**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)* | Studying for a Test |
| **Competency & Components** | **Self-Regulation**   1. Make a plan 2. Monitor your plan 3. Take control and make changes to your plan if needed 4. Reflect on what worked |
| **Results:** *What would you like students to improve as a result of competency instruction? Be specific.* | I want to improve my students’ ability to sustain attention and use independent study time effectively. I want students to begin making a connection between specific actions/efforts and how those are reflected in their class performance.  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 class; adjust it as necessary; and once finished, reflect on what worked well and what should be adjusted. |
| **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 as we all work independently to complete assignments and study for tests. |
| 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 how I self-regulate with studying. I’ll emphasize planning, monitoring, taking control and making changes, and reflecting. I’ll also describe study techniques that work for me. Then, students will share ways that they study and use self-regulation to prepare for a test. I’ll write these study techniques on the board so that students can see an array of ways to prepare for a test and ideas to stay focused while studying. |
| 3. How will you facilitate students’ reflection on their strengths and challenges related to the competency components? | I’ll ask students to rate themselves on these items:   * I make a detailed plan to study for tests (plan). * I think through potential distractions and identify ways to avoid these distractions when studying (plan). * I keep track of how long I have studied (monitor). * I keep track of how I studied, such as reading, reviewing homework, or studying with a partner (monitor). * When I get distracted while studying, I quickly get back on track (control & make changes). * I reflect on the effectiveness of my studying for learning the concepts on the test (reflect). * I adjust my study techniques for the next test based on what was most effective when preparing for the last test (reflect).   Using their ratings on these items, students will determine their strengths and challenges for self-regulating when studying. |
| 4. How will you have students practice the competency, including each component, over time? | Students will use self-regulation components to study for their test. I will provide a list of concepts that will be covered on the test. Students will look at each concept and decide whether they already know it, need to review it, or need to learn it. We will also discuss the types of test questions (e.g., multiple choice, essay, story problems) that will be used, and how this might impact how we study.   1. **Make a Plan**   I will use questioning and brainstorming to help students write plans that will facilitate success and help them overcome barriers. Students will identify answers to the following planning components:   * What do I need to study? * When and where will I study (i.e., specific time and location across multiple days)? * How will I study (e.g., correct homework, review notes, make vocabulary flashcards, complete study guide, partner quizzing)? * What is likely to distract me while studying? How will I avoid or manage these distractions?  1. **Monitor the Plan** (check to see how the plan is going)   Students will track when they studied (specific times), what they studied, and how they studied. I’ll create a worksheet or chart to facilitate this monitoring. I will also monitor their monitoring.   1. **Take Control and Make Changes to the Plan** (if needed)   If students find they are not on track, they will determine what needs to change in order to help them get back on track towards being fully prepared for the test. I will use questioning and brainstorming to help them determine changes, including study techniques and blocking out time to study.   1. **Reflect on What Worked**   I’ll have students turn in their study plan and monitoring sheet with their test. Students will also complete a short reflection with their test.   * What grade do you think you earned on the test? * How many hours did you study? * What helped prepare you for the test (e.g., correcting homework, reviewing notes, making vocabulary flashcards, completing study guide, quizzing with a partner)? * If you could go back in time and give yourself advice, what would you tell yourself to do differently to prepare for the test? |
| 5. How will you provide feedback to students throughout their practice of the competency components? | I will review each student’s plan and encourage the student to be specific. 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. |
| 6. How will you facilitate students’ reflection on their development of competency components? | Students will reflect on the effectiveness of their self-regulated studying after they take the test. When developing a study plan for their next test, I’ll facilitate students’ review of their reflections to assist in the planning process. |
| **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. | |