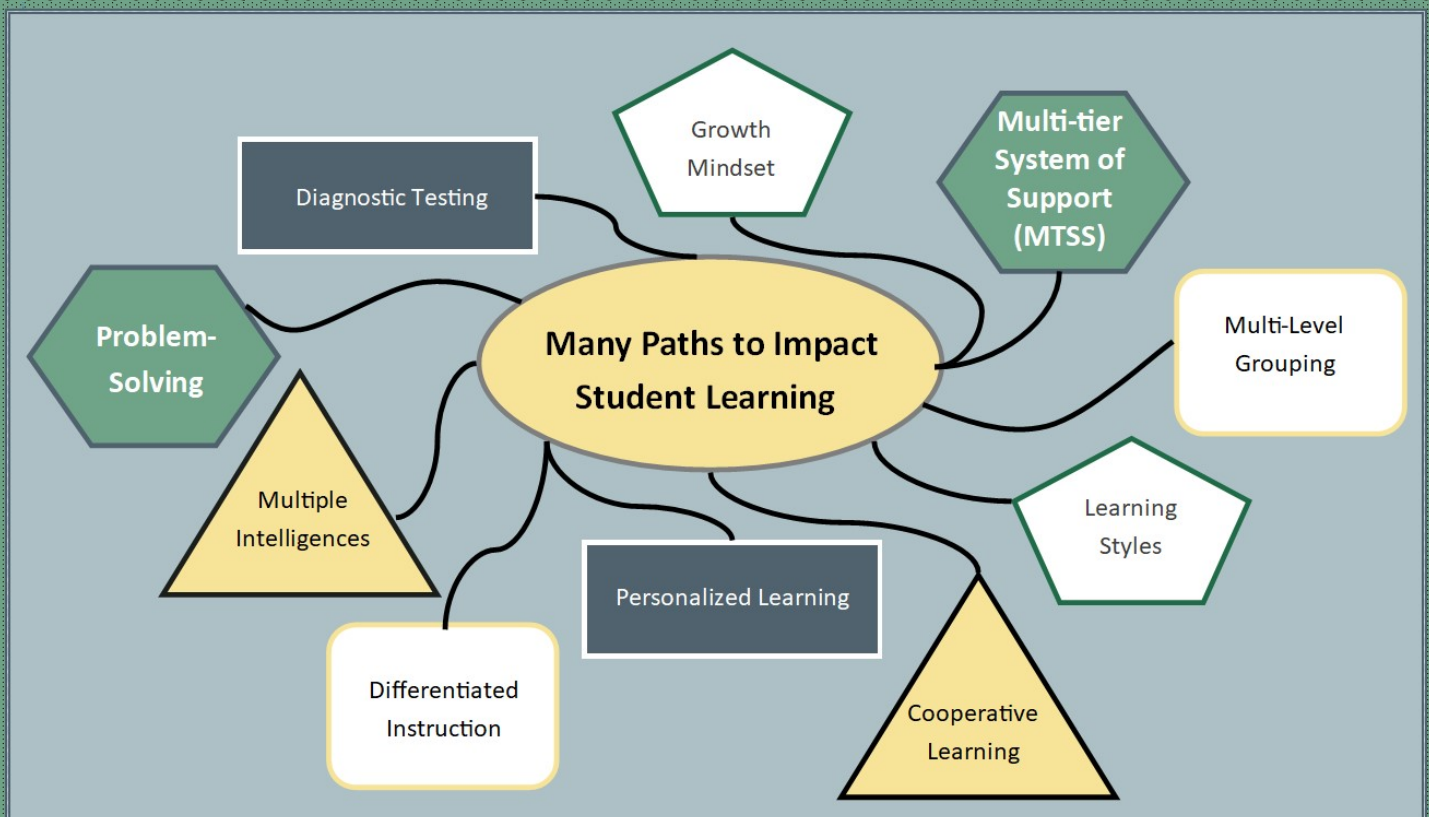


# Core Proposition #1:

## Teachers are committed to students and their learning.

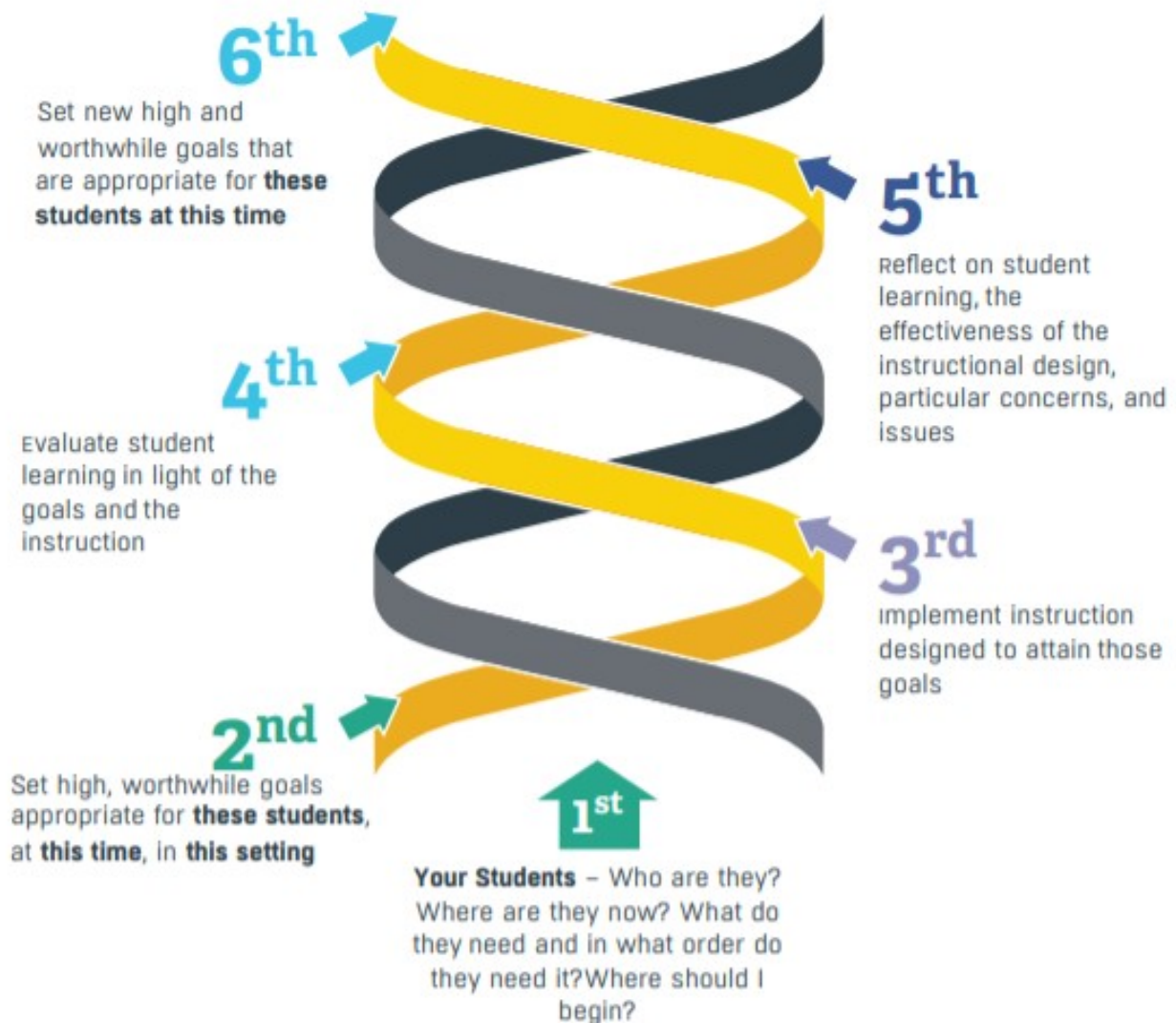
By: Crystal Folger-Hawks , NBCT & Ashley Montgomery, NBCT

Summary: Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. Acknowledging the distinctive traits and talents of each learner, teachers are dedicated to and skilled at making knowledge accessible to all students. Educators are thus passionate about building meaningful relationships with young people so students can advance their understanding and experience success. Teachers know that ongoing achievement depends on their conviction in the value and dignity of all human beings as well as the potential that exists within each child. They therefore remain attentive to human variability, its influence on learning, and the interconnectedness of people in different contexts. Accomplished teachers become acquainted with students across social and educational settings, not simply within their own learning environments. *(What teachers should know and be able to do. p. 12)*



# Architecture of Accomplished Teaching

## The Architecture of Accomplished Teaching: What is underneath the surface?



### The Five Core Propositions

- PROPOSITION 1** Teachers are committed to students and their learning
- PROPOSITION 2** Teachers know the subjects they teach and how to teach those subjects to students
- PROPOSITION 3** Teachers are responsible for managing and monitoring student learning
- PROPOSITION 4** Teachers think systematically about their practice and learn from experience
- PROPOSITION 5** Teachers are members of learning communities

## Core Proposition #1 and the AAT

The 1st step in the Architecture of Accomplished Teaching explains how Proposition One, teachers are committed to students and their learning, is practiced. Teachers use what they know about current students to set meaningful goals. It is important that teachers understand the students and the background knowledge they bring to the classroom. Teachers need to know students' living situations in order to understand what students need. Teachers are then able to set high and worthwhile goals (2nd step). Educators never stop gathering information on students and collecting student data to help inform instructional decisions, using the 3rd - 5th steps: implementing instruction, evaluating student learning, and reflecting on the success of the student learning. The goal is to inspire, design, and orchestrate learning to facilitate instruction for all students. Accomplished educators then set new goals for learning (6th step).

### How to Know Students and Know They Have Learned

#### Types of Data to Inform Your Instruction:

- Formative assessment: low stakes assessment
- Observations
- Anecdotal notes
- Summative assessment: projects, essays, and exams
- Student and parent surveys
- Conversation with previous teachers and support staff
- Cumulative files
- Parent and student interviews
- Student reflections
- Self-assessment
- Standardized test scores
- Predicted growth scores
- Reading levels

#### Examples of Formative Assessments:

- Exit Ticket
- Think-Pair-Share
- Thumbs-up, Thumbs-down
- Popsicle Questions
- Two Stars and a Wish
- Jigsaw
- Carousel Brainstorming
- Gallery Walk
- ABCD Cards
- 3-2-1 Countdown
- RAFT (Role-Audience-Format-Topic)
- Frayer Model
- Mini-whiteboards
- Classroom Polls
- Strategic Questioning

## Teachers Understand How Students Develop and Learn

- Teachers understand that students have different cognitive strengths.
- Teachers use theoretical knowledge and practical experience.
- Teachers help students make learning relevant and advance their skills across academic settings.
- Teachers provide opportunities to demonstrate knowledge and abilities in a variety of ways.
- Teachers know that social and cultural backgrounds play a part in how abilities are valued.
- Teachers develop an array of strategies for sharing differences, identifying similarities, and embracing diversity within the learning environment.

### Piaget's Four Stages of Development

Stage	Age	Characteristics	Goal
Sensorimotor	Birth to 18-24 months	Motor activity without use of symbols, or trial and error.	Object permanence
Preoperational	2 to 7 years old	Development of language, memory, and imagination. Intelligence is both egocentric and intuitive	Symbolic thought
Concrete operational	7 to 11 years old	More logical and methodical manipulation of symbols. Less egocentric, and more aware of the outside world and events.	Operational thought
Formal operational	Adolescence to adulthood	Use of symbols to relate to abstract concepts. Able to make hypotheses and grasp abstract concepts and relationships.	Abstract concepts

(Healthline.com)

### Cognitive Skills Important for Student Learning

- **Sustained Attention**—basic ability to look at, listen to, and think about classroom tasks
- **Response Inhibition**—the ability to inhibit one's own response to distractions
- **Speed of Information Processing**—how quickly a learner can process incoming information
- **Cognitive Flexibility and Control**—the ability to change what and how you are thinking
- **Multiple Simultaneous Attention**—the ability to multitask with success
- **Working Memory**—the ability to remember instructions or keep information long enough to perform tasks
- **Category Formation**—the ability to organize information, concepts, and skills into categories
- **Pattern Recognition and Inductive Thinking**—an ability to find patterns and figure out what will happen next

(c8sciences.com)

## Teachers Treat Students Equitably

- Teachers ensure students receive their fair share of attention.
- Teachers recognize their own biases in reference to ability differences, exceptionalities, socioeconomic or cultural background, family configuration, sexual orientation, physical characteristics, race, ethnicity, language, religion, age or gender.
- Teachers make sure that they maintain professional relationships with students.
- Teachers maintain an open mind and balanced perspective.
- Teachers ensure that students have the tools they need to learn.

Rigor/Relevance Framework					
Knowledge Taxonomy					
Evaluation 6	<b>C</b> Assimilation Student Thinks (Relationships Important)		<b>D</b> Adaptation Student Thinks and Works (Relationships Critical)		
Synthesis 5					
Analysis 4					
Application 3	<b>A</b> Acquisition Teacher Works (Relationships of Little Importance)		<b>B</b> Application Student Works (Relationships Important)		
Comprehension 2					
Knowledge 1					
Relevance Makes Rigor Happen!	1	2	3	4	5
Application Model <small>International Center for Leadership in Education</small>					

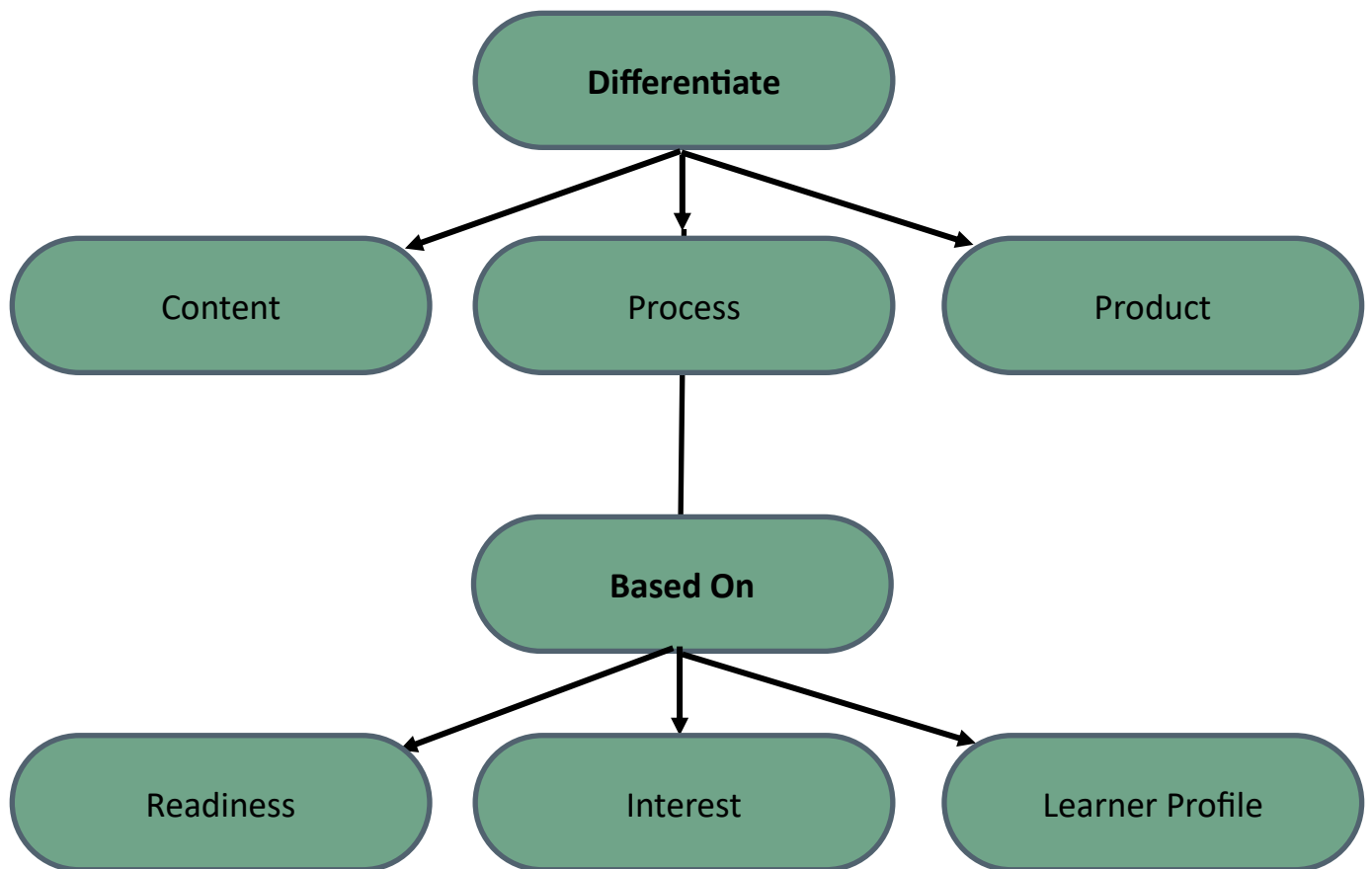
## Questions to Consider:

- How do you ensure fairness for all students?
- How do you praise students?
- How is your grading system fair to everyone and implemented to move student learning forward?
- How do you learn about your students and their differences?
- How do you examine your own biases and work through those biases to ensure equity?
- How do you know you are making the standards based decisions that are best for student learning?
- How do you teach tolerance in your classroom?



## **Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly**

- Teachers are attuned to unique living situations and family dynamics.
- Teachers know that student learning is influenced by personal learning styles.
- Teachers respond to students' needs based on students' interest, abilities, and prior knowledge.
- Teachers monitor student learning to decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations, or activities.
- Teachers analyze assessment data and use it with their own observations, experience, and understanding of individual students to make decisions for students.



## Notes

## Teachers Know Their Mission Transcends the Cognitive Development of Their Students

- Teachers are devoted to preparing students for a successful future.
- Teachers recognize that failure is a part of the learning process.
- Teachers create environments in which learners are comfortable taking risks.
- Teachers increase engagement and motivation by providing them with options from which to choose, fostering their ownership in learning, and setting high expectations.
- Students understand that questioning and goal setting are integral aspects of the learning process.
- Teachers help students recognize the effect that their actions have outside the classroom and develop civic responsibility and digital citizenship.

“Curricula and instructional programs should be designed with a focus on clear learning goals along with assessments to measure students’ progress toward and attainment of the goals.” - *Education for Life and Work: Developing Transferrable Knowledge and Skills in the 21st Century*.

### Sources

“Cognitive Skills - The 8 Core Cognitive Capacities.” *C8 Sciences*, 2018, [www.c8sciences.com/about/8ccc](http://www.c8sciences.com/about/8ccc).

“Our Philosophy.” *ICLE | The Rigor Relevance Framework*, 2018, [www.leadered.com](http://www.leadered.com).

“Piaget Stages of Development: What Are They and How Are They Used?” *Healthline*, Healthline Media, [www.healthline.com](http://www.healthline.com).

For a full explanation of how accomplished teachers are committed to their students and their learning, read chapter one of *What Teachers Should Know and Be Able to Do* published by National Board for Professional Teaching Standards. (<http://accomplishedteacher.org>).

What  
**Teachers**  
Should Know  
and Be Able to Do

TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING | TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS | TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING | TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE | TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

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