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

Competency

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:
Add steps or strategies needed, background information, definitions or details that are important to the work submitted in part 2.

- 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

NBCT Stack
Last Revised on Mar 17, 2022

- 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 Rationale and Research

Harris, L. M., (2018). *Perceptions of teachers about using and analyzing data to inform instruction*. [Doctoral dissertation, Walden University], 5469. https://scholarworks.waldenu.edu/dissertations/5469

Keiler, L., Diotti, R., Hudon, K. & Ransom, J. (2020) The role of feedback in teacher mentoring: how coaches, peers, and students affect teacher change, *Mentoring & Tutoring: Partnership in Learning*, 28(2), 126-155, DOI: 10.1080/13611267.2020.1749345

Maksimovic, J., & Osmanovic, J. (2019). Perspective of cognitive thinking and reflective teaching. *International Journal of Cognitive Research in Science, Engineering and Education*; Vranje 7(2), 1-10. DOI:10.5937/IJCRSEE1902001M ProQuest. https://www.proquest.com/openview/eadbed1d7e31be8b77fc66a6f91c788c/1?pq-origsite=gscholar&cbl=4402925

Messikh, D. (2020). A Systematic Review of the Outcomes of Using Action Research in Education (April 2020). *Arab World English Journal (AWEJ),*11(1). https://ssrn.com/abstract=3582371

Playsted, S. (2019). Reflective practice to guide teacher learning: A practitioner's journey with beginner adult English language learners. *Iranian Journal of Language Teaching Research*, 7(3), 37-52. https://ro.uow.edu.au/sspapers/4583/

Resources

Articles

[3 ways our school uses data to drive instruction. eSchool News](#)

[Improving your teaching: Obtaining feedback. University of Michigan](#)

[Teaching Without Tears](#)

[Ways to reflect on your teaching – A practical approach. TESL Ontario.](#)

NBCT Resources

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

[The architecture of accomplished teaching](#)

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)

(200-250 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 is the type of school/program in which you teach and the grade/subject configuration (single grade, departmentalized, interdisciplinary teams, etc.)?

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

3. 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?

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

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

Passing: Response completely answers each of the questions. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following five 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: Stakeholder Feedback
Provide 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). Include the position of the stakeholder and the date of when feedback was provided.

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

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

Artifact 4: Research Analysis

(250-300 words)
Choose a research-based article or book connected with your professional learning and/or student need determined in Artifact 3. After reading, cite the resource (APA style) and write a analysis of the reading that answers the following

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Stakeholder Feedback	Feedback is related to instructional practice, includes the position of the stakeholder and the date feedback was provided. Evidence submitted is less than one page or video less than five minutes.	Feedback is not related to instructional practice. Evidence does not adhere to space limits. Date/stakeholder description not provided.	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 identified professional learning/student need.	Shows a partial connection between trends/patterns in stakeholder feedback, group profile, and the identified professional learning/student need.	Does not show a connection between stakeholder feedback, group profile, and the identified professional learning/student need.

NBCT Stack
Last Revised on Mar 17, 2022

Artifact 4: Research Analysis	Clearly analyzes and connects information from a research-based reading to an identified professional learning and/or student need tied to the stakeholder feedback and group profile.	Partially analyzes and connects information from a research-based reading to an identified professional learning and/or student need tied to the stakeholder feedback and group profile.	Analyzes a research-based reading but lacks connections between the identified professional learning and/or student need.

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 impact of the stakeholder feedback and group profile development on (1) how you reprioritized their goals based on professional and/or student need and (2) how the feedback and new learning has inspired 3-5 "next steps" for continued learning.

1. How will this reflective process drive your instruction?

2. What are your next steps? Use student examples and citations from *What Teachers Should Know and Be Able to Do* to support your claim(s). (See Resources section for *What Teachers Should Know and 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

NBCT Stack
Last Revised on Mar 17, 2022