

CONTACT INFORMATION

Please share contact information for your development team and organization.

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Melinda Barber	Assistant Professor	801-863-5648	melinda.barber@uvu.edu
Lindsay Baccus	PCSD Instructional Coach/Curriculum Specialist	801-717-7682	lindsayb@provo.edu
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email

Organization	Utah State Board of Education
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Department	Teaching and Learning
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STACK DEVELOPMENT TEMPLATE

Choose short, descriptive titles for the stack and its constituent microcredentials. There is no upper or lower limit to the number of microcredentials in a stack.

Stack Title	Mental & Emotional Health
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Microcredential Title	Emotional Intelligence
Microcredential Title	Stress & Stress Management
Microcredential Title	Mental Health Disorders & Stigma
Microcredential Title	Suicide, Self-Harm, Resources for Help
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.

Stack Design Suggestions	Share any suggestions for the stack's color scheme, images, icons, etc., to guide our graphic designer.
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MICROCREDENTIAL DEVELOPMENT TEMPLATE

Choose a short, descriptive title for the microcredential. Describe suggestions for the microcredential's appearance to guide our graphic designer.

Stack Title	Mental & Emotional Health
Microcredential Title	Emotional Intelligence
Microcredential Design Suggestions	Share any suggestions for the microcredential color scheme, images, icons, etc., to guide our graphic designer.

Microcredential Description

Include descriptions of the skill or concept the microcredential represents.

Description	<p>Educators will create and utilize an artifact (from an approved list) that demonstrates their knowledge of emotional intelligence. The educator will collect pre and post data to analyze student learning related to the artifact. Educators will then reflect upon the effectiveness of this artifact in student learning, and justify how this artifact accurately represents their knowledge of mental health disorders & stigma.</p> <p>UEN Mental Health Resource Guide Health I UEN Mental Health Resource Guide Health II</p>
Clarifications	<p>Teaching Artifacts must be aligned to Utah Core Health Standards Health I Health II</p> <p>Submit 1 artifact from the approved list below:</p> <ul style="list-style-type: none"> • Student project • Student presentation • Student work (relevant assignment(s)) • Resources created for instruction • Instructional activity • Any other type of higher order thinking task <p>Resources for Cognitive Rigor (Rigor Matrix)</p> <p>In addition to the artifact, the educator must submit a complete lesson plan using the lesson plan template, assessment tool, and pre and post assessment data.</p> <p>Please remember that the artifact you submit should demonstrate your knowledge and instructional capability of this microcredential that can be shown through your students' work and higher level learning. A PowerPoint, for example, is not an acceptable artifact because it does not demonstrate higher level student centered learning. Please note that the work you submit must be your own.</p>

Important Terms	<p>Cognitive Rigor: Cognitive rigor encompasses the complexity of content, the cognitive engagement with that content, and the scope of the planned learning activities. Ensuring that curriculum is aligned to “rigorous” grade-level content standards is, in itself, insufficient for preparing students for the challenges of the twenty-first century. (Hess, 2013)</p> <p>Higher Order Thinking: Higher-order thinking skills go beyond basic observation of facts and memorization. They are what we are talking about when we want our students to be evaluative, creative and innovative. Critical thinking is a higher order thinking skill (University of Connecticut, n.d.). Bloom’s Taxonomy, Webb’s Depth of Knowledge provide excellent examples of higher order thinking skills and how to utilize them in the classroom.</p> <p>Student-Centered Learning: The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. (edglossary, 2014)</p> <p>Artifact: For the purposes of this microcredential, an “artifact” is anything that can be utilized to teach a concept in the classroom.</p> <p>Approved artifacts include:</p> <ul style="list-style-type: none">• Student project• Student presentation• Student work (relevant assignment(s))• Resources created for instruction• Instructional activity• Any other type of higher order thinking task
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Background Scenario

Include short scenarios in both elementary and secondary settings to illustrate how the microcredential's focus skill or concept is used in practice.

Elementary Background Scenario	Enter a 1-2 paragraph scenario showing how the target skill or concept is used in practice.
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Secondary Background Scenario	Educators will use the Utah Health Core Strands and Standards for Mental and Emotional Health to guide their professional learning to create an artifact that is implemented with students, and analyze its impact on student learning.
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Standards Alignment

Select the UETS standard(s) and/or EULS standard(s) from the drop-down that best aligns with this microcredential. Include a brief rationale explaining its alignment. For more information, download the full [Utah Effective Teaching Standards](#) and [Utah Education Leadership Standards](#).

Additionally, you may also choose to align the microcredential to up to four other standards (e.g., ISTE). Provide the standard reference and a brief rationale.

Utah Effective Teaching Standards	Rationale
Standard 4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures for the discipline.
Standard 5	Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
Standard 6	Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instruction best practices, and the community context.
Standard 7	Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
Standard 8	Reflection & Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Utah Educational Leadership Standards	Rationale
Standard 2	Teaching and Learning: Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
Choose a standard	Explain the microcredential's alignment to the standard.
Choose a standard	Explain the microcredential's alignment to the standard.
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Additional Educational Standards	Rationale
Standard Reference	Explain the microcredential's alignment to the standard.
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Evidence

Check at least one type of evidence from both the Preparation & Planning and Implementation categories. If you want to require more than two evidence items, check at least one type of evidence in the Supplemental Evidence category. Be sure to read through all the options and include a range of evidence types that educators in different positions (e.g., classroom teachers, online teachers, instructional coaches, administrators, counsellors) can reasonably assemble.

Include a detailed description of the evidence requirements. It is important to explicitly describe what the evidence should include (e.g., for video evidence, how many minutes) and exactly what competency it should demonstrate. These will appear on the microcredential page and will guide applicants in assembling their evidence.

PREPARATION AND PLANNING EVIDENCE TYPES

PREPARATION AND PLANNING EVIDENCE TYPES	
<input checked="" type="checkbox"/> Lesson Plan(s), Including Research Base	Educators must include a lesson plan utilizing the template provided below that includes how their artifact will be used during the lesson. Lesson Plan Template
<input type="checkbox"/> Unit Plan(s), Including Research Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input type="checkbox"/> Learning Intentions and Success Criteria, Including Evidence Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input checked="" type="checkbox"/> Data to Inform Instruction (e.g., survey results, student work samples)	Educators should submit a plan of how they plan to assess the effectiveness of their artifact and how it contributes to student learning. Once the lesson has been taught, pre and post assessment data must be submitted along with the assessment tool (see next section, "Implementation").

IMPLEMENTATION EVIDENCE TYPES

IMPLEMENTATION EVIDENCE TYPES	
<input type="checkbox"/> Video	
<input type="checkbox"/> Learner Work Samples	
<input checked="" type="checkbox"/> Learner Performance Data (pre/post)	Educators will submit pre and post data of the effectiveness of their artifact in student learning along with their assessment tool(s). Educators will write a brief analysis explaining their findings.
<input type="checkbox"/> Observation Results (colleague, administrator)	

SUPPLEMENTAL EVIDENCE TYPES

<input type="checkbox"/> Survey Results (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Testimonial (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Website	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> App (mobile or computer)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Screencast	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Other (specify)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input checked="" type="checkbox"/> Candidate's Choice	<p>Submit 1 artifact from this approved list:</p> <ul style="list-style-type: none"> ● Student project ● Student presentation ● Student work (relevant assignment(s)) ● Resources created for instruction ● Instructional activity ● Any other type of higher level thinking task <p>Please cite all resources used in the creation of your artifact. Sources must be current, reliable, and factual. Examples include:</p> <ul style="list-style-type: none"> ● Interview Field Expert

	<ul style="list-style-type: none"> ● LEA Adopted Curriculum ● Utah Education Network (UEN) ● Reputable Video/Documentary <ul style="list-style-type: none"> ○ Voices of Hope Series ○ Seize the Awkward ● Websites: <ul style="list-style-type: none"> ○ National Institute of Mental Health (NIMH) ○ Substance Abuse and Mental Health Services Administration (SAMHSA) ○ The American Institute of Stress ○ Kids Health ○ Hope4Utah ○ National Alliance on Mental Health (NAMI) ○ The Trevor Project
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In exceptional circumstances, due to the nature of the microcredential, the development team may decide that evidence from the Preparation and Planning category is not appropriate. If this is the case, include a rationale below as to why the Preparation and Planning evidence collection cannot be met and what alternate evidence collection is proposed.

<p>Exception Rationale (if necessary)</p>	<p>Explain why the Preparation and Planning evidence types are not appropriate for this microcredential and what alternate evidence is proposed.</p>
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Evidence Review Criteria

Include 2-3 review criterion statements for evidence submissions. These should describe the expected level of competence the evidence must demonstrate to earn the microcredential, for example:

- the level, quantity, or quality of performance
- the effectiveness of practice
- the consistency of practice

These criteria will appear on the microcredential's portal page and will guide applicants in preparing and submitting their evidence.

These criteria will become the domains of the rubric used by reviewers to evaluate evidence. Note: The rubric used for evidence review is a single-point rubric; each domain of the rubric will be marked as Meets Standard or Does Not Meet Standard, along with feedback.

Criterion 1	Artifact (or artifacts) utilized must be from an approved list with resources cited.
Criterion 2	Educator submitted a quality and complete lesson plan using the lesson plan template .
Criterion 3	Educator submitted an assessment tool, pre and post data, and a thorough analysis of the data collected.

Reflective Analysis Prompts

Write 2-3 reflection prompts. These should guide microcredential applicants to reflect on their professional practice with the target skill, concept, or tool. Reflection prompts can cover the following topics:

- Describe how you use (skill, concept) as a consistent part of your instruction.
- Discuss how your students benefit from your use of (skill, concept).
- How do you plan to develop your use of (skill, concept) in the future?

Note: Candidates may elect to submit written or video responses to these prompts.

Prompt 1	Describe the artifact you selected and how you plan to use it in your lesson.
Prompt 2	Describe the data you collected and how it informed your teaching and affected student learning. What does this data tell you about the effectiveness of the artifact you used in your lesson?
Prompt 3	How does this artifact demonstrate your knowledge of this microcredential?

Reflective Analysis Review Criteria

Include 2-3 review criterion statements for reflection submissions. These should describe the expected level of competence the reflection must demonstrate to earn the microcredential, for example:

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Criterion 1	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
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Resources

List professional learning resources for microcredential applicants who may need to learn more about the target skill or concept. Be sure to build in variety to account for educators' differing learning styles. These may include any of the following:

- Books
- Articles in professional journals
- Websites
- Online videos
- Online courses
- Other

Include a description of each resource, and the URL or ISBN-10 number if applicable. These resources should not be LEA-specific (i.e., they should be available to educators in any Utah district or charter).

Title	Cognitive Rigor in Today's Classroom (Hess, 2013)
URL	https://www.asdn.org/wp-content/uploads/CCAP3010_Cognitive_Rigor_in_Todays_Classroom.pdf
ISBN-10	N/A
Description	Describes importance of cognitive rigor and the Cognitive Rigor Matrix.

Title	Critical Thinking and other Higher-Order Thinking Skills
URL	https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/
ISBN-10	N/A
Description	This website offers in-depth knowledge about higher order thinking skills, provides examples, including charts and other helpful visual aids.

Title	Edglossary.org
URL	https://www.edglossary.org/student-centered-learning/
ISBN-10	If applicable
Description	Define terms and their origins commonly used and widely accepted in education profess.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

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Microcredential Description

Include descriptions of the skill or concept the microcredential represents.

Description	<p>Educators will create and utilize an artifact (from an approved list) that demonstrates their knowledge of stress and stress management. The educator will collect pre and post data to analyze student learning related to the artifact. Educators will then reflect upon the effectiveness of this artifact in student learning, and justify how this artifact accurately represents their knowledge of mental health disorders & stigma.</p> <p>UEN Mental Health Resource Guide Health I UEN Mental Health Resource Guide Health II</p>
Clarifications	<p>Teaching Artifacts must be aligned to Utah Core Health Standards Health I Health II</p> <p>Submit 1 artifact from the approved list below:</p> <ul style="list-style-type: none"> • Student project • Student presentation • Student work (relevant assignment(s)) • Resources created for instruction • Instructional activity • Any other type of higher order thinking task <p>Resources for Cognitive Rigor (Rigor Matrix)</p> <p>In addition to the artifact, the educator must submit a complete lesson plan using the lesson plan template, assessment tool, and pre and post assessment data.</p> <p>Please remember that the artifact you submit should demonstrate your knowledge and instructional capability of this microcredential that can be shown through your students' work and higher level learning. A PowerPoint, for example, is not an acceptable artifact because it does not demonstrate higher level student centered learning. Please note that the work you submit must be your own.</p>

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PREPARATION AND PLANNING EVIDENCE TYPES

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IMPLEMENTATION EVIDENCE TYPES

IMPLEMENTATION EVIDENCE TYPES	
<input type="checkbox"/> Video	
<input type="checkbox"/> Learner Work Samples	
<input checked="" type="checkbox"/> Learner Performance Data (pre/post)	Educators will submit pre and post data of the effectiveness of their artifact in student learning along with their assessment tool(s). Educators will write a brief analysis explaining their findings.
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SUPPLEMENTAL EVIDENCE TYPES

<input type="checkbox"/> Survey Results (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
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<input type="checkbox"/> App (mobile or computer)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Screencast	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Other (specify)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
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<p>Exception Rationale (if necessary)</p>	<p>Explain why the Preparation and Planning evidence types are not appropriate for this microcredential and what alternate evidence is proposed.</p>
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Evidence Review Criteria

Include 2-3 review criterion statements for evidence submissions. These should describe the expected level of competence the evidence must demonstrate to earn the microcredential, for example:

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Criterion 1	Artifact (or artifacts) utilized must be from an approved list with resources cited.
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Reflective Analysis Prompts

Write 2-3 reflection prompts. These should guide microcredential applicants to reflect on their professional practice with the target skill, concept, or tool. Reflection prompts can cover the following topics:

- Describe how you use (skill, concept) as a consistent part of your instruction.
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- How do you plan to develop your use of (skill, concept) in the future?

Note: Candidates may elect to submit written or video responses to these prompts.

Prompt 1	Describe the artifact you selected and how you plan to use it in your lesson.
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Reflective Analysis Review Criteria

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These criteria will appear on the microcredential's portal page and will guide applicants in composing their reflections.

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Criterion 1	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
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Resources

List professional learning resources for microcredential applicants who may need to learn more about the target skill or concept. Be sure to build in variety to account for educators' differing learning styles. These may include any of the following:

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- Articles in professional journals
- Websites
- Online videos
- Online courses
- Other

Include a description of each resource, and the URL or ISBN-10 number if applicable. These resources should not be LEA-specific (i.e., they should be available to educators in any Utah district or charter).

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URL	https://www.asdn.org/wp-content/uploads/CCAP3010_Cognitive_Rigor_in_Todays_Classroom.pdf
ISBN-10	N/A
Description	Describes importance of cognitive rigor and the Cognitive Rigor Matrix.

Title	Critical Thinking and other Higher-Order Thinking Skills
URL	https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/
ISBN-10	N/A
Description	This website offers in-depth knowledge about higher order thinking skills, provides examples, including charts and other helpful visual aids.

Title	Edglossary.org
URL	https://www.edglossary.org/student-centered-learning/
ISBN-10	If applicable
Description	Define terms and their origins commonly used and widely accepted in education profess.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

Title	Resource Title
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ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

CONTACT INFORMATION

Please share contact information for your development team and organization.

Name	Position/Title	Phone	Email
Melinda Barber	Assistant Professor	801-863-5648	melinda.barber@uvu.edu
Lindsay Baccus	PCSD Instructional Coach/Curriculum Specialist	801-717-7682	lindsayb@provo.edu
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email

Organization	Utah State Board of Education
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Department	Teaching and Learning
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STACK DEVELOPMENT TEMPLATE

Choose short, descriptive titles for the stack and its constituent microcredentials. There is no upper or lower limit to the number of microcredentials in a stack.

Stack Title	Mental & Emotional Health
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Microcredential Title	Emotional Intelligence
Microcredential Title	Stress & Stress Management
Microcredential Title	Mental Health Disorders & Stigma
Microcredential Title	Suicide, Self-Harm, Resources for Help
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.

Stack Design Suggestions	Share any suggestions for the stack's color scheme, images, icons, etc., to guide our graphic designer.
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MICROCREDENTIAL DEVELOPMENT TEMPLATE

Choose a short, descriptive title for the microcredential. Describe suggestions for the microcredential's appearance to guide our graphic designer.

Stack Title	Mental & Emotional Health
Microcredential Title	Mental Health Disorders & Stigma
Microcredential Design Suggestions	Share any suggestions for the microcredential color scheme, images, icons, etc., to guide our graphic designer.

Microcredential Description

Include descriptions of the skill or concept the microcredential represents.

Description	<p>Educators will create and utilize an artifact (from an approved list) that demonstrates their knowledge of mental health disorders & stigma. The educator will collect pre and post data to analyze student learning related to the artifact. Educators will then reflect upon the effectiveness of this artifact in student learning, and justify how this artifact accurately represents their knowledge of mental health disorders & stigma.</p> <p>UEN Mental Health Resource Guide Health I UEN Mental Health Resource Guide Health II</p>
Clarifications	<p>Teaching Artifacts must be aligned to Utah Core Health Standards Health I Health II</p> <p>Submit 1 artifact from the approved list below:</p> <ul style="list-style-type: none"> • Student project • Student presentation • Student work (relevant assignment(s)) • Resources created for instruction • Instructional activity • Any other type of higher order thinking task <p>Resources for Cognitive Rigor (Rigor Matrix)</p> <p>In addition to the artifact, the educator must submit a complete lesson plan using the lesson plan template, assessment tool, and pre and post assessment data.</p> <p>Please remember that the artifact you submit should demonstrate your knowledge and instructional capability of this microcredential that can be shown through your students' work and higher level learning. A PowerPoint, for example, is not an acceptable artifact because it does not demonstrate higher level student centered learning. Please note that the work you submit must be your own.</p>

Important Terms	<p>Cognitive Rigor: Cognitive rigor encompasses the complexity of content, the cognitive engagement with that content, and the scope of the planned learning activities. Ensuring that curriculum is aligned to “rigorous” grade-level content standards is, in itself, insufficient for preparing students for the challenges of the twenty-first century. (Hess, 2013)</p> <p>Higher Order Thinking: Higher-order thinking skills go beyond basic observation of facts and memorization. They are what we are talking about when we want our students to be evaluative, creative and innovative. Critical thinking is a higher order thinking skill (University of Connecticut, n.d.). Bloom’s Taxonomy, Webb’s Depth of Knowledge provide excellent examples of higher order thinking skills and how to utilize them in the classroom.</p> <p>Student-Centered Learning: The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. (edglossary, 2014)</p> <p>Artifact: For the purposes of this microcredential, an “artifact” is anything that can be utilized to teach a concept in the classroom.</p> <p>Approved artifacts include:</p> <ul style="list-style-type: none">• Student project• Student presentation• Student work (relevant assignment(s))• Resources created for instruction• Instructional activity• Any other type of higher order thinking task
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Background Scenario

Include short scenarios in both elementary and secondary settings to illustrate how the microcredential's focus skill or concept is used in practice.

Elementary Background Scenario	Enter a 1-2 paragraph scenario showing how the target skill or concept is used in practice.
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Secondary Background Scenario	Educators will use the Utah Health Core Strands and Standards for Mental and Emotional Health to guide their professional learning to create an artifact that is implemented with students, and analyze its impact on student learning.
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Standards Alignment

Select the UETS standard(s) and/or EULS standard(s) from the drop-down that best aligns with this microcredential. Include a brief rationale explaining its alignment. For more information, download the full [Utah Effective Teaching Standards](#) and [Utah Education Leadership Standards](#).

Additionally, you may also choose to align the microcredential to up to four other standards (e.g., ISTE). Provide the standard reference and a brief rationale.

Utah Effective Teaching Standards	Rationale
Standard 4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures for the discipline.
Standard 5	Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
Standard 6	Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instruction best practices, and the community context.
Standard 7	Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
Standard 8	Reflection & Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Utah Educational Leadership Standards	Rationale
Standard 2	Teaching and Learning: Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
Choose a standard	Explain the microcredential's alignment to the standard.
Choose a standard	Explain the microcredential's alignment to the standard.
Choose a standard	Explain the microcredential's alignment to the standard.

Additional Educational Standards	Rationale
Standard Reference	Explain the microcredential's alignment to the standard.
Standard Reference	Explain the microcredential's alignment to the standard.

Standard Reference	Explain the microcredential's alignment to the standard.
Standard Reference	Explain the microcredential's alignment to the standard.

Evidence

Check at least one type of evidence from both the Preparation & Planning and Implementation categories. If you want to require more than two evidence items, check at least one type of evidence in the Supplemental Evidence category. Be sure to read through all the options and include a range of evidence types that educators in different positions (e.g., classroom teachers, online teachers, instructional coaches, administrators, counsellors) can reasonably assemble.

Include a detailed description of the evidence requirements. It is important to explicitly describe what the evidence should include (e.g., for video evidence, how many minutes) and exactly what competency it should demonstrate. These will appear on the microcredential page and will guide applicants in assembling their evidence.

PREPARATION AND PLANNING EVIDENCE TYPES

PREPARATION AND PLANNING EVIDENCE TYPES	
<input checked="" type="checkbox"/> Lesson Plan(s), Including Research Base	Educators must include a lesson plan utilizing the template provided below that includes how their artifact will be used during the lesson. Lesson Plan Template
<input type="checkbox"/> Unit Plan(s), Including Research Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input type="checkbox"/> Learning Intentions and Success Criteria, Including Evidence Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input checked="" type="checkbox"/> Data to Inform Instruction (e.g., survey results, student work samples)	Educators should submit a plan of how they plan to assess the effectiveness of their artifact and how it contributes to student learning. Once the lesson has been taught, pre and post assessment data must be submitted along with the assessment tool (see next section, "Implementation").

IMPLEMENTATION EVIDENCE TYPES

IMPLEMENTATION EVIDENCE TYPES	
<input type="checkbox"/> Video	
<input type="checkbox"/> Learner Work Samples	
<input checked="" type="checkbox"/> Learner Performance Data (pre/post)	Educators will submit pre and post data of the effectiveness of their artifact in student learning along with their assessment tool(s). Educators will write a brief analysis explaining their findings.
<input type="checkbox"/> Observation Results (colleague, administrator)	

SUPPLEMENTAL EVIDENCE TYPES

<input type="checkbox"/> Survey Results (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Testimonial (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Website	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> App (mobile or computer)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Screencast	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Other (specify)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input checked="" type="checkbox"/> Candidate's Choice	<p>Submit 1 artifact from this approved list:</p> <ul style="list-style-type: none"> ● Student project ● Student presentation ● Student work (relevant assignment(s)) ● Resources created for instruction ● Instructional activity ● Any other type of higher level thinking task <p>Please cite all resources used in the creation of your artifact. Sources must be current, reliable, and factual. Examples include:</p> <ul style="list-style-type: none"> ● Interview Field Expert

	<ul style="list-style-type: none"> ● LEA Adopted Curriculum ● Utah Education Network (UEN) ● Reputable Video/Documentary <ul style="list-style-type: none"> ○ Voices of Hope Series ○ Seize the Awkward ● Websites: <ul style="list-style-type: none"> ○ National Institute of Mental Health (NIMH) ○ Substance Abuse and Mental Health Services Administration (SAMHSA) ○ The American Institute of Stress ○ Kids Health ○ Hope4Utah ○ National Alliance on Mental Health (NAMI) ○ The Trevor Project
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In exceptional circumstances, due to the nature of the microcredential, the development team may decide that evidence from the Preparation and Planning category is not appropriate. If this is the case, include a rationale below as to why the Preparation and Planning evidence collection cannot be met and what alternate evidence collection is proposed.

Exception Rationale (if necessary)	<p>Explain why the Preparation and Planning evidence types are not appropriate for this microcredential and what alternate evidence is proposed.</p>
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Evidence Review Criteria

Include 2-3 review criterion statements for evidence submissions. These should describe the expected level of competence the evidence must demonstrate to earn the microcredential, for example:

- the level, quantity, or quality of performance
- the effectiveness of practice
- the consistency of practice

These criteria will appear on the microcredential's portal page and will guide applicants in preparing and submitting their evidence.

These criteria will become the domains of the rubric used by reviewers to evaluate evidence. Note: The rubric used for evidence review is a single-point rubric; each domain of the rubric will be marked as Meets Standard or Does Not Meet Standard, along with feedback.

Criterion 1	Artifact (or artifacts) utilized must be from an approved list with resources cited.
Criterion 2	Educator submitted a quality and complete lesson plan using the lesson plan template .
Criterion 3	Educator submitted an assessment tool, pre and post data, and a thorough analysis of the data collected.

Reflective Analysis Prompts

Write 2-3 reflection prompts. These should guide microcredential applicants to reflect on their professional practice with the target skill, concept, or tool. Reflection prompts can cover the following topics:

- Describe how you use (skill, concept) as a consistent part of your instruction.
- Discuss how your students benefit from your use of (skill, concept).
- How do you plan to develop your use of (skill, concept) in the future?

Note: Candidates may elect to submit written or video responses to these prompts.

Prompt 1	Describe the artifact you selected and how you plan to use it in your lesson.
Prompt 2	Describe the data you collected and how it informed your teaching and affected student learning. What does this data tell you about the effectiveness of the artifact you used in your lesson?
Prompt 3	How does this artifact demonstrate your knowledge of this microcredential?

Reflective Analysis Review Criteria

Include 2-3 review criterion statements for reflection submissions. These should describe the expected level of competence the reflection must demonstrate to earn the microcredential, for example:

- the level, quantity, or quality of performance
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Criterion 1	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
Criterion 2	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
Criterion 3	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.

Resources

List professional learning resources for microcredential applicants who may need to learn more about the target skill or concept. Be sure to build in variety to account for educators' differing learning styles. These may include any of the following:

- Books
- Articles in professional journals
- Websites
- Online videos
- Online courses
- Other

Include a description of each resource, and the URL or ISBN-10 number if applicable. These resources should not be LEA-specific (i.e., they should be available to educators in any Utah district or charter).

Title	Cognitive Rigor in Today's Classroom (Hess, 2013)
URL	https://www.asdn.org/wp-content/uploads/CCAP3010_Cognitive_Rigor_in_Todays_Classroom.pdf
ISBN-10	N/A
Description	Describes importance of cognitive rigor and the Cognitive Rigor Matrix.

Title	Critical Thinking and other Higher-Order Thinking Skills
URL	https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/
ISBN-10	N/A
Description	This website offers in-depth knowledge about higher order thinking skills, provides examples, including charts and other helpful visual aids.

Title	Edglossary.org
URL	https://www.edglossary.org/student-centered-learning/
ISBN-10	If applicable
Description	Define terms and their origins commonly used and widely accepted in education profess.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

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URL	If applicable
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URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

CONTACT INFORMATION

Please share contact information for your development team and organization.

Name	Position/Title	Phone	Email
Melinda Barber	Assistant Professor	801-863-5648	melinda.barber@uvu.edu
Lindsay Baccus	PCSD Instructional Coach/Curriculum Specialist	801-717-7682	lindsayb@provo.edu
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email
Team member	Position/Title	Phone number	email

Organization	Utah State Board of Education
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Department	Teaching and Learning
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STACK DEVELOPMENT TEMPLATE

Choose short, descriptive titles for the stack and its constituent microcredentials. There is no upper or lower limit to the number of microcredentials in a stack.

Stack Title	Mental & Emotional Health
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Microcredential Title	Emotional Intelligence
Microcredential Title	Stress & Stress Management
Microcredential Title	Mental Health Disorders & Stigma
Microcredential Title	Suicide, Self-Harm, Resources for Help
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.
Microcredential Title	Enter the microcredential title.

Stack Design Suggestions	Share any suggestions for the stack's color scheme, images, icons, etc., to guide our graphic designer.
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MICROCREDENTIAL DEVELOPMENT TEMPLATE

Choose a short, descriptive title for the microcredential. Describe suggestions for the microcredential's appearance to guide our graphic designer.

Stack Title	Mental & Emotional Health
Microcredential Title	Suicide, Self-Harm, Resources for Help
Microcredential Design Suggestions	Share any suggestions for the microcredential color scheme, images, icons, etc., to guide our graphic designer.

Microcredential Description

Include descriptions of the skill or concept the microcredential represents.

Description	<p>Educators will create and utilize an artifact (from an approved list) that demonstrates their knowledge of suicide, self-harm, and resources for help. The educator will collect pre and post data to analyze student learning related to the artifact. Educators will then reflect upon the effectiveness of this artifact in student learning, and justify how this artifact accurately represents their knowledge of mental health disorders & stigma.</p> <p>UEN Mental Health Resource Guide Health I UEN Mental Health Resource Guide Health II</p>
Clarifications	<p>Teaching Artifacts must be aligned to Utah Core Health Standards Health I Health II</p> <p>Submit 1 artifact from the approved list below:</p> <ul style="list-style-type: none"> • Student project • Student presentation • Student work (relevant assignment(s)) • Resources created for instruction • Instructional activity • Any other type of higher order thinking task <p>Resources for Cognitive Rigor (Rigor Matrix)</p> <p>In addition to the artifact, the educator must submit a complete lesson plan using the lesson plan template, assessment tool, and pre and post assessment data.</p> <p>Please remember that the artifact you submit should demonstrate your knowledge and instructional capability of this microcredential that can be shown through your students' work and higher level learning. A PowerPoint, for example, is not an acceptable artifact because it does not demonstrate higher level student centered learning. Please note that the work you submit must be your own.</p>

Important Terms	<p>Cognitive Rigor: Cognitive rigor encompasses the complexity of content, the cognitive engagement with that content, and the scope of the planned learning activities. Ensuring that curriculum is aligned to “rigorous” grade-level content standards is, in itself, insufficient for preparing students for the challenges of the twenty-first century. (Hess, 2013)</p> <p>Higher Order Thinking: Higher-order thinking skills go beyond basic observation of facts and memorization. They are what we are talking about when we want our students to be evaluative, creative and innovative. Critical thinking is a higher order thinking skill (University of Connecticut, n.d.). Bloom’s Taxonomy, Webb’s Depth of Knowledge provide excellent examples of higher order thinking skills and how to utilize them in the classroom.</p> <p>Student-Centered Learning: The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. (edglossary, 2014)</p> <p>Artifact: For the purposes of this microcredential, an “artifact” is anything that can be utilized to teach a concept in the classroom.</p> <p>Approved artifacts include:</p> <ul style="list-style-type: none">• Student project• Student presentation• Student work (relevant assignment(s))• Resources created for instruction• Instructional activity• Any other type of higher order thinking task
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Background Scenario

Include short scenarios in both elementary and secondary settings to illustrate how the microcredential's focus skill or concept is used in practice.

Elementary Background Scenario	Enter a 1-2 paragraph scenario showing how the target skill or concept is used in practice.
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Secondary Background Scenario	Educators will use the Utah Health Core Strands and Standards for Mental and Emotional Health to guide their professional learning to create an artifact that is implemented with students, and analyze its impact on student learning.
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Standards Alignment

Select the UETS standard(s) and/or EULS standard(s) from the drop-down that best aligns with this microcredential. Include a brief rationale explaining its alignment. For more information, download the full [Utah Effective Teaching Standards](#) and [Utah Education Leadership Standards](#).

Additionally, you may also choose to align the microcredential to up to four other standards (e.g., ISTE). Provide the standard reference and a brief rationale.

Utah Effective Teaching Standards	Rationale
Standard 4	Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures for the discipline.
Standard 5	Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
Standard 6	Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instruction best practices, and the community context.
Standard 7	Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
Standard 8	Reflection & Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Utah Educational Leadership Standards	Rationale
Standard 2	Teaching and Learning: Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
Choose a standard	Explain the microcredential's alignment to the standard.
Choose a standard	Explain the microcredential's alignment to the standard.
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Additional Educational Standards	Rationale
Standard Reference	Explain the microcredential's alignment to the standard.
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Evidence

Check at least one type of evidence from both the Preparation & Planning and Implementation categories. If you want to require more than two evidence items, check at least one type of evidence in the Supplemental Evidence category. Be sure to read through all the options and include a range of evidence types that educators in different positions (e.g., classroom teachers, online teachers, instructional coaches, administrators, counsellors) can reasonably assemble.

Include a detailed description of the evidence requirements. It is important to explicitly describe what the evidence should include (e.g., for video evidence, how many minutes) and exactly what competency it should demonstrate. These will appear on the microcredential page and will guide applicants in assembling their evidence.

PREPARATION AND PLANNING EVIDENCE TYPES

PREPARATION AND PLANNING EVIDENCE TYPES	
<input checked="" type="checkbox"/> Lesson Plan(s), Including Research Base	Educators must include a lesson plan utilizing the template provided below that includes how their artifact will be used during the lesson. Lesson Plan Template
<input type="checkbox"/> Unit Plan(s), Including Research Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input type="checkbox"/> Learning Intentions and Success Criteria, Including Evidence Base	Explicitly describe requirements for this option, including specifically what the evidence should demonstrate. Include directions to cite the research base supporting the instructional approach.
<input checked="" type="checkbox"/> Data to Inform Instruction (e.g., survey results, student work samples)	Educators should submit a plan of how they plan to assess the effectiveness of their artifact and how it contributes to student learning. Once the lesson has been taught, pre and post assessment data must be submitted along with the assessment tool (see next section, "Implementation").

IMPLEMENTATION EVIDENCE TYPES

IMPLEMENTATION EVIDENCE TYPES	
<input type="checkbox"/> Video	
<input type="checkbox"/> Learner Work Samples	
<input checked="" type="checkbox"/> Learner Performance Data (pre/post)	Educators will submit pre and post data of the effectiveness of their artifact in student learning along with their assessment tool(s). Educators will write a brief analysis explaining their findings.
<input type="checkbox"/> Observation Results (colleague, administrator)	

SUPPLEMENTAL EVIDENCE TYPES

<input type="checkbox"/> Survey Results (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Testimonial (student, parent, colleague, administrator)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Website	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> App (mobile or computer)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Screencast	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input type="checkbox"/> Other (specify)	<p>Explicitly describe requirements for this option, including specifically what the evidence should demonstrate.</p>
<input checked="" type="checkbox"/> Candidate's Choice	<p>Submit 1 artifact from this approved list:</p> <ul style="list-style-type: none"> ● Student project ● Student presentation ● Student work (relevant assignment(s)) ● Resources created for instruction ● Instructional activity ● Any other type of higher level thinking task <p>Please cite all resources used in the creation of your artifact. Sources must be current, reliable, and factual. Examples include:</p> <ul style="list-style-type: none"> ● Interview Field Expert

	<ul style="list-style-type: none"> ● LEA Adopted Curriculum ● Utah Education Network (UEN) ● Reputable Video/Documentary <ul style="list-style-type: none"> ○ Voices of Hope Series ○ Seize the Awkward ● Websites: <ul style="list-style-type: none"> ○ National Institute of Mental Health (NIMH) ○ Substance Abuse and Mental Health Services Administration (SAMHSA) ○ The American Institute of Stress ○ Kids Health ○ Hope4Utah ○ National Alliance on Mental Health (NAMI) ○ The Trevor Project
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In exceptional circumstances, due to the nature of the microcredential, the development team may decide that evidence from the Preparation and Planning category is not appropriate. If this is the case, include a rationale below as to why the Preparation and Planning evidence collection cannot be met and what alternate evidence collection is proposed.

Exception Rationale (if necessary)	<p>Explain why the Preparation and Planning evidence types are not appropriate for this microcredential and what alternate evidence is proposed.</p>
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Evidence Review Criteria

Include 2-3 review criterion statements for evidence submissions. These should describe the expected level of competence the evidence must demonstrate to earn the microcredential, for example:

- the level, quantity, or quality of performance
- the effectiveness of practice
- the consistency of practice

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Criterion 1	Artifact (or artifacts) utilized must be from an approved list with resources cited.
Criterion 2	Educator submitted a quality and complete lesson plan using the lesson plan template .
Criterion 3	Educator submitted an assessment tool, pre and post data, and a thorough analysis of the data collected.

Reflective Analysis Prompts

Write 2-3 reflection prompts. These should guide microcredential applicants to reflect on their professional practice with the target skill, concept, or tool. Reflection prompts can cover the following topics:

- Describe how you use (skill, concept) as a consistent part of your instruction.
- Discuss how your students benefit from your use of (skill, concept).
- How do you plan to develop your use of (skill, concept) in the future?

Note: Candidates may elect to submit written or video responses to these prompts.

Prompt 1	Describe the artifact you selected and how you plan to use it in your lesson.
Prompt 2	Describe the data you collected and how it informed your teaching and affected student learning. What does this data tell you about the effectiveness of the artifact you used in your lesson?
Prompt 3	How does this artifact demonstrate your knowledge of this microcredential?

Reflective Analysis Review Criteria

Include 2-3 review criterion statements for reflection submissions. These should describe the expected level of competence the reflection must demonstrate to earn the microcredential, for example:

- the level, quantity, or quality of performance
- the effectiveness of practice
- the consistency of practice

These criteria will appear on the microcredential's portal page and will guide applicants in composing their reflections.

These criteria will become the domains of the rubric used by reviewers to evaluate reflections. Note: The rubric used for reflection review is a single-point rubric; each domain of the rubric will be marked as Meets Standard or Does Not Meet Standard, along with feedback.

Criterion 1	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
Criterion 2	Thoughtfully and thoroughly answered reflection prompt in at least 2 paragraphs or a 2 minute video.
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Resources

List professional learning resources for microcredential applicants who may need to learn more about the target skill or concept. Be sure to build in variety to account for educators' differing learning styles. These may include any of the following:

- Books
- Articles in professional journals
- Websites
- Online videos
- Online courses
- Other

Include a description of each resource, and the URL or ISBN-10 number if applicable. These resources should not be LEA-specific (i.e., they should be available to educators in any Utah district or charter).

Title	Cognitive Rigor in Today's Classroom (Hess, 2013)
URL	https://www.asdn.org/wp-content/uploads/CCAP3010_Cognitive_Rigor_in_Todays_Classroom.pdf
ISBN-10	N/A
Description	Describes importance of cognitive rigor and the Cognitive Rigor Matrix.

Title	Critical Thinking and other Higher-Order Thinking Skills
URL	https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/
ISBN-10	N/A
Description	This website offers in-depth knowledge about higher order thinking skills, provides examples, including charts and other helpful visual aids.

Title	Edglossary.org
URL	https://www.edglossary.org/student-centered-learning/
ISBN-10	If applicable
Description	Define terms and their origins commonly used and widely accepted in education profess.

Title	Resource Title
URL	If applicable
ISBN-10	If applicable
Description	Include a brief description of this professional learning resource.

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