A Standards-Based Competency Framework For Effective Teaching

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Teacher education and professional development programs must strengthen the practices of teachers, and result in improved student achievement.

EVIDENCE of both improved instructional practice and improved student achievement should be gathered as part of professional development.

The evidence gathered should be used for reflection and to support development of teacher growth plans.
Professional Growth Plans should be:

1. Driven by explicit theories of effective teaching.
2. Connected directly to each teacher’s classroom practices.
3. Based upon robust professional teaching standards and competency requirements.
While each Competency has discrete knowledge, practices and strategies, effective teaching occurs when the three competencies interact to effect high achievement for individual learners and groups.
Why Competencies?

- Competencies are measurable and essential dimensions of teaching shown to drive high levels of student learning.
- Competencies represent the BIG IDEAS shaping a critical framework that is fully aligned with professional teaching standards.
- Competencies are built upon masterful and consistent application of foundational knowledge, professional practices, and effective instructional strategies.
Three Partitions

- **The Assessment Competency** is defined as: The practice of using multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.

- **The Climate and Culture Competency** is defined as: The practice of establishing a respectful, equitable environment for a diverse population of students that promotes a high degree of learner engagement and a clear commitment to learning.

- **The Teaching and Learning Competency** is defined as: The practice of applying deep knowledge of human development, learning theory, and K-12 content to instruction that is challenging, clear, differentiated, and accurate.
Professional Teaching Standards are the building blocks of each competency area.

- **Knowledge**: The understanding of academic content and theoretical knowledge that informs professional practice.

- **Practices**: The integration of foundational knowledge with the behavior and habits of mind that support instruction.

- **Strategies**: The planned and intentional use of research-based strategies, routines and procedures proven to advance student achievement.
Teachers use professional standards to state both the competency area and specific criterion.

<table>
<thead>
<tr>
<th>COMPETENCY AREA</th>
<th>Content Knowledge</th>
<th>Pedagogical Knowledge</th>
<th>Skills/Professional Practice</th>
<th>Evidence – what will you collect that shows growth?</th>
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<tbody>
<tr>
<td>Describe your current capacity to impact student learning related to this competency</td>
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<td>What knowledge and skills will you need to build your capacity for effective teaching?</td>
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<td>What new knowledge and skills will your students have as a result of your professional growth</td>
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<td>What will your students be able to do as a result of your professional growth that they are not now able to do?</td>
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What specific growth activities will you engage in to obtain the identified new learning? Discussions with your school/district supervisor/mentor about school/district goals should guide your goal setting.

<table>
<thead>
<tr>
<th>Growth Activity</th>
<th>Content or Pedagogical Knowledge/Skill</th>
<th>Target Date</th>
<th>Resources needed</th>
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<tr>
<td>Category – Accomplishment that demonstrates...</td>
<td>Activity</td>
<td>Impact on student learning</td>
<td>Documentation/Evidence</td>
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<tr>
<td>Personal learning and Growth in relation to Effective Teaching Rubric (ETR)</td>
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<td>Student learning related to standards</td>
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<td>Family/Community Involvement evidence of your work with students, families and community supporting growth in student learning.</td>
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<td>Leadership- Contributions to the Profession</td>
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Online Professional Teaching Standards Resource

http://eteach.eduwebs.org

Guest login information:
Login = saratoga
Password = guest
Assessment Competencies

- Formative Assessment FOR Learning
- Summative Assessment OF Learning
- Individual Student Assessment
- Assessment of Standards and Instructional Outcomes
- Providing specific and actionable feedback to Students
- Understanding Assessment Methods
- Differentiation and Accommodation in Assessment
- Facilitating student self-assessment
- Facilitating peer assessment by students
- Assessment of language development including ESL
- Involving students in the assessment process
- Maintaining and using assessment data
- Validity, Reliability and Freedom from Bias in assessment
- Assessment Technologies
- Communication and Reporting in Assessment
- Teacher collaboration and assessment
- Resource assessment
- Legal and ethical issues in assessment
- Professional development, reflection and self-assessment
- Program evaluation
Teaching and Learning Competencies

- Curriculum planning and design
- Knowledge of content (including subject area standards) and structure of the discipline
- Understands student learning and individual differences (including social, emotional, and physical development and how these influence learning)
- Scaffolds student achievement of curriculum standards and goals
- Differentiating instruction and making accommodations for Learning Differences
- Understands and promotes language acquisition and language learning (including second language acquisition and academic English)
- Use of a range of instructional Strategies
- Promotes higher order thinking, problem solving, inquiry and creativity
- Builds on learner experiences, interests and strengths
- Communication (with colleagues and with students including learners with diverse needs)
- Collaboration (with students and colleagues)
- Use of Technology and media
- Group instruction and developing learning communities
- Legal and ethical practices in the classroom
- Reflection on teaching practices
- Leadership and advocacy
- Resource management
- Professional development in teaching
Climate and Culture Competencies

- Supports learners' social development
- Supports learners' emotional development
- Understands the role of culture in learning
- Communicates effectively with students, families and members of the community
- Collaborates effectively with students, families, and members of the community
- Brings multiple perspectives to teaching content
- Makes content accessible to a diverse population of learners
- Builds a classroom climate of mutual respect and support
- Equitably allocates teaching and learning resources
- Effectively organizes and manages teaching space
- Manages teaching and learning time effectively
- Engages learners in collaborative and cooperative experiences
- Supports self directed learning and inquiry
- Helps students take responsibility for quality work that meets rigorous academic goals
- Integrates culturally relevant content into instruction
- Expands learners understanding of local and global issues
- Builds community connections and accesses community resources
- Works with colleagues to support a professional, collegial culture within the school and district and beyond
Example of Effective Teaching Rubric Based on INTASC Professional Standards

ASSESSMENT
- Establishes accurate learning targets associated with appropriate standards and outcomes
- Performs assessment FOR learning with individuals and small groups
- Differentiates and accommodates assessment accurately for diverse learners
- Provides accurate, specific and actionable feedback to students
- Facilitates student self-assessment
- Utilizes assessment technologies
- Engages students in the assessment process
- Records and maintains accurate assessment data

SUSTAINING A CULTURE OF LEARNING
- Makes content accessible to a diverse population of learners
- Builds a classroom climate of mutual respect and support
- Helps all students take responsibility for quality work that meets rigorous academic goals
- Engages learners in collaborative and cooperative experiences

TEACHING AND LEARNING
- Demonstrates deep knowledge of the content and structure of the discipline
- Demonstrates instructional design and curriculum planning
- Differentiates instruction and makes accommodations for learning differences
- Uses a range of instructional strategies that build on learner developmental level, experiences, interests and strengths
- Promotes higher order thinking, problem solving, inquiry and creativity