

Note: Please click on the links in this document only after completing the entire course

Learn More

Part-I: Competency-based Education (CBE)
Module 3: Teaching in Competency-based Systems

References

- ❑ Casey, K. (2018). Moving toward mastery: Growing, developing and sustaining educators for competency-based education. Vienna, VA: iNACOL. Content in this report is licensed under a Creative Commons Attribution 4.0 International license. Retrieved from <https://aurora-institute.org/wp-content/uploads/Moving-Toward-Mastery.pdf>
- ❑ Sturgis, C. & Casey, K. (2018). *Quality principles for competency-based education*. Vienna, VA: iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license. Retrieved from <https://aurora-institute.org/wp-content/uploads/Quality-Principles-Book.pdf>

Weblinks

- ❑ Moving Toward Mastery: Growing, Developing and Sustaining Educators for Competency-Based Education: Aurora Institute. You Tube. <https://www.youtube.com/watch?v=dNJZB296bVI&list=PLwlaSlLnyTcG9yJQHkZiq4LuyQYAa5lih&index=6&t=0s>
- ❑ Innovative Staffing to Personalise Learning. <http://publicimpact.com/innovative-staffing-to-personalize-learning/#WestBelden>

Suggested Readings

- ❑ **Suggested Reading 1:**
Cator, K. Schneider, C. Ark, T.V. (2014). Preparing Teachers for Deeper Learning: Competency-Based Teacher Preparation and Development. Retrieved from: <https://digitalpromise.org/wp-content/uploads/2014/05/FINAL-Preparing-Teachers-for-Deeper-Learning-Paper-1.pdf>

❑ **Suggested Reading 2:**

Jobs for the Future & the Council of Chief State School Officers. 2015. *Educator Competencies for Personalized, Learner-Centered Teaching*. Boston, MA: Jobs for the Future. Retrieved from:

<https://ifforg-prod-prime.s3.amazonaws.com/media/documents/Educator-Competencies-081015.pdf>

❑ **Suggested Reading 3:**

Powell, A. Rabbitt, B. Kennedy, K. (2014). iNACOL Blended Learning Teacher Competency Framework. In Partnership with The Learning Accelerator. Retrieved from:

<http://www.aurora-institute.org/wp-content/uploads/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>

'Building 21 Model' of Teacher Competencies (with examples)

'Building 21' is a model of teacher competencies that give competency statements and a continuum to self-assess the growth of a teacher.

Name of the Teacher Competency	Competency Statement	Step 1 (Novice)	Step 2 (Advanced Beginner)	Step 3 (Proficient)	Step 4 (Expert)
Building Relationships With Students	I can successfully communicate and empathize with students from diverse cultural, religious and economic backgrounds.	I know that students and families bring cultural, religious, family and differences to the classroom.	I respect and understand the cultural, religious, family and socio-economic differences that students bring to the classroom.	I am aware of my own assumptions, values, and biases and understand how society and culture have shaped my views of the cultural-religious, family and socio-economic differences that students bring to the classroom.	I reflect on my own assumptions, values, biases and actions and understand how society and culture have shaped my views of the cultural religious, family and socio-economic differences that students bring to the

					classroom.
Teacher as Designer	I can design studios that start with an authentic, real world context.	I can design studios that challenge students to solve a problem or address an issue.	I can design studios that challenge students to solve an authentic, real world problem or issue.	I can design studios that challenge students to solve an authentic, real world problem or issue and to consider the audience their solution would impact.	I can design studios that challenge students to solve an authentic, real world problem or issue and require students to implement their solution or product in an authentic context and analyze the impact their solution has on an authentic audience.
Continuous Improvement	I can learn from criticism and feedback from peers and supervisors.	I tend to internalize criticism and feedback as a commentary on inherent ability.	I sometimes learn from the feedback of certain trusted individuals.	I often learn from the feedback of a wide range of peers and colleagues.	I put ego aside, uses feedback and criticism as critical information for learning and improvement.
Reference:	Building 21 Educator Competencies https://docs.google.com/document/d/1hcuPxWrZqdtV78cdFm6TmzslS0DLUaBJESP8ahICO_s/edit				

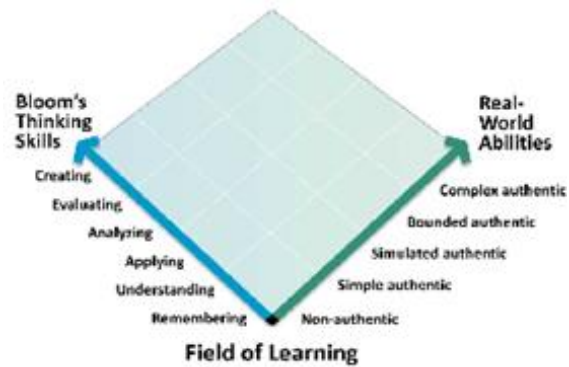
Interesting Fact

Plot Comparison of Bloom's Taxonomical Thinking Skills with Real-world Abilities

The MyWays Field of Learning is a useful visual device for envisioning the integration of Bloom's taxonomical thinking skills with real-world abilities.

The left axis is familiar to many; the right axis indicates growing competence as the authenticity of the setting increases.

For example, a middle school student might be competent in Communication & Collaboration within "simulated authentic" settings (such as those within school), but not in "complex authentic" settings in the adult world. This progression allows learning activities to be plotted by the degree of authenticity.



Reference:

Visual Summary of the MyWays Student Success Series: Dave Lash and Grace Belfiore for Next Generation October 2017 Learning Challenges (October 2017).

Retrieved from:

https://s3.amazonaws.com/nglc/resource-files/MyWays_000VisualSummary.pdf