



Documenting Instructional Moves You Make with the Three Selfies:

Self-Managing

Self-Monitoring

Self-Modifying

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Explanation (WHAT)

This practice encourages the collection and documentation of ideas that you may find online, learn about in professional study, design with colleagues, and/or co-create with your learners.

Purpose (WHY)

Self-managing, Self-monitoring, and Self-modifying serve as three categories in pursuit of growing self-direction. As educators, we aspire for every learner to: **develop self-management skills** by making organizational choices for learning; **develop self-monitoring skills** by regularly examining work to deepen thinking about content and process; and **develop self-modifying skills** to reflect upon the impact of learning. Each of these behaviors can be instructed, modeled, and supported by teachers and parents.

- 1 Four Attributes of Personalized Learning to Develop Oneself:**
Self-Discovery
- 2 Habits of Mind to Develop Dispositions In Our Learners:**
Managing Impulsivity, Taking Responsible Risks, Persisting
- 3 Element(s) of Personalized Learning to Develop in our Instructional Design:**
Learning Plan



Directions *(HOW)*

There are three tables down below, one for each of the selfies: self-managing, self-monitoring, and self-modifying. We encourage a place to document your ideas as well as to reflect on how it impacted the learning and the learner. The goal is not quantity, but strengthening of instructional strategies or routines. For example, in self-managing, the first example is “Providing visuals and timers for learners to attempt to manage themselves.” You may take several hours determining what visual and timer works well for your learners. We hope you encourage them to provide feedback to refine the selections. The intention is that the list is a set of active prototypes you are working on.

Self-Managing: Documenting My Ideas

In what ways do I provide opportunities for learners to self-manage?	What are some strategies I continue to use to directly teach the skills necessary for self-managing?	How will learners recognize their growth in this area?
<ul style="list-style-type: none">• Providing visuals and timers for learners to attempt to manage themselves.• Providing visual schedules for them to be monitoring and seeing what will be done each day.• [MY IDEAS]	<ul style="list-style-type: none">• Showing examples of how people in the workforce manage themselves to accomplish goals.• Interactive modeling with Responsive Classroom model.• [MY IDEAS]	<ul style="list-style-type: none">• Keeping track of times when they were able to accomplish goals and how they were able to do that.• [MY IDEAS]



Self-Monitoring: Documenting My Ideas

In what ways do I provide opportunities for learners to self-monitor?	What are possible ways to document observations? What are some strategies I have used to promote self-monitoring?	How will I provide opportunities for learners to see their growth in self-monitoring?
<ul style="list-style-type: none"> • Conferences • Coaching sessions • [MY IDEAS] 	<ul style="list-style-type: none"> • Providing learners with reflective questions at check-in points during the lesson. The questions may be answered as an exit ticket/Flipgrid or simply posted on the classroom door/ BB during online learning. • [MY IDEAS] 	<ul style="list-style-type: none"> • Designing specific questions to assist in monitoring student learning at different points in the lessons (during learning and at mastery). • [MY IDEAS]

Self-Modifying: Documenting My Ideas

In what ways do I provide opportunities for learners to reflect on their process of taking greater responsibility for their learning?	What are some of the strategies that I use to encourage learners to solicit feedback? When are some times when I offer feedback?	When I engage in providing feedback, what prompts might I use to clarify their thinking as we study the work? How might I manage my own impulsivities to tell rather than encouraging them to tell and show?
<ul style="list-style-type: none"> • Providing learners with options and letting them pick and choose how to “show” their understanding. • [MY IDEAS] 	<ul style="list-style-type: none"> • Schedule regular check-ins during class time, office hours, etc. • Learners & teacher document reflection in the rubric feedback portion. • [MY IDEAS] 	<ul style="list-style-type: none"> • Questions during reflection: <ul style="list-style-type: none"> - What obstacles did you encounter? - What would you change about your project? - What would you keep the same? - What skills will you use in the future? - Did you grow since the last project? How so? - If your project has 1 takeaway for the audience, what would that be? • [MY IDEAS]



Suggestions to Personalize (HOW)

- This documentation and refinement also can be done with a group of colleagues (e.g., grade-level teams, Departments, Professional Development sub-group). Having more educators explore a common idea through idea generation, action, and reflection based on feedback continues to strengthen instructional strategies as well as demonstrate the importance of this across multiple classrooms and years.
- The documentation also can become a video library. When learners demonstrate what the strategy is and how it helps them, it helps other colleagues as well as provides evidence of self-direction.
- Play with the column headers--perhaps they need to be reworded for your purposes or you may want to create rows to distinguish one idea from another.

Teacher Reflection and Feedback

To help make this tool more powerful, sharing how it works continues to build a network where co-creation and social construction benefits everyone. This tool will continue to be modified based on user feedback.

- In what ways does capturing and documenting your learning help your instructional planning?
- In what ways were the directions helpful? How might they be modified for clarity and precision?
- What adaptations did you make? What clarifying questions did you use to facilitate the experience?

Self-Managing, Self-Monitoring, and Self-Modifying were initially introduced by Art Costa and Bena Kallick in [Assessment Strategies for Self-Directed Learning](#) (2003). This toolkit was inspired by that conceptual framework.

