



Core Proposition #3: Managing and Monitoring Student Learning

Competency

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)

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Supporting Rationale and Research

Carless, D. (2020). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*. <https://doi.org/10.1177/1469787420945845>

Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. L. (2017). A Systematic Review of the Evidence Base for Instructional Choice in K–12 Settings. *Behavioral Disorders*, 42(3), 89–107. <https://doi.org/10.1177/0198742916688655>

Samuel, T.S., & Warner, J. (2019). “I can math!” Reducing math anxiety and increasing math self-efficacy using a mindfulness and growth mindset-based intervention in first-year students. *Community College Journal of Research and Practice*, 45(3), 205–222. <https://doi.org/10.1080/10668926.2019.1666063>

Shernoff, D. J., Ruzek, E. A., & Sinha, S. (2017). The influence of the high school classroom environment on learning as mediated by student engagement. *School Psychology International*, 38(2), 201–218. <https://doi.org/10.1177/0143034316666413>

Snipes, J. & Tran, L. (2017, April). *Growth mindset, performance, avoidance, and academic behaviors in clark county school district*. Regional Educational Laboratory. https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2017226.pdf

Wilkerson, S.B., Klute, M., Peery, B., & Liu, J. (2021). How nebraska teachers use and perceive summative, interim, and formative data. Regional Educational Laboratory. <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=5683>

Xiao, Y. & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students’ self-regulation in english language learning. *System*, 81, 39–49. <https://doi.org/10.1016/j.system.2019.01.004>

Zumbrunn, S., Marrs, S., Broda, M. Ekholm, E., DeBusk-Lane, M. & Jackson, L. (2019). Toward a more complete understanding of writing enjoyment: A mixed methods study of elementary students. *AERA Open*. Retrieved from <https://eric.ed.gov/?id=EJ1220741>

Resources

Growth Mindset

[10 ways teachers can instill a growth mindset in students.](#)

[How Does Growth Mindset Help Students?](#)

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Feedback

[Giving and receiving peer feedback.](#)

[Teaching students to give peer feedback.](#)

Instructional Strategies

[21 research-based instructional strategies.](#)

[Principles and strategies for effective teaching](#)

Monitoring Student Learning

[Formative assessments versus summative assessments.](#)

[How the five core propositions look in practice: The architecture of accomplished teaching.](#)

[What are the core competence areas and where are they promoted?](#)

[What teachers should know and be able to do.](#)

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)

(350-400 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.

Address each of the questions below. No more than 100 words per section.

1. What are the ages and grade(s) of the students featured? What is the subject matter of the class featured?
2. What characteristics of this class influence instructional planning: ethnic, cultural, linguistic diversity; range of abilities; personality of the class?

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3. 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.
4. 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/Evidence

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

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

Artifact 1: Instructional Strategy

Analyze the implementation of one instructional strategy (cooperative learning, inquiry, or discourse). Using the work of **three students** as evidence, analyze the implementation of the strategy and its effectiveness. Please include the work samples of the three students in your submission.

Artifact 2: Assessment Analysis

Analyze the implementation of one instructional strategy (cooperative learning, inquiry, or discourse). Using the work of **three students** as evidence, analyze the implementation of the strategy and its effectiveness.

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

- three students' assessments
- next instructional steps
- specific feedback provided to each of those students (with explanation)

Artifact 3: Student Self Assessment Tool

(350-400 words)

Create a tool 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 samples that provide evidence of student analysis. Analyze how the tools reflect student self-assessment and responsibility for their own learning.

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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: 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 and student examples that show evidence of the ability to demonstrate the effectiveness of the strategy.	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 and that show the effectiveness of the strategy.	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 that show the effectiveness of the strategy.
Artifact 2: Assessment Analysis	Educator provides three student assessments that include clear and explicit evidence of a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration. Student samples include teacher feedback that demonstrates monitoring of student learning during the	Educator provides two student assessments that include limited evidence of a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration. Student samples include teacher feedback that demonstrates some monitoring of student learning during the lessons	Educator provides one student assessment that includes limited evidence of a student-centered learning environment that employs high-leverage instructional strategies and equips students with skills that support collaboration. Student sample includes teacher feedback that demonstrates limited monitoring of student

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	lessons and making instructional adjustments. Educator communicates persuasively about pedagogical decisions and reflects insightfully on practice and implications for future teaching.	and making instructional adjustments. Educator communicates somewhat persuasively about pedagogical decisions and reflects somewhat on practice and implications for future teaching.	learning during the lessons and making instructional adjustments. Educator communicates somewhat about pedagogical decisions with limited insight on practice and implications for future teaching.
Artifact 3: Student Self Assessment Tool	Educator provides three student samples. 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.

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Part 3 Reflection

(150-200 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?](#)

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

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: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. 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.