**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/District:** Example

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| **Setting** *i.e., course title and grade level(s)* | Academic Support |
| **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 to improve my students’ ability to monitor their academic success, make plans to improve or maintain success, and adjust those plans when necessary to stay on track. I want students to begin making a connection between specific actions/efforts and how those are reflected in their grades.  In other words, after receiving self-regulation instruction, I want students to be able to make a plan to be a successful learner; monitor their plan throughout a week; adjust it as necessary; and once finished, reflect on what worked well and what should be adjusted for the next week. |
| **Address each of the following instructional criteria.** | |
| 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**.**  Then I’ll show students the [Self-Regulation Poster](http://www.researchcollaboration.org/uploads/Self-RegulationPoster.pdf) and have them choral read the 4 essential components: 1) Make a plan, 2) Monitor your plan, 3) Control and make changes to your plan as needed, and 4) Reflect on what worked. 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. Then I’ll hang the poster next to the Competency Wheel in my classroom.  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 help stay aware and in control of grades for the rest of the semester. I’ll provide them the [Academic Success Log](http://www.researchcollaboration.org/uploads/Self-Reg-AcademicSuccessLog.docx) and then spend some time discussing how they can start using self-regulation for academic success. |
| 2. How will you guide students to determine how the competency applies to them personally (e.g., in school, relationships, career, college)? | First, I’ll provide an example of a time when self-regulation was necessary in my own life. Then I’ll give them a few minutes to think about a time when they have used self-regulation 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. Then I’ll ask for any volunteers who want to share the experiences they thought of, and we’ll use that to discuss how self-regulation was helpful or could have been helpful in those situations.  Depending on how many examples students provide, I might finish the discussion by providing a few additional examples of how self-regulation is necessary in everyday life (e.g., getting to school on time with all necessary supplies, making sure you’re meeting the necessary deadlines for applying to colleges, making sure you’re getting all of your tasks done at work, saving money for an expensive item you want, etc.). |
| 3. How will you facilitate students’ reflection on their strengths and challenges related to the competency components? | I’ll use the Self-Regulation Lesson 2 example to facilitate reflection on students Self-Regulation Questionnaire results. I’ll lead a brief discussion about the overall results for the whole class, including overall class-wide current strengths and challenges in each of the components and in self-regulation overall. |
| 4. How will you have students practice the competency, including each component, over time? | Students will use self-regulation regularly throughout each of the three weeks to succeed in classes.   1. **Make a Plan:** At the beginning of each week, students will determine a plan for being a successful learner for the week. Then, using the Academic Success Log, students will make a plan (e.g., spend 30 minutes a night on homework, make a list of questions to ask as I go through the material, etc.) to help them reach their goal. I will use questioning and brainstorming to help students add detail to their plans that will facilitate success and help them overcome barriers. 2. **Monitor the Plan**: Students will spend approximately 5 minutes every Tuesday, Wednesday and Thursday determining if they are on track for their plan. 3. **Take Control and Make Changes to the Plan**: If students determine they are not on track, they will determine what needs to change in order to help them get back on track towards being a successful learner for that week. I will use questioning and brainstorming to help them determine changes. 4. **Reflect on What Worked:** At the end of the week, using their Academic Success Log to support their reflection, students will determine what strategies worked for them throughout the week to keep on track with maintaining or improving their academic performance, as well as determine what they might need to change the following week. I will need to facilitate this process as first and maybe start with a list of reflection statements to guide them toward deeper reflection.   Students will repeat this process each week, using the reflections from the end of the previous week to help them shape their plan for the new week. After using my form for a couple weeks, students will have the option to modify it based on their own format preferences. |
| 5. How will you provide feedback to students throughout their practice of the competency components? | I will review each student’s plan on Monday and encourage the student to be specific. For example, if the student’s plan is to spend 30 minutes each night on homework, I’ll ask when and where this 30 minutes will occur. Each day, I will also review the completion of their own monitoring and review their revised plans (if necessary). I’ll be sure to keep notes about students who have adjusted their plans to address difficulties, so that I’m aware of support that they may need as they work to get back on track. Eventually, students will provide this feedback to each other, but this will take some time and practice.  I will collect students’ Academic Success Logs at the end of each week and add feedback to these before handing them back on Monday for students to use as they create their plan for the new week. I’ll also plan at least one 10-minute block each week for a class discussion for students to share 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’ Academic Success Logs in mind as I work with students, so that if I see instances where a student is sticking to their plan, I can acknowledge/praise their use of self-regulation. |
| 6. How will you facilitate students’ reflection on their development of competency components? | After 3 weeks of using self-regulation for academic success, I’ll have a class discussion asking them to reflect on how self-regulation was helpful, as well as what difficulties they had and how they can get better at self-regulation for academic success. I’ll also ask for suggestions on where else they could start using self-regulation in their lives. I’ll conclude by telling them that it’s important to keep using this competency and working to get better at it, and that we will continue using it throughout the semester. |
| **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. | |