

A FACILITATOR'S GUIDE

What
Teachers
Should Know
and Be Able to Do

NATIONAL BOARD
for Professional Teaching Standards[®]

THE FIVE CORE PROPOSITIONS

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

A Facilitator's Guide

What Teachers Should Know and Be Able to Do

Introduction

Too often teachers have to seek out their own clues to learn what kind of teaching is expected of them in their context, and families learn what they can expect from their school only after years of being in it. Unfortunately, without deliberate attention to establishing and communicating a high bar for the standard in a school, the standard is too often set at the lowest common denominator. Teachers know what is “good enough,” but they are not necessarily cognizant of or feeling accountable to meeting a higher standard. We know that teachers want to improve their practice—for themselves and their students.

Teachers must strive for educational justice and the rights of all students to a quality and equitable public education. As educators who believe every student deserves accomplished teaching every day, we remain committed to making that a reality. But how? At the National Board, we believe that all educators can enhance and transform teaching and learning for every student by engaging with the National Board Standards and resources. This guide offers a framework for starting that work by engaging with the Five Core Propositions in professional learning communities, departments, schools, or districts. These propositions were written by teachers for teachers.

What follows offers guidance on facilitation to engage educators in the exploration of what accomplished practice would mean in their classroom with their students. Since working with colleagues often requires different thinking than with students, included is some information on adult learning theory, examples of general norms, and possible protocols as well as resources.

What Teachers Should Know and Be Able to Do

“As teachers we use the many sources of professional knowledge, skill and experience at our disposal to engage the minds and hearts of children and youth by teaching and inspiring them. And once we mess with the minds and hearts, we are prepared to take responsibility for the messes we have made, the dreams we inspired, the minds we have brought to life, the prejudices we have forestalled, and the society to which we have given hope.”

- Dr. Lee Shulman, p. 6 *What Teachers Should Know and Be Able to Do*

An explication of the Five Core Propositions, the *What Teachers Should Know and Be Able to Do* book is a concise description of the profession's vision for accomplished teaching. You can access the book two ways:

1. Free Digital Version (<http://accomplishedteacher.org/>)
2. Buy Print Version (<https://bit.ly/33pMlr4>)

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1. Facilitator Framework
2. *What Teachers Should Know and Be Able to Do* Discussion Guide
3. Additional Resources
 - a. Resources mentioned in this guide: <https://bit.ly/2SZfQgB> (Quote Bubbles, Slides, Surveys etc.) Make a copy of the [Pre-Assessment](#) and [Post-Assessment](#) Surveys.
 - b. ATLAS: <https://www.nbpts.org/atlas/>
 - c. Additional Resources for National Board Candidates: <https://www.nbpts.org/resources/support-for-candidates>

Facilitator Framework

Five Core Propositions: What Teachers Should Know and Be Able to Do

Brief Description

Participants will become familiar with the Five Core Propositions, *What Teachers Should Know* book. Participants will engage with the Five Core Propositions to discuss the impact on instructional practice.

Objective

- Reading and synthesizing Five Core Propositions

Assessments

- You can use this [pre-assessment](#) to help your team rate themselves on each of the sub-domains. This assessment is not intended to be an evaluative tool but rather to guide reflection and growth.

Length/Timing

- 90 minutes

Materials

- All Materials: <https://bit.ly/2SZfQgB>
 - Quote Bubble
 - *What Teachers Should Know and Be Able to Do*
 - Post-its, pens/pencils, highlighters, chart paper, display board, paper or electronic copies of *What Teachers Should Know and Be Able to Do*, standards tents, 5x7 cards for name tents
 - Norms (highlight reflects group additions)

Process

Steps	Notes, materials, etc.
<p>Quote Bubble Activity: Place quote bubbles on the table</p> <p>Facilitation Notes</p> <ul style="list-style-type: none"> ● Invite participants to select a quote they saw an example of in their classroom this past week. ● Invite participants to select quote that describes an area of personal growth for them this year. <p>Review Purpose: This learning is designed for classroom practitioners and will provide rich, deep, collaborative conversations to allow the personal and professional exploration of the core propositions of teaching.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does accomplished teaching look like and sound like in your classroom and with your students? ● How important is our knowledge of students? ● How do we establish a safe learning environment to maximize learning? ● How is student learning managed and monitored? ● How are collaborative partnerships built with families, stakeholders, and communities? ● How important is reflection in our practice? 	<p><u>Quote Bubble Activity</u> 10 min</p>

<p>Facilitation Notes Defining the Body of Knowledge and the foundational documents (National Board Standards, Architecture of Accomplished Teaching, and the Five Core Propositions)</p>	5 min
<p>Setting the Norms Facilitation Notes: Invite participants to read the Norms Framework. Ask the following questions:</p> <ul style="list-style-type: none"> ● Is there anything you believe is missing which needs to be included? ● Anything you can't live with? ● What resonates with you most for today? 	5 min
<p>Reading the Five Core Propositions Facilitation Notes</p> <ul style="list-style-type: none"> ● Participants count off (1-5) ● Participants read their assigned Core Proposition from <i>What Teachers Should Know and Be Able to Do</i> ● Use the questions in “Part A: Questions to Guide Reading” to guide your reading ● You may want them to discuss with an elbow partner. 	10 min
<p>Jigsaw the Five Core Propositions Facilitation Notes*</p> <ul style="list-style-type: none"> ● Discuss with those who read the same proposition ● Use the “Part B: Discussion Guide” for your conversation. Then share: <ul style="list-style-type: none"> - <i>This makes sense to me because...</i> - <i>How is this evidenced in your classroom</i> <p>*As an alternate activity you can use “Save the Last Word” protocol</p>	10 min 30 min
<p>Teaching Your Colleagues about the Five Core Propositions Facilitation Notes</p> <ul style="list-style-type: none"> ● Group participants will create a poster capturing the essence of the Core Proposition to share out with the rest of the group. ● Capture the most important element(s) of your Core Prop. <ul style="list-style-type: none"> - What do you need others to know and understand? - How can you best convey that understanding? (To encourage brevity, you may want them to write it as a tweet) - Text, picture, image, metaphor? 	10 min create 10 min share
<p>Closing Facilitation Notes</p> <ul style="list-style-type: none"> ● Facilitate an exit whip around with the following question: <ul style="list-style-type: none"> - What is one word that would describe today's experience? <p>Optional Follow-up: Post-Assessment Survey</p>	5 min

Framework designed by Colleen McDonald, NBCT (2019)

What Teachers Should Know and Be Able to Do Discussion Guide

Part A: Questions to Guide Reading

Preface by Lee S. Shulman and Introduction: “By teachers, for teachers.” The catalyst for creating the National Board came from a desire to professionalize teaching. Has that been accomplished? What strides have been made? What does the caveat “by teachers, for teachers” mean?

Core Prop 1 Teachers are committed to students and their learning. What role might establishing relationships play in student learning? How might the teacher’s knowledge of individual or groups of students impact the classroom? How is treating students fairly or equitably explained? Does it translate as “equal”? Why or why not? How might this knowledge of students help teachers facilitate the “ownership” (student agency) of learning by students?

Close read last two paragraphs: *Teachers Know Their Mission Transcends the Cognitive Development of Their Students*

Core Prop 2 Teachers know the subjects they teach and how to teach those subjects to students. How might you define differentiated instruction? What are some of the ways, or instructional strategies, that you use currently that meet the needs of individual students and your whole class? What might it look like to foster critical thinking in your students? And how do you help them connect learning across subjects/disciplines? How might you utilize technology to foster or deepen student learning? How do your style, strategies, and classroom promote a way of thinking and understanding that will continue to develop over time?

Core Prop 3 Teachers are responsible for managing and monitoring student learning.

“Accomplished teachers examine pedagogical issues regularly and reflect on their practice so that they use classroom time constructively.” What pedagogical issue have you recently examined and, upon reflection, what are some changes that you made? How does the set up and learning environment of your classroom reflect the needs of your students? The content? How does the environment help guide and support both student behavior and learning? What, or who, might be some of the instructional supports you engage for your students? What are some strategies you use to motivate and engage students in the learning process? Once engaged, what are some strategies you use to monitor their performance?

Core Prop 4 Teachers think systematically about their practice and learn from experience. Teachers often face, and must balance, competing goals. What are some ways this manifests itself in your classroom? What might be some strategies that exemplify your flexibility as you negotiate these goals? How do you cultivate your own learning? How do you model for students the virtues and intellectual capacities you hope to foster in them?

Core Prop 5 Teachers are members of learning communities. How do you connect with others outside of the boundaries of your classroom? How do your connections contribute to the quality and effectiveness of your school? How does your work with other educators promote equity in learning for students? How have you established two-way communication channels? How have you engaged parents as partners in their child’s learning? How has it impacted student learning?

Conclusion. What are your thoughts on the Professional Career Continuum? Where do you see yourself currently? What might be your next steps?

Part B: Discussion Guide

Section: _____ Date: _____

Prior to the discussion: What new idea(s) did you discover in your reading?

What questions would you like to ask the group about the reading?

1. _____

2. _____

During the discussion: What are the key points made by group members during the discussion?

What new learning about instruction did you take away from the discussion?

After the discussion (now what): What new knowledge/skill will you “practice” as a result of the reading/discussion?