



Competency Framework Professional Learning Module: Self-Regulation

Educator Workbook

As you read through the Self-Regulation Professional Learning Module, please complete this Educator Workbook. It is a fillable PDF, so you can complete the module at your own pace, saving your responses as you go. When complete, submit the PDF via email to researchcollab@ku.edu, and you will receive nine continuing education units (CEUs).

Name:

Email Address:

State:

District:

School:

Role:

Guided Notes: Self-Regulation Overview Video

1. Self-Regulation doesn't occur when you merely make a plan.
You also need to _____, _____, and _____.
2. Self-Regulation helps you:
 - a)
 - b)
 - c)
3. Students who can self-regulate:
 - a)
 - b)
 - c)
4. Students must be given opportunities to _____ to develop self-regulation.
5. Through improved self-regulation students can
 -
 -
 -

Answer Key

1. monitor, adjust, reflect. 2. a) maintain control of your actions; b) evaluate the effectiveness of behavior strategies; c) stay motivated. 3. a) complete more homework; b) make better grades; c) learn more. 4. practice. 5. independently attain goals, complete tasks, manage emotional reactions.

Overview

Reflect and Apply: Now that you know a little more about self-regulation and why it is essential, as well as how to measure it, take a few minutes to reflect and consider the below questions:

- What are your reasons for wanting to teach self-regulation?
- What changes do you want to see within your students resulting from teaching self-regulation?

Part 1: Teaching Students What Self-Regulation Is and Why It Is Important

1b. Reflect and Apply:

As you watch the video of Dr. Amy Gaumer Erickson facilitating the instructional activity “Teach Students: 1b. Is This Self-Regulation,” think about how you will present this activity to your students.

- How and when would you facilitate this activity with your students?
- Would you use the same scenarios or modify them to make them more relatable to your students?
- What do you anticipate will be difficult for your students to understand about this activity? What are other ways you could teach these concepts?

1c. Reflect and Apply:

Think about a time when you recently experienced an emotional reaction.

- What emotions were you feeling? What physiological changes did you experience because of the emotions?
- What coping strategies did you use to manage your emotional reaction?
- What additional strategies might you consider the next time you feel these emotions?

1d. Reflect and Apply:

Think about something you have recently accomplished.

- How did you self-regulate to accomplish your goal (e.g., remembering to think positively, getting up earlier, completing smaller tasks on time)?
- Which components (plan, monitor, adjust, reflect) were your strongest?

Part 2: Helping Students Understand Their Strengths and Challenges in Self-Regulation

2a. Reflect and Apply:

Think about a task or goal you are currently working toward, personal or professional. Draw a mark on the appropriate arrow for each component while considering the following:

- Do you have a plan for accomplishing your goal?
- What methods are you using to monitor your actions toward reaching the goal?
- Have you made adjustments to your plan?
- Finally, are you reflecting on how things are going as you work toward your goal?

Activity/Goal	Plan	Monitor	Adjust	Reflect	What did I do well?	What can I improve?
	Low High ←→	Low High ←→	Low High ←→	Low High ←→		

2b. Reflect and Apply:

Take a few minutes to review the Self-Regulation Performance-Based Reflection tool. Considering your classroom activities, when could you ask students to use the reflection tool to improve their practice of self-regulation? Identify 2–3 different times where you will ask students to use this tool and reflect on where they are in their application of self-regulation as well as identifying how they could improve their self-regulation.

2c. Reflect and Apply:

Refer back to your identified task in the reflective questions for **Teach Students: 2a. Evaluating Your Efforts**, where you rated yourself on how well you were addressing each component. What actions could you take to improve your use of each component? Consider sharing your example with your students.

Planning:

Monitoring:

Adjusting:

Reflecting:

Part 3: Teaching Students to Plan**3a. Reflect and Apply:**

Think about something you need to accomplish in the next few weeks. What is your current approach to making plans? Are they broad or specific? Do you write down your plan or share it with others? Do you determine how you'll monitor your progress?

3b. Reflect and Apply:

After watching the video of Dr. Amy Gaumer Erickson explaining the importance of allowing students to develop unique plans, consider how the actions in a plan we create for students might be different than the actions your students might choose. Then, identify a time when you can distinctly remember directing a students' actions.

- How did you regulate for the student?
- How can you coach students to self-regulate instead of regulating for them?

3e. Reflect and Apply

Consider the scenarios featuring Ava and Olivia. How would you use the scenarios as written? How could you modify the scenarios to better meet the needs of your students?

3f. Reflect and Apply:

What four strategies did you identify in the Math Anxiety video?

How might you introduce the Math Anxiety strategies to your students?

3g. Reflect and Apply:

Identify a time of year, place within your curriculum, or expectation within your school in which your students experience setbacks due to their lack of self-regulation. Are there units, long-term assignments, or behaviors that typically challenge your students and derail them from being successful? For the specific behavior, project, or time of year that you identified, create a plan for using the activities and resources you have just explored to begin teaching and providing practice of self-regulation for your students.

Keep in mind that a good plan will address the following questions in detail:

- How will I know that I've successfully reached my goal? How does success look?
- What steps, strategies, and actions are necessary to accomplish my goal? When, where, and how will I work toward my goal?
- What could go wrong? How will I avoid or overcome these challenges?
- How will I track my progress?

My Goal:

My Plan:

Possible challenges and ways to address them:

Part 4: Embedding opportunities for students to practice self-regulation

4. Reflect and Apply:

As you watch Terry's reflection, listen for the first four instructional criteria and how Terry addressed Criteria 5 and 6 (feedback and reflection). Record your thoughts below.

1. Instructional Criterion 1 (facilitating understanding)

2. Instructional Criterion 2 (applies to them personally)

3. Instructional Criterion 3 (strengths and challenges in self-regulation)

4. Instructional Criterion 4 (practice)

5. Instructional Criterion 5 (feedback)

6. Instructional Criterion 6 (reflection)

Guided Notes: College and Career Competency Overview Video

1. The College and Career Competency Framework is an approach that systematically develops students' intrapersonal and interpersonal competencies with practice opportunities integrated into _____.
2. The National Academy of Sciences defined the skills students need for success as falling into these three domains: 1.) _____ 2.) _____ 3.) _____
3. The ***intrapersonal*** domain includes competencies such as:
 - _____
 - _____
 - _____
4. Research has shown that students who have competencies from the ***intrapersonal*** domain:
 - a. _____
 - b. _____
 - c. _____
5. Students need opportunities to _____ and receive _____.
6. The _____ make up the competency and can be used to teach the competency.
7. There are many resources available for educators at <https://www.cccframework.org/>. Two of them are:
 - a. _____
 - b. _____

Answer Key

1. academic content. 2. 1) intrapersonal; 2) interpersonal; 3) cognitive. 3. self-efficacy, self-regulation, self-awareness. 4. 1) sustain attention in class; 2) have better retention of subject matter; 3) earn higher salaries. 5. practice, feedback. 6. components. 7. 1) competency videos; 2) Padlets.

Educator Assessment

1. The three domains on the College and Career Competency Wheel are:
 - a. Intrapersonal, Interpersonal, and Social-Emotional
 - b. Self-Efficacy, Self-Regulation, and Conflict Management
 - c. Intrapersonal, Interpersonal, and Cognitive
2. In order for students to develop a competency, they need:
 - a. to be high-level learners.
 - b. to be given opportunities to practice applying the competency and receive feedback.
 - c. to understand the College and Career Competency Wheel.
 - d. support from their peers.
3. Choose the best description of self-regulation.
 - a. When you proactively plan for how to reach a goal, learn a skill, or accomplish a task.
 - b. When you proactively use a process (e.g., planning, monitoring the plan, adjusting, and reflecting) to reach a goal, learn a skill, or accomplish a task.
 - c. When you follow your teacher's detailed directions (including making changes as suggested by your teacher and reflecting on your progress) for reaching a goal, learning a skill, or accomplishing a task.
 - d. When you make progress toward reaching a goal, learning a skill, or accomplishing a task.
4. Which of these things is NOT likely to be a result of improving your self-regulation?
 - a. Increased control of your learning and academic success.
 - b. Increased ability to recognize and address your own mistakes.
 - c. Increased ability to reach goals without encountering any barriers.
 - d. Improved time management and organization.
5. Which of these actions does not specifically address a self-regulation component?
 - a. Creating a study plan for important tests or a timeline of tasks/steps for long-term projects.
 - b. Checking your grades every week to see how teachers have graded your performance on assignments, projects, and tests.
 - c. Knowing when you are behind on a task and figuring out the best steps to get back on track.
 - d. Having specific methods in mind for how you will measure your progress toward a goal.

Determine if each of the following scenarios demonstrates self-regulation:

6. You forgot you had a science test, so you spend your lunch break studying for the test.
 - a. Yes
 - b. No
7. You have a big project that will be due in a month. You decide that you will start on the project in the next couple weeks.
 - a. Yes
 - b. No

Assessment Answer Key

1. c. Intrapersonal, Interpersonal, Cognitive. 2. b. to be given opportunities to practice applying the competency and receive feedback. 3. b. When you proactively use a process (e.g., planning, monitoring the plan, adjusting, and reflecting) to reach a goal, learn a skill, or accomplish a task. 4. c. Increased ability to reach goals without encountering any barriers. 5. b. Checking your grades every week to see how teachers have graded your performance on assignments, projects, and tests. 6. b. No. 7. b. No.

Teaching Students Module Activities

Each of the activities described in the module are also provided in the book, *Teaching Self-Regulation: 75 Instructional Activities to Foster Independent, Proactive Students*. Handouts for many of the activities are also provided. The following table provides a cross-reference and links to aid your instruction.

Teach Students Activity	Teaching Self-Regulation Activity	Handout
Teach Students: 1a. Defining Self-Regulation	Activity 1: Defining Self-Regulation (p. 16)	Handout 1a
Teach Students: 1b. Is This Self-Regulation?	Activity 6: Is This Self-Regulation? (pp. 21–22)	Handout 1b
Teach Students: 1c. Planning Emotional Regulation	Activity 15: Planning Emotional Regulation (p. 37)	Handout 1c
Teach Students: 1d. We Already Self-Regulate	Activity 3: We Already Self-Regulate (p. 18)	Handout 1d
Teach Students: 1e. Self-Regulation Is Important to Me	N/A	N/A
Teach Students: 2a. Evaluating Your Efforts	Activity 12: Evaluating Your Efforts (pp. 28, 29)	Handout 2a
Teach Students: 2b. Self-Regulation Components	Activity 4: Self-Regulation Components (p. 19)	N/A
Teach Students: 2c. Brainstorming Ways to Improve	Activity 13: Journaling for Ongoing Reflection (pp. 28, 30)	Handout 2c
Teach Students: 3a. Reflecting on My Academic Planning	Activity 16: Reflecting on My Academic Planning (pp. 38–39)	Handout 3a
Teach Students: 3b. Izzy Makes a Plan	N/A	Handout 3b
Teach Students: 3c. Common Planning Elements	Activity 17: Common Planning Elements (p. 40)	Handout 3c
Teach Students: 3d. Ava Wants More Energy—Planning for Healthy Eating	Activity 19: Ava Wants More Energy—Planning for Healthy Eating (pp. 42–43)	Handout 3d
Teach Students: 3e. Olivia Needs a Homework Plan—Planning for Academic Success	Activity 21: Olivia Needs a Homework Plan—Planning for Academic Success (pp. 44–46)	Handout 3e
Teach Students: 3f. Levi’s Anxiety Over Public Speaking—Strategies for Physiological Reactions	Activity 22: Levi’s Anxiety Over Public Speaking—Strategies for Physiological Reactions (pp. 46–48)	Handout 3f
Teach Students: 3g. Developing Your Self-Regulation Plan	Activity 24: Developing Your Self-Regulation Plan (pp. 49–51)	Handout 3g

Next Steps

You have explored some instructional activities shared with Chapters 1 and 2 of *Teaching Self-Regulation* (Gaumer Erickson & Noonan, 2022, pp. 13–54). Test your knowledge by completing the quiz on page 10 of the **Educator Workbook**.

On <https://www.cccframework.org/> we provide numerous resources to help you facilitate students' development of self-regulation. Use the checklist below to identify the activities you plan to pursue.

Next Steps

Activity
1. Use the Teach Students instructional activities to introduce the concept of self-regulation to your students and get them started on the first component (planning).
2. Purchase Teaching Self-Regulation: 75 Instructional Activities to Foster Proactive, Independent Students to extend your instruction by incorporating additional instructional activities that focus on monitoring (Chapter 3), adjusting (Chapter 4), and reflecting (Chapter 5).
3. Review the Self-Regulation Assessment Suite: Technical Report on https://cccstudent.org/ . Then, create an account to launch the online assessments.
4. Explore the https://cccframework.org/ website. Locate the Self-Regulation Exploration Resources Padlet and identify two different resources for use in your classroom.
5. Review the Self-Regulation Practice Profile for Teachers and rate yourself on Section A. Use the practice profile to plan implementation.
6. Review the Self-Regulation Guidance for Families webpage on https://cccframework.org/ and consider how to provide the information to your students' families.
7. Share what you have learned about self-regulation with a colleague or administrator. Include information about the student impacts of teaching self-regulation.
8. Continue your learning through the variety of professional development options. The Professional Learning section on https://cccframework.org outlines numerous options.

Congratulations on finishing the module! Don't forget to submit your PDF for CEUs (see first page of this Educator Packet for submission instructions).