

TOOL 2:

Self-Direction Road Map Grades 6-8

My Self-Direction Road Map





STEP 1 | My Task Goals and Action Plan

Today's Date:

Your Name:

Course Name:

1. Briefly describe the task or project you will complete.

2. What is the **learning goal** you have for this task or project?

3. What is your **action plan**?

- What are the steps you will take to complete this task or project? (Column A)
- What actions or strategies will you use to accomplish each step? (Column B)
- What resources will you need for each step? (Column C)
- What are the target start and end dates for each step? (Column D)

Use the My Action Plan table on the next page. You can add extra steps if you need them.



TABLE 1.0 | My Action Plan

A Steps I will take to complete this task or project	B Actions or strategies I will use to accomplish each step	C Resources I will need or use for each step	D Target start and end dates I will work on for each step	E Date completed



STEP 2 | My Self Direction Goal and Plan Review

1. Before you get started, think about which self-direction skills you will need to be successful with your task. For each of the five self-direction skill areas in Table 2 below, indicate with a check mark whether you think each area is:

- A) “important” for your task or project, and
- B) whether the area is “already a strength,” or is an area to “improve.”

Important Hint: Look at your *Tool 1: Student Assessment of Self-Direction Growth* results to give you ideas!

TABLE 2.0 | Self-Direction Skill Areas

	A	B	
	Important for this task	Already a strength for me	An area for me to improve
Self-Awareness Reflect on past experiences so I can use my strengths and interests and overcome challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative and Ownership Take responsibility for my own learning by asking questions, getting input from others, and shaping the task to better fit my interests and strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Setting and Planning Set task and learning goals and plan out the steps and strategies I will need to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging and Managing Get the relevant resources and help I need and stay on track with agreed upon deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring and Adapting Check my progress and make changes to my plan to better manage my work, improve work quality, or expand my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2. Select **one** self-direction area that you will focus on during this task.
Check your selection from the list below.
 - Self-awareness**
 - Engaging and Meaning**
 - Initiative and Ownership**
 - Monitoring and Adapting**
 - Goal Setting and Planning**

3. Now explain your task, self-direction goal, and action plan to someone else to get ideas to make the plan better (see Step 2: Action Plan Review Protocol). You can use this table to take notes and write down the action plan changes you will make.

TABLE 3.0 | My Action Plan Review

	Notes from peer review	Changes I will make to my action plan
How I can better manage my work <ul style="list-style-type: none"> • Meet my target dates, make better progress • Get the resources and help I need • Avoid problems along the way 		
How I can improve the quality of my work and learning <ul style="list-style-type: none"> • Use my strengths and interests • Produce a higher-quality final product • Learn more 		

Based on your reflections in Table 3.0, you can make changes on your original plan or make a new one!



STEP 2 | Action Plan Review Protocol

The steps in the protocol provide an opportunity for a peer review and personal reflection on the progress of your project. The recommended timings are indicated for each step in the process. Use Table 3.0 to record your notes from the meeting.

1 | Present and share with your peer reviewer and explain your task/project, your self-direction goal, and your action plan. (3-5 minutes)

2 | Your reviewer will share the things that they liked about your plan and then ask the questions listed below, and you will respond: (7-10 minutes)

- How will you use your selected self-direction skill area as part of your action plan?
- Are there any steps or strategies you need to add—or remove—from this plan?
- Are there any steps or strategies you need to move around (to do sooner or later than you first thought)?
- Is there any other information, or are there any examples or other resources you will need?

3 | Now it is your turn to ask your peer reviewer for any help or feedback you would like. (5 minutes)



4 | Based on this peer review, what changes will you make to your plan to better manage your work? For example: (10 minutes)

- Can you meet your target dates for each step?
- Do you have the resources you need?
- Can you avoid problems along the way?
- What strategies are working well—and should you keep using?
- Can you improve the quality of your work and learning?
- Can you use your strengths and interests?
- Can you produce a high-quality final product?
- Can you learn more?



STEP 3 | Mid-Task Checkpoint

1. Review your action plan and think about the progress you have made so far.
 - ***Are things going the way you expected? If not, why not?***
 - ***Have you been able to use your selected self-direction skill area?***

2. Share your progress with your peer reviewer and consider how you might want to change your action plan (see Step 3: Mid-Task Checkpoint Review Protocol). You can use this table to take notes during your peer review, and write down the action plan changes you will make.

TABLE 4.0 | My Mid-Task Checkpoint Review

	Notes from peer review	Changes I will make to my action plan based on peer feedback
<p>How I can better manage my work</p> <ul style="list-style-type: none"> • Meet my target dates, make better progress • Get the resources and help I need • Solve problems and get help along the way • What strategies are working well—and which I should keep using 		
<p>How I can improve the quality of my work and learning</p> <ul style="list-style-type: none"> • Use my strengths and interests • Produce a higher-quality final product • Learn more 		

3. What changes will you make to your plan? You can make changes on your earlier plan or make a new one!



STEP 3 | **Mid-Task Checkpoint Review Protocol**

The steps in the protocol provide an opportunity for a peer review and personal reflection on the progress of your project. The recommended timings are indicated for each step in the process. Use Table 4.0 to record your notes from the meeting.

1 | Present and share with your peer reviewer the progress you have made with your task or project. (3-5 minutes)

2 | Your reviewer will ask the following questions and you will respond: (7-10 minutes)

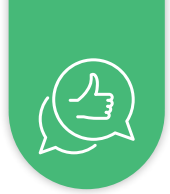
- How are things going so far? What important steps have you already accomplished?
- Have you been able to use your self-direction skills?
- Have you been able to meet the target dates you set for steps? Do you expect to finish on time?
- Have you run into any unexpected problems or challenges?
- What problems or challenges have you faced?
- What might you do differently to overcome or prevent these challenges?
- Have you been able to get the resources or help you needed?
- Is there anything else you still need—or need help with? How will you get the resources or this help?

3 | Now it is your turn to ask your peer reviewer for any help or feedback you would like. (5 minutes)



4 | Based on this peer review, what changes will you make to your plan to better manage your work? For example: (10 minutes)

- Can you meet your target dates for each step and make better progress?
- Can you get the resources and help you need?
- Can you avoid or resolve problems along the way?



STEP 4 | Post-Task Reflection

Now that you have submitted your performance task, take time to reflect on your experience, your accomplishments, and your learning. ***Feel free to share evidence that shows your learning—and your answers to these questions!***

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1. What did you learn from this task or project that you are most excited about? (What is your greatest takeaway?)

-
2. How did you use your selected self-direction skill area to help you during this task? (Respond to questions for your selected area on the next page.)

-
3. Overall, did you improve in your selected area of self-direction, did it decline, or stay the same? Why do you think this happened?

-
4. What examples or evidence can you share to show your growth in self-direction during this task?



Find and respond only to the questions for your selected “self-direction” area.

TABLE 5.0 | Self-Direction Skills Reflection

Self-Direction Skill Area	Reflection Questions for Grades 6-8
Self-Awareness	<p>a) What is the most important thing you learned about yourself as a learner?</p> <ul style="list-style-type: none"> • <i>Your interests and strengths?</i> • <i>Areas to improve?</i> <p>b) What did you learn about the strategies that were most helpful? Were any of these strategies you had used in the past? Did you try any new strategies?</p> <p>c) What is one problem, mistake, or challenge you had? How did you solve it—or try to solve it?</p>
Initiative and Ownership	<p>a) How did you take responsibility for your learning?</p> <ul style="list-style-type: none"> • <i>How did you use your strengths and interests?</i> • <i>What did you do to find the right resources and get the help you needed?</i> • <i>What is one way you got help from others, or cooperated with others?</i> <p>b) What is the most important change you made to your plan or project to improve the quality of your work or expand your own learning?</p>
Goal Setting and Planning	<p>a) Are you satisfied (or happy) with the action plan you had?</p> <ul style="list-style-type: none"> • <i>Were you able to stay on track with your steps and schedule/timeline?</i> • <i>Were you able to find the right resources and get the help you needed?</i> <p>b) Are you satisfied (or happy) with how your task or project turned out?</p> <ul style="list-style-type: none"> • <i>Were you able to meet (or exceed) the learning goals for this task or project? If so, how?</i>
Engaging and Managing	<p>a) Think about how you managed your work during this task or project—and what you learned along the way.</p> <ul style="list-style-type: none"> • <i>What did you do to stay on track with your steps and schedule/timeline?</i> • <i>What did you do to find the right resources and get the help you needed?</i> • <i>What is one problem, mistake, or challenge you had? How did you solve it—or try to solve it?</i> <p>b) What is the most important change you made to your plan or strategies to make better progress?</p>



Self-Direction Skill Area	Reflection Questions for Grades 6-8
<p>Monitoring and Adapting</p>	<p>a) Think about how you managed your work during this task or project.</p> <ul style="list-style-type: none"> • <i>What did you learn about the strategies that were most helpful?</i> • <i>Were any of these strategies you had used in the past?</i> • <i>Did you try any new strategies?</i> <p>b) What is the most important change you made to your plan or strategies:</p> <ul style="list-style-type: none"> • <i>To make better progress?</i> • <i>To improve the quality of your work or expand your own learning?</i> <p>c) If you had the chance to do a task or project like this again, what would you do differently next time?</p>

APPENDIX A | My Action Plan Template

Steps I will take to complete this task or project	Actions or strategies I will use to accomplish each step	Resources I will need or use for each step	Target start and end dates I will work on for each step	Date completed