**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)* | Long-term project in any class (ex: research paper, science experiment, etc.); any grade level |
| **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
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| **Results:** *What would you like students to improve as a result of competency instruction? Be specific.* | I want to improve my students’ ability to work on and complete a long-term project independently and with high-quality work. When I give students project details, a rubric, and a deadline, I want them to be able to determine a timeline for completing the necessary pieces in order to finish the full project (with high-quality work) by the deadline. In other words, after receiving self-regulation instruction, I want students to be able to make a plan; monitor their plan throughout the project; adjust it as necessary; and once finished, reflect on what worked well and what should be adjusted for similar long-term projects in the future. |
| 1. How will you provide instruction that facilitates students’ understanding of the competency and components? | Using the [College and Career Competency Wheel](http://cccframework.org/assets/cccwheel-051917.pdf) posted in my classroom, I’ll point to **self-regulation** and define it**.** I’ll refer to the [Self-Regulation Poster](http://www.researchcollaboration.org/uploads/Self-RegulationPoster.pdf) and have students choral read the 4 essential components. Then, to ensure that they have a genuine understanding of the components, I’ll provide details about what each one means and we’ll have a brief discussion about them with students providing examples of how they have or could plan, monitor, take control and make changes, and reflect related to completing a project. I’ll write these examples on the board so that students can refer to them when planning for the upcoming project. After ensuring that students have a clear understanding of self-regulation and its components, I’ll tell them that we’ll be using it to complete a long-term project, and then provide the project details, a rubric, and deadline. We’ll discuss how they can use this assignment to start practicing self-regulation (e.g., use a [Project Log](http://researchcollaboration.org/uploads/Self-RegulationPlan-ProjectLog.docx) to identify tasks, plan out work, and track progress). |
| 2. How will you guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college)? | I’ll give students a few minutes to think about a time when they have used self-regulation components in the past (even if they didn’t recognize it as self-regulation at the time) or a time when using self-regulation would have been helpful. In small groups, students will share their self-regulation experiences. One volunteer from each group will then report out to the class on examples from their group. Depending on how many examples students provide, I might provide a few additional examples of how self-regulation is necessary in everyday life (e.g., getting to school on time with all necessary supplies, meeting the necessary deadlines for applying to colleges, completing tasks at work, saving money for an expensive item you want). |
| 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 project that we completed in class. Each student will give themselves a grade for how well they planned out the project, how well they monitored their plan, 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 project self-regulation and what they plan to do differently for the upcoming project.  |
| 4. How will you have students practice the competency, including each component, over time? | Students’ main opportunity for practicing the self-regulation components will be as they work on the long-term project.1. **Make a Plan:** Once students have the project details, rubric and deadline, they will work backwards to brainstorm all tasks that need to be accomplished and individually set a target completion date for each. Students will review the project grading rubric to ensure that their plans address all of the rubric elements. They will record their plan in a [Project Log](http://researchcollaboration.org/uploads/Self-RegulationPlan-ProjectLog.docx) (with [extra pages](http://researchcollaboration.org/uploads/Self-RegulationPlan-ProjectLog-extra-pgs.docx) available for multiple weeks). Students will share and discuss their plans in groups, providing feedback to each other and brainstorming solutions to potential barriers. I’ll review each plan to ensure that it is specific and includes all vital elements of the project.
2. **Monitor the Plan:** At the end of each class period (or maybe a couple times per week), students will update their project log, asking themselves: “How is the plan going? Have I completed / am I on track to complete the task by the due date I set?” I’ll emphasize that if students are on track, they need to keep up what they’re doing, and if they’re not on track, they need to recognize that there is a problem with that step so they don’t get delayed on their progress.
3. **Take Control and Make Changes to the Plan**: If students determine they’re not on track (possible examples: Too busy with extracurricular activities, insufficient understanding of material, etc.), then students will revise their plan (add, delete, or edit steps in their project log) to address the reason(s) they got off track. I’ll walk around the room glancing at each students log, and providing support to students that are off track.
4. **Reflect on What Worked:** At the end of each week, within the project log (i.e., the monitoring activity), students will reflect on what went well and what might need to be adjusted. At the end of the project, students will reflect on their overall efforts, and identify things that were helpful and things they could change in the future. Together students will discuss strategies that worked.
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| 5. How will you provide feedback to students throughout their practice of the competency components? | I will review each student’s Project Log and provide individual feedback on the strengths and areas that might need additional focus to meet the requirements outlined in the rubric. I’ll review their project logs each day/week and provide support to individuals that are off track. I’ll keep notes about who has adjusted their plans to address difficulties, so that I’m aware of support that they may need.Throughout the project, I’ll plan a few times to dedicate 5-10 minutes to class discussion about difficulties they’ve encountered and adjustments they’ve made as a result, as well as successes they’ve had. I’ll also keep the information from students’ project logs in mind as I work with them, so that if I see instances where a student is sticking to their plan, I can acknowledge/praise their use of self-regulation.In addition to the reflection within the Project Log process, students will also reflect after project completion. When I return their projects, I will provide feedback focused specifically on their self-regulation efforts (based on their Project Logs and what I’ve seen during class and other interactions with them). I will be sure to include several positive things that they’ve done in each of the components, as well as suggestions of ways to continue improving in each of the components. |
| 6. How will you facilitate students’ reflection on their development of competency components? | After students have reviewed their project feedback, we’ll have a class discussion reflecting on how self-regulation was helpful as they worked through this project, any difficulties they had, and how they can get better at it. We’ll also think about where else they could start using self-regulation in their lives.  |
| **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. |