GREAT
SCHOOLS
PARTNERSHIP.

Colorado Seminar 2016: Competency-Based Instruction Self-Assessment Tool

<u>Purpose of the Self-assessment Tool</u>:
- To propose key components of personalized instruction
- Participants conduct a self-check and orient themselves to learning opportunities in their future
- Teams conduct a collective team-check, then plan to learn broadly and strategically on behalf of school-wide capacity

<u>How we recommend you use the Self-assessment Tool</u>:
This self-assessment is intended to help you and your colleagues reflect -- honestly and deeply -- on the essential components and practices to support competency-based learning. Take this opportunity to assess your areas of strength and your areas of need. Please also compare notes with members of your team, so that you may be strategic about planning for your collective approach to all of your learning opportunities that lie ahead.

See p. 2 to begin the self-assessment ⇣

Element: *Learning Environment*

The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Clarifying Prompts	Declare Your Present Level			Reflections, recent anecdotes, currently working on...
	Initiating	Developing	Performing	
Does my classroom have clear routines and procedures? Do students know what is expected, when and why?				
Does every student feel safe and supported in this classroom? Are they willing to take risks? Is it ok to be wrong or to fail at something?				
Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?				
Are there positive relationships between me and my students? Do my students have opportunities to build relationships with each other, and the support to do so?				
Is my classroom arranged to support a variety of different learning tasks and different learners? Is my classroom configured in different ways that best fit the task at hand?				
Overall Self-Assessment for **Learning Environment**				

Add reflective questions for yourself here. What do you most want to work on at this Institute? What are you hoping to shift in your practice?

Element: *Clear, shared outcomes*

The learning outcomes are shared and understood by teacher/s and students. These outcomes are used as an anchor to guide the choice of instructional activities, materials, practice assignments, and assessment tasks. These outcomes are understood by students and used to prompt self-reflection and goal setting.

Clarifying Prompts	Declare Your Present Level			Reflections, recent anecdotes, currently working on...
	Initiating	Developing	Performing	
Are the learning outcomes clear to me and to my students - both long term (standards) and short term (objectives)?				
Are descriptors of what success looks like available to and known by my students?				
Are my materials and activities aligned with outcomes? Could any of my students explain that alignment?				
Do students use learning outcomes to reflect on their own progress and set goals for growth?				
Overall Self-Assessment				

Add reflective questions for yourself here. What do you most want to learn? What are you hoping to shift in your practice?

Element: *Varied methods of instruction and materials*

   Ideas, information and material are presented and worked with in varied ways so that a wide range of learners can find access points to the learning.

Clarifying Prompts	Declare Your Present Level			Reflections, recent anecdotes, currently working on...
	Initiating	Developing	Performing	
Are my students exposed to new content in varied ways--investigation, presentation, hands-on, etc?				
Do the materials I select for instructional activities accommodate a variety of learners (written, oral, visual modes; varied reading levels, etc.)?				
Do I provide my students choice and voice in what they learn, and in how they demonstrate knowledge?				
Do I ensure that student groupings vary and are matched to the activity and learner?				
Do students have meaningful choices to make about their learning, and are they taught how to make those choices well?				
Do varied pathways available to students leading to common ends exist?				
Overall Self-Assessment				

Add reflective questions for yourself here. What do you most want to learn? What are you hoping to shift in your practice?

Element: ***Complex Thinking and Transfer***

      Students are coached and taught to do higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

Clarifying Prompts	Declare Your Present Level			Reflections, recent anecdotes, currently working on...
	Initiating	Developing	Performing	
Do the questions I ask routinely help students think at higher cognitive levels?				
Do I ask questions in an order that helps students integrate what they know to analyze, evaluate, draw conclusions and ask questions?				
Are the problems I ask students to wrestle with complex and authentic?				
Do I provide instruction and practice in integrating and applying what they have learned?				
Do my students do the intellectual work? Do I mostly coach and support students' as they learn and do?				
Overall Self-Assessment				

Add reflective questions for yourself here. What do you most want to learn? What are you hoping to shift in your practice?

Element: *Practice and Feedback*

Students are given opportunities to practice what they are learning and given timely feedback based on their current performance in relation to the desired outcomes.

Clarifying Prompts	Declare Your Present Level			Reflections, recent anecdotes, currently working on...
	Initiating	Developing	Performing	
Do I build my learning activities around opportunities for my students to practice and receive feedback?				
Are my students taught how to interpret and use feedback in their learning?				
Do my students enjoy routine opportunities to practice and demonstrate essential skills and knowledge throughout a course?				
Do my students revise pieces of work to demonstrate growth and proficiency, within my class guidelines?				
Overall Self-Assessment				

Add reflective questions for yourself here. What do you most want to learn? What are you hoping to shift in your practice?