

Teacher Competency Model Example

Domains and Components of the Framework for Teaching

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">a. Knowledge of Content & Pedagogyb. Knowledge of Studentsc. Selecting Instructional Goalsd. Knowledge of Resourcese. Designing Coherent Instructionf. Assessing Student Learning
<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none">a. Creating and Environment of Respect & Rapportb. Establishing a Culture for Learningc. Managing Classroom Proceduresd. Managing Student Behaviore. Organizing Physical Space
<p>Domain 3: Instruction</p> <ul style="list-style-type: none">a. Communicating Clearly & Accuratelyb. Using Question & Discussion Techniquesc. Engaging Students in Learningd. Providing Feedback to Studentse. Demonstrating Flexibility & Responsivenessf. Using Student Assessment Data
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">a. Reflecting on Teachingb. Maintaining Accurate Recordsc. Communicating with Familiesd. Contributing to the School & Districte. Growing & Developing Professionallyf. Showing Professionalism

Source: Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Seven HR Areas for Teachers and Their Components

<u>HR Areas</u>	<u>Definition</u>
1. <u>Recruitment</u>	
<i>Applicant Pools</i>	Sources of applicants (e.g., traditional teacher training programs, alternative certification programs, other districts)
<i>Information</i>	Information provided to applicants about the job's requirements and rewards
2. <u>Selection</u>	
<i>Licensure</i>	Licensing requirements and the basis for them
<i>Assessments</i>	Methods of assessing job applicants' knowledge and skills and predicting future performance
<i>Standards</i>	The hiring requirements and "cut scores" for accepting applicants
3. <u>Induction</u>	
<i>Pre-service</i>	Assistance and information provided to teachers prior to the start of school
<i>On-the-Job</i>	Assistance and information provided to teachers during the first years of teaching
4. <u>Mentoring</u>	
<i>Content</i>	Subject areas, pedagogy, social support, and school and classroom procedures
<i>Participants</i>	Who provides mentoring & their qualifications
5. <u>Professional Development</u>	
<i>Content</i>	Subject areas, activities (e.g., courses, in-service projects)
<i>Teacher Planning</i>	Mechanisms for focusing and assisting teachers' choices of professional development content

6. Compensation

<i>Base Pay</i>	Regular salary for teaching duties during a contract period
<i>Variable Pay</i>	Supplements on top of base pay for additional duties or performance (e.g., bonuses for performance, base pay increases linked to skill development)
<i>Hiring Packages</i>	Financial inducements over and above normal starting base pay (e.g., hiring bonus, loan forgiveness, tuition reimbursement, housing assistance or higher placement on schedule) provided to high potential job candidates or those teaching in shortage areas or high-need schools

7. Performance Management

<i>Teacher Evaluation</i>	System for appraising teacher's performance
<i>Feedback/Coaching</i>	Information given to teacher about results of the appraisal; assistance to teacher in how to maintain and improve performance
<i>Goal Setting</i>	Formal setting of specific goals and time periods to guide performance planning and improvement
<i>Remediation</i>	Activities for intervention and assistance to low performing teachers, outplacement and termination

Examples of Alignment for Seven HR Practice Areas for Teachers

HR Practice Areas and Components	Examples of Alignment to Competency Model
<u>Recruitment</u>	
<i>Applicant Pools</i>	Identifying sources of applicants likely to have the desired competencies
<i>Information</i>	Communicating to applicants about desired competencies in recruitment advertising or at recruitment events
<u>Selection</u>	
<i>Certification</i>	Judging whether state certification provides evidence of the attainment of any or all the competencies, and whether additional evidence may be needed
<i>Assessment</i>	Choosing assessment methods that explicitly measure applicants' competencies
<i>Standards</i>	Setting a minimum level of the competencies required for hiring
<u>Induction</u>	
<i>Pre-service</i>	Informing new hires about competencies before they begin the school year
<i>On-the-job</i>	Ensuring that training programs focused on the competencies are available
<u>Mentoring</u>	
<i>Content</i>	Having mentors focus coaching on the competencies
<i>Participants</i>	Choosing mentors based on their own competency level
<u>Professional Development</u>	
<i>Content</i>	Ensuring that there are professional development courses or opportunities that focus on each of the competencies
<i>Teacher Planning</i>	Assisting teachers in identifying and choosing activities related to the competencies
<u>Compensation</u>	
<i>Base Pay</i>	Starting pay and pay progression sufficient to attract & retain teachers with the competencies
<i>Variable Pay</i>	Bonuses for competency attainment
<i>Hiring Packages</i>	Differentiation of starting compensation based on competency level

Examples of Alignment for Seven HR Practice Areas for Teachers (continued)

HR Practice Areas and Components	Examples of Alignment to Competency Model
<u>Performance Management</u>	
<i>Performance Appraisal</i>	The performance evaluation system explicitly assesses the competencies in the model
<i>Feedback & Coaching</i>	School leaders provide feedback and coaching specifically referring to the competencies in which teachers may be deficient
<i>Goal Setting</i>	Goals for improvement are set in terms of the competencies
<i>Remediation</i>	There is a defined process for performance improvement or dismissal for teachers who don't exhibit the competencies

The Human Resources Alignment Assessment Process

