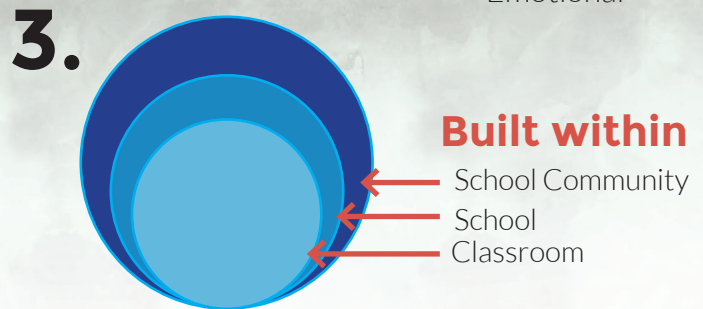
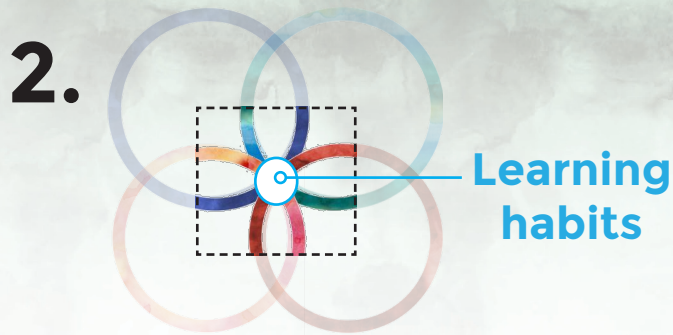


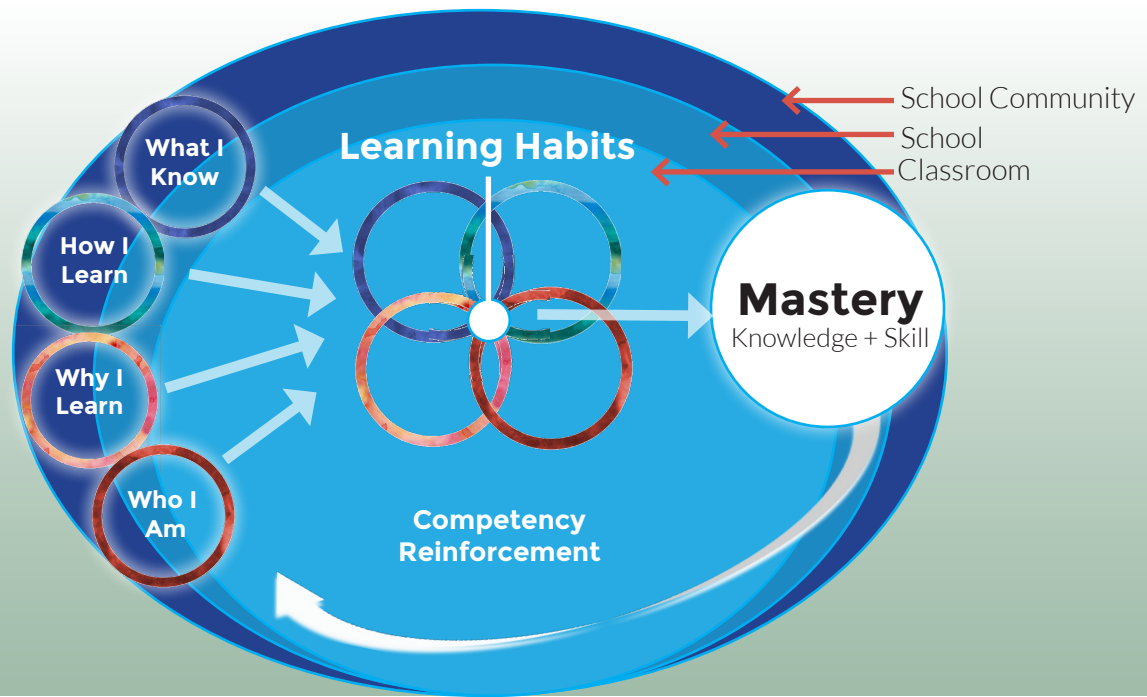
Personal Competencies REVIEW

1. Personal Competencies (Propellants of Learning)



- Relational Suasion** Teacher's ability to influence a student's learning and personal competencies by virtue of their personal knowledge of, and interaction with the student and the student's family.
- Enhanced Lesson Design (ELD)** The process of refining and/or adding instructional elements to enhance the Personal Competencies within an already developed lesson.
- Personalized Learning** A teacher's relationships with students and their families and the use of multiple instructional modes to scaffold each student's learning and enhance the student's personal competencies.

What does this look like?



Strategies for Enhancing Personal Competencies in Enhanced Lesson Design

Cognitive- What the Student Knows

Enhance student's cognitive competency by:

- Cog 1:** Reviewing prior learning and connecting it with newly introduced topics.
- Cog 2:** Expecting that specific knowledge is memorized and teaching memorization techniques.
- Cog 3:** Reinforcing elements of mastered knowledge that can be retained in memory through review, questioning, and inclusion in subsequent assignments.
- Cog 4:** Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
- Cog 5:** Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.
- Cog 6:** Assigning rich reading and the application of the reading in written work and discussion.
- Cog 7:** Using writing assignments to encourage the association and integration of new learning with known concepts and the thinking and expression that facilitates deep understanding.
- Cog 8:** Encouraging each student's natural inclination to be curious by providing pathways of exploration and discovery.

Social/Emotional-Who the Student Is

Enhance student's social/emotional competency by:

- SEL 1:** Including social/emotional objectives in the instructional plan.
- SEL 2:** Teaching and reinforcing positive social skills and relationships.
- SEL 3:** Modeling responsible behavior, caring, optimism, and positive verbal interactions.
- SEL 4:** Adopting evidence-based programs that enhance social/emotional competency.
- SEL 5:** Establishing classroom norms for personal responsibility, cooperation, and concern for others.
- SEL 6:** Being attentive to students' emotional states and guiding students in managing their emotions.
- SEL 7:** Helping students set constructive goals for learning and social relationships and know how to pursue and achieve the goals.
- SEL 8:** Teaching students to understand the consequences of their decisions and to take responsibility for them.
- SEL 9:** Using cooperative learning methods.
- SEL 10:** Encouraging questioning, seeking help from others, and offering help to others.
- SEL 11:** Arranging for support services from psychologists and social workers when students demonstrate a need for support.
- SEL 12:** Working closely with parents to promote social/emotional competency at home.

Metacognitive- How the Student Learns

Enhance student's metacognitive competency by:

- Met 1:** Thinking out loud to show, by example, how a learning task is approached and pursued.
- Met 2:** Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method.
- Met 3:** Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.
- Met 4:** Teaching the process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan's implementation, and (c) adapting the plan based on feedback (self-appraisal or from the teacher or program).
- Met 5:** Including self-checks and peer-checks as part of assignment completion.
- Met 6:** Showing how to chart and graph assignment completion and objective mastery.
- Met 7:** Including the documentation of learning processes and strategies employed in the completion of an assignment.
- Met 8:** Teaching procedures of logic, synthesis, and evaluation to employ in critical thinking.
- Met 9:** Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.

Motivational- Why the Student Learns

Enhance student's motivational competency by:

- Mot 1:** Promoting a growth mindset by attributing learning success to effort and self-regulation, reinforcing the idea that both actual ability and self-efficacy are malleable and grow with practice, and insisting upon (and rewarding) persistence to mastery.
- Mot 2:** Connecting learning tasks to the student's personal aspirations.
- Mot 3:** Differentiating assignments to provide the right balance of challenge and attainability.
- Mot 4:** Helping students "find the fun" in learning rather than simply making tasks fun.
- Mot 5:** Stretching the student's interests to find value in new topics (acquired relevance).
- Mot 6:** Celebrating mastery.
- Mot 7:** Helping parents understand their influence on their children's mindset, sense of agency, and motivation to learn, especially in their verbal attributions.