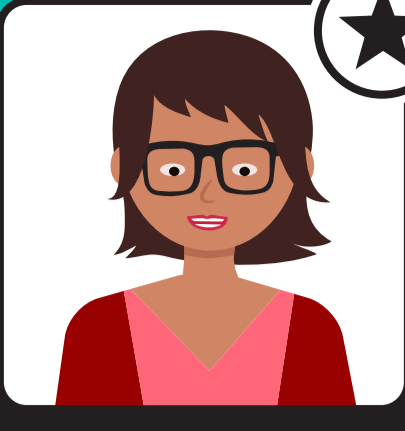


# COMPETENCY-BASED



Mrs. Competency

Deeper Learning Teacher

- Profile Overview
- Connections (356)
- Library
- Communities

## Preparation & Professional Development

# TEACHER

Preparation & Professional Development

Badges (28)



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## ! THE PROBLEM:

Let's face it, new times require new tools and new ways of thinking about teaching and learning. Facilitating student-centered, personalized learning requires teachers to develop new skills and competencies.

## ? THE QUESTION:

How must teacher preparation and ongoing development evolve to fully enable teacher success in increasingly blended, competency-based learning environments?

## ✓ THE ANSWER:

Teachers should have access to the personalized, competency-based learning opportunities that are increasingly being acknowledged as essential to student success.

## + THE OPPORTUNITY:

As we focus on improving engagement, productivity and efficiency by personalizing learning for students, we can also provide educators with personalized opportunities that will enable them to continuously learn and improve their practice.

## Groups

## DESIGN PRINCIPLES FOR NEXT-GEN TEACHER PREPARATION & PROFESSIONAL DEVELOPMENT:

Echoing the calls for more personalized, deeper learning opportunities for students, high-quality teacher preparation and ongoing professional learning opportunities should offer:



some element of teacher control over time, place, path and/or pace;



balance between teacher-defined goals, goals as defined by administration through teacher evaluation efforts, and school and district educational goals;



job-embedded and meaningful integration into classroom practice;

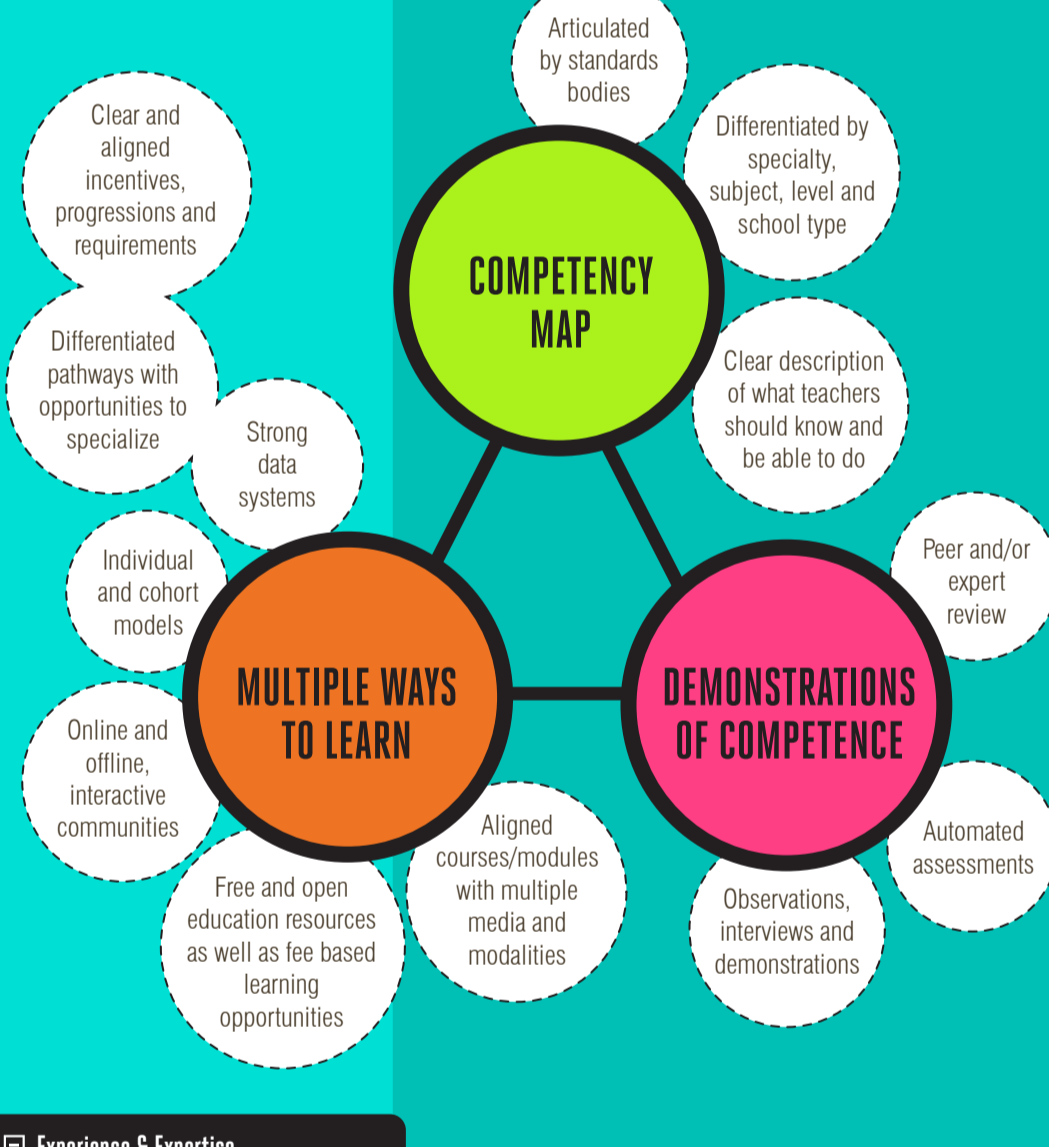


and competency-based progression.

## Destinations

## COMPETENCY-BASED DEVELOPMENT SYSTEM

A Competency-Based System for Teachers would include the following:



## Experience & Expertise

A shift to micro-credentials would give educators a compelling way to capture demonstrations of competency. Within the ecosystem of micro-credentials for educators, there are five distinct parts to the badge issuer/earner process.



Issuer identifies and describes competencies;

Issuer establishes requirements for earning micro-credentials;

Earners produce and submit artifacts that demonstrate competency and meet the requirements defined by the issuer;

The submitted artifacts are assessed by experts or peers; and

Credentials are awarded and shared.

## Leadership

## GET INVOLVED IN SHAPING THE FUTURE OF TEACHER PREPARATION:

### REGISTRATION FORM

MrsCompetency2014

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mrscompetency@dlsd.org

Register

Digital Promise is a founding member of the Badge Alliance and working to develop a series of micro-credentials for teachers that will establish a performance-based approach to assessing important teaching practices. A combination of expert and peer reviews will ensure rigor and ultimately market worth. Teachers are encouraged to **VOLUNTEER** and **SIGN-ON** as early adopters of the badging pilot program.

## Call to Action

## WHAT'S NEXT?



If we truly are to harness the power that technology brings and seize the moment wrought by new college- and career-ready standards, we must reexamine the methods used to prepare teachers and support the continuous development of teacher competency. A shift to competency-based learning for teachers would ultimately create a new generation of teachers equipped to thrive in learning environments where students engage in the development of Deeper Learning competencies.