Educator Competencies for
Personalized, Learner-Centered Environments

Prioritized Competencies

This guide to the Prioritized Competencies 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

When essentializing a set of competencies or standards, among other things, it is important to consider the endurance the learning will provide, the readiness, the degree to which it will prepare someone for the next level of learning, as well as the leverage it will provide across contexts and disciplines. Due to the purpose of this particular set of competencies focusing on implementation of personalized, learner-centered environments and professional development of practices that nourish them, the following criteria guided the determination of the list:

1. Competencies that have the most leverage for any educator focusing on implementing that particular environment, regardless of discipline, context, level or role were considered for prioritizing.

2. In many cases, the domains connect together to create the desired outcome. Therefore, priority competencies have a strong connection across the domains in order to create another layer of leverage and endurance for educators.

3. Many competencies have an aspect of focusing on continuous improvement; those chosen highlight the practice of a continuous improvement cycle that would be applicable to work in concert across any of the competencies.

Additional resources to learn more about determining enduring standards and essential competencies:

» Ainsworth, Larry (2003). Power Standards: Identifying the Standards That Matter the Most. Thousand Oaks, CA: Corwin, A SAGE Company.

» Ainsworth, Larry (2013). Prioritizing the Common Core. Thousand Oaks, CA: Corwin, A SAGE Company.

» Ainsworth, Larry (2010). Rigorous Curriculum Design. Englewood: Lead and Learn Press.

The numbers below refer to the competencies and indicators in the *Educator Competencies for Personalized, Learner-Centered Environments (2020 Edition)*. Access full document at: https://studentsatthecenterhub.org/ed-comps.

INTRAPERSONAL	INTERPERSONAL	COGNITIVE	INSTRUCTIONAL
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.	**1** Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.	**4** Employ techniques for developing students' skills of metacognition, self-regulation and perseverance.	**5** Promote student agency and ownership with regard to learning.
2 Maintain an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.			
4 Demonstrate commitment to lifelong professional learning and growth.			