

Community Learning Centers
Learning Facilitator Competency Expectations

1. ADVISORY ROLE

- Establishes and maintains a personal learning plan for each advisee
- Helps advisees establish learning goals
- Reviews progress toward goals with advisees regularly
- Helps advisee develop a schedule of learning activities to meet goals
- Monitors advisees' schedules
- Assures service learning component for each advisee
- Holds parent/student conference 4 times a year
- Holds daily productive meeting with advisory group

2. LEARNING FACILITATION ROLE

- Creates brain compatible learning environment: simulating, active, safe, respectful, project based
- Infuses multi-cultural content into program
- Implements interdisciplinary/thematic activities
- Involves students as a resource in planning, peer assistance, school operations and service
- Assesses and monitors student learning outcomes
- Taps an array of community and other learning resources
- Cooperates with the work of instructional team

3. TECHNOLOGY ROLE

- Utilizes software to organize and track learning
- Uses word processing and other productivity tools
- Helps students use: word processing, electronic mail, spreadsheets, desktop publishing, databases (local and remote), graphics, Internet, social networking, video resources and production

4. ASSESSMENT ROLE

- Articulates clear statement of learning expectations and outcomes
- Selects and uses a range of assessment tools for appraising student progress

5. NETWORKER ROLE

- Seeks ideas and resources to augment the program
- Regularly checks a variety of sources for ideas: conferences, literature, colleagues, etc.
- Informs staff about new ideas, approaches, activities

6. LEARNING RESULTS ROLE

- Obtains good learning results with all students
- Assures that activities achieve high standards
- Assures that activities cover a broad range of learning
- Assesses and monitors student learning outcomes

7. PROGRAM DEVELOPMENT ROLE

- Strives for continuous school improvement and articulates and advances school mission and beliefs
- Communicates effectively with stakeholders and involves parents in governance and decisions
- Understands and supports change processes and utilizes data objectively for decisions
- Works effectively as team and group member in planning, shared decision making, problem solving
- Collaborates with community agencies for student and family needs

8. PROFESSIONAL DEVELOPMENT ROLE (PDP)

- Implements and updates an individual PDP: passions, strengths, needs, plans and uses input and self assessment for growth.
- Strives for professional excellence by participating in and recording staff development activities

9. SUPERVISORY ROLE

- Trains and supervises paraprofessional staff in their duties
- Program supervision and development

FRAMEWORK FOR COMMUNITY LEARNING CENTER

GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
1. Establishes and maintains a personal learning plan for each advisee	Learning Facilitators discern the gift interests and passions (GIP) of each advisee and establishes a personal learning plan (PLP) in partnership with the advisee and the family. Personal/transformational and academic goals are developed. This process includes: developing a schedule of learning activities reviewing progress toward goals with advisees, meeting goals, monitoring advisees' schedules and assuring service learning component for each advisee. PLPs are reviewed monthly with each student.	Learning Facilitators deepen their skill base of GIP discernment and students deepen their insights about the importance of having learning goals and write more complete goals. Students with similar interests work together. Students' interests are taken into account when planning clubs, special events and themes. All students provide service to the school/community throughout the year. Books, videos, games, software and other learning materials reflect the GIPs of the students.	Students complete a thorough well-tailored learning plan. Student coach one another, help discern their GIPs and create projects based on similar interests. Most planning and documentation of learning experiences to meet the goals connect to the PLP. Creativity, imagination and innovation are apparent and encouraged. Students undertake responsibility for developing and reporting on their PLP.	Learning Facilitators mentor other staff members in the PLP process. Students are trained and used as mentors in the PLP process.
2. Holds parent/student conferences and holds daily productive meeting with advisory group	Learning Facilitators accept the responsibility to act as advisors and are learning about the advisory role. Small advisory groups meet daily. Advisors meet 4 times a year with every student and family member to review and update the PLP as part of the conferencing process.	Learning Facilitators deepen their skill base and use a variety of team and group building exercises with their advisory groups. Time is taken each day for students to check in and explore ways to support each other and the learning process. Students are involved in the planning process for advisory meetings. Some home conferences are offered to parents who have difficulty getting to the school.	Learning Facilitators coach others in a variety of advisory facilitation skills and share materials that enhance this process. Students take leadership roles in the facilitation of advisory meetings and manage their own conferences. Time is set aside for reflection and planning that includes student participation.	Staff train or mentor others to act as advisors. This staff person takes a leadership role in developing staff development sessions that enhance the advisory role. Recommendations are made regarding materials and workshops to other staff. Students are involved in all planning and facilitating of advisory groups and conferences.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 2: LEARNING FACILITATOR

Outcome	Initial	Advancing	Proficient	Expert
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FRAMEWORK FOR COMMUNITY LEARNING CENTER

GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
<p>1. Creates brain compatible learning environment and infuses multicultural content.</p>	<p>Learning Facilitators become familiar with concepts of child centered, life centered, brain based learning and implement interdisciplinary/thematic activities including multicultural content. Creative and cutting edge learning is apparent. The environment is safe, stimulating, active, respectful and project-based. Standards of behavior and rules of engagement are congruent with the model.</p>	<p>The environment is attractive, safe and nurturing. It is stimulating with sparks, field trips and a variety of materials and approaches. Students are active with a variety of interdisciplinary/thematic multicultural content activities. Students are provided accurate, honest, timely feedback as to their progress in context of actual learning activities.</p>	<p>Learning Facilitators is proficient with implementing concepts of child centered, life centered, brain based learning and interdisciplinary/thematic multicultural content activities. The environment has a large measure of student self-management.</p>	<p>Learning Facilitators ensure that learning experiences for all students are child-centered, life centered, brain based, interdisciplinary/thematic and multicultural. In addition, Learning Facilitators share information of planning and learning through mentoring, peer observations, reflections, or leading staff development.</p>
<p>2. Involves students as a resource in planning, peer assistance, school operations and service.</p>	<p>Students' input is sought in developing learning programs. Learning Facilitators in partnership with the students develop shared classroom values. Students are prized for their contributions as a resource. All students have important roles, jobs and consultative responsibilities for the program, facility and learning activities. Students produce material for newsletters.</p>	<p>Students' ideas and participation are consistently incorporated in the development and assessment of the learning program. Students teach clubs, tutor other students, assist with school operations, arrange for guest speakers, help coordinate field trips, teach mini lessons, help plan and implement service learning projects, plan and implement Family Nights, and help facilitate student and staff recognition.</p>	<p>The learning environment has a high degree of self-sufficiency because of student ownership. Students are resources who, as part of their studies, contribute to the program and community, and are challenged and supported to become lifelong, self-directed learners.</p>	<p>Learning Facilitators share ideas of how to treat students as resources through, observation, and mentoring or staff development.</p>
<p>3. Taps an array of community and other learning resources</p>	<p>Learning Facilitators are aware of and use an array of community resources including: families, agencies, experts, neighbors, students, and materials.</p>	<p>Learning Facilitators at least weekly call upon and use community resources in learning activities, including facilitating community-based learning experiences.</p>	<p>Learning Facilitators routinely use community resources and community-based learning experiences.</p>	<p>Learning Facilitators create a list of community resources and experiences to share with other members of the school community. They act as a mentor or trainer.</p>
<p>4. Cooperates with the work of instructional team.</p>	<p>Learning Facilitators commit to the concept that learning is facilitated by all staff including licensed personnel, Educational Assistants, specialists, support staff, volunteers, and parents and guardians.</p>	<p>Learning Facilitators cooperate and plan with the instructional team to provide a vital program for students.</p>	<p>Learning Facilitators lead a seamless team where all participate in planning and execution of the program.</p>	<p>Learning Facilitators coach and mentors others in team based approaches to program delivery.</p>

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA I: ADVISORY
 Learning facilitator competency rubrics

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 3: TECHNOLOGY

Outcome	Initial	Advancing	Proficient	Expert
1. Utilizes software to organize and track learning	Learning Facilitators become familiar with technology to organize and track learning.	Learning Facilitators use technology to organize and track learning. Student progress reports and PLPs are updated electronically.	Learning Facilitators implement a wide variety of software programs to organize, track and enhance student learning.	Learning Facilitators act as mentors for other staff members to a wide variety of technology applications.
2. Utilizes word processing and other productivity tools	Learning Facilitators become familiar with various productivity tools and use electronic tools for communication and scheduling. Email is read and responded to daily, a current calendar is maintained, the technology request system is used for repairs, and school web site is updated quarterly, school newsletter updates are sent electronically. Files are appropriately saved. Public Folders are used. Basic Microsoft word operations are mastered and a secure password is used. Speed dialing is used on the phone.	Learning Facilitators use various productivity tools and implements their use for planning and communicating. The facilitator successfully uses Excel, email can be set up on additional computers with the aid of the technology handbook., other people's calendars can be accessed, new folders can be created and PowerPoint is used for instruction.	Learning Facilitators use a variety of technologies to support planning, instruction, assessment and communication on a regular basis. Learning Facilitators are able to check email off site, install educational software, successfully use the digital camera, video camera and editing equipment and the keyboard system in the music room.	Learning Facilitators mentor others in the area of technology through individual and group training. Staff developments are planned and facilitated as well as individual training on technologies.

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Outcome	Initial	Advancing	Proficient	Expert
3.Helps students use: word processing, electronic mail, spreadsheets, desktop publishing, data bases, graphics, internet, video resources and production	Some student projects or specific classes use computers and other technology tools. Learning Facilitators are able to locate relevant educational content on the web, assist students in saving work on the network, are aware of the software installed on the computers, and can assist the students with printing.	Students often use technology to enhance learning and multiply productivity. Students are using PowerPoint in their presentations and are able to successfully search the web for their research projects.	Students routinely use technology to enhance learning and multiply productivity. Some students coach others in the use of technology. Students use technology to teach classes and facilitate clubs.	Learning Facilitators mentor others in how students can use the many forms of technology.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 4: ASSESSMENT

Outcome	Initial	Advancing	Proficient	Expert
1. Articulates clear statements of school and state learning standards and outcomes	Learning Facilitators identify skills and knowledge, related to local and state standards that are expected at each student grade or age level.	Skills and knowledge expectations, related to local standards, are well defined for each student level and built into learning activities; Learning Facilitators begin to implement the practice of advancing students in grade based on demonstration of skills and knowledge.	Student advancement in grade is based on demonstration of skills and knowledge as applied in real-world settings; students advance to the next level as soon as they demonstrate the necessary skills and knowledge through real-world problem solving.	Learning Facilitator mentor other staff members through peer observation, staff development and sharing of ideas on the use of standards and outcomes.

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GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
2. Selects and uses a range of assessment tools for appraising student progress	Learning Facilitators become familiar with a range of assessment tools: performance, norm referenced, criterion referenced, portfolio, work sampling and surveys. Required state and local tests are managed appropriately.	Learning Facilitators use a range of assessment tools: performance, norms referenced, criterion referenced, portfolio, work sampling, surveys, etc., and implement them with their students. Students are assessed on transformational outcomes.	Learning Facilitators use assessment in student convivial, non-threatening approaches. Students learn test taking skills and self-appraisal skills and approaches. Peer and self assessment are used. Assessment results shape future learning activities.	Learning facilitators mentor other staff members by teaching the assessmenttools and methods that are successful with their students.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 5: NETWORKER

Outcome	Initial	Advancing	Proficient	Expert
1. Seeks and shares ideas and resources to augment the program	Learning Facilitators are aware that a vast array of ideas is available to augment the program and regularly checks a variety of sources for ideas: conferences, literature, colleagues, etc.	Learning Facilitators use the internet, community, colleagues, students, family members, videos, learning activities, professional literature as resources to augment the program and shares ideas with colleagues.	The learning environment is much enriched through the use of ideas gathered from many sources. They frequently share their findings and ideas with other staff members and act as a coach to other staff.	Learning facilitator leads staff development a resource to the school by sharing resources/material that they have collected/learned to help augment the program and are sought out by other staff members for ideas.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 6: LEARNING RESULTS

Outcome	Initial	Advancing	Proficient	Expert
1. Obtains good learning results with all students	Learning Facilitators believe that all students can learn at high levels of achievement and are becoming familiar with instructional methods to advance student learning.	Learning Facilitators assure that students are progressing in major areas of learning and social development. They seek assistance for learners experiencing difficulty such as referring students to the student support system.	Students achieve at high levels of achievement.	Learning Facilitators mentor other staff members in sharing methods that have been effective for them, and creates staff development opportunities for others.

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Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
2. Assesses and monitors student learning to achieve high standards and a broad range of learning.	Learning Facilitators become aware of CLC Transformational Learning Outcomes and state standards as frameworks for organizing skills, knowledge and behaviors expected at each student grade or age level.	Learning Facilitators monitor the learnings of students and adjust instruction as needed to achieve outcomes and standards. Facilitators implement the practice of advancing students based on demonstration of skills and knowledge.	Learning Facilitators assure that outcomes for each student include the fCLC Transformational Learning Outcomes. Student advancement is based on demonstration of skills and knowledge as applied in real-world settings. Students advance to the next level as soon as they demonstrate the necessary skills and knowledge through real-world problem solving and state standards.	Learning Facilitators mentor other staff members in learning and implementing the CLC Transformational Learning Outcomes, state standards, the broader range of desired learning areas and means of advancing students.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 7: PROGRAM DEVELOPMENT

Outcome	Initial	Advancing	Proficient	Expert
1. Strives for continuous school improvement and articulates and advances school mission and beliefs	Learning Facilitators realize that they are major contributors to the school well-being and development. They know the school’s mission and beliefs and strive to align instructional methods with this philosophy.	Learning Facilitators work on school-wide improvement efforts including all stakeholders in the planning and implementation process consistent with the mission and beliefs. They consistently look for ways to advance their skills and knowledge regarding school improvement.	The school is growing and improving due to the efforts of the Learning Facilitators who are making a substantial contribution, maintaining an open mind and exhibiting objectivity. The Learning Facilitators are effective spokespersons for the CLC model, philosophy and mission.	Learning Facilitators train others in the CLC model, its implementation and mission. They mentor other staff in aligning instructional methods, teaching with the CLC model, leading staff discussions and creating staff developments.

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GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
2. Communicates effectively with stakeholders and involves parents in governance and decisions	Learning Facilitators are aware of the importance of communicating on a regular basis with stakeholders which would include colleagues, students, director, family members, community members, volunteers, support staff, contractors and board members as appropriate regarding the model and program development. They engage parents in the instructional program or governance and decisions.	Learning Facilitator communicate with stakeholders using strategies such as phone calls, email, newsletters, web page updates, notes to parents, newspaper articles to involve them meaningfully in decisions.	The program benefits from the involvement of stakeholders as a result of Learning Facilitators communications. Facilitators are consistent in engaging parents in the instructional program, governance, and decisions.	Learning Facilitators train others in effectively communicates with stakeholders, engaging parents and others in decisions and mentors others in this process. Staff development is created to share ideas and skills with others.
3. Understands and supports change processes and utilizes data objectively for decisions	Learning Facilitators are aware of the difficulties involved in comprehensive change and the importance of data to guide decisions. They recognize that schools must be on a continuous improvement path.	Learning Facilitators seek information about the change process, gather data about the school's present state and have a vision for the school's future.	Learning Facilitators are actively involved in the school's continuous improvement. They seek better data systems to inform stakeholders in decision making to drive needed change.	Learning Facilitators are coaches and mentors to others in recognizing and embracing the need for continuous improvement. They lead in utilization of useful data.
4. Works effectively as team and group member in planning, shared decision making, problem solving	Learning Facilitators value a positive attitude and work environment. They invite staff to express issues directly with others in an open and honest manner with resolution as an end result. They also understand, and appreciate use cultural differences including ethnic, disability, and gay, lesbian, transgender and bisexual (GLBT), and use respectful language and behavior.	Learning Facilitators deepen understanding and appreciation of cultural differences including ethnic, disability, and GLBT through workshops. They develop positive group and team skills through staff development. They give input on the staffing needs of the school as a CLC and works with the team or group to plan and solve problems.	Learning Facilitators share decision-making, planning and problem solving as a team or group. They coach others in team and group processes. They give input on the staffing needs of the school as a CLC model and work to plan and solve problems.	Learning Facilitators trains others in team and group decision making.

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GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
5. Collaborates with community agencies for student and family needs	Learning Facilitators are aware of student or family needs and of community agency supports.	Learning Facilitators seek assistance for students and families from available school and community resources by referrals and other means.	Students and families are receiving services as a result of the Learning Facilitator's actions.	Learning Facilitators coach others on the use of school and community resources for students and families and means of access. School and community engage in mutual support and exchanges.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 8: PROFESSIONAL DEVELOPMENT PLAN (PDP)

Outcome	Initial	Advancing	Proficient	Expert
1. Implements and updates an individual PDP: passions, strengths, needs, plans and uses input and self assessment for growth.	Learning Facilitators are aware of the importance of their own professional growth and maintaining an active interest in learning and striving for professional excellence. They set goals for professional growth. They understand the value of input from peers, students and family members for improvement.	Learning Facilitators use a formal process for recording their passions, strengths, needs and professional growth plans and activities. They seek and use the input from peers, students and family members for improvement.	Learning Facilitators' PDPs are powerful tools for professional growth. The PDP contains a record of activities used for improvement. They improve input systems for accurate, timely data.	Learning Facilitators serve as models and coach others in designing PDPs and utilizing input. They observe and mentor the progress of other staff members in the area of improved student learning.

FRAMEWORK FOR COMMUNITY LEARNING CENTER

GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
2. Strives for professional excellence by participating in and recording staff development activities	Learning Facilitators accept the value of staff development and participate in school provided staff development activities as well other learning experiences. They record their staff development experiences. They maintain an active, lively interest in learning.	Learning Facilitators participate, record and share a wide variety of staff development experiences such as: visits to schools, workshops, professional literature, internships, writing, speaking, internet, videos, etc.	Learning Facilitators are more effective staff members as a result of professional development activities.	Learning Facilitators are models and coaches of using an appropriate variety of professional development activities for improvement.

FRAMEWORK FOR COMMUNITY LEARNING CENTER GOAL AREA 9: SUPERVISORY

Outcome	Initial	Advancing	Proficient	Expert
1. Trains and supervises para-professional staff in their duties	Learning Facilitators understand the value of a differentiated staff design and the importance of training paraprofessionals to become effective team members.	Learning Facilitators assure that the paraprofessional is an effective member of the instructional team and works to help their development. They involve the paraprofessional in planning team learning activities and procedures and encourage forms of training. They regularly discuss the performance and provide feedback to paraprofessional staff.	A strong team results which has open communication, mutual support, effective delivery of program and continuous growth.	Learning Facilitators train others to become effective supervisors and managers of paraprofessionals.

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GOAL AREA I: ADVISORY

Learning facilitator competency rubrics

Outcome	Initial	Advancing	Proficient	Expert
2. Program supervision and development	Awareness of program needs and its development.	Assures program efficiency and development.	Highly efficient and effective program	Trains others in program supervision and development.

Developed by Wayne Jennings and Designs for Learning