**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)* | American History Class - unit on the Civil Rights Movement; 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).* | I want students to understand the contributions that leaders of the Civil Rights Movement have made to our society, and to recognize that these individuals were particularly good at self-regulating their behavior. After receiving instruction in self-regulation, I want my students to be able to recognize historical figures exhibiting strong self-regulation skills. I also want my students to use self-regulation to accomplish something they want to achieve. In other words, I want students to: 1) be able to **make a plan** to accomplish a goal, 2) **monitor the plan** on an ongoing basis, 3) **adjust the plan as necessary**, and 4) once their goal is attained, **reflect on what worked** well and what should be adjusted in the future to attain similar goals. |
| **Address each of the following instructional criteria.** | |
| 1. How will you provide instruction that facilitates students’ understanding of the competency and components? | While studying a unit on the American Civil Rights Movement, I’ll tell students that over the next few weeks we will be working on self-regulation, in addition to learning about civil rights. I’ll explain that self-regulation is an intrapersonal competency that has been shown to increase academic achievement and is valued by both employers and college instructors. We’ll define self-regulation as a proactive self-directed process for attaining goals, learning skills, and accomplishing tasks.I’ll point out self-regulation on the [CCC wheel](http://www.cccframework.org/assets/cccwheel-051917.pdf) that hangs in the front of the classroom.  I’ll reference the [self-regulation poster](http://researchcollaboration.org/uploads/Self-RegulationPoster.pdf) displayed next to the CCC wheel and we’ll talk about its 4 essential components. We will choral read the self-regulation essential components: 1) make a plan, 2) monitor your plan, 3) take control and make changes to your plan if needed, and 4) reflect on what worked and how it could be better. Using the terminology of the competency, I’ll provide 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 what I did to adjust my plan (component #3) and how I later reflected on the plan, identified what went well, and how I would improve the plan in the future (component #4).  As the class studies the central figures of the Civil Rights Movement such as Rosa Parks, James Farmer, and Martin Luther King Jr., we’ll discuss how various events in the Civil Rights Movement required a high level of self-regulation on the part of the leaders and participants in the movement. First, we’ll look at how each leader had an internal drive to accomplish something (for example, the right to sit anywhere on a bus) and then **developed a plan** (boycott riding the bus). Next, the leaders **monitored the plan** (Were they following their plan not to ride the bus? What challenges were they experiencing as a result of their plan? Did they need to make **adjustments** **to the plan,** such as alternate methods for getting to work while boycotting the bus?) and finally **reflected on the strengths and weaknesses of their plan**. We’ll discuss how regulating their behaviors enabled these leaders to accomplish tasks and achieve their goals. We’ll also discuss how these leaders self-regulated their emotional responses, staying calm in the face of intense opposition and oppression.  We’ll talk about how we can use self-regulation in our own lives to accomplish tasks and achieve our goals. For example, how you might be more successful in school if you self-regulate your ability to get to school on time, turn in assignments when due, apply specific learning strategies to master course content, etc. Students will consider how self-regulation might impact success in other important areas of their lives, such as applying for a summer job, saving money for car insurance, creating opportunities to work on one of their passions (for example, recycling, volunteering, car repairs, etc.). |
| 1. How will you guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college)? | Working in small groups, students will brainstorm academic and non-academic tasks (e.g., completing a group project, homework completion, auditioning for the school play, etc.) that could be positively impacted by self-regulation abilities. Groups will share out and discuss why self-regulation is important.  Then students will respond to the following two prompts in their journal:   1. Self-regulation is important to me because… 2. A task/situation that is important to me (and that I want to be better at self-regulating) is… |
| 1. How will you facilitate students’ reflection on their strengths and challenges related to the competency components? | I’ll administer the [Self-Regulation Questionnaire](http://researchcollaborationsurveys.org/) and remind students that there are no right or wrong answers. They will keep the results page open and partner up, each sharing one thing they learned about themselves from the survey; each partner must ask one follow-up question. We’ll briefly review and discuss the overall class results, highlighting current strengths and challenges. |
| 1. How will you have students practice the competency, including each component, over time? | As a culmination to the civil rights unit, students will do an oral report on the contributions of a key figure of their choice from the Civil Rights Movement. In this report, students will highlight how the individual self-regulated to accomplish his or her goal. Students will use a [project log](http://researchcollaboration.org/uploads/Self-RegulationPlan-ProjectLog.docx) to write their plan for completing the oral report. After writing out their plan, students will discuss in small groups and add steps that they might be missing in their plan and/or ways they can address obstacles. I’ll review each student’s plan and provide brief feedback.  Each week (or maybe each class period), students will monitor their plan using the project log. I’ll walk around the room, glancing at each of the monitoring forms and providing assistance to students that identified their progress as off track. By the due date, students will submit both their completed oral report and project log, including the final reflection component. I’ll provide feedback on both the oral report and their self-regulation log, focusing on growth mindset statements.  When studying other topics in American History, we’ll continue to point out examples of how historical figures demonstrated self-regulation. |
| 1. How will you provide feedback to students throughout their practice of the competency components? | I will review progress and provide feedback to students on their self-regulation log after they create their plan, after they reflect on their progress, and after they turn in their full log with reflection. |
| 1. How will you facilitate students’ reflection on their development of competency components? | The project log includes a reflection at the end. Additionally, I will routinely ask students (as bell work or exit ticket) how they are working on self-regulation and to share times when they addressed a specific essential component of self-regulation. |
| **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. | |