

# Domain 1: Planning and Preparation



## Component 1b. Demonstrating Knowledge of Students

### Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

# Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

*For further assistance:*

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

# Components of Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

**1b. Demonstrating Knowledge of Students**

1c. Setting Instructional Outcomes

1d. Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

# Learning Outcomes:

## 1b. Demonstrating Knowledge of Students

- Understand the elements of 1b
- Distinguish the difference in levels of performance
- Review examples of 1b evidence
- Identify my level of performance on 1b
- Create next steps to improve my level of performance in 1b

# Understanding 1b. Demonstrating Knowledge of Students

- The content and pedagogical knowledge of teachers is meaningless unless teachers also know students assigned to them.
- Knowledge of students is not limited to past and present academic performance, but also includes students' lives outside school. Student cultures and background experiences, student present talents and interests provide the important foundation for learning. Barriers to learning are addressed for every student by caring and professional teachers.

# Elements of 1b

## 1. Knowledge of child and adolescent development

- ▶ Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.\*

\*Proficient Level of Performance

# Elements of 1b

## 2. Knowledge of the learning process

- ▶ Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.\*

\*Proficient Level of Performance

# Elements of 1b

## 3. Knowledge of students' skills, knowledge, and language proficiency

- ▶ Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.\*

\*Proficient Level of Performance

# Elements of 1b

## 4. Knowledge of students' interests and cultural heritage

- ▶ Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.\*

\*Proficient Level of Performance

# Elements of 1b

## 5. Knowledge of students' special needs

- ▶ Teacher is aware of students' special learning and medical needs.\*

\*Proficient Level of Performance

# TESS Evidence for 1b

Artifacts (Products of teacher or student work)

- Lesson and Unit Plans
- Instructional Materials and Resources (plans for and results from teacher and student work)
- For summative teachers: Pre-Observation Form

Evidence from Planning Conferences and Conversations

# Planning for 1b Evidence

***If the teacher's goal is to show knowledge of typical developmental characteristics, and exceptions to those, then***

1. How can a teacher prove lessons are developmentally appropriate?
2. Can the teacher list typical developmental patterns for students taught?
3. Can students' ages inform instructional planning? How? Why?

# Planning for 1b Evidence

***If the teacher's goal is to show accurate understanding of how students learn and how it can be applied to students in general and in groups, then***

1. What role do student thinking skills play in planning for instruction?
2. What are your experiences with these concepts: teaching thinking; mental models; thinking maps; problem-solving graphics; current brain research?

# Planning for 1b Evidence

***If the teacher's goal is to show awareness of the importance of understanding students' skills, knowledge and language proficiency for groups of students, then***

1. How might a teacher learn about student academic levels and language proficiency?
2. Could this information be used to inform student grouping?
3. What records are required for documentation of using this information in lesson planning?

# Planning for 1b Evidence

***If the teacher's goal is to show understanding of the importance of understanding students' interests and cultural heritage for groups of students, then***

1. How can the teacher learn about student interests and cultural heritage?
2. How will you plan for appropriate activities and resources for those activities?
3. Create a developmentally appropriate Student Interest Inventory. Write instructions for its use.

# Planning for 1b Evidence

***If the teacher's goal is to demonstrate awareness of students' special learning and medical needs, then***

1. How will a teacher obtain this information for students?
2. How will student needs inform your lesson planning?
3. What role do records of this information play in lesson planning?

# Which 1b element does this pre-observation evidence address?

“I give a pre-test over the skills the students will be learning over the year. I observe when they are working on something and I ask them questions. I give out surveys and talk with their families at Parent/Teacher Conferences.”

- a. Knowledge of child and adolescent development**
- b. Knowledge of the learning process**
- c. Knowledge of students/ skills, knowledge & language proficiency**
- d. Knowledge of students' interests & cultural heritage**
- e. Knowledge of students' special needs**

Answer is c.

01June16 17

# Which 1b element does this pre-observation evidence address?

“It may take student J. longer because he struggles with written down rules, but he is able to pick out quotes in a book. Some of the other students may need to help him with reading the sentences and where the quotation marks should be placed. J. is sensitive and wants to be loved. On Fridays during remediation I work with him and help him with the skills for that week.”

“One student in this class let me know she was pregnant. I talked with her one-on-one and asked about her needs for a desk in the classroom. She may be sitting at a table during the lesson.”

- a.** *Knowledge of child and adolescent development*
- b.** *Knowledge of the learning process*
- c.** *Knowledge of students/ skills, knowledge & language proficiency*
- d.** *Knowledge of students' interests & cultural heritage*
- e.** *Knowledge of students' special needs*

Answer is e.

01June16 18

# Which 1b element does this pre-observation form evidence address?

“I see my students’ families in the community when I shop and go out to eat. I learn about student lives outside the classroom through student interest surveys.”

- a.** *Knowledge of child and adolescent development*
- b.** *Knowledge of the learning process*
- c.** *Knowledge of students/ skills, knowledge & language proficiency*
- d.** *Knowledge of students’ interests & cultural heritage*
- e.** *Knowledge of students’ special needs*

Answer is d.

01June16 19

# Which 1b element does this pre-observation form evidence address?

“I’m excited about showing how the students use concept webs in the lesson you will see. They should be able to create original webs.”

- a. Knowledge of child and adolescent development**
- b. Knowledge of the learning process**
- c. Knowledge of students/ skills, knowledge & language proficiency**
- d. Knowledge of students’ interests & cultural heritage**
- e. Knowledge of students’ special needs**

Answer is b.

01June16 20

# Which 1b element does this pre-observation evidence address?

The teacher shares notes on students' demonstrated level of thinking and her plans for review activity preceding instruction using a new format – a more concrete format.

- a.** *Knowledge of child and adolescent development*
- b.** *Knowledge of the learning process*
- c.** *Knowledge of students/ skills, knowledge & language proficiency*
- d.** *Knowledge of students' interests & cultural heritage*
- e.** *Knowledge of students' special needs*

Answer is a.

01June16 21

Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## *Proficient*

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## *Basic*

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

## *Unsatisfactory*

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not No Not clear Unaware Does not respond Poor Not congruent</p>	<p>Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary</p>	<p>Consistent High quality Timely Accurate Appropriate Clear Effective High expectations</p>	<p>All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive</p>

# This is which level of performance for 1b?

1. The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 1b?

2. The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 1b?

3. The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 1b?

4. The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# Level of Performance Answers

- 1) Proficient
- 2) Distinguished
- 3) Unsatisfactory
- 4) Basic

**Any surprises?**

# How is 1b successfully demonstrated?

When reviewing a teacher's lesson plans or during a planning conference, an observer/rater may look for the following:

- Teacher descriptions of the students s/he teaches, including academic skills and cultural background.
- Teacher plans to incorporate student interests in the lessons.
- Teacher notes or records showing information gathered on students to inform planning and instruction.

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

- After reviewing the Performance Levels for **Component 1b: Demonstrating Knowledge of Students**, how would you rate on the rubric?
- How could you locate information on student lives outside school?
- Which element of this component should your professional learning target?
- How might your lesson plan for summative observation demonstrate your knowledge of students?

# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson