

Appendix C

Methodology and Reviewers

In 2015, Jobs for the Future and the Council of Chief State School Officers led a process to generate a set of Educator Competencies for Personalized, Learner-Centered Teaching. These competencies are grounded in research and synthesize and expand on 10 existing frameworks for educators. Through rich feedback from educators and thought leaders, the resulting document reflects an aspirational approach to education to ensure that all students graduate ready for college, career, and civic success.

Throughout the writing and dissemination of the Educator Competencies, the writing team heard that effective leadership would be instrumental in the implementation of the competencies. In response to that feedback, the team launched a second and aligned effort to develop the Leadership Competencies for Learner-Centered, Personalized Education.

The writing team that developed these Leadership Competencies began by defining the graduate profile necessary for students to succeed in today's economy. Grounded in the picture of a successful graduate, the team began to cross-walk, code, and analyze existing frameworks for leadership to back-map what leaders need to know and be able to do to support and empower educators to facilitate students' college, career, and civic success. We selected frameworks that represented a range from highly tested, multi-state and school site-adopted standards developed for our current mode of education, to newer and sometimes more theoretical lists designed for personalized, innovative settings. For a complete list of original educator source material, see Appendix A.

We then grouped, revised text to avoid duplications, and eliminated skills that clearly did not point toward achieving a learner-centered, personalized approach. We workshopped the first coding pass with the CCSSO Work Group members (comprised of state and district practitioners from nine states) in several virtual meetings and an in-person gathering in August 2016. We asked them to read for what was missing and where the list needed to distinguish better between the learner-centered, personalized approaches and basic good teaching. The feedback from these initial conversations helped the writing team to refine the focus of this document to reflect only those competencies that are truly transformative, forward-facing, and critical to establish a learner-centered, personalized learning environment. With this refined lens, we eliminated those competencies that solely spoke to building or basic management and bolstered those from legacy or traditional leadership models that needed to portray more forward thinking.

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The next draft of this document was further refined and revised during several in-person conference sessions (iNACOL Symposium, Innovation Lab Network Convening, Deeper Learning 2017), along with virtual focus groups with educators and leaders from Wisconsin, Oregon, and Vermont. In April 2017, the document was posted online and opened for a public comment period. Through this digital document, we collected over 450 comments from 50 respondents. The table below presents a snapshot of reviewers. This final piece reflects the incredible wealth of information and thoughtful input we gathered from these multiple rounds of vetting.

Reviewer snapshot

Education leaders, including teachers, principals, and superintendents	78
Content experts, including thought leaders and professional development providers	41
Policy representatives, including representatives from 11 state departments of education	26

Throughout the entire process, the writing team relied on continuous feedback from the other members of the steering committee and our advisory team. We are grateful for their thought-partnership and the critical role they played in reality-testing the document.

Steering committee:

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