



Educator Competencies for  
Personalized, Learner-Centered Environments

# Reflection Tool for Prioritized Competencies

## Educator Competencies for Personalized, Learner-Centered Environments

# Reflection Tool for Prioritized Competencies

This 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

This tool can be used by individual teachers on their own to build understanding of how their practices align to the indicators for each competency. This reflection tool provides thought-provoking questions designed to assist educators in determining where they are in their learning journey towards mastering each competency. It can also be used alongside the *Assessment Tool for Prioritized Competencies*, which unpacks the competencies into a developmental progression.

### How to Use this Tool

Six priority competencies from the main text are each listed in the first column. The *indicators* listed are the operationalizing level for each competency, which is considered mastery. **Operationalizing** means that someone has mastered the knowledge, skills and/or dispositions required for the competency and when applicable, can produce evidence of this mastery.

Together, they make up the success criteria for reaching full implementation of the competency. As an educator reads through each indicator, they can use the *reflective questions* to support thinking about the practices that are in place, and what practices have yet to be put in place that would support movement towards full implementation of the listed indicators.

In addition, this tool provides *possible look fors* of each competency in the fourth column. The look fors are provided to add an additional layer of context for making meaning of the indicators and should be read as possible examples, rather than consider them a mandatory checklist for reaching mastery. Specific look fors will vary based on the vision and culture of the learning community. For example, the intrapersonal competency “demonstrates a dedication to all learners,” has restorative practices as a listed look for. Restorative practices are a specific strategy to support the culture of a learning community; however, they aren’t the

only strategy a community could use for this particular competency. Educators can use the look fors to guide them to reflect about what evidence they can use in their specific context to demonstrate the listed indicators.

To use this tool, educators might:

- » Journal responses to the questions to discover their own examples of implementation.
- » Fill in their own blank version of the template with other competencies and indicators, adding their own reflection questions and look fors.
- » Team up with a collaborative teacher community to discuss existing indicator examples and what might be a next step for implementation.
- » Reflect with leadership or coaching teams on what types of look fors represent the mastery level, where their learning community stands with implementation, and determine next steps.









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

INDICATORS	REFLECTIVE/GUIDING QUESTIONS	POSSIBLE LOOK FORS
<ul style="list-style-type: none"> <li>a. Contribute to 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.</li> <li>b. Contribute to student learning environments that are physically and emotionally safe, welcoming and affirming.</li> <li>c. 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.</li> <li>d. Be equipped and willing to engage colleagues and students when they display micro-aggressions or demonstrate harmful biases.</li> <li>e. Be prepared to embody the fundamental features of trauma-informed schools:               <ul style="list-style-type: none"> <li>i. Able to recognize and respond to those who have been impacted by traumatic stress; and</li> <li>ii. Provide students with clear expectations and communication strategies to guide them through stressful situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» How have I contributed to a professional learning environment that supports positive risk-taking?</li> <li>» What are my roles and responsibilities for shared accountability towards our goals?</li> <li>» Do I trust the learners as a valued and included member of the learning environment? How do I know?</li> <li>» When I am witness to micro-aggressions or harmful biases, how do I engage?</li> </ul>	<ul style="list-style-type: none"> <li>» Data as a result of shared accountability</li> <li>» Evidence of safe and welcoming environments</li> <li>» Student testimony</li> <li>» Participation in conversations, trainings or feedback cycles related to culturally responsive teaching and trauma-informed practices</li> </ul>

---

---

---

---

---

---

---

---







EDUCATOR COMPETENCIES

# INSTRUCTIONAL DOMAIN

## 5 Promote student agency and ownership with regard to learning

INDICATORS	REFLECTIVE/GUIDING QUESTIONS	POSSIBLE LOOK FORS
<ul style="list-style-type: none"> <li>a. Encourage student “voice and choice” via strategies such as:                             <ul style="list-style-type: none"> <li>i. Providing access for students to monitor their progress and set goals.</li> <li>ii. Enabling students to choose and co-design curricula.</li> <li>iii. Providing students with multiple options for demonstrating mastery of a standard or competency in an enduring skill or area.</li> <li>iv. Providing opportunities for students to contribute to classroom or school-based decision-making processes, including participatory action research, place-based education, restorative practices and class meetings.</li> </ul> </li> <li>b. Develop students’ abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment and self-pacing.</li> <li>c. Develop students’ abilities to collaborate with peers via strategies such as peer assessment and project-based learning.</li> <li>d. Cultivate students’ growth mindsets.</li> <li>e. Help students manage their own behavior to optimize the learning environment for all.</li> <li>f. Support the development of, and positively influence students’ perceptions of, students’ own efficacy, interest and purpose.</li> <li>g. Shift the dynamic from adult control to student agency in decision-making. Develop and use assessment tools that are flexible, involve students in their creation and which clearly articulate standards and criteria for meeting those standards.</li> <li>h. Collect data that can help expose racial inequities and use that data to ameliorate inequities and close gaps among students, keeping all students to a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>» How have I contributed to a professional learning environment that supports positive risk-taking?</li> <li>» What are my roles and responsibilities for shared accountability towards our goals?</li> <li>» Do I trust the learners as a valued and included member of the learning environment? How do I know?</li> <li>» When I am witness to micro-aggressions or harmful biases, how do I engage?</li> </ul>	<ul style="list-style-type: none"> <li>» Data as a result of shared accountability</li> <li>» Evidence of safe and welcoming environments</li> <li>» Student testimony</li> <li>» Participation in conversations, trainings or feedback cycles related to culturally responsive teaching and trauma-informed practices</li> </ul>

