

Organization of the FCPS Framework

The FCPS Framework identifies 12 micro-competencies, which are organized into 4 larger competencies—mindset, equity and data literacy, teaching practices, and professional learning/networking skills. These competencies are distinguished not only in content, but also in how they are developed in individuals. A brief description of each competency follows.

Mindset

Mindset encompasses the core values and beliefs that guide an individual's thinking, behaviors, and actions, aligning with the goals of educational change. An educator must embrace and commit to a mindset that promotes flexibility and reflection, enabling them to be a lead learner who adapts to new forms of teaching and learning.

- NBPTS 1: Teachers are committed to students and their learning.
- IO 6: Reflective Practice - Hood College prepares educators who reflect on their practice and are committed to continued professional growth.
- IO 7: Ethics and Integrity - Hood College prepares educators who demonstrate ethics and integrity to promote respect for the profession.

Equity and Data Literacy

Equity and data literacy involves the ability to use data to design equitable learning opportunities. By leveraging these skills, educators identify educational disparities and implement targeted approaches that transform learning, ensuring all students have the resources they need to succeed.

- NBPTS 2: Teachers know the subjects they teach and how to teach those subjects to students.
- IO 2: Diversity - Hood College prepares educators who use their knowledge of diversity to create learning environments in which all students learn.
- IO 3: Assessment - Hood College prepares educators who use a variety of assessment data to guide planning and instruction to improve learning for all students.

Teaching Practices

Teaching practices encompass the personal characteristics and behaviors that enable educators to adopt new approaches in teaching and learning. Proficiency in curriculum and instruction requires ongoing coaching and development of these essential practices. By prioritizing equity and addressing diverse student needs, educators create inclusive environments that drive student achievement.

- NBPTS 3: Teachers are responsible for managing and monitoring student learning.
- NBPTS 4: Teachers think systematically about their practice and learn from their experience.
- IO 1: Content Knowledge and Skills - Hood College prepares educators who demonstrate standards based content knowledge, pedagogical knowledge, and pedagogical content knowledge to ensure that all students can learn.
- IO 2: Diversity - Hood College prepares educators who use their knowledge of diversity to create learning environments in which all students learn.

Professional Learning & Networking (PLN)

Participation in intentional and strategic professional learning networks is essential for fostering growth and community among educators. Skills such as collaboration and problem-solving become refined through continued engagement with a PLN, empowering educators to navigate new tasks, develop innovative solutions, and elevate pedagogical practices.

- NBPTS 5: Teachers are members of learning communities.
- IO 5: Communication - Hood College prepares educators who communicate effectively with students, families, and colleagues in order to facilitate learning.
- IO 6: Reflective Practice - Hood College prepares educators who reflect on their practice and are committed to continued professional growth.