Educator Competencies for
Personalized, Learner-Centered Environments

Directions for Setting Up a Simple Rubric

This guide 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

Another resource in this series, Assessment Tool for Prioritized Competencies, unpacked six high-leverage competencies as an example for creating a developmental implementation rubric. However, assessment tools are strongest when aligned to the context of each learning community, which is why only six examples were provided. Furthermore, the act of designing assessment tools and rubrics offers educators the opportunity to collaborate, calibrate and build capacity for mastering the competencies. Directions for Setting Up a Simple Rubric is meant to support educators through that design process and can be replicated for any competencies that were not prioritized and laid out in the assessment tool.

ADDITIONAL RESOURCES:
Assessment Tool for Prioritized Competencies can be accessed at https://studentsatthecenterhub.org/ed-comps.

How to Use this Tool

CREATE SINGLE POINT IMPLEMENTATION RUBRICS
On the following page, we have provided an example of a single point implementation rubric for one of the competencies (Figure 1). A single point rubric provides the indicators for mastery (operationalizing) in the middle, a column to the left for educators to record evidence that leads up to mastery (developing) and a column to the right for any evidence that exceeds mastery (refining). Single point rubrics could easily be designed for all the competencies and educators could use them in a variety of ways to reflect about their practice and determine next steps.

Tips for use:

» The indicators are already provided for each competency in the full text and can be pasted into the operationalizing column in the template.

» Create the single point implementation rubric with colleagues. Calibration of what constitutes developing or refining evidence reduces subjectivity and increases reliability.

Figure 1. Example of a single point implementation rubric for one competency

EDUCATOR COMPETENCIES **INSTRUCTIONAL DOMAIN**

COMPETENCY 2: Use assessment and data as tools for learning and to ensure that students are progressing at rates which result in equity of outcomes. *Educator Competencies for Personalized, Learner-Centered Environments (2020 Edition)*

DEVELOPING Evidence of practicing/approaching mastery	OPERATIONALIZING Indicators of mastery for the Competency	REFINING Evidence of continuous improvement cycles/ exceeding mastery
	Systematically apply the use of data (quantitative and qualitative) to understand individual skills, gaps, strengths, weaknesses, interests and aspirations of each student, and **use** that information to design and modify personalized learning paths toward meeting school, district and state standards.	
	Use multiple, frequent and formative assessments – such as self-assessment, exit tickets and student surveys – in a timely manner to engage learners in their own growth, to monitor learner progress, to guide educators' and learners' decision making and to communicate with families.	
	Facilitate students' creation of a portfolio, exhibition or other public showcase tool to serve as a culminating event at appropriate educational junctures.	
	Develop and use assessment tools that are flexible, involve students in their creation and which clearly articulate standards and criteria for meeting those standards.	
	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.	