



Teacher Competencies

We asked ourselves, “What skills do teachers need to develop or continue to build in order to successfully implement the Building 21 model?” Also, the teacher competencies allows us (the Network) define our expectations for our schools. We are starting with four of the competencies that are directly related to our focus areas: Studio design, Personalization, Advisory, and Data Informed Practice. During our professional learning times, we will use these competencies to define each focus area as well as to create goal statements aligned to the focus areas. The competencies will have a continuum for each standard that will allow you to self-assess where you are, write goal statements, and define methods of data collection that will measure growth.

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TC.1 Building Relationships With Students

Competency Statement: I can build positive and long lasting relationships with students and help them develop “a sense of a competence, usefulness, belonging and empowerment.”¹

Skills	Step 1	Step 2	Step 3	Step 4
TC.1.1 I implement care based classroom management strategies that minimize classroom disruption while also considering any stressors that the young person may be feeling.				
TC.1.2 I model appropriate behavior				
TC.1.3 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.
TC.1.4 I continue to work on my emotional capacity to care for students who are high need.				

¹ [Best Practices: Positive Youth Development](#)

TC.2 Advisory

Competency statement: I can create safe, open spaces for students to feel ownership of their school experience and to receive personalized support throughout their experience.

Skills	Step 1	Step 2	Step 3	Step 4
<p>TC.2.1 I can design and/or facilitate activities that allow students to take ownership of their school experience.</p>	<p>I can determine the needs of my advisory and create or find activities to meet those needs.</p>	<p>I can identify the needs of my advisory and work with students to co-plan and facilitate activities to meet those needs.</p>	<p>I can assist students in identifying the advisory's needs and students plan and facilitate activities to meet those needs.</p>	<p>Students independently identify the needs of the advisory and design their own activities and then facilitate them.</p>
<p>TC.2.2 I can nurture meaningful relationships with my advisory.</p>	<p>I have completed the Student/Family information sheet.</p> <p>With a trauma informed mindset I check in with each member of my advisory formally or informally at least once per learning cycle.</p> <p>I follow up with my students to check in when they are late or absent.</p>	<p>With a trauma informed mindset I check in with each member of my advisory formally or informally at least once per month.</p> <p>I call students and/or families each day one of my students is absent. I check in with students when they are late to understand why.</p>	<p>With a trauma informed mindset I check in with each member of my advisory formally or informally at least once every other week.</p> <p>I know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.</p> <p>I call students and families when one of my students is absent to understand why and provide support. I call students and families each time a student is late to understand why and provide support.</p>	<p>With a trauma informed mindset I check in with each member of my advisory formally or informally at least once per week.</p> <p>I know the strengths challenges, interests and passions of each student in my advisory.</p> <p>I regularly support students throughout their learning experience.</p> <p>I call students and families when one of my students is absent to understand why and provide support. I call students and families each time a student is late to understand why and provide support.</p> <p>I work with students and families to overcome obstacles to being on time at school every day.</p>
<p>TC.2.3 I can nurture meaningful relationships with the families of my advisory.</p>	<p>I have completed the Student/Family information sheet.</p> <p>I can call each family once per learning cycle. I can share positive comments as well as areas for improvement.</p>	<p>I have some understanding of the home situation of each student in my advisory.</p> <p>I call the family once per month to update the family of each student and get feedback.</p>	<p>I know the dynamics of the home situation of each student in my advisory.</p> <p>I call or connect with families often to build a team approach for supporting each of my students.</p> <p>The family knows me</p>	<p>I have a deep understanding of how my advisory's home situations positively or negatively impacts their ability to be successful in school.</p> <p>I have regular communication with families of students in my advisory and we</p>

			and is comfortable with me.	work as a team to support each student.
<p>TC.2.4</p> <p>I can facilitate one on one meetings with students to ensure they develop and inform their personal learning pathway (PLP).</p>	<p>I meet with each student once per month regarding their PLP.</p> <p>I can help students write one academic goal statement and one statement explaining how they will measure their progress.</p>	<p>I meet with each student twice per month regarding their PLP.</p> <p>The students independently determine and write one academic goal statement and one statement explaining how they will measure their progress.</p>	<p>I regularly meet formally and informally with each student to discuss their PLP.</p> <p>I can help students determine and then write a long term academic goal and then determine and write a medium and short term academic goal.</p>	<p>Students schedule formal meetings with me to discuss their PLP.</p> <p>Students regularly check their PLP to determine what they need to focus on.</p> <p>Students independently determine and then write a long term academic goal and then determine and write a medium and short term academic goal.</p>
<p>TC.2.5</p> <p>I can engage students in a reflective process that informs their personal growth.</p>	<p>I meet with each student once per month regarding their PLP.</p> <p>Students self assess every 6 weeks using the Habits of Success continua.</p> <p>I help students determine and write one personal growth goal and one statement explaining how they will measure their progress.</p>	<p>I regularly meet formally and informally with each student to discuss their PLP.</p> <p>I help students determine and then write a long term personal growth goal and one statement explaining how they will measure their progress.</p>	<p>I meet with each student twice per month regarding their PLP.</p> <p>Students self assess every month using the Habits of Success continua.</p> <p>The students independently determine and write one personal growth goal and one statement explaining how they will measure their progress.</p>	<p>Students schedule formal meetings with me to discuss their PLP.</p> <p>Students regularly check the Habits of Success continua to determine what they need to focus on.</p> <p>Students independently determine and then write one long term personal growth goal and one statement explaining how they will measure their progress.</p>

TC.3 Teacher as Designer

Competency statement: I can design meaningful learning opportunities that are situated in authentic, real-world contexts and address authentic, real-world problems or issues.

Skills	Step 1	Step 2	Step 3	Step 4
TC.3.1 I can design studios that start with an authentic, real world context. ²	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.
TC.3.2 I can facilitate the process of students completing performance assessments that address the initial problem.	I can create a culminating performance assessment that directly address the initial problem or issue.	I can create a culminating performance assessment, making an effort to include student choice in the culminating performance assessment that addresses the initial problem or issue.	I can offer students a choice of different ways they can complete their culminating performance assessment that addresses the initial problem or issue.	I can support my students as they self-organize and design their own culminating performance assessment that addresses the initial problem or issue.
TC.3.3 I can provide students with multiple opportunities to demonstrate their learning through application-based assessments aligned to the continua.	I can design performance assessments that are aligned to the continua for each competency. I can assign these performance assessments to students.	I can design multiple performance assessments that are aligned to the continua for each competency. I can allow students to choose from the performance assessments that I design so that students have a choice in how they demonstrate their learning.	With input from my students, I can design multiple performance assessments that are aligned to the continua for each competency. I can allow students to choose from the assessments that we design together so that students have a voice and a choice in how they demonstrate their learning.	I can support students in designing their own performance assessments that are aligned to the continua for each competency so that students take ownership of how they demonstrate their learning.
TC.3.4 I can facilitate				

² 21st Century Learning Design: Real-World Problem Solving and Innovation
<http://www.itlresearch.com/itl-leap21>

TC.4 Continuous Improvement

Competency statement: I can persevere through failure and follow a disciplined process to continuously improve my practice.

Skills	Step 1	Step 2	Step 3	Step 4
TC.4.1 I seek and embrace challenge.	<p>Rarely takes on academic challenge and risks to pursue learning.</p> <p>Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks.</p>	<p>With encouragement, sometimes takes on academic challenge and risks to pursue learning.</p> <p>Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks.</p>	<p>Seeks academic challenge and takes risks to pursue learning.</p> <p>Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks.</p>	<p>Strategically and independently seeks academic challenge and takes risks to pursue learning.</p> <p>Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks.</p>
TC.4.2 Through patience, practice, and reflection, I persevere through setbacks.	<p>Gives up at the slightest setback or failure.</p> <p>Views failure as a reflection on inherent ability.</p> <p>Does not connect effort or practice to getting better at a skill, improved work quality, or performance.</p> <p>Identifies challenges, failures, or setbacks, but does not describe reactions to them (i.e. giving up or trying harder).</p>	<p>Occasionally recovers from setbacks.</p> <p>Superficially connects effort and practice to getting better at a skill, improved work quality, or performance.</p> <p>Identifies challenges, failures, or setbacks and describes reactions to them (i.e. giving up or trying harder).</p>	<p>Understands how effort and practice relate to getting better at skills, improved work quality, or performance.</p> <p>Identifies challenges, failures, or setbacks and reflects on how reactions to them (i.e. giving up, trying harder) affect process, product, or learning.</p>	<p>Independently perseveres through significant academic and non-academic setbacks on a consistent basis.</p> <p>Understands that seeds of success are sown in deep practice, particularly during times of failure.</p> <p>Understands that effort and practice improve skills, work quality, and performance and that the process takes patience and time.</p> <p>Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (i.e. giving up or trying harder) affect the product, process, and learning.</p>
TC.4.3 I can learn from criticism and feedback from peers and supervisors.	<p>Internalizes criticism and feedback as a commentary on inherent ability.</p>	<p>Sometimes learns from the feedback of certain trusted individuals.</p>	<p>Often learns from the feedback of a wide range of peers and colleagues.</p>	<p>Putting ego aside, uses feedback and criticism as critical information for learning and improvement.</p>

	Tunes out criticism in order to protect self-esteem.		Usually able to separate ego from feedback and criticism.	
TC.4.4 I seek support from others when needed.	Afraid of appearing inept or incompetent, never seeks out help from others.	Sometimes seeks out help from certain trusted individuals.	Often seeks out helps from a wide range of peers and colleagues. Feels comfortable asking for help and appearing vulnerable.	Extremely comfortable asking for help whenever needed. Views own lack of knowledge or competence as an invitation to learn and grow.
TC.4.5 Using data, I can iterate or adjust my advisory, workshop, studio, or unit designs to be more aligned with the mission.	I collect one source of objective data to inform my improvement process. I collect data once per learning cycle.	I collect two sources of objective data to inform my improvement process and iterate my practice. I collect data twice per learning cycle.	I collect objective data from three sources to inform my improvement process and iterate my practice.. I collect data once per month.	I collect objective data from four or more sources, including student voice, behavior, attendance, competency progress, and standardized tests to inform my improvement process and iterate my practice. I collect data multiple times per month.

TC.5 Facilitating Learning

Competency Statement: Using appropriate pedagogical strategies I can facilitate an engaging learning environment that enables and empowers students to succeed.

Skills	Step 1	Step 2	Step 3	Step 4
TC.5.1 I can integrate technology into classroom activities to support knowledge construction. ³	Students use technology to learn or practice basic skills or reproduce information.	Students use technology to support knowledge construction but they could construct the same knowledge without using technology .	Students use technology to support knowledge construction and the technology is required for constructing this knowledge but students do not create a technology product for authentic users.	Students use technology to support knowledge construction and the technology is required for constructing this knowledge and students do create a technology product for authentic users.
TC.5.2 I can design collaborative learning	Students do work together but they do	Students do have shared responsibility but they are not	Students do have shared responsibility and they do make	Students do have shared responsibility and they do make

³ 21st Century Learning Design: Use of ICT for Learning <http://www.itlresearch.com/itl-leap21>

activities where students work independently to complete a shared task. ⁴	not have shared responsibility.	required to make substantive decisions together.	substantive decisions together about the content, process, or product of their work but their work is not interdependent.	substantive decisions together about the content, process, or product of their work and their work is interdependent.
TC.5.3 I can design learning activities where students are asked to construct knowledge in multiple contexts. ⁵	The learning activity does require students to construct knowledge by interpreting, analyzing, synthesizing, or evaluating information or ideas but the activity's main requirement is not knowledge construction.	The learning activity's main requirement is knowledge construction but the learning activity does not require students to apply their knowledge in a new context.	The learning activity's main requirement is knowledge construction and the learning activity does require students to apply their knowledge in a new context but the learning activity does not have learning goals in more than one subject.	The learning activity's main requirement is knowledge construction and the learning activity does require students to apply their knowledge in a new context and the knowledge construction is interdisciplinary. The activity does have learning goals in more than one subject.
TC.5.4 I can provide students with regular feedback through a revision cycle while using the continua.	For every performance assessment, I provide the continua that will be used to rate the assessment. I sometimes allow students to go through one revision cycle of a performance assessment.	I can provide feedback through the use of the continua. I often allow students to go through one revision cycle of a performance assessment. I sometimes provide opportunities for students to give each other feedback based on the continua. I sometimes have students self-assess using the continua.	I often allow students to go through multiple revision cycles of a performance assessment. I provide opportunities for students to give each other feedback based on the continua. I often provide opportunities for students to give each other feedback based on the continua. I often have students self-assess using the continua.	I always allow students to go through multiple revision cycles of their performance assessments. I always provide opportunities for students to give each other feedback based on the continua. I always have students self-assess using the continua.
TC.5.5 I can effectively use the physical environment to enhance learning activities.				
TC.5.6 I vary my instructional choices according to the defined learning outcome.				

⁴ 21st Century Learning Design: Collaboration <http://www.itlresearch.com/itl-leap21>

⁵ 21st Century Learning Design: Knowledge Construction <http://www.itlresearch.com/itl-leap21>