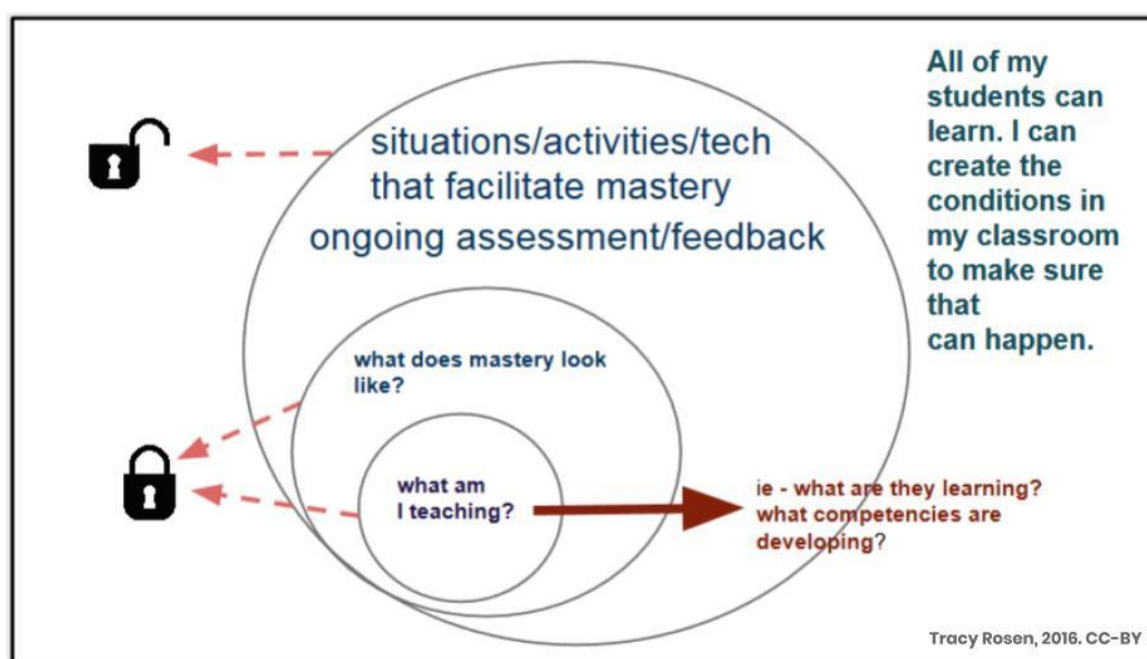


A while ago I developed this little graphic to visualize a way to **plan for competency development** within the context of our new programs.

Basically, the **competencies and the evidence of mastery are locked to our programs** but **the way we go about it** – the activities, the monitoring of learning, the formative assessment, the fluid pieces of learning – **is unlocked** because it depends on the teacher, the learners, and the community in which they are learning.

I find it helpful to do curriculum work within the context of how I will teach it in the classrooms. It helps to make it more real for me.



(I talk about this model in this blog post from last year <https://trpd.ca/success-indicators-technology/>)

This model was based on materials I developed when teaching the new programs and I presented them on this website for an EMSB conference workshop called **Show me what you know: Planning for competency development.**

<http://compdev.tracyrosen.com/>

Some of the main presentation on the website may not make much sense out of the context of the workshop but towards the end it gives examples of some of the activities I included at the bottom of the page. It may be helpful.

Tracy Rosen