NAF Future Ready Educators engage in personalized, learner-centered educational practices as they strive towards creating equitable learning environments to ensure learners fulfill their potential and are future ready.

Educators implement career-pathway curricula and integrate competency-based education using authentic project learning experiences and enhance learners' capacity to act independently through voice and choice and produce empowered learners who readily transfer their content knowledge and skillsets to succeed in their college and career pursuits.

NAF recognizes educators who choose to expand their career-pathway expertise and improve their pedagogical practices by:

- Engaging in reflective teaching practices about the why, what, and how to engage learners and to adjust and improve their quality of instruction.
- Participating in self-selected professional learning.
- Creating a competency portfolio to reflect on instructional practices and growth as a professional educator in the following domains:

  Intrapersonal: Reflect on self and learner expectations as well as educational paradigm shifts to move toward personalized, learner-centered environments.

  Interpersonal: Relate to learners, peers, and school community by developing social, personal, and leadership skills.

  Content Expertise: Know career content well to promote learners' metacognition and content learning.

  Instructional Practice: To achieve the educator competencies required implement competency-based learning strategies to create dynamic learning.

Personalized, Learner-Centered Environments

Educators integrate personalized approaches, real-world learning, competency-based education, and learner agency - voice and choice to foster postsecondary, career, and civic success.
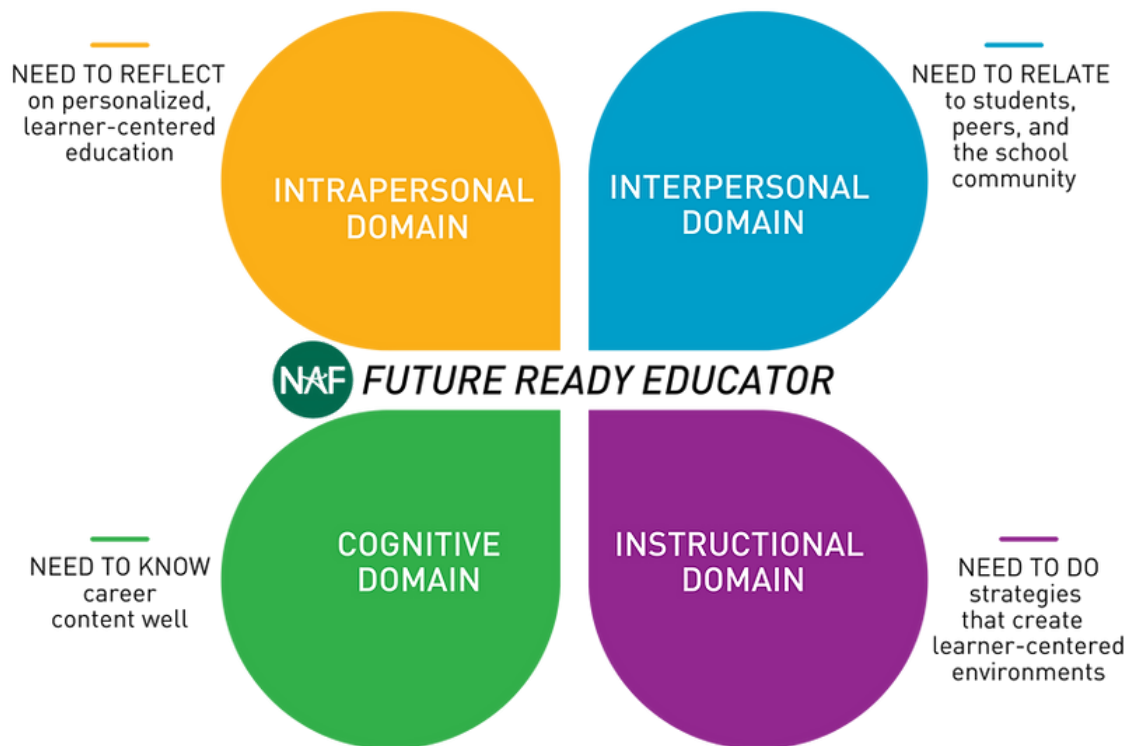
They build their competencies to create personalized, learner-centered environments by:
- Concentrating on each learner's needs and interests
- Considering the social aspects of learning
- Encouraging learner voice and choice to develop learner agency
- Seeking to create equitable educational outcomes in their learners.

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Educator Framework – Four Domains

Intrapersonal, Interpersonal, Cognitive, and Instructional

Each domain includes high-level competencies and detailed indicators citing specific ways educators can meet each competency in a personalized, learner-centered manner.

NEED TO REFLECT on personalized, learner-centered education

INTRAPERSONAL DOMAIN

NEED TO RELATE to students, peers, and the school community

INTERPERSONAL DOMAIN

NAF FUTURE READY EDUCATOR

NEED TO KNOW career content well

COGNITIVE DOMAIN

INSTRUCTIONAL DOMAIN

NEED TO DO strategies that create learner-centered environments

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NAF — BE FUTURE READY

Competency Domains

INTRAPERSONAL DOMAIN

(Need to Reflect)

The intrapersonal domain encompasses the generalized capability to control one's emotions and behavior to accomplish one's goals.

It includes the habits of mind, expectations for oneself and learners, and assumptions about the teaching profession that educators will need to move towards personalized, learner-centered education.

INTERPERSONAL DOMAIN

(Need to Relate)

The interpersonal domain contains the generalized ability to articulate thoughts and interpret and react to communication with other people.

It includes the social, personal, and leadership skills to foster beneficial relationships with learners, peers, and the greater community—particularly in multicultural, inclusive, and linguistically diverse classrooms.

COGNITIVE DOMAIN

(Need to Know)

The cognitive domain (Content Expertise) covers knowledge of not only important subject matter content but also child development and human brain development.

It includes competencies needed to foster learners' content learning and metacognitive development (i.e., critical thinking, information literacy, argumentation, innovation, self-regulation, reasoning, and learning habits).

INSTRUCTIONAL DOMAIN

(Need to Do)

The instructional domain (**Instructional Practice**) contains the competencies educators need to bring learner-centered pedagogical techniques into the classroom.

These include creating an engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess learners' mastery.

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NAF *BE FUTURE READY*

INTRAPERSONAL DOMAIN

(Need to Reflect)

Intrapersonal Competencies

The ***Need to Reflect*** on personalized, learner-centered education.

1. **Demonstrate a dedication to all learners – especially those historically marginalized and/or least served by public higher education – reaching college, career, and civic readiness.**

Indicators

- Recognize, make transparent, discuss and strive to ameliorate the biases and inequitable distribution of resources that may challenge learners from attaining postsecondary credentials and career advancement.
- Demonstrate awareness of and remedies for unintentional biases, such as lowered expectations of productivity.

2. **Maintain an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.**

Indicators

- Place a primacy on building relationships with learners that foster their learning success.
- Understand that learner agency means not just providing choice in learning paths, but also knowing when to cede power and step back so that learners can lead.

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Interpersonal Competencies

The **_Need to Relate_** to learners, peers, and the school community.

INTERPERSONAL DOMAIN

(Need to Relate)

1. **Build strong relationships with learners, peers, identified families and learning community members that contribute to individual and collective success.**

   ### Indicators

   - Build relationships with families, community members, business people, and others outside the school to support communities of practice that enhance individual and group learning, including:
     - Open communication channels both online and in person
     - Collaborative partnerships in which each member has a clear role, purpose and value.

2. **Contribute to college and career access and success for all learners, particularly those who have been historically marginalized and/or least served by public higher education due to background, demographics, neurodiversity or culture**.

   ### Indicators

   - Work to ensure that each learner has the access and supports needed to gain the knowledge, master the skills and acquire the credits to succeed in postsecondary education and employment.
   - Provide age-appropriate and individualized career exploration, planning and connections counseling to help each student explore, plan and take the necessary steps toward graduating from high school ready for college, career and life.

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COGNITIVE DOMAIN

(Need to Know)

Cognitive (Content Expertise) Competencies
The **Need to Know** career content well.

1. **Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery.**

   ### Indicators

   - Communicate the central concepts, tools of investigation and structures of the content area(s) (e.g., algebra teachers need to know the math—which algebraic concepts are most important, which are foundational and which are more complex; and how to explain the math in multiple ways).
   - Build students' solid understanding of the subject area; identify misconceptions as they arise; and intervene to overcome those misconceptions with individualized scaffolds, richer analysis, varied explanations and/or more targeted forms of practice.
   - Create, use or adapt rubrics that clearly define what "mastery" looks like for key, content-based concepts
   - Create learning experiences that make the content-based concepts accessible and meaningful (e.g., enabling students to understand the "why," as well as the "how").
   - Present content-based concepts (both within and across disciplines) through a variety of perspectives in order to engage learners in critical thinking, creativity, knowledge transfer and collaborative problem-solving related to authentic local and global issues.

2. **Demonstrate awareness of and employ culturally responsive teaching (CRT) to center students' cultural diversity as a strength and asset in their learning journey.**

   ### Indicators

   - Understand how centering students' cultures and history as "launching pads" for learning improves instruction, particularly for students of color.
   - Be able to integrate aspects of CRT: cultural awareness, information processing, learning partnerships with students and supportive learning environments.

Instructional Practices Competencies

The *Need to Do* strategies to create learner-centered environments.

INSTRUCTIONAL DOMAIN

(Need to Do)

1 Customize the learning experience through assessments, supports, progressions, relationships, and technology.

Indicators

- Recognize and integrate knowledge of individual learners, diverse cultures and the community context in developing materials and pedagogy to ensure inclusive learning environments that enable each learner to meet rigorous standards.
- Co-construct and offer choice among multiple means of assessment for students to demonstrate mastery

2 Promote student agency and ownership with regard to learning.

Indicators

- Encourage student "voice and choice" via strategies such as:
  - Providing access for students to monitor their progress and set goals.
  - Enabling students to choose and co-design curricula.
  - Providing students with multiple options for demonstrating mastery of a standard or competency in an enduring skill or area.
  - Providing opportunities for students to contribute to classroom or school-based decision-making processes, including participatory action research, place-based education, restorative practices and class meetings.
- Develop students' abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment and self-pacing.
- Develop students' abilities to collaborate with peers via strategies such as peer assessment and project-based learning
- Support the development of, and positively influence students' perceptions of, students' own efficacy, interest and purpose.
- Shift the dynamic from adult control to student agency in decision-making.

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3 **Provide opportunities for anytime/anywhere and real-world learning that is tied to learning objectives and standards.**

Indicators

- As described in the interpersonal competencies, build relationships with families, community members, businesspeople and others outside the school to support communities of practice that enhance individual and group student learning.
- Align out-of-school experiences to the relevant academic competencies or standards so that students have opportunities to demonstrate mastery and receive in-school credit based on out-of-school experiences
- Demonstrate fluency with the curricular and personal aspects of providing a successful blended learning experience.
- Develop diverse physical and digital environments that maximize learning within, across and beyond the classroom(s).

4 **Develop and facilitate project-based learning experiences**

Indicators

- Engage learners and other faculty in co-designing projects that stretch and deepen the learning experience.
- Use collaborative, cross-curricular projects to develop learners' deep understanding of content areas, skills and connections to applications beyond school to apply knowledge in meaningful ways.
- Emphasize regular student reflection about specific questions which draw out the learning within the project.

5 **Use collaborative group work.**

Indicators

- Develop, scaffold, facilitate and where appropriate, co-design collaborative group work.
- Analyze collaborative group work to ensure that it engages and stretches each learner and builds toward mastery of specific skills, standards or student competencies.
- Foster students' ability to identify specific teamwork skills necessary for collaborative group work that are similar to the skills and dispositions necessary for college, career and civic success.

- Ensure that students have developed the knowledge and skills needed to engage in successful, collaborative group work:
    - Clearly define roles, clarifying the purpose of collaborative group work and understanding any assessments.
    - Establish and practice techniques for how to share one's own ideas and how to benefit from the ideas and skills of others.
    - Gain practice in tools and techniques such as Socratic questioning and constructive feedback.
- Plan ways to recognize and address issues of different cultural norms and implicit biases among students when they arise in the context of collaborative group work.

6 Use technology in service of learning.

Indicators

- Adopt, adapt and create high-quality digital resources for curriculum.
- Enhance ability to provide real-time assessment and learning-tracking with new digital tools.
- Provide opportunities for all students to learn in a digital setting (synchronous and asynchronous).
- Promote the development of students' digital fluency and their ability to be both safe and discerning when they interact online.
- Assess when technology use in instruction improves engagement, collaboration and learning, and when it does not, and be able to adjust accordingly.
- Promote collaborative and real-world, project-based learning opportunities enhanced with digital tools and content.

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