

TOOL 2:

Self Direction Road Map Grades 9-12

Teacher Instructions

My Self-Direction Road Map



Below, please find teacher instructions to guide your use of Tool 2. These instructions are designed to address the following questions:

Why was Tool 2 developed?

When should teachers and students use Tool 2?

Where, in which courses, should Tool 2 be used?

Who should use Tool 2?

How should teachers and students use Tool 2?



Self-direction is a skill that includes both the intrapersonal skills of self-awareness and reflection, and the interpersonal skills of collaborating with others eliciting feedback and support in the learning process. The Self-Direction Road Map supports and provides evidence for growth in students' self-direction skills such as **Self-Awareness** of their interests and learning goals, **Initiative and Ownership** in establishing their inquiry questions, **Goal Setting and Planning** by creating an action plan, **Engaging and Managing** the flow and efficiency of their work along the way, and **Monitoring and Adapting** their progress through a process that includes peer review and feedback.

When?

The Self-Direction Road Map is designed to be used in conjunction with an assigned project or performance task. The Self-Direction Road Map provides guidance to students as they follow the four steps in the project planning process as illustrated in the Self-Direction Road Map graphic.

Additional Options: Teachers may use this as an instructional tool for a wide variety of purposes throughout the school year. It can also serve as an evidence collection tool for assessment.

Instructional supports can be found at best-future.org.

Where?

The Self-Direction Road Map may be used within any content area or course when students are involved in a performance task or project-based learning.

Additional Options: Instructional supports can be found at best-future.org.

Who?

Teachers provide initial orientation and guidance to students in using the Self-Direction Road Map. After students demonstrate that they know how to use the tool and review protocols teachers can determine the degrees to which students need ongoing support or could be expected to use the tool independently (see additional options below).

Additional Options: Teachers, especially those with students who have limited experience with self-direction, may want to use the Self-Direction Road Map primarily as an instructional support tool for

building students' self-direction skills. Alternatively, teachers may want to use the Self-Direction Road Map primarily as a means for collecting the evidence needed to assess student self-direction. In this case, teachers will want to orient students and ensure that they clearly understand its use, but then refrain from offering teacher support as students complete the Self-Direction Road Map independently. In either scenario, it is suggested that students be expected to complete Step 4: Post-Task Reflection questions on their own.



Prior to introducing the Self-Direction Road Map, review the self-direction rubric and the *Tool 1: Student Assessment of Self-Direction Growth* with students, allowing them the opportunity to ask clarifying questions. The rubric introduction in the self-direction toolkit provides guidance on introducing the rubric.

Introduce the Self-Direction Road Map to students at the start of the task or project (i.e., when it is first assigned) and walk them through the Self-Direction Road Map graphic to provide an overview of how the tool will be used to document and support their work. Each student should have a copy of the entire Self-Direction Road Map packet, including:

Self-Direction Road Map

Step 1: My Goals & Action Plan

Step 2: My Self-Direction Goal and Plan Review & the Action Plan Review Protocol

Step 3: Mid-Task Check Point & Mid-Task Check Point Review Protocol

Step 4: Post-Task Reflection and Self-Direction Skills Table

Appendix: My Updated Action Plan

STEP 1:**Task Goals and Action Plan**

At this initial step, you will orient students to the tasks for completing Step 1 and ensure that they are clear on the expectations listed below. Students can use either the paper form of the action plan (Table 1) or you may provide students with an electronic copy that can be updated over time.

- Students articulate their learning goals and inquiry questions, taking into consideration their interests that may support their motivation through the task; *e.g., asking themselves what about this learning is important to me.*
- After determining the learning goals and inquiry questions students design their action plan (Table 1), listing the steps they need to complete the task and the strategies they will use to accomplish each step.
 - For example, one step may be to research the topic and find reliable resources—a strategy to achieve that step is to contact the librarian and access the educational research databases.
- Students identify resources for each step, apply a target start and end date.
- Students “check off” the step once it has been completed.

Additional Options: If you are using formative assessment instructional strategies, then the teacher or students could add success criteria to this section.

Instructional supports can be found at best-future.org.

STEP 2:**Self-Direction Goal and Plan Review**

Orient students to the tasks for completing Step 2 and ensure that they are clear on expectations—selecting a self-direction skill to focus on during their task or project. At this step students will review the self-direction rubric and the *Tool 1: Student Assessment of Self-Direction Growth*, and identify the skill that they will focus on in this project. Gathering and responding to feedback is a key aspect of self-direction and is identified in the self-direction rubric. Therefore, the peer review protocol is recommended for all grade levels (but not required). If students completed the Tool 1 Self-Direction Self-Assessment, they can refer to that self-assessment at this time to help them select their skill focal area.

- **Consider the self-direction skills needed for this task.** Students review Table 2: Self-Direction Skills, including all five Self-Direction skills—Self-Awareness, Initiative and Ownership, goal Setting and & Planning, Engaging and & Managing, and Monitoring and & Adapting in the rubric. For each skill area, students consider whether that skill area is needed for the task and if it is a skill area that is a strength or an area for improvement.
- **Select a self-direction skill area to focus on.** After completing Table 2, students select one self-direction skill area to focus on during the task.
- **Gather feedback from a peer on your goals and action plan.** Once students have selected their focal area it is recommended (but not required) that they engage in a peer review protocol to gather feedback from others on their goals and plans. The Action Plan Review Protocol outlines the steps for the peer review.
- **Update your action plan.** After the peer review, students will incorporate the feedback into their action plan and make adjustments if needed (see Appendix for a blank Action Plan template).

Time Needed: Plan on 25-30 minutes for each student (60 minutes per pair) to complete the Action Plan Review Protocol

Additional Options: Instructional supports can be found at best-future.org.

STEP 3:**Mid-Task Checkpoint**

The mid-task checkpoint is a pause midway through the task or project when students will again engage in a peer review protocol and reflection on their progress in the task. At this time you will want to orient students to the tasks for completing Step 3 (listed below) and ensure that they are clear on when to engage in this step, who they will work with, and any specific expectations for documenting their peer review and any planned changes to their Action plan.

- Students will share their action plan progress with a peer reviewer and explore adjustments to their plan. The Mid-Task Check Point Review Protocol outlines the steps for the peer review.
- Students will reflect on the peer feedback they received and consider how they might change their action plan. Students will document feedback and planned changes and submit the changes made to the action plan by updating their action plan or using the blank action plan template in Appendix A.

Time Needed: Plan on 25-30 minutes for each student (60 minutes per pair) to complete the Mid-Task Plan Review Protocol

Additional Options: Instructional supports can be found at best-future.org.

STEP 4:**Post-Task Reflection**

Ask students to complete Step 4 **only** after they have submitted their task or project. Orient students to the tasks listed below for completing Step 4, then ask students to complete Step 4 independently.

- Refer students to the Self-Direction Reflection Questions. All students should respond to the common questions in Step 4.

- In addition, students should refer to Table 5.0 to find the specific questions for the self-direction skill they chose as a focus area for their task or project. Students should **only** answer the questions for their selected skill area.
- Students do this final reflection independently (i.e., this step should not be done with a peer or with teacher support).

Additional Options: If students are building a portfolio to showcase their growth in self-direction, teachers will want to provide instructions and guidance to students for how to select and submit evidence to illustrate their growth in their selected skill areas during the project or task.

Instructional supports can be found at best-future.org.