As schools move towards implementing approaches that promote deeper learning and foster essential college and career-readiness skills and behaviors, their first step is to self- assess current programs/ curricula. The questions below are designed to guide analysis of courses, learning opportunities, or school-defined competencies (e.g., proficiency-based graduation).

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| **College & Career Ready School (or PLC Team) Self-Inventory** | | | | | | | | |
| **List Subject Areas, Courses, or Competencies by Grade Level.** | **CCR Skill Set #1: What opportunities are there for students to Tackle Cognitively Demanding Learning Tasks?** Indicate Frequency, Strengths, Assessment Formats | | **CCR Skill Set #2: How are students supported in Developing Independence as a Learner?**  Indicate *Systemic (rather than idiosyncratic) Supports*  *Which are emphasized for all? Or for special populations?* | | | **CCR Skill Set #3: What opportunities are there for Initiating, Sustaining, Extending, and Deepening Learning?**  *Are Expectations and opportunities consistent across classrooms/courses?*  *Which are emphasized for all? Or for special populations?* | | |
| Assessments of Domain-Specific Communication? | Assessments of Critical Thinking/ Problem Solving? | Integrating Organizational & Study Skills | Infusing Metacognition Practices | Developing Academic Perseverance | Transfer *and* Construction of New Knowledge | Disciplined Inquiry Practices | Creative-Productive Thinking |
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| **Notes & Next Steps** | **What might we target first?**  **What are the implications for resources or professional development needed (e.g., assessment development work)?** | | | | | | | |