field you are often an independent worker; you must be able to plan, monitor, make changes when needed, and reflect on your own assignments.  **Plan:** As a class, we will discuss how each of us made a plan (or not) for the last news story assigned. As I hear students share, I will highlight good planning techniques (e.g., breaking down tasks into small steps, scheduling interviews in advance, thinking through what could go wrong, etc.).  **Monitor:** We will then discuss the need for all of us to be able to monitor our individual work so that the paper can be disseminated by the deadline. When monitoring your work, you are monitoring the progress of your overall plan for on-time completion. As an example, I will describe a checklist I created for writing a story introducing a new teacher (writing out interview questions, scheduling the interview, making sure the audio recorder is charged, conducting the interview, taking a picture of the teacher, writing up my notes, developing an outline for the story, writing the story, editing the story, having someone else review the story, editing the story again). I will emphasize how I crossed off each step of my plan as I completed it (monitoring my work). As a class, we will review and discuss other monitoring methods and considerations (e.g., what and how often to monitor, technology that can help, etc.).  **Take control/make changes when needed:** I will ask students if they have ever heard the phrase:    We will discuss how planning in sports, arts, and even in the news industry sometimes does not go as anticipated. In these cases, we need to “take control and make changes” to achieve what we hope to do or learn. As a class, we will practice several “if, then” statements about scenarios related to sports, arts, and the news industry. For example:   * If the lead gets ill before the performance, then… * If my interviewee cancels, then…   We’ll also discuss how sometimes we realize that our plans don’t include specific people or resources that might be necessary to help us achieve our plan. For example, a step in my plan included Photoshop, which I don’t know how to use, so I asked the technology guru for help. As an “if, then” statement this could be written as, “If I don’t understand how to use the technology, I’ll ask Joe, the technology guru, for help.”  **Reflect:** I will ask each student to respond to the following question on a post-it note and then place their response under the word **REFLECT** on the wall:   * What does “reflect” mean?   After reviewing students’ answers, we will discuss how we can learn from our successes and challenges after working on or completing our plan, and how to use that information to make our next plan better from the start. I will share a personal example of reflection and re-thinking a plan. |
| 2. How will you guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college)? | I will ask a local newsperson to present to our class (face-to-face or virtually) about why doing his or her job in a timely manner is important. In my invitation, I’ll provide a few suggested topics for the presentation, including why getting the news out on time is important, an example of a story that made a difference, and the consequences of not meeting deadlines.  Students will reflect on why they chose this elective and why writing specific news assignments is important to them. They will do this by writing a short thank you note to our guest speaker, including at least one example of self-regulation shared by the guest speaker that resonated with him or her. |
| 3. How will you facilitate students’ reflection on their strengths and challenges related to the competency components? | After our discussion about self-regulation, student will reflect on the previous newspaper assignment. Each student will give themselves a grade for how well they planned, how well they monitored their plan, and how well they stayed on track or made adjustments if they got off track. They will then write a short reflection on what went well in their self-regulation and what they plan to do differently for their upcoming assignment. I’ll review each reflection. |
| 4. How will you have students practice the competency, including each component, over time? | Students will individually create their own self-regulation templates (electronic or paper) addressing the four components of self-regulation using the items below. We will consistently revisit this over time.  Their template must include the following items:   * Describe your assignment and state the deadline (provided by editor). * **Make a plan**. List all the steps you will take to complete your assignment on time. Steps should be small, taking no more than a day or two to complete. * **Monitor your plan**. For each step, you must have a way to show/describe your progress, and a way to identify whether the step is still ongoing, completed, or no longer needed. * **Take control and make changes to your plan**. For each step, you must have a space to note if you need help from someone or access to something. You should also have a space to describe *why* you needed to take control and make changes. If you make changes to any steps in your plan, use a different color pen/font to edit your initial steps. Remember, edits and changes are good! * **Reflect**. You will need an area on your template to respond to these reflection questions: What went well in self-regulating story completion? What should I do differently for the next story? You will complete this section after you work on all the activities in your plan or complete your goal. |
| 5. How will you provide feedback to students throughout their practice of the competency components? | Initially, I will provide in-class, individual feedback on self-regulation templates and each students’ plan for their upcoming story. Student editors will review the plans and determine when they will check in with each writer regarding their progress. As they practice providing feedback, student editors will take more responsibility for assigning stories, monitoring progress, and providing feedback. I will continue to monitor each students’ progress and work with the editors on how to provide growth mindset feedback (e.g., focused on continual improvement). |
| 6. How will you facilitate students’ reflection on their development of competency components? | At the completion of the next newspaper, we will have a short celebration of the accomplishment. I will also provide a summary to the class about quality and timeliness of story assignments as a whole class. Each student will say one thing that they contributed to the successful on-time newspaper.  Students will write out responses to the two reflection questions in their self-regulation templates: What went well in self-regulating story completion? What should I do differently for the next story? In small groups, they will reflect on how self-regulation contributed to their work quality and completion.  Individually, students will determine how well their self-regulation template worked and, if necessary, make adjustments to it for use on future stories. |
| **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. | |