

Do-Now Quick Reflection Prompt:

What do I do to ensure that I learn, reflect, challenge myself, incorporate new habits and discontinue less effective habits?

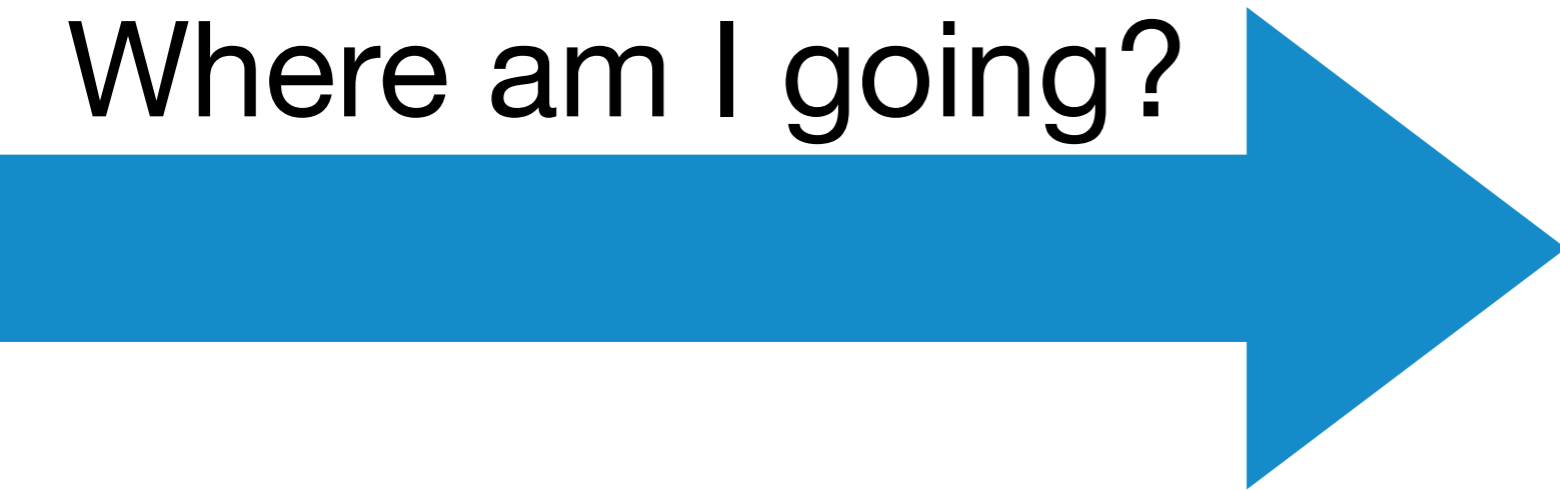
Reflect on your aspirations, your current professional qualities, or a combination

Instructional Strategies

**Taking Stock, Applying,
Looking Ahead**

What are the elements of CBL classroom practice?

Where am I going?



Where do I stand in relation to those elements?



Where am I now?

**How can I close the gap between where
I am now and where I want to go?**



Self-assessment tool



Colorado Seminar 2016: 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

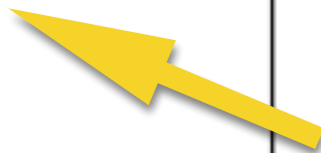
How we recommend you use the Self-assessment Tool:

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.

See p. 2 to begin the self-assessment ↴

Self-assessment tool

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?				



Time for Self-Assessment

● **Reflection on Process**

- **Applications for your school / district**
- **Group-analysis potential**

Applying the elements in your practice:

- **Vignettes**

Vignettes

Mixed groups of 4: facilitator, time-keeper

One vignette

Silently read and annotate 3 - 5 mins

Group review and reflect on evident attributes of each CBE element, guided by the self-assessment tool

Group: draft your points of discourse with this “colleague”

Time permitting —> Next vignette

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

Debrief