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THE
COLORADO
EDUCATION
INITIATIVE

Competency-Based Learning Series:

Seminar #4—Self-assessment and Continuous Growth

June 2017

SESSION OUTCOMES

- To connect the Elements of Effective Instruction with self-assessment and professional growth, through a self-assessment tool.
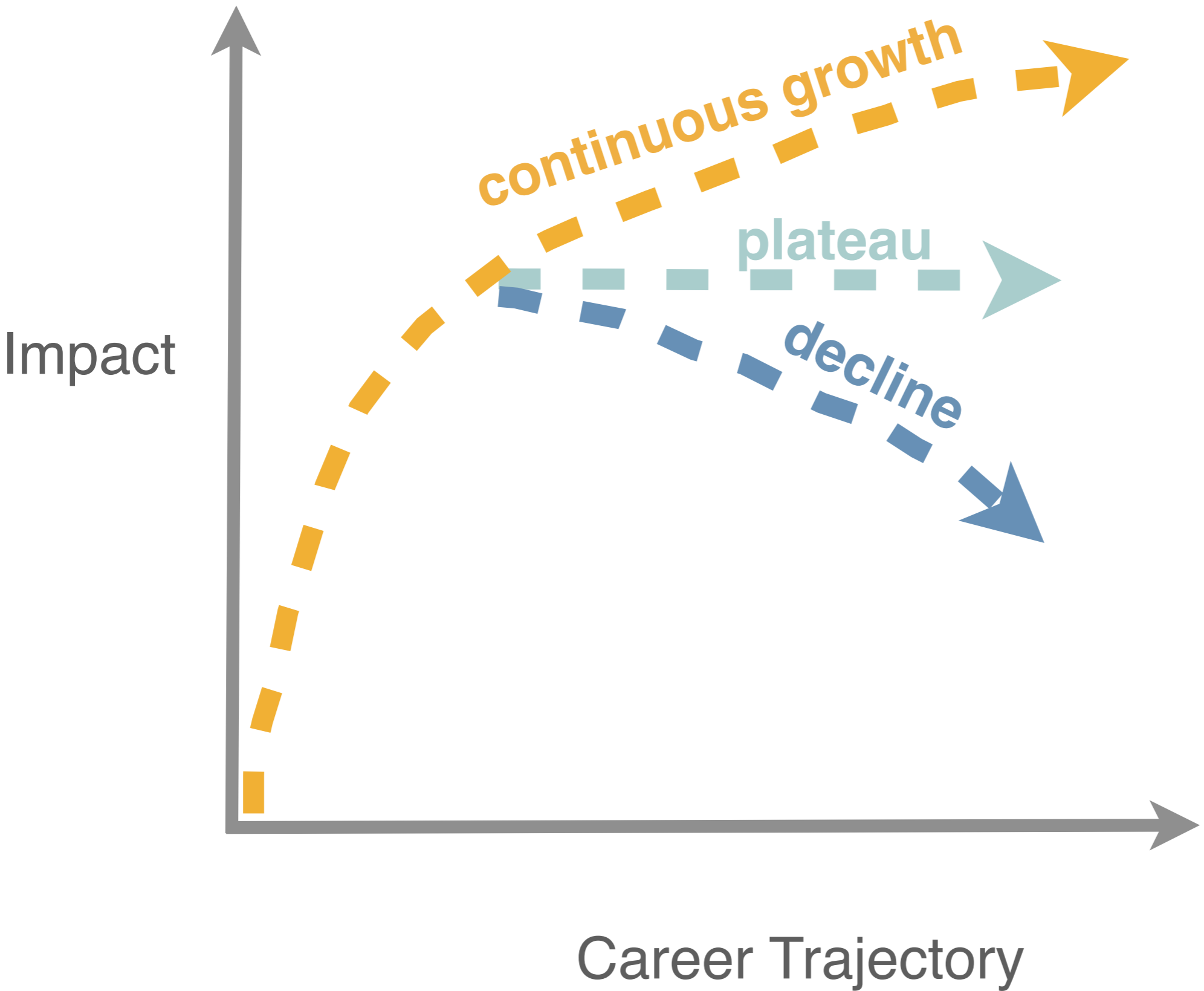- To set and discuss specific goals for the year ahead.

Opening Reflection Prompt:
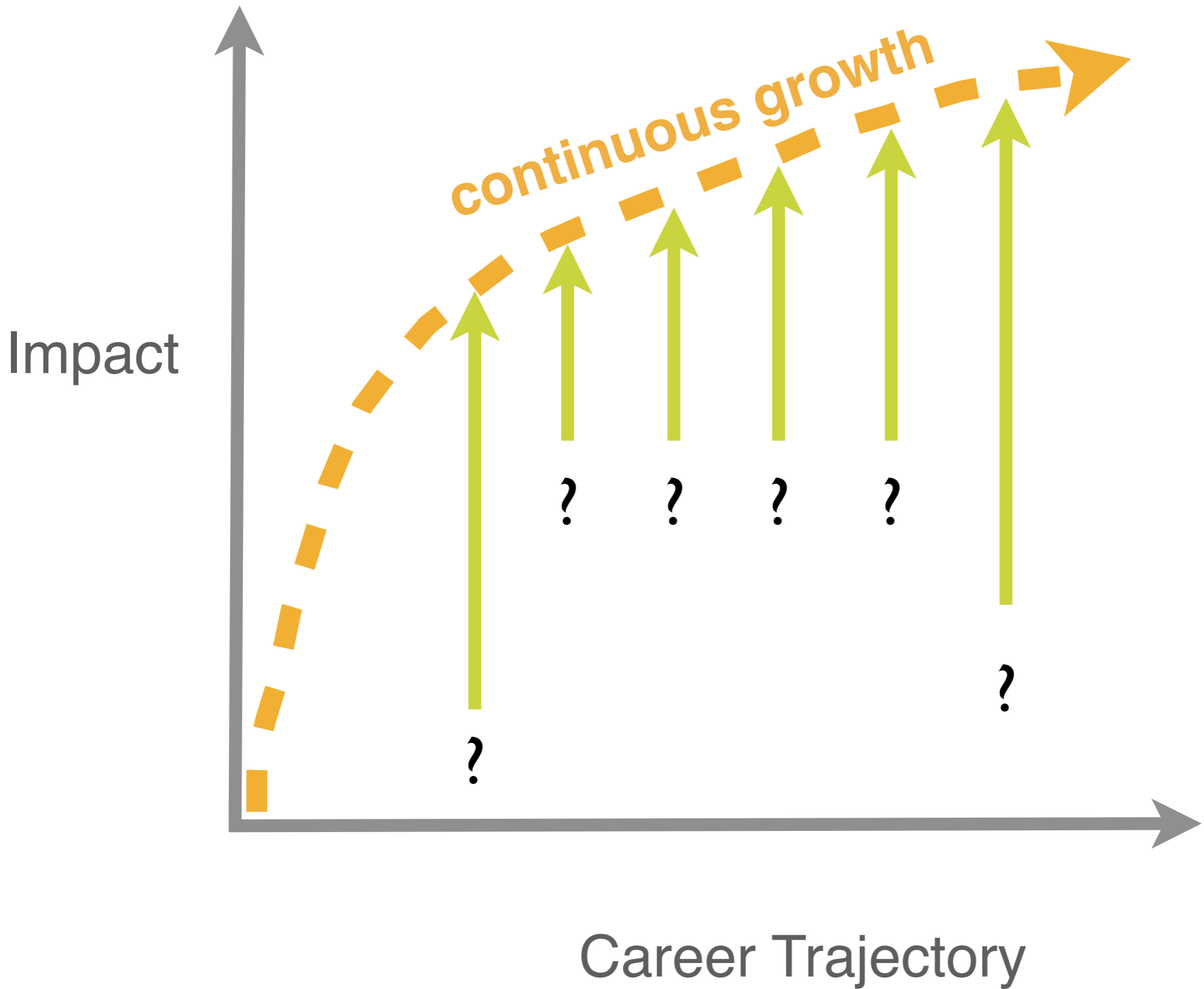
How do I foster my own continuous learning and growth?

What have I deliberately changed this year that exemplifies my commitment to improvement, and that will impact students?
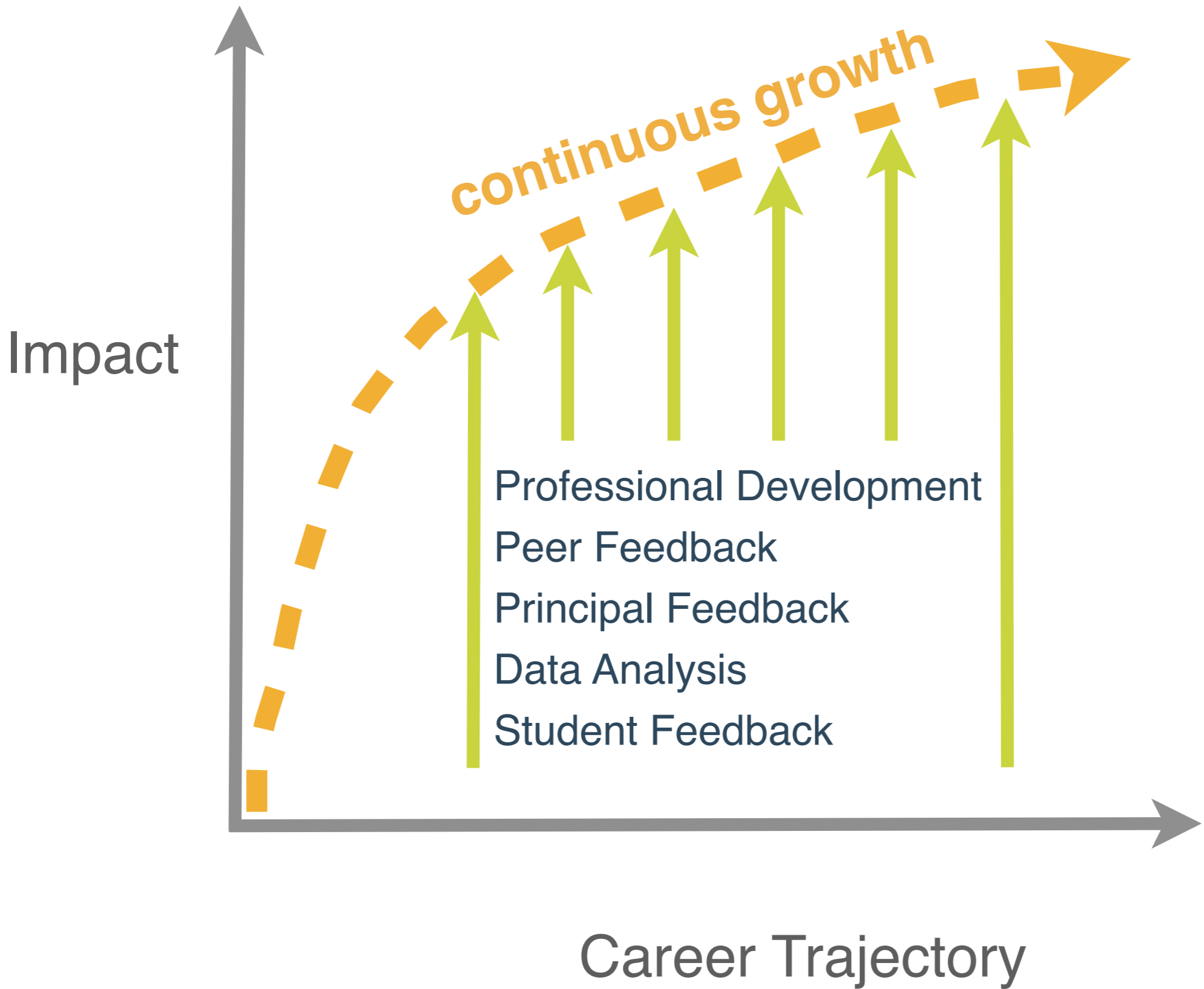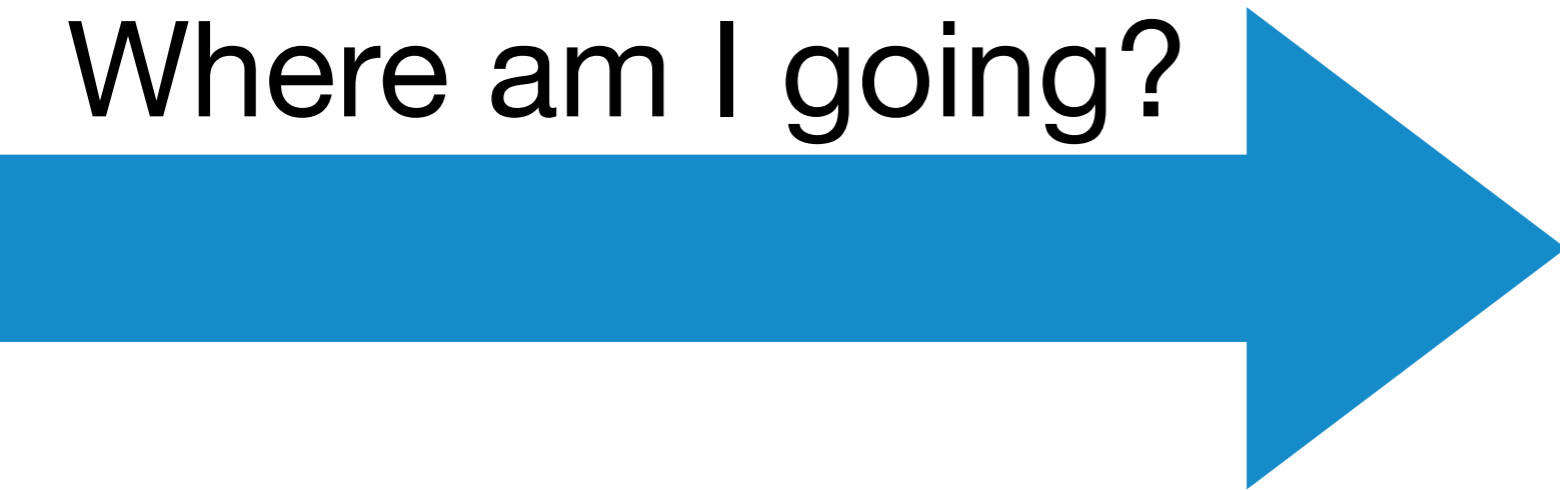
Share-out?

Elements of Instruction

Taking Stock, Applying, Looking Ahead

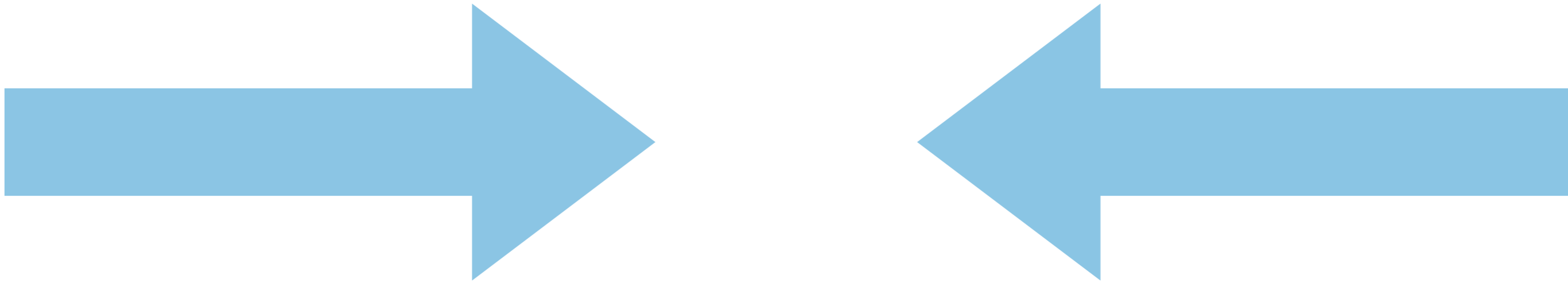# Elements of Effective Instruction

Where am I going?

Where do I stand in relation to those elements?

Where am I now?

How am I closing the gap between where I am now and where I want to go?

Complex Thinking and Transfer

Clear, Shared Outcomes

Practice and Feedback

Varied Methods

Learning Environment

Self-assessment tool

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Competency-based Instruction Self-Assessment Tool

Purpose of the Self-assessment Tool:
- 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

How we recommend you use the Self-assessment Tool:
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.

Not a classroom teacher? Choose your lens:
School administrators and other non-teaching staff should consider adopting a lens with which to utilize this tool. Our recommendations are
- Complete the self-assessment on behalf of a teacher of your choosing (perhaps someone whose professional goals you will be supporting in the coming year);
- Complete the self-assessment with a school's entire faculty in mind;
- Complete the self-assessment for yourself, in terms of your strengths and areas of need related to observing, supporting or evaluating these characteristics;
- Or, your own defined lens.

See p. 2 to begin the self-assessment.

Self-assessment tool

Element 1: *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 positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

	Declare Your Present Level				
Clarifying Prompts	Learning about	Somewhat true	Largely true	Perfecting & Adjusting	Reflections, recent anecdotes, currently working on...
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 my students and me? 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?

Time for Self-Assessment
10 - 15 min

Reflection on the tool and this process

- Applications for your school / district?
- School-analysis potential?

Applying the elements in your practice:

- Triads

Triad Consultancy

Form mixed groups of 3: introductions; time-keeper role

Round One (3 min each): name a success or a strength you identified in the self-assessment process

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Round Two (5 min each): Name and explore a challenge or set of challenges you are willing to embrace next year

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Open conversation: up to 5 minutes

- Reflection on Process
- Warm / Cool Feedback on the Instrument

Questions?