



**Application for Self-directed Learner Designation (2470F)**  
(To be received within 30 days of the incoming school year and reviewed annually)

Name: \_\_\_\_\_, School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

*Lake Pend Oreille School District allows highly motivated pupils to tailor their education activities to meet individual learning goals developed in consultation with a review committee and their parents and/or guardians. Student performance will be measured annually against a rubric of academic growth, measurable objectives, and ability to communicate and collaborate their advancement when compared to grade-level peers.*

<b>What are your goals as a self-directed learner?</b>
<b>What are the learning objectives?</b> (What new knowledge, skills and abilities will the student have at the end of the study?)
<b>What activities will the student engage in to promote learning within the community?</b> (The plan might include readings, interviews, discussion with a mentor/advisor, or other activities as appropriate.)
<b>Outcomes / Evaluation</b> (How will the student's learning be demonstrated and assessed?)
<b>Timetable</b> (Include interim mileposts such as advisor meetings, feedback on drafts, and final project completion. The advisor and student can use this to gauge progress and provide feedback and support as needed.)

By signing this document, I agree to complete the work outlined above. I understand I am bound by policies and procedures of the school and Coeur d'Alene School District. I understand failure to complete the agreed upon program by the end of the indicated term could result in a termination of the plan..

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing this document, I agree to supervise said student in their defined learning plan. I understand it is my responsibility collaborate with members of the review committee and building principal to support the student in the identified learning goals and will ensure that the student abides by the policies and procedures of the school and Coeur d'Alene School District.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher/Faculty Recommendation:**

## Approval by Faculty

☐ Approved ☐ Disapproved

\_\_\_\_\_  
Review Committee Member Date

☐ Approved ☐ Disapproved

\_\_\_\_\_  
Review Committee Member Date

☐ Approved ☐ Disapproved

\_\_\_\_\_  
Review Committee Member Date

☐ Approved ☐ Disapproved

\_\_\_\_\_  
Review Committee Member Date

\_\_\_\_\_  
Building Principal or Designee Date

Office Coordinator/Registrar Use Only- PowerSchool Coding Completed

Date



# Self-Directed Learner Rubric

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date of Review: \_\_\_\_\_

In order to maintain designation as well as a self-directed learner, the student must be marked as “proficient” or “advanced” annually in each of these traits:

Trait	Novice	Basic	Proficient	Advanced
<b>Goal Setting</b>	Lacks strategies to set personal goals and rarely participates in goal setting. Others usually set goals for student.	Has difficulty using strategies in the goal-setting process without on-going assistance.	Applies strategies to set achievable goals, seeking minimal assistance, and provides regular communication on progress.	Independently utilizes strategies to set challenging, achievable goals, adjusting goals based on progress with input from others.
<b>Focus</b>	Is unfocused and consistently off task and is unable to meet the goals in the learning plan.	Requires frequent prompting to focus on the learning process and demonstrate growth in the plan.	There is documented evidence that the student is focused on meeting the agreed learning goals.	Independently maintains focus and perseveres during the learning process; meets most of the agreed learning goals.
<b>Self-instruction</b>	Lacks strategies to learn, and rarely engages in problem solving or seeking help.	Applies strategies and problem-solves with frequent teacher assistance, sometimes seeking inappropriate help.	Applies strategies and problem-solves with occasional teacher/appropriate assistance.	Applies strategies independently for self- instruction, solving problems, and seeking appropriate help only if necessary.
<b>Self-monitoring</b>	Rarely monitors learning progress, and consistently requires teacher guidance.	Monitors learning progress with frequent teacher intervention.	Monitors learning progress and self-corrects with occasional teacher guidance.	Monitors learning progress, self-correcting as needed.
<b>Effective Use of Resources</b>	Rarely uses resources effectively and needs consistent teacher guidance.	Frequently requires teacher guidance to select and use resources effectively.	Selects and uses appropriate resources with minimal teacher guidance.	Independently identifies and effectively uses relevant resources.
<b>Self-evaluation and Reflection</b>	Rarely reflects upon learning without teacher prompting to identify strengths and weaknesses, use feedback, and modify work.	Frequently requires teacher prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work.	Occasionally reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work.	Independently reflects upon learning, identifying strengths and weaknesses, using feedback, and modifying work accordingly.
<b>Attainment of Learning Goals</b>	The student has little or no evidence of mastery toward the grade-level learning targets.	The student is approaching meeting the grade-level learning targets but is not on par with peers.	Documented evidence in coursework and assessments show that the student is on par in meeting grade-level learning targets.	Documented evidence shows that the student has excelled in meeting grade-level learning targets.

**Grade 05 and higher:** Does the student have demonstrated abilities in basic operations of addition/subtraction/multiplication/division? YES NO

**Grade 08 and higher:** Does the student have current 4-year graduation and post-secondary education plans? YES NO