The Educator Competencies for Personalized, Learner-Centered Teaching

The Educator Competencies for Personalized, Learner-Centered Teaching build on and push beyond the best existing teaching competencies and standards to capture what educators need in order to create and thrive in personalized, learner-centered systems.

The Competencies are organized into four domains:

- **Cognitive (Need to Know)**
- **Instructional (Need to Do)**
- **Intrapersonal (Need to Process)**
- **Interpersonal (Need to Relate)**
Cognitive Domain / need to know: the academic content and knowledge of brain and human development that personalized, learner-centered educators need to know in order to foster students’ cognitive and metacognitive development.

Example: A mathematics teacher knows how to solve quadratic equations and received training on how to teach them. She also learns how to identify student misconceptions and redirect their learning around particularly “sticky” areas of quadratics. To augment her knowledge, she layers on a basic understanding of child development to identify ways to engage reluctant learners and keep them moving forward.

Intrapersonal Domain / need to process: the set of “internal” skills and habits of mind that personalized, learner-centered educators need to process, such as a growth mindset, high expectations for students, and inquiry-based approaches to the teaching profession.

Example: An educator tries a new lesson technique, but soon realizes that only a few students seemed engaged, while several others appeared to tune out. Afterwards, he shares with the class what he was trying to accomplish. He then solicits feedback on what worked well for some of the students and how he could improve for others. With the students’ input and his new understanding, he prepares to try the technique again another day, incorporating additional background reading and a study hour for self-selected students who needed better content grounding.

Interpersonal Domain / need to relate: the social, personal, and leadership skills educators need to relate with students, colleagues, and the greater community, particularly in multicultural, inclusive, and linguistically diverse classrooms.

Example: In one high school, teachers team to up offer “unique courses and experiences” in cross-curricular topics such as “Society, Literature, Truth, and Public Affairs.” Throughout each course, teachers work with students to connect the exploration of academic content standards to the modern-day issues that matter most to each individual student. To help make the learning experience relevant and meaningful, teachers work with building and community leaders to design a final project in which students lead roundtable discussions with school administrators, School Board members, and other community stakeholders to justify why the course is worthwhile and should be continued for future generations.

Instructional Domain / need to do: the pedagogical techniques that educators use—what they need to do—in order to sustain a personalized, learner-centered environment for all students.

Example: A team of teachers develops a technology-enabled system to help track and respond to elementary students’ progress in reading throughout the year. By integrating systems for recording audio, live-blogging, and cataloguing feedback, students can now record themselves reading and receive real-time feedback from teachers and their peers. Teachers use this information when conferencing with individual students throughout the week, and also analyze patterns to determine what skills certain groups of students can work on together. Students can review their past performances as they work with teachers to set their next goals in reading.
Cognitive Domain / NEED TO KNOW

The COGNITIVE DOMAIN consists of what teachers need to know in order to create personalized, learner-centered environments. These include both the knowledge of key subject matter content, and human and brain development that is needed in order to foster students’ content learning and metacognitive development (e.g., critical thinking, information literacy, reasoning, argumentation, innovation, self-regulation, and learning habits).

A NOTE ABOUT KEY TERMS:
For the purposes of these Competencies, we decided to use the term mastery over closely related terms such as performance-based, competency, and proficiency. We recognize that each of these terms has its own history and theoretical implications. We sought a more neutral term to denote learning, rather than one associated with a specific academic intervention or approach (i.e., competency-based education). As noted in the glossary, our use of the term refers to: The targeted level of achievement relative to a standard or learning goal. “Demonstrating mastery” is synonymous with “demonstrating proficiency” or “meeting the standard.”

COGNITIVE COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

1. Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery.

INDICATORS:

a. Communicate the central concepts, tools of inquiry, and structures of the content area(s) (e.g., algebra teachers need to know the math; which algebraic concepts are most important, which are foundational, and which are more complex; and how to explain the math in multiple ways).

b. Use knowledge of learning progressions and the cumulative nature of content matter in order to build students’ solid understanding of the subject area; identify misconceptions as they arise; and intervene to overcome them with individualized scaffolds, richer analysis or explanations, and/or more targeted forms of practice.

c. Create, use, or adapt rubrics that clearly define what “mastery” looks like for key content-based concepts.
d. Create learning experiences that make the content-based concepts accessible and meaningful (e.g., to understand the “why,” as well as the “how”).

e. Present content-based concepts (both within and across disciplines) through a variety of perspectives in order to engage learners in critical thinking, creativity, transfer, and collaborative problem solving related to authentic local and global issues.

2 Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators.

INDICATORS:

a. Break down the skills of communication in deliberate and supported opportunities for students to practice both through content and skill area(s):

   i. Offer demonstration opportunities publicly with peers and adults, and through written, oral, listening, and other means reflective of 21st century communication.

   ii. Ensure students can perform the standards of discourse, academic language, and argumentation in specific content area(s).

   iii. Whenever possible, ensure standards and assessments connect to real-world experiences and performances span diverse media (e.g., not simply reading a book report out loud).

b. Apply feedback techniques

   i. Provide constructive feedback on communication skills.

   ii. Teach students how to give and receive feedback on performance, draft work products, and learning strategies used.

3 Understand and employ techniques for developing students’ skills of metacognition, self-regulation, and perseverance.

INDICATORS:

a. Use modeling, rehearsal, and feedback techniques that highlight the processes of thinking rather than focusing exclusively on the products of thinking.

b. Differentiate between behavior and learning outcomes related to self-regulation (ability to control and take responsibility for one’s own focus and effort), rather than perceived ability (belief in one’s capabilities and limits) and adjust interventions accordingly.

c. Demonstrate familiarity with the concepts of intrinsic versus extrinsic motivation to learn, using a variety of tools that support students’ ability to maintain high expectations for goals over extended periods of time.

d. Know how to help students determine priorities and develop skills on how to choose between competing interests.
The INTRAPERSONAL DOMAIN contains the generalized “capacity to manage one’s behavior and emotions to achieve one’s goals” or what internal capacity personalized, learner-centered educators need to process. It comprises the habits of mind, expectations for students, and assumptions about the teaching profession that educators should have.

NOTE:
Many of these competencies and indicators have analogous characteristics in the interpersonal domain. The areas listed here emphasize the means to capture educators’ internal processes, whereas the interpersonal merge these thought processes with the relationships and behaviors to enact them.

INTRAPERSONAL COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

1. Convey a dedication to all learners—especially those historically marginalized and/or least served by public higher education—reaching college, career, and civic readiness.

INDICATORS:

a. Recognize, make transparent, discuss, and adapt as necessary to the cultural biases and inequitable distribution of resources that may challenge learners from attaining postsecondary credentials and career advancement while remaining culturally sensitive and aware of celebrating students’ diversity.

b. Create structured opportunities in professional development and instruction to reflect on equity, civic participation, and their intersections.

c. Demonstrate ability to reflect on personal social location and privilege, and awareness of systemic and interpersonal forms of oppression.
d. Demonstrate awareness of and remedies for unintentional biases, such as lowered expectations of productivity.

e. Be aware of and adept at referring students to services—both inside and out of school—to reduce barriers to learning.

f. Use of restorative practices in classes to drive student learning of social responsibilities, foster respected learning communities, and promote inclusion.

**Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.**

**INDICATORS:**

a. Exhibit a willingness to use and continuously improve practices that reshape and expand the role of the educator such as:

   i. Engaging in flexible facilitation of learning.

   ii. Fostering student independence (i.e., building student confidence and knowing when to step back).

   iii. Providing frequent and timely feedback to students.

   iv. Using student products and performance to drive shifts in practice, without lowering achievement standards and expectations in the classroom for all students.

   v. Building relationships with students that foster their learning success.

   vi. Practicing and seeking to improve the skills described in the Instructional Competencies domain.

**Engage in deliberate practices of adapting and modeling persistence and a growth mindset.**

**INDICATORS:**

a. Demonstrate how competence and confidence are gained through effort, assistance, and time.

b. Demonstrate ability to strive toward ambitious, long-term educational and professional goals.

c. Use mistakes, failures, and struggle as opportunities for growth.

d. When necessary, prioritize progress and delay gratification to sustain effort even amid challenges and setbacks and helps students understand how to do so.
Facilitate and prioritize shifting to and maintaining a learner-centered culture.

INDICATORS:

a. Model willingness to share reflections on and transparency around successes, failures, and challenges.

b. Demonstrate cultural sensitivity, awareness, and responsiveness.

c. Establish a classroom culture where risk taking is safe.

d. Establish a classroom culture where help seeking is safe.

e. Model flexibility to easily shift focus and resources to meet ever changing priorities and respond to problems and multiple demands as challenges rather than obstacles.

Demonstrate an orientation toward and commitment to lifelong professional learning.

INDICATORS:

a. Seek opportunities to learn new skills, deepen practices, and collaborate with others.

b. Explicitly use modeling behavior to foster autonomy and lifelong learning skills in students.

c. Maintain an explicit orientation toward change and improvement though behaviors such as:
   i. Seeking out high-quality research to inform reflective practice.
   ii. Seeking out contradictory evidence to inform beliefs.
   iii. Welcoming and responding constructively to observation, feedback, and critique.

d. Take advantage of new tools and resources to enhance teaching, especially technological resources such as online professional communities and “anytime/anywhere” coursework.

Analyze evidence to improve personal practices.

INDICATORS:

a. Use design thinking or other continuous improvement approaches for short-cycle reflection or evaluation to examine personal practice, identify student needs, set goals, develop improvement plans, track next steps, share learning with peers, and communicate choices to learners, families, other professionals, and the community.

b. Remain reflective and focused on improvement and innovation.

c. Involve students in reflecting on teaching practices and the learning environment.

d. Use research-based best practices, as well as professional judgment, to select and scaffold materials.
Interpersonal Domain / NEED TO RELATE

The INTERPERSONAL DOMAIN comprises the generalized ability to “express ideas and interpret and respond to messages from others.” Encapsulating personalized, learner-centered educators’ need to relate, this domain includes the social, personal, and leadership skills to foster beneficial relationships with students, peers, and the greater community.

NOTE:
Many of these competencies and indicators have analogous characteristics in the intrapersonal domain. The areas listed here pertain more to capturing educators’ external communication and relationships, whereas the intrapersonal ones place greater emphasis on the educators’ internal thought processes.

INTERPERSONAL COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.

INDICATORS:

a. Contribute to professional learning environments that embrace a culture of inquiry and innovation, cross- or interdisciplinary-teaching, shared accountability for student learning, student reflection and self-assessment, and constructive peer assessment.

b. Contribute to student learning environments that are physically and emotionally safe, welcoming, and affirming.

c. Contribute to learning environments that build students’ ability to engage in self-directed learning and emphasize opportunities for student voice and choice, such as their ability to co-design their own learning paths, self-assess and reflect, and provide constructive peer feedback.

d. Deliberately build students’ ability to learn from peers, especially those of different backgrounds or academic/career trajectories, through modeling and feedback techniques.
e. Demonstrate proper conflict management.

f. Model respectful communication with supervisors, peers, students, parents, and the broader education community in written, electronic, and face-to-face exchanges.

g. Create and/or fulfill assigned roles on a team or group to contribute to staying focused, participatory, and on track to meeting group goals.

2 Build strong relationships that contribute to individual and collective success.

INDICATORS:

a. Develop individual relationships with students that support their social and emotional growth, while setting and maintaining appropriate boundaries.

b. Create collaborative in-school partnerships with peer educators, administrators, content experts, and others within the school building that support communities of practice to enhance individual and group student learning.

c. Build relationships with families, community members, businesses, and others outside of the school to support communities of practice that enhance individual and group student learning, including:
   i. Open communication channels, online and in person.
   ii. Collaborative partnerships in which each member has a clear role, purpose, and value.

d. Be explicit with students about the value of networks or communities and help them understand how to construct networks and communities pursuing their academic and career goals.

3 Contribute to college and career access and success for all learners, particularly those historically marginalized and/or least served by public higher education due to differences in background, demographics, learning style, or culture.

INDICATORS:

a. Work with students to ensure all students have the access and supports to master the skills and credits necessary to succeed in postsecondary education and employment.

b. Provide age-appropriate and individualized career exploration, planning, and connections to graduation counseling.

c. With peers, build and contribute to structures and strategies that foster cultural competency, commitment to equity, and are supportive of all learners.
Seek appropriate individual or shared leadership roles to continue professional growth, advancement, and increasing responsibility for student learning and advancement.

INDICATORS:

a. Seek or create opportunities to serve as a teacher-leader, mentor, coach, or content expert within the school, district, or state.

b. Share successes and struggles with other educators and actively participate in professional renewal opportunities.

c. Develop and employ a range of influence strategies to more effectively build and sustain support across peers for learner-centered approaches.

d. Build relationships for the purpose of motivating other team members’ performance.
Instructional Domain / NEED TO DO

Skills in the INSTRUCTIONAL DOMAIN describe what personalized, learner-centered educators need to do to bring distinctly learner-centered pedagogical techniques into the classroom. These include creating engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery.

INSTRUCTIONAL COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

1. **Use a mastery approach to learning.**

   **INDICATORS:**
   a. Build curriculum units from essential questions, recognized standards, school-wide, and/or subject-specific competencies, and/or real-world problems to be solved.
   b. Determine students’ progress, advancement, and pace via various methods of demonstrated understanding of the content, skills, and application of learning goal.
   c. Customize and scaffold instruction, supports, and pacing so that all learners can master the content and fill gaps in understanding.
   d. Maintain a focus on high expectations for achievement while providing feedback and opportunities for practice, revision, and improvement.

2. **Use assessment and data as tools for learning.**

   **INDICATORS:**
   a. 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.
   b. 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.
c. Facilitate students' creation of a portfolio, exhibition, or other public showcase tool to serve as a culminating event at appropriate educational junctures.

d. Develop, use, and involve the students in the creation of assessment tools that are flexible and that clearly articulate standards and criteria for meeting those standards.

3 Customize the learning experience.

INDICATORS:

a. Recognize and integrate knowledge of individual learners, diverse cultures, and the community context in developing materials and pedagogy to ensure inclusive learning environments that enable each learner to meet rigorous standards.

b. Co-construct and offer choice among multiple means for students to demonstrate mastery.

c. Scaffold, customize whenever possible, and provide adequate supports and interventions to appropriately stretch each learner, informed by teacher expertise.

d. Document and track learning trajectories that meet each learner’s readiness, strengths, needs, and interests.
   i. Update and refine pre-existing individual learning plans or co-design an individual learning plan with each student and family as necessary.
   ii. Use the plan to build effective individual and collective learning experiences.

e. Use technology to lessen the burden of tracking student progress, finding materials, engaging learners in different ways, and offer academic supports.

4 Promote student agency and ownership with regard to learning.

INDICATORS:

a. Encourage student voice and choice via strategies such as:
   i. Providing access for students to monitor their progress and set goals.
   ii. Enabling curricular choice and co-design.
   iii. Providing students with multiple options for demonstrating mastery of a standard or competency.
   iv. Providing opportunities for students to contribute to classroom or school-based decision-making processes, including participatory action research, place-based education, restorative circles, and class meetings.

b. Develop students’ abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment, and self-pacing.
c. Develop students’ abilities to collaborate with peers via strategies such as peer assessment and project-based learning.

d. Cultivate students’ growth mindsets.

e. Help students manage their own behavior to optimize the learning environment for all.

f. Engage in and positively influence students’ perceptions of their efficacy, interest, and purpose.

5 Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards.

INDICATORS:

a. As described in the interpersonal competencies, build relationships with families, community members, businesses, and others outside of the school to support communities of practice that enhance individual and group student learning.

b. Align out-of-school experiences to the relevant academic competencies or standards, so that students may demonstrate mastery and receive in-school credit based on these out-of-school experiences.

c. Demonstrate fluency with the curricular and personal aspects of providing a successful blended learning experience.

d. Develop diverse physical and digital environments that maximize learning within, across, and beyond classrooms.

6 Develop and facilitate project-based learning experiences.

INDICATORS:

a. Engage learners and other faculty in co-designing projects that stretch and deepen the learning experience.

b. Use collaborative, cross-curricular projects to develop learners’ deep understanding of content areas, connections to applications beyond school, and skills to apply knowledge in meaningful ways.

c. Emphasize regular student reflection about specific questions that draw out the learning within the project.
**7 Use collaborative group work.**

**INDICATORS:**

a. Develop, scaffold, facilitate, and where appropriate co-design collaborative group work.

b. Analyze collaborative group work to ensure that it engages and stretches each learner and builds toward **mastery** of specific skills, standards, or student competencies.

c. Foster students’ ability to identify specific teamwork skills necessary for collaborative group work that are similar to the skills and dispositions necessary for college, career, and civic success.

d. Ensure students have developed the knowledge and skills needed for successful collaborative group work:
   i. clearly defined roles, purpose of collaborative group work, and understanding of assessments
   ii. establishing structures for and practicing how to share ideas and benefit from ideas and skills of others
   iii. practice in tools and techniques such as Socratic questioning and constructive feedback.

**8 Use technology in service of learning.**

**INDICATORS:**

a. Adopt, adapt, and create high-quality digital resources for curriculum.

b. Enhance ability to provide real-time assessment and learning tracking with new digital tools.

c. Employ the principles of universal design for learning.

d. Provide opportunities for all students to learn in a digital setting (synchronous and asynchronous).

e. Promote the development of “digital fluency” in students to enhance their ability to interact in our digital world.

f. Discern when technology use in instruction improves engagement, collaboration, and learning, and when it does not.

g. Promote collaborative and real-world project-based learning opportunities enhanced with digital tools and content.
Appendix A

Glossary of Terms

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<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>SOURCE*</th>
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<tbody>
<tr>
<td>Anytime/anywhere</td>
<td>Students have equitable opportunities to learn outside of the typical school day and year, and outside of the classroom or school, often by using digital technologies that allow them to study and complete assignments at any location and at any time. Some systems and states are experimenting with means for awarding credit based on these experiences. (Closely related terms: blended learning, project-based learning, real-world learning.)</td>
<td>“The Students at the Center Framework.” <a href="http://studentsatthecenterhub.org/interactive-framework/">http://studentsatthecenterhub.org/interactive-framework/</a></td>
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<td>learning</td>
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<td>Agency</td>
<td>The initiative and capacity to act in a way that produces meaningful change in oneself or the environment. (Closely related terms: ownership, student-ownership)</td>
<td>Wolfe, Steinberg, &amp; Hoffman (2013)</td>
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<td>Blended learning</td>
<td>Any formal education program in which a student learns in part through online learning and in part in a supervised brick-and-mortar location away from home. The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. High quality blended learning combines the best of face-to-face instruction with the best of learning online and some elements of student control over time, place, path, and/or pace.</td>
<td>Patrick &amp; Sturgis (2015), p. 17</td>
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<td>Collaborative</td>
<td>Students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported, as well as challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, with multiple entry points.</td>
<td>“Common Instructional Framework.” <a href="http://www.jff.org/services/early-college-design-services/common-instructional-framework">http://www.jff.org/services/early-college-design-services/common-instructional-framework</a></td>
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<td>Group Work</td>
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<tr>
<td>Competency</td>
<td>The enduring understanding of content, skills, and dispositions in a specific domain. Competencies are observable and eventually measurable.</td>
<td>Wolfe (2012), p. 12</td>
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<tr>
<td>Competency-based education</td>
<td>Students move ahead based not on classroom hours but on their demonstration that they have actually learned material, reaching key milestones along the path to mastery of core competencies and bodies of knowledge. “Learning is the constant, time is the variable.” Tasks and learning units might be individual or collective, and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Each student receives the scaffolding and differentiated support to progress at a pace appropriate to reaching college, career, and civic outcomes, even when unequal resources are required to achieve a more equitable result. (Closely related terms: proficiency-based learning/education, mastery-based learning/education.)</td>
<td>“The Students at the Center Framework”; for a more detailed definition, see the CompetencyWorks Wiki: <a href="http://bit.ly/1P1w8LX">http://bit.ly/1P1w8LX</a></td>
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<td>Continuous improvement</td>
<td>Any school- or instructional-improvement process that unfolds progressively over extended periods of time without a predetermined end point. The concept rests on the belief that improvement requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.</td>
<td>Ed Reform Glossary.</td>
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## Appendix A: Glossary of Terms

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<tr>
<td>Cultural responsiveness</td>
<td>Learners have opportunities to engage with content through various cultural lenses and perspectives and to draw from their cultural backgrounds to build their learning.</td>
<td>“Personalized Learning.” <a href="http://www.cesa1.kl2.wi.us/institute/designdevelop/personalized-learning.cfm">http://www.cesa1.kl2.wi.us/institute/designdevelop/personalized-learning.cfm</a></td>
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<tr>
<td>Design thinking</td>
<td>An orientation to learning that focuses on identifying need, challenging assumptions, generating a range of possibilities, and learning through targeted stages of iterative prototyping. A key component of the process not only to solve but to define problems.</td>
<td>Stanford University REDLab <a href="http://web.stanford.edu/group/redlab/cgi-bin/faq.php">http://web.stanford.edu/group/redlab/cgi-bin/faq.php</a></td>
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<td>Exit tickets</td>
<td>Short formative assessment exercise given at the end of class or a unit that helps the teacher obtain information about students’ current levels of understanding. Exit tickets generally ask students to: Rate their current understanding of new learning; Analyze and reflect on their efforts around the learning; Provide feedback to teachers on an instructional strategy; Provide feedback about the materials and teaching. (Closely related terms: exit slips)</td>
<td>The Many Uses of Exit Slips, ASCD <a href="http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/The-Many-Uses-of-Exit-Slips.aspx">http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/The-Many-Uses-of-Exit-Slips.aspx</a></td>
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<tr>
<td>Formative assessment</td>
<td>Educators use multiple means (such as demonstration, conversation, dialogue, mini-quiz) to provide feedback for individuals and to plan next steps. Formative assessment includes student reflection and shared responsibility for learning.</td>
<td>“Personalized Learning.”; The Best Value in Formative Assessment, ASCD <a href="http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx">http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx</a></td>
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<td>Growth mindset</td>
<td>The belief that one’s abilities develop through hard work and persistence rather than innate talent.</td>
<td>“What is Mindset.” <a href="http://mindsetonline.com/whatisit/about/index.html">http://mindsetonline.com/whatisit/about/index.html</a></td>
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<td>Individual learning plan</td>
<td>Learners and their advisers decide on (and assess) specific personal and academic goals, based on readiness, strengths, needs, and interests.</td>
<td>“Personalized Learning.”</td>
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<td>Learner-centered</td>
<td>Integrating personalization, anytime-anywhere learning, competency education, and student ownership to foster postsecondary, career, and civic success. Sometimes used to indicate an older or professional population in the learner role.</td>
<td>Students at the Center FAQs and Definitions <a href="http://studentsatthecenterhub.org/wp-content/uploads/2015/04/SATC-FAQ-Definitions-010815.pdf">http://studentsatthecenterhub.org/wp-content/uploads/2015/04/SATC-FAQ-Definitions-010815.pdf</a></td>
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<tr>
<td>Learning progressions</td>
<td>The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. In this context, in the personalized context, learning progressions also include careful attention to the individual's prior understanding necessary for building future, more complex understanding, as well as the need for students to encounter content matter in different ways and over time to deepen understanding.</td>
<td>Ed Reform Glossary. <a href="http://edglossary.org/learning-progression/">http://edglossary.org/learning-progression/</a></td>
</tr>
<tr>
<td>Mastery</td>
<td>The targeted level of achievement relative to a standard or learning goal. &quot;Demonstrating mastery&quot; is synonymous with &quot;demonstrating proficiency&quot; or &quot;meeting the standard.&quot;</td>
<td>Maine Department of Education. <a href="http://mainelearning.net/wp-content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx">http://mainelearning.net/wp-content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx</a></td>
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<tr>
<td>Metacognitive skills</td>
<td>Learning processes and behaviors involving self-reflection and critical thinking, information literacy, reasoning and argumentation, innovation, self-regulation, selection of learning strategies, and learning habits.</td>
<td>Rethinking the Notion of 'Noncognitive', EdWeek <a href="http://www.edweek.org/ew/articles/2013/01/23/18conley.h32.html">http://www.edweek.org/ew/articles/2013/01/23/18conley.h32.html</a></td>
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<tr>
<td>Ownership, student</td>
<td>Students have frequent opportunities to direct and to reflect and improve on their own learning progression toward college and career ready standards with the help of formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation. Students also support and celebrate each other’s progress and experience a sense of commitment and belonging to the learning group. (Closely related terms: student voice and choice, student agency.)</td>
<td>“The Students at the Center Framework.”</td>
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* Definitions are either excerpted or adapted from the sources listed. Additional selected sources are listed in Appendix E.
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>SOURCE*</th>
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<tbody>
<tr>
<td>Peer assessment</td>
<td><strong>Students give informed feedback to one another.</strong> Effective peer assessment connects to clear standards and involves constructive critique. Feedback from peers can carry more immediacy and achieve greater volume than that from teachers. It ideally relates to works in progress so that peers may use the feedback to revise their work. Finally, being able to provide peers with positive, usable feedback is also a critical life skill.</td>
<td>“Student-centered Assessment Guide: Peer Assessment.” <a href="http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/">http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/</a></td>
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<tr>
<td>Personalized learning</td>
<td><strong>As much as possible, personalized instruction meets students’ individual developmental needs, skills, and interests.</strong> Effective personalized learning requires that the educator and the institution be capable of seeing and addressing differences in each learner’s outlook, behaviors, beliefs, and cultural capital. Students develop connections with each other, their teachers, and other adults in support of their learning. Personalized is not the same as individualized learning, which entails teacher-driven instruction tailored to ensuring students achieve basic skills.</td>
<td>“The Students at the Center Framework.”</td>
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<tr>
<td>Proficiency-based progress</td>
<td><strong>The actual work of learners demonstrates</strong> their progress toward meeting agreed-on learning outcomes. Closely related terms: competency-based, mastery-based)</td>
<td>Sturgis (2014)</td>
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<tr>
<td>Project-based learning</td>
<td><strong>Students gain knowledge and skills over an extended period in which they investigate and respond to a complex question, problem, or challenge.</strong> Quality PBL includes: Key Knowledge, Understanding, and Success Skills; Challenging Problem or Question; Sustained Inquiry; Authenticity; Student Voice &amp; Choice; Reflection; Critique &amp; Revision; Public Product</td>
<td>“What is Project Based Learning?” <a href="http://bie.org/about/what_pbl">http://bie.org/about/what_pbl</a></td>
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<td>Real-world learning</td>
<td>Educational and instructional techniques that connects learning in school to authentic issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors out-of-school contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school. Examples include early colleges, work-based learning, and service-learning.</td>
<td>Ed Reform Glossary. <a href="http://edglossary.org/authentic-learning/">http://edglossary.org/authentic-learning/</a></td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements, then having time to make those improvements before submitting for a grade.</td>
<td>“Student-centered Assessment Guide: Peer Assessment.” <a href="http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/">http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/</a></td>
</tr>
<tr>
<td>Self-regulation</td>
<td>The ability to be goal-directed, demonstrate control over and responsibility for one’s focus and effort when engaged in learning activities, and to strategically modulate one’s emotional reactions or states in order to be more effective at coping and engaging with the environment.</td>
<td>Toshalis &amp; Nakkula (2012), p. 18; UDL Guidelines - Version 2.0: Principle III. Provide Multiple Means of Engagement</td>
</tr>
<tr>
<td>Student agency</td>
<td>See Agency</td>
<td>Toshalis &amp; Nakkula (2012)</td>
</tr>
<tr>
<td>Student-centered</td>
<td>Integrating personalization, anytime-anywhere learning, competency education, and student agency and ownership to foster postsecondary, career, and civic success.</td>
<td>“Students at the Center FAQs and Definitions” <a href="http://www.jff.org/sites/default/files/initiatives/files/SATC-FAQ-Definitions-010815.pdf">http://www.jff.org/sites/default/files/initiatives/files/SATC-FAQ-Definitions-010815.pdf</a></td>
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<td>Student-owned</td>
<td>See Ownership, student</td>
<td>“The Students at the Center Framework.”</td>
</tr>
<tr>
<td>Student choice</td>
<td>Learners have significant and meaningful choices regarding their learning experiences.</td>
<td>“Personalized Learning.”</td>
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## Appendix A: Glossary of Terms

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<td>Student voice</td>
<td>Learners have significant and meaningful input into decisions that will shape their learning experiences and those of their peers either in or outside of school settings.</td>
<td>“Personalized Learning”; Toshalis &amp; Nakkula (2012)</td>
</tr>
<tr>
<td>Transfer</td>
<td>The process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations.</td>
<td>Pellegrino &amp; Hilton (2012)</td>
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