

Competency Framework Practice Profile for Teachers

Directions: Self-assess on key indicators of quality conflict management instruction while reflecting on your instructional activities over the last quarter.

| A. Preparing to Provide Conflict Management Instruction | | | | |
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| | Educator Practices | Novice | Emerging | Proficient |
| A1 | Teacher: <ul style="list-style-type: none"> • Demonstrates <u>understanding of</u> conflict management and key concepts of competency instruction (including three essential components). | Teacher demonstrates limited understanding of conflict management components and other key concepts; inconsistently uses correct vocabulary. | Teacher accurately describes conflict management components accurately and consistently uses correct vocabulary. Teacher explains key concepts competently but without depth or clear examples. | Teacher demonstrates a clear understanding of conflict management components with consistent vocabulary and creative examples and ideas. Teacher demonstrates thoughtful insight into the explanation and analysis of key concepts, including personal examples. |
| A2 | Teacher: <ul style="list-style-type: none"> • <u>Creates a plan</u> describing how conflict management instruction will be provided and how students will practice with feedback. | Teacher creates a plan to provide conflict management instruction but does not address all learning targets. | Teacher creates a plan to provide conflict management instruction that addresses all learning targets but does not incorporate methods to measure growth in knowledge or performance. | Teacher creates a detailed plan to provide conflict management instruction and practice with feedback that clearly addresses all learning targets, as well as methods to observe students' knowledge and performance. |
| Notes/Examples: | | | | |
| B. Providing Conflict Management Instruction | | | | |
| | Educator Practices | Novice | Emerging | Proficient |
| B1 | Teacher: <ul style="list-style-type: none"> • Provides instruction, addressing each learning target for the competency, to facilitate <u>students' understanding of</u> conflict management (Instructional Criterion 1). | Teacher incorporates conflict management instructional activities to address a few of the learning targets. | Teacher incorporates instructional activities for most of the learning targets. | Teacher incorporates instructional activities to address each conflict management learning target. Teacher reteaches key concepts as needed. |
| B2 | Teacher: <ul style="list-style-type: none"> • Guides students to determine how conflict management <u>applies to them personally</u> (Instructional Criterion 2). • Facilitates <u>students' reflection</u> on their strengths and challenges related to conflict management (Instructional Criterion 3). | Teacher prompts (but does not facilitate) students' application of conflict management or reflection on strengths and challenges related to conflict management components. | Teacher facilitates at least one opportunity for students' personal application of conflict management and/or reflection on strengths and challenges related to conflict management components. | Teacher facilitates students' ongoing, personal application of conflict management, as well as reflection on their strengths and challenges related to the three conflict management components. |
| Notes/Examples: | | | | |

| C. Facilitating Conflict Management Practice with Feedback | | | | |
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| | Educator Practices | Novice | Emerging | Proficient |
| C1 | Teacher: <ul style="list-style-type: none"> Facilitates opportunities for students to <u>practice</u> conflict management, including each component, over time (Instructional Criterion 4). | Teacher expresses an expectation that students demonstrate conflict management and/or provides group practice opportunities but does not facilitate students' individual practice in authentic settings. | Teacher provides classroom practice opportunities for each student that are infrequent (less than once per quarter) and/or address some (but not all) conflict management components. | Teacher utilizes existing classroom curricula and activities to create authentic opportunities for each student to practice conflict management, including each component, at least once per quarter. Practice is ongoing, over multiple class sessions. |
| C2 | Teacher: <ul style="list-style-type: none"> Provides <u>feedback to students</u> throughout their practice of the conflict management components (Instructional Criterion 5). | Teacher gives general feedback that does not address specific conflict management components and/or is not provided to each student. | Teacher gives specific feedback throughout student practice but either does not address all three conflict management components or does not reach all students. | Teacher gives specific feedback to each student regarding each conflict management component throughout and after student practice. |
| C3 | Teacher: <ul style="list-style-type: none"> <u>Facilitates students' reflection</u> on their development of conflict management components (Instructional Criterion 6). | Teacher facilitates reflection on conflict management development for a limited number of students and/or does not include all three components in reflection efforts. | Teacher facilitates reflection on conflict management development for all students, but infrequently (e.g., once per semester) and/or does not consistently address all three components. | Teacher facilitates reflection on development of all three conflict management components at least quarterly for all students. Teacher guides students in identifying their personal growth in conflict management concepts. |

Notes/Examples:

D. Using Data for Decision Making

| | Educator Practices | Novice | Emerging | Proficient |
|----|--|---|---|---|
| D1 | Teacher: <ul style="list-style-type: none"> Determines next steps in conflict management instruction through <u>data-based decision making</u>. | Teacher collects limited data to assess students' conflict management development and outcomes. Teacher does not use collected data to identify specific needs for additional instruction or student supports. | Teacher collects data regularly on students' conflict management development and outcomes but does not consistently use data to guide decisions about future needs for instruction or supports. | Teacher follows an established plan for routinely collecting and analyzing data on students' conflict management development and outcomes (e.g., pre/post knowledge, performance-based assessments, school data points). Teacher uses the data to identify and implement additional instruction and supports for students. |
| D2 | Teacher: <ul style="list-style-type: none"> <u>Collaborates</u> with others on a regular basis to enhance conflict management instruction. | Teacher works in isolation, rarely discussing conflict management instructional ideas with others. | Teacher collaborates with colleagues occasionally but does not consistently seek or provide instructional ideas and feedback. | Teacher has well-established process for collaboration, which includes regularly requesting and sharing feedback and instructional ideas with colleagues. |

Notes/Examples: