

Competencies	Competent	Accomplished	Facilitator's notes/Evidence
1. Pedagogical Ability			
Element/Competency			
Detailed knowledge of the subject of Academy Series	<ol style="list-style-type: none"> 1. Attendance at all three workshop sessions 2. Discussion participation by presenting findings and exchanging with and reacting to colleagues, in all three sessions 3. Reflection paper: submits journal entries after each one of the three session, comparing and contrasting new info with own established teaching practice, describing and analyzing the Academy workshop content, including responding to the following questions: <ul style="list-style-type: none"> • Three new things you learned about the pedagogical/instructional topic of the workshop series, and how these compare and contrast to you existing teaching techniques • Two aspects of the presented new material that you particularly liked, and elaborate on why they attract you • One question you still have about the pedagogical/instructional topic of this series. 	<p>Realizes that content knowledge is complex, culturally situated, and ever evolving (InTASC, 2011)</p> <p>Facilitator observes discussion and reads worksheets and journal entries and it is clear that the participant is understanding this content in a deeper way.</p>	
2. Pedagogical Skill			
Element/Competency			
Perfecting teaching skill	<ol style="list-style-type: none"> 1. Attendance at all three workshop sessions 2. Discussion participation: during all three sessions, in which the participant: <ul style="list-style-type: none"> • Describes own teaching style and teaching methods, and content • Compares and contrasts them with newly introduced discussed teaching techniques/content. 3. Reflection paper: Demonstrates in writing, using Plan-Do-Study-Act, <u>Stage 1=Plan</u> <ol style="list-style-type: none"> a. Select course-chapter-lesson you will work on 	Evidence of early experimenting with techniques in lesson design and delivery	

	<ul style="list-style-type: none"> b. Describe current context and process: own teaching style and teaching methods c. Compare and contrast these with newly-introduced Academy content/teaching techniques. d. Develop an ACTION PLAN including Academy content/ techniques, and including timeline. Include: <ul style="list-style-type: none"> • Describe the problem – write a problem statement • Identify causes and select alternatives, from content offered in Academy series. “If we do .. , then .. will happen. • Draft an aim statement: what to accomplish? What characterizes an improvement? What changes to make? <p>4. Application PDSA in annotated lesson plan, consisting of:</p> <ul style="list-style-type: none"> a. articulated lesson goals and learning outcomes b. outcomes-aligned assessment activities c. sequencing instruction activities to include the content, concepts and processes as offered in Academy Series (Warrensville) 		
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3. Pedagogical Creativity

Element/Competency			
Implementation of new methods and techniques into educational activities	<ol style="list-style-type: none"> 1. Attendance at all three workshop sessions 2. Discussion participation by presenting findings and exchanging with and reacting to colleagues, in all three sessions 3. Implements and experiments with the annotated lesson plan 4. Reflection paper: Describes PDSA, stage 2&3 <ul style="list-style-type: none"> a. Stage 2: Do – describe... <ul style="list-style-type: none"> • the process of implementing the action plan • the collected data (student responses, test outcomes, etc) b. Stage 3: Study – articulate... <ul style="list-style-type: none"> • Experiences with action plan (stage 1) and data gathered (stage 2), using the following questions: <ul style="list-style-type: none"> — Did your plan result in improvement? By how much/little? — Was the action worth the investment? — Do you see trends? — Were there unintended side effects? 	Experiments in more than one course/chapter/module Engages students with evaluating new teaching technique implementation Submits student surveys with pre-post experiment outcomes	

	5. Refines Action Plan and Lesson Plan (see description above, in Pedagogical Skill competencies)		
4. Pedagogical Innovation			
Element/Competency			
Incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education (Buharkova, Gorshkova, 2007).	<ol style="list-style-type: none"> 1. Attendance at all three workshop sessions 2. Discussion participation by presenting findings and exchanging with and reacting to colleagues, in all three sessions 3. Reflection: <ol style="list-style-type: none"> a. Submits journal entries documenting evidence of implementing/ incorporating new content/technique in established teaching content and practice b. Describe PDSA Stage 4=Act – reflect on action plan and outcomes <ul style="list-style-type: none"> — Reflect on standardizing the improvement and using it regularly — Submit Lesson plans, syllabus, and/or portfolio to show evidence of teaching innovation 4. Submit lesson plan sequence: 2 or more annotated lesson plans, demonstrating continued practice using innovation in one course. See #4 under Pedagogical Skill. 	<p>Incorporates new teaching techniques in more than 1 course</p> <p>Presents their innovative practice at professional development opportunity</p> <p>“Presents Plan-Do-Study-Act experience at professional development opportunity”</p> <p>Student surveys, pre-post implementation of innovative technique</p>	
5. Equity and Inclusion focus			
Element/Competency			
the intentional use of strategies to support student access, equity of opportunities, and awareness and acceptance of others	<ol style="list-style-type: none"> 1. Attendance at all three workshop sessions 2. Discussion participation by presenting findings and exchanging with and reacting to colleagues, in all three sessions 3. Reflection: Journal entries showing comparing and contrasting new info with own established teaching practice 4. Lesson plan overview/reflection, including the following: <ol style="list-style-type: none"> a. Describes the diversity of learners in their course 	<p>Demonstrates the ability to effectively teach across differences including race, ethnicity, gender, class, sexual orientation, age and language (Aguilar, 2020)</p>	

	<p>-In lesson plan, evidence of inviting students to <u>connect</u> new learning with home experience/culture</p> <p>b. Discusses the value of diversity in the classroom and in society -In lesson plan, evidence of including connection to cultural background in <u>assessment</u> moments – assigning points</p> <p>c. Defends the need to create a “level playing field” for all students -In lesson plan show evidence of offering <u>choice</u> in learning activities, assessment moments-multiple versions of same content (video, demonstration, lecture, podcast, group work, etc)– Gagne 1965, Briggs and Wager 1992.</p> <p>d. Designs instructional activities and assessment activities that provide choice and engage the diverse learners -In lesson plan, evidence of incorporates <u>modeling</u> that diversity is valued in course/learning community by introducing yourself with cultural background</p> <p>e. Translates how historical systems of oppression manifests in their classrooms and their own behavior as educator (2020, Elena Aguilar) -In lesson plan, show evidence of connecting content to <u>national and global news</u> related to equity and inclusion</p>	<p>Persistently and effectively unpacks biased beliefs as discussed in their discipline and course content and methods (Aguilar, 2020)</p> <p>Guides students to interrupt the power dynamics that uphold systemic oppression in the classroom (Aguilar, 2020)</p> <p>Inspires students to continuously reflect on their biases (Aguilar, 2020)</p>	
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Resources

1. National Association of Colleges and Employers: [nace-career-readiness-competencies-revised-apr-2021.pdf \(naceweb.org\)](https://www.naceweb.org/files/2021/04/nace-career-readiness-competencies-revised-apr-2021.pdf)
2. Warrensville Heights City School District – Ohio Teacher Evaluation: <https://www.warrensville.k12.oh.us/Downloads/OTES%20Rubric%20Coaches2.pdf>
3. 2013. Elena Aguilar. The art of coaching: Effective strategies for school transformation. <https://brightmorningteam.com/wp-content/uploads/2020/08/Transformational-Coaching-Rubric-2.0.pdf>
<https://brightmorningteam.com/wp-content/uploads/2017/09/Transformational-Coaching-Rubric.pdf>
4. 2012. Community College Faculty Competencies. Alexander, Karvonen, et al. Community College Journal of Research Practice.
5. 2011. InTASC Model. Core Teaching Standards. Interstate Teacher Assessment and Support Consortium. Council of Chief State School Officers.
6. LINCS. Literacy Info and Communication Center. Adult Education Teacher Competencies