



Advice/Tips/Guidance for Local Demonstrations of Competency

The following advice/tips and guidelines for Local Demonstrations of Competency (LDCs) maximize the opportunities for teachers to focus their attention on the developmental needs of young people. While learning standards have not changed with the new circumstances in which we find ourselves, the methods for teaching and learning have. Developmental relationships with students are as important as ever in this context. For example, we recommend that teachers use the [Search Institute Checklist](#) which provides a thoughtful guide to help you support your students during this unprecedented time.

PED has reinforced the care and concern for young people in its [Continuous Learning Plan](#). The state encourages videoconferencing and telephone calls and this guide is designed to promote “equity, inclusivity, and creativity in supporting the needs of all students.”

The Graduate Profile developed by Mission: Graduate is a helpful framework for understanding the holistic needs of young people. It includes a [Launchpad](#) that identifies a set of opportunities to learn that may be helpful as you develop your LDCs. We suggest that you ask yourself some of these questions as you begin designing them:

1. Does my LDC give students an opportunity to build on their strengths?
2. Does my LDC give students an opportunity to plan for their future?
3. Does my LDC give students an opportunity to work independently and with others?
4. Does my LDC give students an opportunity for relationships with caring adults?
5. Does my LDC give students an opportunity to apply their knowledge in real-world settings? (Learning at home during a global pandemic is now a real-world setting.)

LDCs can be viewed as independent student projects that will require a new way of work from teachers. Supporting young people so that they are not alone while working independently may require a new set of strategies. Edutopia gives 20 [tips](#) for managing projects which put teachers in the role of coach and help students develop power over their own learning. Examples include:

1. Formatively assess often (which is another form of support)
2. Give up power to empower students to develop their own agency
3. Goal setting to help students use their time well and accomplish tasks
4. Use a driving question to help frame the LDC and regularly assess a student’s progress toward answering it.
5. Encourage resourcefulness which is defined as “the ability to overcome problems or to make do with what is available to create a solution”. This might include encouraging students to reach out to people in addition to you for help (family members, other adults connected to their family, or peers).
6. Consider developing projects that are relevant to our current situation, asking students to about real-world problems (healthcare, technology access, and unemployment, etc).

Finally, regarding assessment, we recommend identify more general learning expectations. Collect evidence that may combine a few outcomes as opposed to the breadth of competencies and evidence you may typically collect and evaluate. Attached is an example rubric that focuses on broad expectations.

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FutureFocusedEducation.org | info@FutureFocusedEducation.org

FatPipe ABQ Coworking Space, 200 Broadway NE Albuquerque NM 87102