



Great Public Schools for Every Student

Core Proposition 1: Teachers are Committed to Their Students and Learning

Teachers know about the students they instruct in order to respond to individual student learning differences and provide every student with a high quality educational setting.

Key Method

Educators build relationships with students and seek information from a variety of different resources – such as cumulative files, assessment data, colleagues, families, and the students themselves – to develop individualized learning goals.

Method Components

Educators develop a learner profile that should include:

- Assessment data – formative and summative
- Interviews with colleagues and caretakers
- Analysis of patterns and trends
- Implementation of student diagnostic
- Social emotional needs
- A demonstration of the teacher's understanding of the Five Core Propositions

Supporting Research

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

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1207&context=research_conference

Dweck, C. (2017). Mindset: changing the way you think to fulfil your potential. Hachette. The United Kingdom.

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>

Ricci, M.C. (2013). Mindsets in the classroom: Building a culture of success and student achievement in schools. Prufrock Press Inc., Waco, Texas.

Resources

Alber, R. (2011). 3 ways student data can inform your teaching.

<https://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber>

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

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

Lange, J. (2014). 6 ways to promote data-driven instruction in K-12 schools.

<http://www.gettingsmart.com/2014/07/6-ways-promote-data-driven-instruction-k-12-schools/>

McCarthy, J. (2014). How learning profiles can strengthen your teaching.

<https://www.edutopia.org/blog/learning-profiles-john-mccarthy>

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

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>

Ricci, M.C. (2015). Mindsets in the classroom: Everything educators need for school success. Prufrock Press Inc., Waco, Texas.

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

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions

300 word limit

Write a brief narrative that addresses each of the questions below to provide a picture of your classroom.

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

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

What relevant characteristics of this class influence instructional planning: ethnic, cultural, linguistic diversity, the range of abilities, the 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:** Responses clearly and completely address each question. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit a learning profile that includes a collection of information for **at least five students**. The learning profile must include the following:

Artifact 1: Student Evidence Spreadsheet (copy and complete the template linked below)

- https://docs.google.com/spreadsheets/d/1t7Wlj4_B6jtXMrJOs91jgxXTDDeu4QuZEJO4JUNFeT8/edit#gid=0

Artifact 2: Data Analysis (copy and complete the template linked below)

- https://docs.google.com/document/d/1TqeLesmEOsrymwk_fyGk0u08QmGbDhb7ubn03tMQlFY/edit

Artifact 3: SEL Narrative- Describe how the Social Emotional Learning (SEL) Competencies further your understanding of the learning needs of at least three of the five students – 400-word limit (see resources above for the SEL Competencies)

Artifact 4: Data Collection-A completed artifact that documents evidence of data collection: a student survey, colleague discussion notes, or parent survey, etc. Include the data in your submission.

null	Proficient	Basic	Developing
Artifact 1: Student Evidence Spreadsheet	Educator uses rich and varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s abilities, gain deeper understanding of the children, and develop individualized learning goals.	Educator uses varied assessment methods, either formal or informal, to pursue questions about the nature of the selected children’s abilities and develop individualized learning goals.	Educator uses an assessment to pursue questions about the nature of the selected children’s abilities and develop individualized learning goals.
Artifact 2: Data Analysis Template	Educator has an accurate and detailed understanding of the children’s unique learning and abilities. Teacher is able to describe children's preferences, strengths, and weaknesses and draws on all five priority data sources as knowledge to better understand factors that influence students’ learning.	Educator has an accurate understanding of the children’s learning and abilities. Teacher is able to describe children's strengths and weaknesses, and draws from 3-4 priority data sources to better understand factors that influence students learning.	Educator has an accurate understanding of the children’s abilities. Teacher is able to describe strengths and weaknesses, and draws on 1-3 priority data sources to understand factors that influence students learning.
Artifact 3: SEL Narrative	Educator fosters an equitable, accessible, and fair learning environment in which children are encouraged to participate and are offered varied opportunities to build social emotional skills through worthwhile, and appropriate goals and tasks.	Educator fosters an accessible and fair learning environment in which children are offered opportunities to build social emotional skills through worthwhile, and appropriate goals and tasks and some opportunities to build social emotional skills.	Educator fosters a fair learning environment in which children are encouraged to participate with little evidence of opportunities to build social emotional skills.
Artifact 4: Data Collection Evidence	Educator demonstrates the ability to design and use a relevant data	Educator demonstrates the ability to use a data collection tool(s) that	Educator demonstrates the ability to use a data collection tool(s), lacks

collection tool(s) that informs their practice, and displays a broad understanding of the use of information gained from assessments.

informs their practice.

evidence that data informs their practice.

Reflection

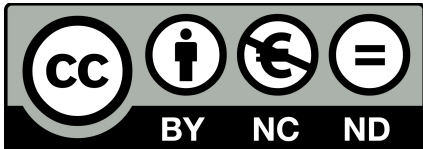
250 words

Reflect on the process of the collection of data based on trends and patterns. Please address the following guiding questions:

How will these results 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 Resource section).

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



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