



These educator competencies are developed through all aspects of a faculty member's work at SLS. For example: through goal-setting in the FGR process, through student survey feedback, and through professional development.

BELONGING: Cultivate Belonging & Trusting Relationships

What might this look like?

- ☐ Get to know each student well
- ☐ Encourage multiple perspectives
- ☐ Provide equitable access for students
- ☐ Teach collaboration skills
- ☐ Address misbehavior directly and respectfully
- ☐ Teach students about ethical behavior--this competency

includes teaching students about ethical use of generative AI tools such as citing sources and keeping a prompt log, reporting biased results through our bias reporting tool, and persisting through challenges when a “shortcut” exists but is not permitted

LEARNING THAT LASTS: Develop Student Agency Through Meaningful Learning Experiences

What might this look like?

- ❑ Provide choice in the curriculum, including appropriate choice about whether to use AI tools--this competency underscores teachers' responsibility to provide appropriate, scaffolded levels of choice to students about when and whether and how to use AI tools.
- ❑ Have students apply their learning to a new context
- ❑ Gather student feedback
- ❑ Model expert thinking
- ❑ Help students understand the 'why'

FEEDBACK: Provide Clear and Actionable Feedback Grounded in a Growth Mindset

What might this look like?

- ❑ Anticipate student misconceptions, especially with difficult content or skills
- ❑ Check to see whether students apply past feedback

- ❑ Frame failures as hard but important learning opportunities
- ❑ Focus on strategies rather than innate talent

GROWTH: Seek Opportunities for Your Own Professional Growth

What might this look like?

- ❑ Shadow a student
- ❑ Observe a colleague
- ❑ Attend a professional development experience
- ❑ Take a content deep dive
- ❑ Engage fully in the FGR process
- ❑ Seek out colleagues for their input
- ❑ Be willing to take risks, try new things--this competency spotlights the expectation that all SLS faculty will be learners themselves, trying out new generative AI tools as they emerge and modeling for students that they are learning as well and are taking measured, smart risks in trying out new technology