



Great Public Schools for Every Student

Core Proposition #3: Managing and Monitoring Student Learning

Educator works collaboratively with their students to plan instruction, motivate and challenge students during instruction, and monitor student learning over time.

Key Method

The educator diligently manages the systems, programs, and resources that support every educational experience for all students to increase student success.

Method Components

Educators should continually monitor student progress and evaluate instructional strategies, assessments, and instructional materials by:

- Reflecting on delivery methods of instruction and a functional classroom environment
- Employing high-leverage instructional strategies that encourage substantive student discourse, cooperative learning, or inquiry-based lesson planning
- Collaborating with colleagues to develop effective formative or summative assessments, analyze results to determine effectiveness of instructional strategies, and develop instructional next steps
- Providing frequent, intentional, and strategic feedback to monitor student progress and ensure student growth
- Empowering students to self-regulate and monitor their own academic learning
- Demonstrating an understanding of the Five Core Propositions (National Board for Professional Teaching Standards)

Supporting Research

Dweck, C. (2017). *Mindset: Changing the Way You Think to Fulfil Your Potential*. United Kingdom: Hachette.

National Board for Professional Teaching Standards. (2016). What Teachers Should Know and Be Able to Do. Retrieved from: http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

Ricci, M.C. (2013). *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools*. Waco, Texas: Prufrock Press Inc. Retrieved from:

http://www.prufrock.com/Assets/ClientPages/pdfs/Mindsets_Text.pdf

Social Emotional Learning (SEL) Competencies. (2017). Collaborative for Academic, Social, and Emotional Learning.. Retrieved from: <http://www.casel.org/core-competencies>

Stronge, James H., et al. (2017). *Designing Effective Assessments*. Solution Tree.

Transforming Teaching: Connecting Professional Responsibility with Student Learning. (2011). Commission on Effective Teachers and Teaching. Retrieved from:

<http://www.nea.org/assets/docs/Transformingteaching2012.pdf>

Resources

Growth mindset

Berger, R. (2012). *Austin's butterfly*. Retrieved from:

<https://www.youtube.com/watch?v=hqh1MRWZjms>

Ricci, M.C. (2013). *Mindsets in the Classroom*. Waco, Texas: Prufrock Press Inc.

http://www.prufrock.com/Assets/ClientPages/pdfs/Mindsets_Text.pdf

Simon, S. (2009). How Great Leaders Inspire Action. Retrieved from:

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Providing feedback

Brookhart, S. (2008). *Providing Opportunities to Use Feedback*. Alexandria, VA: ASCD. Retrieved from:

<http://www.ascd.org/ascd-express/vol8/801-brookhart.aspx>

Wiggins, G. (2012). *Seven Keys to Effective Feedback*. Retrieved from:

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Instructional strategies

Powell W. & Kusuma-Powell O. (2011). *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom*. Alexandria, VA: ASCD. Retrieved from:

<http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>

School 21. (2016). *Oracy in the Classroom: Strategies for Effective Talk*. Retrieved from:

<https://www.edutopia.org/practice/oracy-classroom-strategies-effective-talk>

Slavin, R. (2014). *Making Cooperative Learning Powerful*. Retrieved from:

<http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/Making-Cooperative-Learning-Powerful.aspx>

Monitoring student learning

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

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

Rothstein, D. & Santana, L. (2014). *The Right Questions*. Retrieved from

<http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/The-Right-Questions.aspx>pdf

Social Emotional Learning (SEL) Competencies. (2017). Collaborative for Academic, Social, and Emotional Learning. Retrieved from:

<http://www.casel.org/core-competencies>

Stiggins, R. (2007). *Assessment Through the Student's Eyes*. Retrieved from:

Submission Guidelines & Evaluation Criteria

Part 1. Overview Questions

250 words

In a narrative no longer than 250 words, please address each of the questions below.

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

What characteristics of this class influence instructional planning: ethnic, cultural, linguistic diversity; range of abilities; personality of the class?

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

What professional learning community structure is in place at your school?

- **Passing:** Responses clearly and completely address each question, with relevant and specific examples when appropriate. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please complete the following three tasks and submit the relevant artifacts:

Artifact 1:Analysis of Strategy

Analyze the implementation of one instructional strategy that you have recently used in your practice (cooperative learning, inquiry, or discourse). Using the work of **three students** as evidence, analyze the implementation of the strategy and its effectiveness. Upload the analysis and three student examples as one document.

Artifact 2:Assessment Analysis

Develop and analyze with colleagues the effectiveness of a formative or summative assessment through the lens of your students’ experience. For this artifact, upload in one document:

- three student's assessments
- specific feedback provided to each of those students (with explanation)
- next instructional steps based on analysis with colleagues and personal reflection

Artifact 3:Student Analysis

Create a survey that allows students to analyze their learning. Include a constructed response question as well as another mode of response (multiple choice, nonlinguistic representation of learning, or checklist). Upload three individual student surveys that provide evidence of student analysis. Include an analysis with the surveys of how the surveys reflect student self-assessment and responsibility for their own learning (200-word limit).

null	Proficient	Basic	Developing
Instructional Strategy	Educator provides three student examples that offer clear and explicit evidence of the ability to demonstrate pedagogical knowledge of high-leverage strategies to identify misconceptions or errors in student work	Educator provides two student examples that offer some evidence of the ability to demonstrate pedagogical knowledge of high-leverage strategies to identify misconceptions or errors in student work	Educator provides one student example that offers limited evidence of the ability to demonstrate pedagogical knowledge of high-leverage strategies to identify misconceptions or errors in student work

	and student examples that show evidence of the ability to demonstrate the effectiveness of the strategy. the effectiveness of the strategies.	and that show the effectiveness of the strategies.	and that show the effectiveness of the strategies.
Assessment Analysis	<p>Educator provides clear and explicit evidence that they have created a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration.</p> <p>Educator effectively monitors student learning during the lessons, makes instructional adjustments, and provides regular constructive feedback to students.</p> <p>Educator communicates persuasively about pedagogical decisions and reflects insightfully on practice and implications for future teaching.</p>	<p>Educator provides some evidence that they have created a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration.</p> <p>Educator performs some monitoring of student learning during the lessons, makes some instructional adjustments, and provides some constructive feedback to students.</p> <p>Educator provides some information about pedagogical decisions and offers limited reflection on practice and implications for future teaching.</p>	<p>Educator provides limited evidence that they have created a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration.</p> <p>Educator provides limited evidence that they monitor student learning during the lessons, makes limited instructional adjustments, and provides limited constructive feedback to students.</p> <p>Educator's analysis provides limited information about pedagogical decisions and limited reflection on practice and implications for future teaching.</p>
Student Self-Assessment	Educator provides clear and explicit evidence that they effectively support students in developing the dispositions and proficiencies necessary to explore significant content topics and the skills needed to foster a sense of responsibility for their own learning.	Educator provides some evidence that they effectively support students in developing the dispositions and proficiencies necessary to explore significant content topics and the skills needed to foster a sense of responsibility for their own learning.	Educator provides limited evidence that they effectively support students in developing the dispositions and proficiencies necessary to explore significant content topics and the skills needed to foster a sense of responsibility for their own learning.

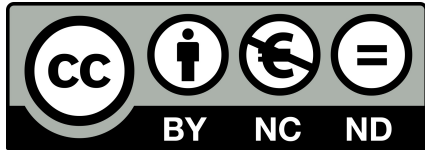
Reflection

300 words

Using no more than 300 words, reflect on the ways that you worked to increase student success and manage the systems, resources, and programs within your classroom. Use student examples and refer to What Teachers Know and

Should Be Able to Do (see Resources section) to support your claims.

- **Passing:** The educator reflects on students' knowledge to increase student success and diligently manages the systems, programs, and resources that support every educational experience for all students.



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