



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

## Competency

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



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**NBCT Stack**

Last Revised on Mar 17, 2022

- Implementation of student diagnostic
- Social emotional needs
- A demonstration of the teacher’s understanding of the Five Core Propositions

## Supporting Rationale and Research

Ari, O., Fisher-Ari, T. R., Killacky, J., Angel, R. (2017). “This is my family outside of my family”: Care-based relating in a model early college high school. *Education Policy Analysis Archives*, 25(61). <http://dx.doi.org/10.14507/epaa.25.2726>

Boylan F, Barblett L, Knaus M. (2018). Early childhood teachers’ perspectives of growth mindset: Developing agency in children. *Australasian Journal of Early Childhood*. 43(3),16-24. <https://doi.org/10.23965/2FAJEC.43.3.02>

Celik, Bunyamin and Yildiz, Yunus (2017) Commitment to the Teaching Profession. *International Journal of Social Sciences & Educational Studies*, 4 (2),. 93-97. ISSN 24091294 Retrieve from <http://eprints.tiu.edu.iq/49/>

Jones, SM & Kahn, J. (2017). *The evidence base for how we learn: Supporting students’ social, emotional, and academic development*. Washington, D.C. The Aspen Institute Retrieved from <https://eric.ed.gov/?id=ED577039>

Serin, Hamdi (2017) The Role of Passion in Learning and Teaching. *International Journal of Social Sciences & Educational Studies*, 4(1), 60-64. ISSN 24091294 <https://ijsses.tiu.edu.iq/index.php/volume-4-issue-1-article-7/>

## Resources

[8 common sources of formative assessment data. Venebles, D. \(2019\).](#)

[Collaborative for Academic, Social, and Emotional Learning. \(2021\). SEL: What are the core competence areas and where are they promoted?](#)

[Data-informed instruction can affect every lesson; Here’s how. Pusey, S. \(2019\).](#)

[Exploring learner profiles: Resources, examples, and questions to consider. Driscoll, T. \(2019\).](#)



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[Here's everything you need to know about learner profiles. Lynch, M. \(2018\).](#)

[How the five core propositions look in practice: The architecture of accomplished teaching. National Board for Professional Teaching Standards. \(n.d.\).](#)

[How teachers utilize student data to increase performance. Bachemin, M. \(2020\).](#)

[How to build social-emotional learning skills in the classroom. American University. \(2021\).](#)

[What teachers should know and be able to do. National Board for Professional Teaching Standards. \(2016\).](#)

[Using data-driven instruction in your classroom. Sheehan, L. \(2019\).](#)

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

(50-100 words)

*Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.*

*Please do not include any information that will make you identifiable to your reviewers.*

1. What are the ages and grade(s) of students featured? What is the subject matter of the class featured?
2. Describe the demographic characteristics of your school (e.g., rural/urban, free/reduced lunch, socioeconomic descriptors)
3. What relevant characteristics of this class influence instructional planning: ethnic, cultural, linguistic diversity, the range of abilities, the personality of class?
4. 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.



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**Passing:** Responses clearly and completely address each question. Writing is organized and easy to understand.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following four artifacts as evidence of your learning.

*\*Please do not include any information that will make you or your students identifiable to your reviewers.*

Create a student learning profile that includes a collection of information (Student Evidence Spreadsheet, Data Analysis, Social Emotional Learning Narrative, and Data Collection) for **at least five students**. The learning profile must include the following:

**Artifact 1:** Complete a Student Evidence Spreadsheet (see template linked below) for five students in your class.

- [Example Template](#)

**Artifact 2:** Use the template linked below to complete a Data Analysis (see template) for the same students used to complete Artifact 1

- [Template](#)

**Artifact 3:** Write a narrative describing how the Social Emotional Learning (SEL) Competencies further your understanding of the learning needs of at least three of the five students addressed in Artifacts 1 and 2. 400-word limit (see resources above for the SEL Competencies)

**Artifact 4:** Submit 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.

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Student Evidence Spreadsheet</b>	Educator uses rich and varied assessment methods, both formal and informal, to pursue questions	Educator uses varied assessment methods, either formal or informal, to pursue questions about the nature of the selected students'	Educator uses an assessment to pursue questions about the nature of the selected students' abilities and



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	about the nature of the selected students' abilities, gain deeper understanding of the children, and develop individualized learning goals.	abilities and develop individualized learning goals.	develop individualized learning goals.
<b>Artifact 2: Data Analysis Template</b>	Educator has an accurate and detailed understanding of each student's unique learning and abilities. Teacher is able to describe students' 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 each student's learning and abilities. Teacher is able to describe students' 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 each student'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.



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<b>Artifact 3: SEL Narrative</b>	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.
<b>Artifact 4: Artifact-Data Collection Evidence Artifact-Data Collection Evidence</b>	Educator demonstrates the ability to design and use a relevant data collection tool(s) that informs their practice, and displays a broad understanding of the use of information gained from assessments.	Educator demonstrates the ability to use a data collection tool(s) that informs their practice.	Educator demonstrates the ability to use a data collection tool(s), lacks evidence that data informs their practice.

### Part 3 Reflection

(100-200 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)



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*Please do not include any information that will make you identifiable to your reviewers.*

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

1. How will these results drive your instruction?
2. 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:** Reflection demonstrates educator knowledge of students and the implications of data-driven instruction.



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