

How to use *your own copy of*** this document:**

- **Individual teacher**-- Identify strengths and opportunities for growth. Determine priorities for your professional growth plan. Collect evidence of your growth and development
- **School team**-- identify strengths and opportunities for growth through observations and evidence. Identify priorities for school wide focus and development
- **District**--Identify and align professional learning opportunities to the learning model and educator competencies.

Competency Based: instruction, assessment, grading, and academic reporting based on students' abilities to demonstrate they have gained the expected knowledge and skills as they progress through their education

Competency	Competency Indicators	Never	Sometimes	Always
Use assessment and data as tools for learning	I apply the use of data (quantitative and qualitative) systematically to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to design and modify personalized learning paths toward meeting school, district, and state standards.			
	I use multiple, frequent, and formative assessments —such as self-assessment, exit tickets, and student surveys—in a timely manner to engage learners in their own growth, to monitor learner progress, to guide educators' and learners' decision making, and to communicate with families.			
What evidence or examples from your classroom can you share for how you bring this competency to life?				
Use a mastery approach to learning	I customize and scaffold instruction, supports, and pacing so that all learners can master the content and fill gaps in understanding.			
	I maintain a focus on high expectations for achievement while providing feedback and opportunities for practice, revision, and improvement.			

	I create, use, or adapt rubrics that clearly define what “mastery” looks like for key content-based concepts.			
	I create learning experiences that make the content-based concepts accessible and meaningful (e.g., to understand the “why,” as well as the “how”).			
	I determine students’ progress, advancement, and pace via various methods of demonstrated understanding of the content, skills, and application of learning goals.			
What evidence or examples from your classroom can you share for how you bring this competency to life?				
Use a performance-based assessment approach to demonstrate mastery of content knowledge and profile of success competencies	I backwards plan from Profile of Success to ensure students are developing the competencies to be successful in school and life.			
	I provide students with a clear understanding of the desired competencies to be mastered.			
	I facilitate the development of a Student Portfolio: a curated collection of performance assessments from multiple subjects aligned to the Profile of Success, which shows evidence of growth and proficiency in those skills.			
	I provide students with an opportunity to create public products and share their learning with a public audience.			
What evidence or examples from your classroom can you share for how you bring this competency to life?				