

<b>Strategies for Self-Direction</b>	
<i>Independence</i>	<p>Embed opportunities for students to reflect on their work and learning over time. Consider the following prompts:</p> <ul style="list-style-type: none"> <li>• What are you doing well in class?</li> <li>• Is there anything that you can do differently in class?</li> <li>• Thinking about daily goals, are you accomplishing what you need to each day?</li> <li>• What is helping you to accomplish your goals?</li> <li>• What is distracting you from accomplishing your goals?</li> </ul> <p>Throughout class units or lessons, purposefully plan for students to investigate something that they are drawn to or interested in that is associated with the focal point of the unit or lesson. Develop methods for students to make choices and articulate/rationalize those choices as a part of their learning.</p> <p>Before moving on to a new unit or lesson, engage students in reflective activities as part of your summative assessment. Focus these reflective activities on learning, or work strategies that were effective or were ineffective. Ask students to consider goals for their work during the upcoming unit or lesson.</p>
<i>Transparency</i>	<p>Develop a classroom where openness and communication are a natural part of the learning culture.</p> <p>Explicitly state goals for new units or lessons.</p> <p>Continually display goals throughout a unit or lesson.</p> <p>Develop goals that are both cognitive and affective.</p> <p>If students create personal goals, openly state when those goals are being addressed during instruction or learning activities.</p>
<i>Planning</i>	<p>Design curriculum so that there are connections between topics, and there are multiple opportunities to scaffold knowledge and skills.</p> <p>Consider using a course or learning management system so that content can be archived, and students can revisit content or look at what they will be learning.</p> <p>Utilize digital tools (such as course or learning management systems, blogs, or wikis) to archive learning so that student inquiry, investigation, and questions can continually deepen your existing content.</p>

<i>Pre-Teaching</i>	<p>Utilize existing learning strategies to engage students in questions pertinent to a unit or lesson prior to beginning instruction. Consider the following prompts:</p> <ul style="list-style-type: none"><li>• In your own words, describe what we are going to be learning about next.</li><li>• What do you already know about this topic?</li><li>• How does this topic connect with previous units or lessons?</li><li>• What are you interested in learning about this topic?</li><li>• What are the goals for this lesson or unit?</li></ul>
<i>Formative Assessment</i>	<p>Consider how formative assessment is taking multiple forms in your classroom.</p> <p>Develop formative assessment plans that include classroom observations, student interviews, individual reflection, and peer assessment.</p> <p>As you plan for formative assessment, consider the following:</p> <ul style="list-style-type: none"><li>• Have you included multiple forms of formative assessment?</li><li>• Does formative assessment attend to both cognitive and affective goals?</li><li>• Are formative assessments scheduled so that there is time for re-teaching if necessary?</li><li>• Have you constructed formative assessments that will inform teaching and allow quality information to reshape expectations?</li></ul>