**Assessment of Teachers’ Knowledge and Application of Self-Regulated Learning**

**Form A**

***Please respond to the following question:***

# How would you define and describe self-regulated learning (SRL)? Provide as many details as you can to illustrate your understanding of SRL using the space below.

1. ***Please read the vignette below and use it to answer the question that follows.***

Krista is a 16-year old student at Potomac High School and she is one of your students in your class.  You notice that Krista isn’t doing well in your class and her basketball coach asked you to talk to her about her science work because her grades could potentially affect her ability to play in games and practice with the team. While reviewing her grades, assignments, and after speaking with her, you discover that Krista is feeling overwhelmed by her work in science class and is struggling with the topic of density.

Recently, Krista received a D on a density project she worked on at home.  She was upset about this grade, in part, because her teacher conveyed to the class the majority of the students earned at least a C. In talking to her science teacher, you discover that Krista asked her teacher for an extension the day before the project was due because she had yet to start it. When you ask Krista about the reasons for her performance , she explains that she tends to struggle in math and science class but that her science teacher was out to get her.. Much to your surprise, Krista spontaneously told you that the current grade of D was no big deal because she “had been performing better lately in the class”. This confused you because you recently saw her project and test grades for the last quarter and although one or two grades were in the C range, the rest were quite poor. During your meeting with Krista, you also discussed her study approach., Krista explains that she, “just wings it,” and quickly reads over the notes that her friend gave her before she walks into the room for tests.

At the end of the meeting with Krista she shares that she doesn’t really know why you’re bothering to ask her these questions. Krista explains that she will never understand how density, or physics in general, works, that she doesn’t care about it, and it has nothing to do with the real world anyway.

# Create a list describing specific things you *could* do to help Krista improve her self-regulated learning.

**Assessment of Teachers’ Knowledge and Application of Self-Regulated Learning**

**Form B**

***Please respond to the following question:***

# How would you define and describe self-regulated learning (SRL)? Provide as many details as you can using the space below.

1. ***Please read the vignette below and use it to answer the question that follows.***

Dan is a 14-year old student at Potomac High School. Dan’s science teacher, who is a first-year teacher, has asked for your advice to develop an intervention to help him succeed. Based on a review of his record and one or two conversations with him, you discover that Dan is struggling with the topic of plant germination and does not consistently complete his work in his science class. Dan also has a tendency to give up easily when trying to learn about most topics in science, and exhibits an overall negative attitude about science. In fact, he recently told his advisor at PHS that he has “…tried different things to perform better but nothing seems to work. I just don’t have the ability to keep up and do the work. I am not going to be a scientist anyway, so who cares”.

What bothers Dan the most, however, is his difficulty with recognizing situations or moments in science class when he is not learning effectively or when he makes mistakes. For example, he will often go into a testing situation thinking he has mastered the material, yet after beginning the test he quickly realizes that he missed the mark. After speaking with Dan, you realize that he does not often use effective strategies when studying or when asked to complete class assignments or projects.

Dan’s struggles in science have caused him to doubt himself and to develop a sense of helplessness a. He has also become increasingly frustrated by his lack of understanding about why things are so difficult for him and his difficulty in managing his time and distractions outside of school His science teacher is worried because Dan is showing signs of giving up and avoiding his classwork altogether.

# Create a list describing specific things you *could* do in your advising sessions to help Dan improve his self-regulated learning (Please use this and the following blank page if needed).