Competency Framework Practice Profile for Teachers

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

	A. Preparing to Provide Self-Efficacy Instruction			
	Educator Practices	**Novice**	**Emerging**	**Proficient**
A1	Teacher: • Demonstrates <u>understanding of</u> self-efficacy and key concepts of competency instruction (including two essential components).	Teacher demonstrates limited understanding of self-efficacy components and other key concepts; inconsistently uses correct vocabulary.	Teacher accurately describes self-efficacy components and consistently uses correct vocabulary. Teacher explains key concepts competently but without depth or clear examples.	Teacher demonstrates a clear understanding of self-efficacy 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: • <u>Creates a plan</u> describing how self-efficacy instruction will be provided and how students will practice with feedback.	Teacher creates a plan to provide self-efficacy instruction but does not address all learning targets.	Teacher creates a plan to provide self-efficacy 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 self-efficacy 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 Self-Efficacy Instruction			
	Educator Practices	**Novice**	**Emerging**	**Proficient**
B1	Teacher: • Provides instruction, addressing each learning target for the competency, to facilitate <u>students' understanding</u> of self-efficacy (Instructional Criterion 1).	Teacher incorporates self-efficacy 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 self-efficacy learning target. Teacher reteaches key concepts as needed.
B2	Teacher: • Guides students to determine how self-efficacy <u>applies to them personally</u> (Instructional Criterion 2). • Facilitates <u>students' reflection</u> on their strengths and challenges related to self-efficacy (Instructional Criterion 3).	Teacher prompts (but does not facilitate) students' application of self-efficacy or reflection on strengths and challenges related to self-efficacy components.	Teacher facilitates at least one opportunity for students' personal application of self-efficacy and/or reflection on strengths and challenges related to self-efficacy components.	Teacher facilitates students' ongoing, personal application of self-efficacy, as well as reflection on their strengths and challenges related to both self-efficacy components.
	Notes/Examples:			

	C. Facilitating Self-Efficacy Practice with Feedback			
	Educator Practices	**Novice**	**Emerging**	**Proficient**
C1	Teacher: • Facilitates opportunities for students to <u>practice</u> self-efficacy, including each component, over time (Instructional Criterion 4).	Teacher expresses an expectation that students demonstrate self-efficacy 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) self-efficacy components.	Teacher utilizes existing classroom curricula and activities to create authentic opportunities for each student to practice self-efficacy, including each component, at least once per quarter. Practice is ongoing, over multiple class sessions.
C2	Teacher: • Provides <u>feedback to students</u> throughout their practice of the self-efficacy components (Instructional Criterion 5).	Teacher gives general feedback that does not address specific self-efficacy components and/or is not provided to each student.	Teacher gives specific feedback throughout student practice but either does not address both self-efficacy components or does not reach all students.	Teacher gives specific feedback to each student regarding each self-efficacy component, throughout and after student practice.
C3	Teacher: • <u>Facilitates students' reflection</u> on their development of self-efficacy components (Instructional Criterion 6).	Teacher facilitates reflection on self-efficacy development for a limited number of students and/or does not include both components in reflection efforts.	Teacher facilitates reflection on self-efficacy development for all students but infrequently (e.g., once per semester) and/or does not consistently address both components.	Teacher facilitates reflection on development of both self-efficacy components at least quarterly for all students. Teacher guides students in identifying their personal growth in self-efficacy concepts.
Notes/Examples:				

	D. Using Data for Decision Making			
	Educator Practices	**Novice**	**Emerging**	**Proficient**
D1	Teacher: • Determines next steps in self-efficacy instruction through <u>data-based decision making</u>.	Teacher collects limited data to assess students' self-efficacy 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' self-efficacy 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' self-efficacy 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: • <u>Collaborates</u> with others on a regular basis to enhance self-efficacy instruction.	Teacher works in isolation, rarely discussing self-efficacy 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:				