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


**Resources**

**Growth mindset**

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


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


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

**Providing feedback**


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

**Instructional strategies**

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


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


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


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

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 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).

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<th>Proficient</th>
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<tr>
<td><strong>Instructional Strategy</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
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<td>Assessment Analysis</td>
<td>Student Self-Assessment</td>
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<td>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.</td>
<td>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.</td>
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<td>Educator effectively monitors student learning during the lessons, makes instructional adjustments, and provides regular constructive feedback to students.</td>
<td>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.</td>
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<td>Educator communicates persuasively about pedagogical decisions and reflects insightfully on practice and implications for future teaching.</td>
<td>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.</td>
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<tr>
<td>Educator performs some monitoring of student learning during the lessons, makes some instructional adjustments, and provides some constructive feedback to students.</td>
<td>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.</td>
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<td>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.</td>
<td>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.</td>
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<td>Educator’s analysis provides limited information about pedagogical decisions and limited reflection on practice and implications for future teaching.</td>
<td>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.</td>
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**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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