



Educator Competencies for
Personalized, Learner-Centered Environments

Assessment Tool for Prioritized Competencies

Educator Competencies for Personalized, Learner-Centered Environments

Assessment Tool for Prioritized Competencies

This Assessment Tool is part of a series of supplemental materials and resources created to support schools, districts and states in their implementation of the *Educator Competencies for Personalized, Learner-Centered Environments (2020 Edition)*. Additional materials can be found at <https://studentsatthecenterhub.org/ed-comps>.

The Purpose of this Tool

Similar to working through a standard or competency with learners to build clarity on what it is they need to know and be able to do, this tool unpacks the prioritized competencies selected from each domain into levels of implementation to support educators' understanding of what it is they need to know and be able to do to master the competency. It can also be used alongside the *Reflection Tool for Prioritized Competencies*, which can assist educators to take a step back and assess their personal mindsets and orientation towards this work; and also provides guiding questions and examples – or “look fors” – of mastering each competency.

How to Use this Tool

SELF-ASSESSMENT

Educators can use it to determine where they are with their learning and implementation for each competency. The indicators described for each level of implementation for the competency give educators details on what they must demonstrate before moving onto the next level.

WALKTHROUGHS

Professional learning communities (PLCs), administrators or other educator teams can use this tool to guide instructional rounds or peer feedback. For example, if a PLC is working on a competency collaboratively, members can use this tool to visit each other's classrooms to provide feedback on their implementation progress. Administrators could also use the tool to determine how their learning community is progressing on a competency that has been identified as a goal, or to provide individual teachers with effective feedback.

WORKING LEVEL VS. LEVEL OF MASTERY

Below, each column header of the tool has been defined. When determining the level of implementation, it is important to differentiate between the working level and the level of mastery. The working level is the column that the educator or educator team is currently implementing but has not completed yet, whereas the level of mastery is the level that the educator or educator team has demonstrated mastery. An educator can determine that they are developing only when they can show evidence of implementation of all the listed indicators for developing. If they do not have evidence for all the indicators yet, then *developing* would be their working level, but they would identify *establishing* as their level of mastery.

What do the implementation headers mean?

ESTABLISHING

You are beginning the learning for the competency by acquiring an awareness level of the knowledge, skills and/or dispositions required for the competency.

DEVELOPING

You are working towards mastery of the competency by practicing the more rigorous learning of the knowledge, skills and/or dispositions required for the competency.

OPERATIONALIZING

You have mastered the knowledge, skills and/or dispositions required for the competency; when applicable, you have evidence of collaborative learning approaches with colleagues.

REFINING

You have mastered the knowledge, skills and/or dispositions required for the competency and with your colleagues, you can provide evidence of collaborative continuous improvement cycles that result in refinement of the required learning.

What might be one approach for a collaborative continuous improvement cycle?

One example is a PLC which, when implemented effectively, fosters collaborative learning among colleagues. Within the PLC, there is a commitment to continually assess, plan, act, reflect and learn together. In his meta-analyses, John Hattie's research shows that teacher collective efficacy has one of the highest levels of impact on student achievement. Using a collaborative approach such as a PLC, the team would implement a continuous improvement cycle that would include phases such as:

- » Review the required learning (standard or competency) that is expected of learners
- » Design a SMART goal, write an action plan and ensure that you are using a common assessment aligned to the required learning
- » Teach, checking for progress along the way using formative assessment strategies
- » Give the assessment and analyze the results
- » Collective inquiry and reflection, moving into action and refinement

Additional resources to learn more about PLCs:

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree Press.

Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Oxon, UK: Routledge.

McLaughlin, M. W., & Talbert, J. E. (2001). *Professional Communities and the Work of High School Teaching*. Chicago, IL: University of Chicago Press.

EDUCATOR COMPETENCIES

INTRAPERSONAL DOMAIN

1 Demonstrate a dedication to all learners – especially those historically marginalized and/or least served by public higher education – reaching college, career and civic readiness.

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none"> » Establish knowledge of unintentional biases. » Aware of available services in the learning community pertaining to learning supports and social capital opportunities as well as the barriers that exist for learners to be able to access those services. » Establish knowledge of restorative practices. 	<ul style="list-style-type: none"> » Practice remedying unintentional biases. » Perform a gap analysis on available learning community supports and social capital opportunities; and based on the data, collaboratively design or modify the referral processes for learning supports to increase access to learning supports for all students. » Co-design restorative practices to practice learning about social responsibilities and inclusive learning communities. 	<ul style="list-style-type: none"> » Recognize, make transparent, discuss and strive to ameliorate the biases and inequitable distribution of resources that may challenge learners from attaining postsecondary credentials and career advancement. » Demonstrate awareness of and remedies for unintentional biases, such as lowered expectations of productivity. » Be aware of and adept at referring students to an array of services – both inside and out of school – that reduce barriers to learning, social capital and access. » Use restorative practices to drive student learning of social responsibilities, foster respected learning communities and promote inclusion. 	<ul style="list-style-type: none"> » Collaboratively integrate a continuous improvement cycle into professional practice approaches. » Defend collaborative growth in this competency. » For further indicators for how to refine your practice in this competency, see “4. Demonstrate commitment to lifelong professional learning and growth,” in the Intrapersonal domain.

2 Maintain an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none">» Explores a variety of quality resources on personalized, learner-centered education; has a good sense of some of the ways personalized, learner-centered teaching and learning approaches differ from traditional “good teaching.”» Establish relationships with students.» Be able to identify examples of fully developed student agency.	<ul style="list-style-type: none">» Investigate personalized, learner-centered education, and research on its effectiveness for student groups that have been historically marginalized and/or least served by public higher education.» Nurture trusting relationships with students using asset-based language, feedback and strategies for quality use of time.» Practice strategies that develop student agency, moving more towards a student-driven learning environment.	<ul style="list-style-type: none">» Be able to explain how personalized, learner-centered education differs from traditional approaches; be able to articulate the ways personalized, learner-centered education is especially effective for student groups that have been historically marginalized and/or least served by public and higher education.» Place a primacy on building relationships with students that foster their learning success.» Understand that student agency means not just providing choice in learning paths, but also knowing when to cede power and step back so that students can lead.	<ul style="list-style-type: none">» Collaboratively integrate a continuous improvement cycle into professional practice approaches.» Defend collaborative growth in this competency.

4 Demonstrate commitment to lifelong professional learning and growth.

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none"> » Explore different reflection processes or protocols, and narrow down to one or two for consistent practice. » Stay up to date on and active in new professional learning and opportunities for collaboration. » Recognizes challenges in one's professional practice to overcome as opportunities. 	<ul style="list-style-type: none"> » Practice sharing reflections with peers and students on professional successes, failures and challenges. » Perform an audit on how/when new professional learning and collaboration opportunities take place and advocates for personalized professional development plans. » Practice responding to prioritized challenges aligned to professional goals and assessing results of changes. » Practice collecting feedback from students on teaching practices and the learning environment. 	<ul style="list-style-type: none"> » Model willingness to share reflections on and transparency around successes, failures and challenges. » Seek opportunities to learn new skills, deepen practices and collaborate with others. » Respond to problems and multiple demands as challenges rather than obstacles. » Use data, research, design thinking or other continuous improvement practices for short-cycle reflection or evaluation to examine personal practice, identify student needs, set goals, develop improvement plans, track next steps, share learning with peers and communicate choices to learners, families, other professionals and the community. » Systematically involve students in reflecting on teaching practices and the learning environment. 	<ul style="list-style-type: none"> » Collaboratively integrate a continuous improvement cycle into professional practice approaches. » Defend collaborative growth in this competency.

EDUCATOR COMPETENCIES
INTERPERSONAL DOMAIN

1 Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none"> » Understand how professional learning environments that embrace reflection, sharing and shared accountability contribute to positive learning environments for both adults and students. » Establish awareness of methods that create physically and emotionally safe, welcoming and affirming learning environments. » Research strategies for building self-directed learning and peer-to-peer learning, aspects of fully implemented student agency, » Establish awareness of micro-aggressions and harmful biases. » Establish knowledge of trauma-informed school strategies. 	<ul style="list-style-type: none"> » Contribute to professional learning environments that embrace a culture of shared accountability. » Deploy strategies that create physically and emotionally safe, welcoming and affirming learning environments. » Deploy strategies for building self-directed learning and peer-to-peer learning and determine effectiveness. » Practice deploying strategies for engaging peers and students when they display microaggressions or harmful biases. » Practice using trauma-informed school strategies. 	<ul style="list-style-type: none"> » Cultivate professional learning environments that embrace a culture of question-asking and innovation, cross- or interdisciplinary-teaching and shared accountability for student learning, reflection and self-assessment. » Cultivate student learning environments that are physically and emotionally safe, welcoming and affirming. » Deliberately build students’ ability to engage in self-directed learning as well as to learn from peers, especially those of different backgrounds or academic/career trajectories. » Be equipped and willing to engage peers and students when they display micro-aggressions or demonstrate harmful biases. » Be prepared with the fundamentals of trauma-informed schools: » Be able to recognize and respond to those who have been impacted by traumatic stress » Provide students with clear expectations and communication strategies to guide them through stressful situations. 	<ul style="list-style-type: none"> » Collaboratively integrate a continuous improvement cycle into professional practice approaches. » Defend collaborative growth in this competency. » For further indicators for how to refine your practice in this competency, see “4. Demonstrate commitment to lifelong professional learning and growth,” in the Intrapersonal domain.

EDUCATOR COMPETENCIES

COGNITIVE DOMAIN

4 Employ techniques for developing students' skills of metacognition, self-regulation, and perseverance.

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none"> » Establish knowledge of feedback techniques that prioritize the processes of thinking. » Establish knowledge of techniques that build students' metacognition, self-regulation and perseverance skills. » Know the research behind intrinsic versus extrinsic motivation related to learning. » Investigate strategies that help students determine priorities. 	<ul style="list-style-type: none"> » Practice feedback techniques that show processes of thinking. » Employ a variety of techniques for building students' metacognition, self-regulation and perseverance skills; practice making adjustments based on students' needs. » Experiment with tools that support students' intrinsic motivation, growing their ability to maintain high expectations for goals. » Employ strategies to learn how to help students determine priorities. 	<ul style="list-style-type: none"> » Model feedback techniques that highlight the processes of thinking rather than focusing exclusively on the products of thinking. » Differentiate between behavior and learning outcomes related to self-regulation (ability to control and take responsibility for one's own focus and effort), rather than perceived ability (belief in one's capabilities and limits) and adjust interventions accordingly. » Demonstrate familiarity with the concepts of intrinsic versus extrinsic motivation to learn, using a variety of tools that support students' ability to maintain high expectations for goals over extended periods of time. » Know how to help students determine priorities and develop skills on how to choose between competing interests. 	<ul style="list-style-type: none"> » Collaboratively integrate a continuous improvement cycle into professional practice approaches. » Defend collaborative growth in this competency. » For further indicators for how to refine your practice in this competency, see "4. Demonstrate commitment to lifelong professional learning and growth," in the Intrapersonal domain.

EDUCATOR COMPETENCIES

INSTRUCTIONAL DOMAIN

5 Promote student agency and ownership with regard to learning

ESTABLISHING	DEVELOPING	OPERATIONALIZING	REFINING
<ul style="list-style-type: none"> » Investigate strategies that develop student agency. » Investigate effective collaboration strategies. » Study the concept of growth mindset. » Establish the classroom learning environment with the students to include a shared vision, values and community agreements. » Build students' awareness of their efficacy, interests and purpose. 	<ul style="list-style-type: none"> » Practice developing student agency using a variety of strategies. » Grow the collaborative culture by co-designing collaboration processes and procedures with the students. » Employ strategies for developing students' growth mindset. » Practice using the community agreements to grow students' self-management skills. » Practice using strategies that grow students' self-confidence towards self-efficacy. » Practice co-decision-making with the students. 	<ul style="list-style-type: none"> » Encourage student voice and choice via strategies such as: <ul style="list-style-type: none"> • Ensuring students have the capacity to set and revise goals and monitor progress. • Enabling students to co-design curricula. • Providing students with multiple options for demonstrating mastery of a standard or competency in an enduring skill or area. • Providing opportunities for students to contribute to classroom or school-based decision-making processes. » Strengthen students' abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment and self-pacing. » Cultivate students' abilities to collaborate with peers via strategies such as peer assessment and project-based learning. » Cultivate students' growth mindsets. » Help students manage their own behavior to optimize the learning environment for all. » Support the development of and positively influence students' perceptions of their efficacy, interest and purpose. » Shift the dynamic from adult control of decision-making to student agency in decisions. 	<ul style="list-style-type: none"> » Collaboratively integrate a continuous improvement cycle into professional practice approaches. » Defend collaborative growth in this competency. » For further indicators for how to refine your practice in this competency, see "4. Demonstrate commitment to lifelong professional learning and growth," in the Intrapersonal domain.

