

What Teachers Should Know and Be Able to Do: The 5 Core Propositions

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 might this knowledge of students help teachers facilitate the "ownership" of learning by students? How is treating students "fairly" or equitably explained? Does it translate as "equal"? Why or why not?

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 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 does 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?

Book Discussion Guide: What Teachers Should Know and Be Able to Do The 5 Core Propositions

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?

Potential Protocols:

Preface by Lee s. Shulman and Introduction: “By teachers, for teachers.”

Expense Account

Set Up: Each person in the group gets 3 tokens (pennies are easy to use).

Procedure:

- Coordinator explains activity and begins with an open-ended question about the assigned reading

- Each time someone speaks, they put a token in the center of the table.
- If they don't have any tokens left, they can't speak. When everyone is out of tokens, everyone can retrieve their tokens and start the process over (with the same or new question).
- Notetaker records conclusions in group journal.

Core Prop 1 Teachers are committed to students and their learning.

Silent Webbing

Set up: Large pieces of chart paper, variety of thin-tipped colored markers

Procedure:

- Coordinator leads discussion on what the group perceives the main ideas of the assigned reading were -- two or three. Those main ideas become the center of each piece of chart paper, or spaced out in the center of the butcher paper. Each GM takes one marker and, silently adds thoughts, comments and reflections on each main idea. GMs can add on to the main idea "web" or add reflections on other GMs ideas. This "silent discussion" continues as long as needed. When the writing stops, the coordinator brings group together for oral discussion on concluding or prevailing thoughts and discoveries. Notetaker records conclusions in group journal.

Core Prop 2 Teachers know the subjects they teach and how to teach those subjects to students.

Round Robin

Set up: Entire group seated in a circle, one Notetaker, and one appointed Coordinator to keep members on track. Other group members are present with their notes.

Procedure:

- One group member begins discussion with a statement that begins with "I learned," "I realized," or "I now know" and shares something from the assigned reading that appealed to them. Refrain from evaluative statements such as "I think," "I feel," "I believe."
- When Group Member 1 is done, attention turns to his or her left. This member can either add on to GM 1's statement, or begin a new statement of what he/she learned.
- Discussion continues in this fashion until every member has spoken at least twice. • Group norms can determine if someone can "pass" one turn until later.
- When discussion is concluded, Notetaker records a summary of the meeting in group journal.

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

Top 10 List

Set Up: One Note-taker at the board, and one appointed Coordinator to keep members on track. Other group members present with their notes.

Procedure:

1. Group members take turns sharing interesting facts, opinions or points they learned from the assigned reading.
2. Note-taker records as concisely as possible.
3. Coordinator can allow discussion to occur, but prevents discussion from going too far off topic.
4. When everyone is done sharing, the group evaluates their group's work and directs Notetaker to consolidate or eliminate notes.
5. Then the list is ranked from least important (10) to most important (1) of concepts cleaned from the chapter.
6. A cleaned up version of the notes is made available to all group members.

Core Prop 4 Teachers think systematically about their practice and learn from experience.

Q and A

Set up: Index cards, writing utensils

Procedure:

- Each Group Member (GM) writes one open-ended question on the front of one index card about the assigned reading. The questions should be higher-order, but not evaluative.
- Each GM will talk to every other GM, asking their questions to each other. GMs will reflect on the answers to each question, and write interesting and unique responses on the back of the index card.
- When every question has been asked and answered, the group will come together as a whole. Coordinator will lead whole group discussions on concluding or prevailing thoughts, discoveries and revelations.
- Notetaker records conclusions in group journal.

Core Prop 5 Teachers are members of learning communities and Conclusion

Affinity Map

Set up: chart paper, Post-its for everyone, writing utensils

Procedure:

- Coordinator begins with asking an open-ended analytic question that asks for defining elements of something, or that has many answers and thereby provides many points of entry for deepening a conversation.
- Participants write one idea in response per post-it note. Instruct them to work silently on their own.
- Then, in silence, put all post-it notes on the chart paper.
- Organizing: Reminding participants to remain silent, have them organize ideas by “natural” categories. Directions might sound like this: “Which ideas go together? As long as you do not talk, feel free to move any post-it note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong – but do this all in silence.”
- Once groups have settled on an organization method, ask them to converse about the categories and come up with a name for each one.
- Debrief, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think it missing? Were there any surprises?