## Portfolio Deliverable: Portfolio Planning Guide

**Deliverable: Self-regulation**

**Created By: Rae Church**

**Stage of Development: Late Adolescence (14-18)**

**Grade: 9-12**

**Teacher Goals:**

**GEMS**

- Goal: We can help students learn how to work with and regulate their emotions.
- Evidence: Teacher candidates will learn how to correctly apply these tools to help them regulate their emotions and their students emotions.
- Measures: Students will be able to promote self regulation in the classroom by demonstrating it though their actions.
- Stakes: Learning self-regulation will help students in the classroom and in society.

**Student Goals:**

**GRASP**

- Your goal: We can help students learn how to self-regulate in a classroom scenario.
- Your role: Student in the classroom.

- Your audience: Students and teachers.
- Your situation: A student is struggling to get their classwork done and is distracted by other thing in the class room.
- Product: Students will learn how to correctly understand self-regulation and apply it is a school setting.

**Essential Question:** How can we work with out students to promote healthy self regulation in the classroom?

**Enduring Understanding:** Students will understand the importance of healthy self regulation and how to encourage students to implement it in the classroom setting.

| Deliverable Lesson Plan | |
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| **60 minute lesson** | |
| **Topic** | Self Regulation |
| **Developmental Stage Characteristic** | "Ability to postpone immediate pleasures in order to gain long- term rewards"(513). |
| **Standard/Skill** | 4. ODC-OC-1 Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. |
| **Research-based Strategy or Concept** | Autobiographical - Students will write down how they self regulate and how they might help a student in the classroom regulate them self as well. |

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| **Frontload** | What do you know about self regulation?<br>How would you implement it in your classroom? |
| **Vocabulary Instruction** | **Self regulation, self monitoring , self-instructions, self motivation and self evaluation .** |
| **Lesson Sequencing and Scaffolding** | (5 min)<br><br>**Opening Song and Prayer**<br><br>**Learning Intentions:** Students will understand the importance of healthy self regulation and how to encourage students to implement it in the classroom setting.<br><br>(6 min) **Frontload & Opening Write:** Give an example on how you self regulate in class and at home.<br><br>(5 min) **Introduce the formative assessment:** Gather everyone in to groups and let them come up with solutions for scenarios based on their age group.<br><br>(30 min) **Scaffolded Instruction & Vocabulary**<br>    a. Vocabulary: Have students explain vocabulary to a neighbor.<br>    b. I Do: Explain the activity and how they will create solutions based on their given scenario.<br>    c. We Do: gather everyone together in their groups.<br>    d. You Do Together: In teams/groups get them to talk about the scenario and ask them to create some ideas about what we can do.<br>    e. We Do: Come back together and let the students give their solutions.<br><br>(5 min) **Summary**: We discussed the importance of healthy self regulation and how to encourage students to implement it in the classroom setting.<br><br>**Next Steps: Discuss how you can improve your self regulation.** |

| | (5 min) **Closing Write:** Exit Ticket |
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| **Formative Assessment Model** | Have an effective discussion as a class and practice both communication skills and developing their use of self regulation in the classroom |

## Portfolio Deliverable Rubric

| Portfolio Deliverable Rubric: 35 points | | | |
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| **Criteria** | **Meets 5** | **Partially Meets 3** | **Does Not Meet 1** |
| Creates a clear GEMS & GRASP that identifies what students are learning, why they are learning it, and how they'll know they've learned it | | | |
| Creates a **compelling essential question and enduring understanding** that will lead to authentic student engagement | | | |
| Determines a focused characteristic for the targeted stage of development and grade level | | | |
| Targets a **grade-level Idaho ELA/Literacy Standard or Content Standard** | | | |
| Identifies a research-based strategy from the chapter as a basis for the deliverable | | | |
| Designs an instructional sequence that includes | | | |

| frontloading to cultivate student interest and engagement, vocabulary instruction that provides students the opportunity to explain key terms in their own words, and scaffolded instruction that supports all students. | | | |
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| Provides a clear and aligned model of the deliverable | | | |