



Great Public Schools for Every Student

Core Proposition #4: Thinking Systematically About Your Practice and Learning From Experience

The educator expands their repertoire and deepens their pedagogical content knowledge to remain inventive and welcoming to new findings that extend their professional learning.

Key Method

The educator uses feedback from stakeholders (parents, students, colleagues, or administrators), current research, and data about student need to develop and implement a plan for professional growth to increase student success.

Method Components

Educators demonstrate their dedication to continuous growth through the following:

- Identifying stakeholders (parents, students, colleagues, or administrators) to elicit feedback from regarding instructional practice
- Determining both the needs of students and personal professional needs
- Setting worthwhile goals appropriate to identified needs using varied data points such as summative or formative assessments, student self-evaluations, or stakeholder feedback
- Ability to think reflectively and link trends and/or patterns from student data
- Understanding the Architecture of Accomplished Teaching and applying it to professional practice
- Demonstrating the ability to analyze research and data to impact teaching practice
- Reflecting on the effectiveness of professional learning on student learning
- Demonstrating an 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*. New York: Routledge.

Summary: Teachers and leaders need to be continually aware of the impact they are having on their students and, from the evidence of this impact, make decisions about changing approaches. Hattie argues that teachers' beliefs and commitments are the greatest influence on student achievement.

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

Mertler, C. A. (2016). *Action Research: Improving Schools and Empowering Educators*. Thousand Oaks, CA: Sage

Publications.

Summary: Emphasizing the integration of professional reflection throughout the process and action research as job-embedded professional development, Mertler provides coverage of the knowledge and skills needed to design research students, conduct research, and communicate findings to stakeholders.

Stanovich, P. J., & Stanovich, K. O. (2010, March). Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular & Instructional Decisions. Retrieved July 19, 2017, from

https://www.nichd.nih.gov/publications/pubs/pages/using_research_stanovich.aspx

Resources

Achievement First (2014). "Teacher Goal Setting Guide". Retrieved on September 5, 2017 from

https://tntp.org/assets/tools/Teacher_Goal_Setting_Guide_Ach_First_17JAN2013.docx

Draper, S. (2007). Seven principles of good feedback practice. Retrieved on July 19, 2017 from

<http://www.psy.gla.ac.uk/~steve/rap/nicol7.html>

Gathering Feedback from Students

<https://cft.vanderbilt.edu/guides-sub-pages/student-feedback/>

National Board for Professional Teaching Standards (2005). The Architecture of Accomplished Teaching ... of Teachers. Retrieved from

<http://www.nbpts.org/the-architecture-of-accomplished-teaching-of-teachers/>

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

Ontario Public Service. (2013). Learning for All: A Guide to Effective Assessment and Instruction for All Students. Retrieved from:

<http://edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Pirtle, S., & Tobia, E. (2014). Implementing Effective Professional Learning Communities. Retrieved from

http://www.sedl.org/insights/2-3/implementing_effective_professional_learning_communities.pdf

Powell W. & Kusuma-Powell O. (2011). *How to Teach Now: Five keys to personalized learning in the global classroom*. ASCD, Alexandria, VA.

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

Seven Keys to Effective Feedback. Educational Leadership

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

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing for Parts 1 and 3 (Overview and Reflection) and a proficient for each component of part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

250 words

Using no more than 250 words write a brief narrative that addresses each of the following prompts:

What is the type of school/program in which you teach and the grade/subject configuration (single grade, departmentalized, interdisciplinary teams, etc.)?

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

What information about your teaching context do you believe would be important for assessors to know to understand your submission and “see” the class featured?

In what ways have you already used findings from educational research to improve your practice?

How do you obtain information from colleagues and other stakeholders to help you learn more about the success of your practice?

■ **Passing:** Completely answers each of the questions. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

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

Artifact 1: Feedback from a stakeholder regarding instructional practice. Evidence may include (but is not limited to) anecdotal notes from feedback discussion, stakeholder observation template with feedback, and/or videotaped discussions between educator and stakeholder. Evidence submitted for this step is limited to one page or one 5-minute video (recommended format for video is MP4 or YouTube link).

Artifact 2: Group profile for one class/group of students that includes at least 4 points of data from varied sources (summative, formative, student comments, stakeholder input).

Artifact 3: Professional growth plan (PGP) of 150-200 words that outlines both (1) an identified professional need from stakeholder feedback and (2) an identified student need evident in the Group Profile that is linked to trends and/or patterns identified in the group of students described in the group profile in Artifact 2.

Artifact 4: Choose a research-based article or book connected with your professional and/or student need determined in Step 3. After reading, cite the resource (APA style) and write a 300-word analysis of the reading that answers the following questions: How does this reading connect to your professional and/or student need? What insights did you learn and consider applying to your teaching to address this professional and/or student need?

Artifact 5: Reflection of up to 200 words on the impact of the stakeholder feedback and group profile development on (1) how you reprioritized your goals based on professional and/or student needs and (2) how the feedback and new learning has inspired 3-5 “next steps” for continued learning.

null	Proficient	Basic	Developing
Artifact 1: Feedback from Stakeholder	Feedback is related to instructional practice. Evidence submitted is less than one page or video less than 5 minutes.	Feedback is not related to instructional practice. Evidence does not adhere to the one page or 5 minute limit	Feedback is not submitted.
Artifact 2: Group Profile	Group profile includes at least 4 varied data points that must include but are not limited to summative, formative, student, and parent data.	Group profile includes 4 data points, but they are not varied and do not reflect a complete profile for all students.	Group profile does not include 4 data points, and data included is not varied.

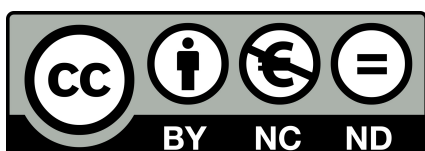
Artifact 3: Professional Growth Plan	Shows a clear connection between the trends/patterns in stakeholder feedback, group profile, and the professional/student need identified	Shows a partial connection between trends/patterns in stakeholder feedback, group profile, and the professional need identified.	Does not show a connection between stakeholder feedback, group profile, and the professional need identified.
Artifact 4: Research Analysis	Clearly analyzes and connects information from a research-based reading to an identified student and/or professional need tied to the stakeholder feedback and group profile.	Partially analyzes and connects information from a research-based reading to an identified student and/or professional need tied to the stakeholder feedback and group profile	Analyzes a research-based reading, but lacks connections between the learning and an identified student or professional learning need.
Artifact 5: Reflection	Reflection clearly articulates educator's understanding of how professional learning impacts prioritization of goals and inspires continued learning with 3-5 examples tied to identified student and/or professional needs.	Reflection articulates educator's knowledge of how professional learning impacts goal setting and offers 3-5 examples tied to identified student and/or professional needs.	Reflection does not articulate educator's knowledge of how professional learning impacts goal setting and does not offer 3-5 examples tied to identified student and/or professional needs.

Reflection

300 words

Using no more than 300 words, reflect on the process of thinking systematically about your practice. How will this process drive your instruction? What are your next steps? Use student examples and What Teachers Know and Should be Able to Do to support your claim(s). (See Resources section for What Teachers Know and Should be Able to Do.)

- **Passing:** The educator reflects on feedback from students, colleagues, or families and the implications of an analytical mind set on instruction. The educator also cites specific examples to support their reasoning and reflection.



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