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).

|  |
| --- |
| **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 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Notes & Next Steps** | **What might we target first?** **What are the implications for resources or professional development needed (e.g., assessment development work)?** |