



Great Public Schools for Every Student

Core Proposition #2: Knowing Your Content and How to Teach It to Students

Educator possesses a firm command of their subject area(s), understands factual information as well as major themes, and has the pedagogical insight to communicate their subject knowledge and impact student learning.

Key Method

The educator deeply understands their academic standards, and is able to connect these standards to develop substantive interdisciplinary learning intentions for students. The educator understands which strategies are most effective in teaching a topic or subject, and is able to assess whether students met the learning intentions.

Method Components

Educators will demonstrate competency by:

- Academic standards analysis
- Development of learning intentions connected to interdisciplinary standards
- Designing a unit plan that connects standards with learning intentions
- Development of assessment(s) that illustrate students' mastery of the content
- Examples of high-impact teaching strategies
 - Note Taking and Other Study Skills
 - Direct Instruction
 - Spaced practice
 - Feedback
 - Teaching Metacognitive Skills
 - Teaching Problem-Solving Skills
 - Reciprocal Teaching
 - Mastery Learning
 - Concept Mapping
 - Worked Examples
- A demonstration of educator's understanding of the Five Core Propositions (National Board for Professional Teaching Standards)

Supporting Research

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London, England: Routledge.

<https://link.springer.com/content/pdf/10.1007%2Fs11159-011-9198-8.pdf>

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London, England: Routledge.

<https://www.egfl.org.uk/sites/default/files/SUMMARY%20OF%20VISIBLE%20LEARNING.pdf>

McTighe, J., & Wiggins, G. (2013). Essential Questions: Opening Doors to Student Understanding. Thousand Oaks, California: Association for Supervision and Curriculum Development.

<http://www.ascd.org/ascd/pdf/siteascd/publications/books/essential-questions-sample-chapters.pdf>

Shulman, L. S., & Shulman, J. H. (2004). How and What Teachers Learn: A Shifting Perspective. Journal of Curriculum Studies, 36(2), 257-271.

<https://portfolio.du.edu/downloadItem/293938>

Shulman, L. S., & Wilson, S. M. (2004). The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach (Vol. 8). New York, New York: Jossey-Bass.

<http://www.putneyschool.org/graphics/Lee%20Shulman%20The%20Wisdom%20of%20Practice.pdf>

Resources

Catholic Education Office Melbourne. (n.d.). Learning Intentions and Success Criteria. Retrieved from

<https://cpbapse2.wpmucdn.com/global2.vic.edu.au/dist/7/31021/files/2013/08/Corpus-Christi-LISC-July-2013-2dz21eo.pdf>

DEtv. (2017). Learning Intentions and Success Criteria. <https://youtu.be/KqOTrqn7bcg>

Hattie, J. (2016). Know Thy Impact. On Formative Assessment: Readings from Educational Leadership (EL Essentials), 36.

<http://www.uen.org/utahstandardsacademy/math/downloads/level-2/5-2-KnowThyImpactHattie.pdf>

Hattie, J. (2015). John Hattie Learning Intentions & Success Criteria

https://www.youtube.com/watch?v=dvzeou_u2hM

Hattie, J. (2008). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.

<https://drive.google.com/openid=10qFES6brGYsJvm7Uuj5IfyCeAiuFQnbv>

National Board for Professional Teaching Standards. (2016). What Teachers Should Know and Be Able to Do.

http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Rosenshine, B. (2012). Principles of instruction. American Educator, 36(1), 12-19.

<https://provo.edu/wp-content/uploads/2017/05/05242017-rosenshine-principles-of-instruction.pdf>

Shulman, L. S. (2005). Signature pedagogies in the professions. Daedalus, 134(3), 52-59.

https://cdn.ymaws.com/www.cpedinitiative.org/resource/resmgr/Signature_Pedagogies_of_the_.pdf

Wiggins, G., McTighe, J. (2013). What Makes a Question Essential?

<http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3 (Overview Questions and reflection, respectively) and receive a proficient score for each component in Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

Use no more than 250 words in a narrative to answer the questions.

Be sure to answer all questions in one submission for the assessor to review.

What are the ages and grade(s) of students features? What is the subject matter of the class featured?

Describe the demographic characteristics of your school (i.e. rural/urban, EL, socioeconomic, etc.)

What relevant characteristics of this class influence instructional planning (e.g., ethnic, cultural, linguistic diversity, range of abilities, personality of class)?

What relevant characteristics of the children with exceptional needs, including those with gifts and talents or health issues, influence your planning for students? Give any other information that might help assessors “see” the class featured.

- **Passing:** Response clearly and completely addresses each question. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts:

Artifact 1: Mastery of Intentions

Share a Mastery of Intentions table that you have used and then answer the following questions (700-word limit):

1. Unit: Provide the unit title, and give a brief description of the essential understanding(s) of the unit.
2. Learning Intentions: What specific knowledge will the students master by the end of this unit?
3. Interdisciplinary Standards: Which interdisciplinary academic standards will be highlighted in this unit? (Please do not use only numbers; the standard can be paraphrased if necessary.)
4. Connecting Learning Intentions to Standards: Demonstrate your understanding of the academic standards by explaining how the learning intentions align with the academic standards.

Artifact 2: Annotated Bibliography

Create an annotated bibliography of 3-5 educational resources for instructional strategies that would be effective for this unit.

1. List annotated bibliography (APA format)
2. In less than five sentences for each citation, offer justification of how the strategy is aligned with the learning intentions and standards identified.

Artifact 3: Student Work

Create and upload a document that includes two different work products from the featured unit that provide evidence of student mastery of learning intentions. Work products can be formative or summative; i.e. exit ticket, writing sample, teacher created assessment, etc. Analyze how the artifacts reflect the high-impact instructional practices that the educator used during instruction (200-word limit).

null	Proficient	Basic	Developing
Artifact 1: Mastery of Learning Intentions	Educator draws on detailed knowledge of content and pedagogy when selecting attainable learning goals, instructional strategies, and appropriate, rich, and thought-provoking instructional resources	Educator draws on knowledge of content and pedagogy when selecting learning goals, instructional strategies, and appropriate, instructional resources that support the goals and outcomes.	Educator inconsistently draws on knowledge of content and pedagogy when selecting learning goals. Instructional strategies and instructional resources may not directly support the goals and outcomes.

that support the goals and promote positive outcomes.

Artifact 2:
Annotated
Bibliography and
Justification

Educator communicates persuasively about the pedagogical decisions and resources used to design the instructional unit. Educator uses clear, consistent, and convincing evidence that justifies how instructional strategies align with the learning intentions and chosen standards.

Educator communicates the pedagogical decisions and resources used to design the instructional unit. Educator uses evidence that justifies how instructional strategies align with the learning intentions and chosen standards.

Educator communicates the pedagogical decisions and resources used to design the instructional unit. Educator lacks evidence that justifies how instructional strategies align with the learning intentions and chosen standards.

Artifact 3:
Student Artifacts and
Analysis

Artifacts and analysis provide clear, consistent, and convincing evidence that teacher monitors and evaluates students' learning and illustrates high-impact instruction.

Artifacts and analysis provide evidence that teacher monitors and evaluates students' learning.

Artifacts and analysis provide little evidence that teacher monitors and evaluates students' learning.

Reflection

300 words

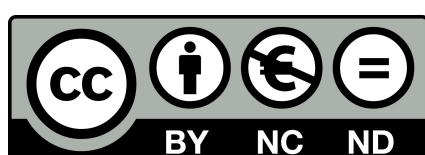
Using no more than 300 words, reflect on student learning and the effectiveness of your instructional design and strategies. Please address the following guiding questions:

How did you ensure that students mastered the learning intentions?

What concerns or issues arose from this reflection?

What next steps will you follow to address these concerns or issues? Use student examples and "What Teachers should Know and be able to Do" to support your claim(s). (See Resources section)

- **Passing:** The educator reflects on knowledge of students and the implications of data-driven instruction.



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