

Competency Framework Practice Profile for Teachers

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

A. Preparing to Provide Self-Regulation Instruction				
	Educator Practices	Novice	Emerging	Proficient
A1	Teacher: <ul style="list-style-type: none"> • Demonstrates <u>understanding of self-regulation</u> and key concepts of competency instruction (including four essential components). 	Teacher demonstrates limited understanding of self-regulation components and other key concepts; inconsistently uses correct vocabulary.	Teacher accurately describes self-regulation components accurately and consistently uses correct vocabulary. Teacher explains key concepts competently but without depth or clear examples.	Teacher demonstrates a clear understanding of self-regulation 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 self-regulation instruction will be provided and how students will practice with feedback. 	Teacher creates a plan to provide self-regulation instruction but does not address all learning targets.	Teacher creates a plan to provide self-regulation 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-regulation 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-Regulation 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 self-regulation</u> (Instructional Criterion 1). 	Teacher incorporates self-regulation 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-regulation learning target. Teacher reteaches key concepts as needed.
B2	Teacher: <ul style="list-style-type: none"> • Guides students to determine how self-regulation <u>applies to them personally</u> (Instructional Criterion 2). • Facilitates <u>students' reflection</u> on their strengths and challenges related to self-regulation (Instructional Criterion 3). 	Teacher prompts (but does not facilitate) students' application of self-regulation or reflection on strengths and challenges related to self-regulation components.	Teacher facilitates at least one opportunity for students' personal application of self-regulation and/or reflection on strengths and challenges related to self-regulation components.	Teacher facilitates students' ongoing, personal application of self-regulation, as well as reflection on their strengths and challenges related to the four self-regulation components.
Notes/Examples:				

C. Facilitating Self-Regulation Practice With Feedback				
	Educator Practices	Novice	Emerging	Proficient
C1	Teacher: <ul style="list-style-type: none"> Facilitates opportunities for students to <u>practice</u> self-regulation, including each component, over time (Instructional Criterion 4). 	Teacher expresses an expectation that students demonstrate self-regulation 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-regulation components.	Teacher utilizes existing classroom curricula and activities to create authentic opportunities for each student to practice self-regulation, 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 self-regulation components (Instructional Criterion 5). 	Teacher gives general feedback that does not address specific self-regulation components and/or is not provided to each student.	Teacher gives specific feedback throughout student practice but either does not address all four self-regulation components or does not reach all students.	Teacher gives specific feedback to each student regarding each self-regulation component, throughout and after student practice.
C3	Teacher: <ul style="list-style-type: none"> <u>Facilitates students' reflection</u> on their development of self-regulation components (Instructional Criterion 6). 	Teacher facilitates reflection on self-regulation development for a limited number of students and/or does not include all four components in reflection efforts.	Teacher facilitates reflection on self-regulation development for all students but infrequently (e.g., once per semester) and/or does not consistently address all four components.	Teacher facilitates reflection on development of all four self-regulation components at least quarterly for all students. Teacher guides students in identifying their personal growth in self-regulation 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 self-regulation instruction through <u>data-based decision making</u>. 	Teacher collects limited data to assess students' self-regulation 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-regulation 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-regulation development and outcomes (e.g., pre/post knowledge tests, 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 self-regulation instruction. 	Teacher works in isolation, rarely discussing self-regulation 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: