

EMPOWERING

How will I grow in my learning?



Instructional Stance

Educators support EMPOWERING by:

- Modeling self-awareness and metacognitive thinking
- Teaching and naming strategies explicitly
- Making thinking visible (for example, “Here’s why I chose this strategy...”)
- Using reflection routines
- Fading supports as learners build independence
- Providing feedback rooted in agency rather than compliance

Across PreK-12

Across PreK-12, students deepen their understanding of themselves as learners and use that self-awareness to guide their choices, strategies, and actions. Over time, they move from showing early feelings and needs to using strategies independently, noticing patterns in what supports their learning, reflecting across situations, and ultimately directing their learning with intention. Learners build readiness, focus, organization, and agency as they navigate familiar, varied, and complex learning contexts.

Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I describe my strengths, needs, feelings and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I notice patterns in my strengths, needs, feelings and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I reflect on my strengths, needs, feelings, and habits, and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I evaluate my strengths, needs, feelings, habits and strategies, and adapt with purpose as I direct my learning across new, complex, or changing situations.

Attributes and Attribute Progressions

EMPOWERING attributes are reflected in the competency progression and expanded with more detail here for reference.

EMPOWERING ATTRIBUTES	Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
Self-Awareness as a Learner	I show simple feelings, needs, and reactions in familiar routines.	I describe my strengths, needs, feelings, or habits in simple ways with reminders.	I notice patterns in my strengths, needs, feelings, and learning habits across tasks.	I reflect on my strengths, needs, feelings, and habits to guide choices across classes.	I evaluate my strengths, needs, feelings, habits, and learning approaches across contexts.
Self-Management and Strategy Use	I try simple, modeled strategies with help during learning and play.	I choose familiar strategies with reminders and use them in familiar learning activities.	I use familiar strategies independently across subjects and adjust them when needed.	I choose, adapt, and evaluate strategies across classes and tasks.	I plan, adapt, and refine strategies with purpose in new, complex, or changing situations.
Reflection and Goal Orientation	I begin noticing what helps me with guidance after learning or playing.	I describe simple reasons why something helped me in familiar activities.	I explain why certain strategies or habits help me stay organized or ready in my learning.	I reflect on what helps me across classes and adjust my approach with intention.	I evaluate habits and strategies and use reflection to direct my learning with intention.
Academic Self-Advocacy and Agency	I show when I need help or comfort during learning and play.	I ask for help or clarification with reminders when I need support in learning activities.	I communicate what I need to be successful and explain why a strategy helps me.	I advocate for my learning needs across classes and use feedback to improve my approach.	I direct my learning by seeking feedback, advocating for support, and making intentional choices.