

Domain 1: Planning and Preparation



Component 1d. Demonstrating Knowledge of Resources

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

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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:

1d. Demonstrating Knowledge of Resources

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

Understanding 1d. Demonstrating Knowledge of Resources

- Teachers show what they know about the resources immediately available in the classroom, but this component is much more. It is advocating for learning resources for students and teachers in multiple formats.
- As we work to teach more than ‘facts to know’, we find such importance in a trove of resources that will lead to learners learning in a self-driven, self-empowered environment.
- Continuing the match, effective teachers can explain resources to be used and why for the students in the learning today and in the future.

Elements of 1d

1. Resources for Classroom Use

- ▶ Teacher displays solid awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.*

*Proficient Level of Performance

Elements of 1d

2. Resources to extend content knowledge and pedagogy

- ▶ Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.*

*Proficient Level of Performance

Elements of 1d

3. Resources for students

- ▶ Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.*

*Proficient Level of Performance

TESS Evidence for 1d

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 1d Evidence

If the teacher's goal is to show awareness of school/district resources for the classroom, external resources or on the internet , then

1. How might a teacher become aware of resources available for classroom use, especially in a new school?
2. Research and list 'types' of resources which would enable student and teacher learning.
3. What professional resources do you know about, use, or need to find for your personal content and pedagogical learning?

Planning for 1d Evidence

If the teacher's goal is to know content and pedagogical resources in and out of school/district or on the internet, then

1. If asked, could you share past and current trends in the instructional content area you teach?
2. How do you rate for 'tech savvy'? Do you work the 'net? Does it work you? What resources could develop that skill for you?
3. What have you learned about the social aspect of your school and community? Could you be the 'teacher' in that area, or are you the 'learner'?

Planning for 1d Evidence

If the teacher's goal is to know and show resources for students in the school/district or outside the school/district or on the internet, then

1. Is your plan for implementation of instruction providing for learning which must be learned in class and taken out, or do you provide for outside learning being brought in?
2. How can you document the effectiveness of learning resources for students in a time-efficient way?
3. Is this a topic of your work with professional peers? If no, should it be?

Which 1d element does this pre-observation evidence address?

“Materials include the book, Sir Cumference and the First Round Table by Cindy Neuschwander, blank bubble data collection sheets, scissors, drinking straws, black plastic garbage bags, yarn centimeter rulers, bubble solution in plastic cups, pencils, dry erase board and markers.”

“Each one of the students has some sort of social/emotional goal set on their IEP. A goal that they all have in common is working on sharing. I want to teach fairness among my students. Many of my students only associate with certain topics. I want them to see that every student will have a different image and it is okay to be diverse. Patterns are a common goal among my students; this is a beginning math skill. Many of my students have lack of muscle control because of their disability. All of my students learn more from having tangible items. A lot of our goals are IEP oriented. I use their IEP to determine these. A lot of our students need these goals for behavior, because we have issues with students fighting each other over stuff. Most of them cannot write, but I want them to have an opportunity. This goal will reinforce their work on patterns, and this will allow them practice on how to predict what is coming.”

- a. Resources for classroom use**
- b. Resources to extend content knowledge and pedagogy**
- c. Resources for students**

Answer is a.

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Which 1d element does this pre-observation conference evidence address?

“We will learn about Google Earth on computer/TV; Microsoft Picture viewer Slideshow. Students will complete Teacher-made Worksheet: 'Memories of Australia.' to make replicating this process outside of class easier for their initial project.”

- a. Resources for classroom use**
- b. Resources to extend content knowledge and pedagogy**
- c. Resources for students**

Answer is c.

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

“I consult with all classroom teachers, the Special Education teacher and the Intervention Coach. I also am part of an Art teacher exchange on the Internet where we exchange questions about anything Art related.”

“I consult with all the classroom teachers to integrate curriculum which is an important aspect of my job. I need to know how they are addressing different subjects so I know what content and knowledge skills my students have. At a faculty meeting I did activities to model how to do different graphic organizers and different ways to implement them in the classroom.”

- a. Resources for classroom use**
- b. Resources to extend content knowledge and pedagogy**
- c. Resources for students**

Answer is b.

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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 1d?

1. The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1d?

2. The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1d?

3. The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1d?

4. The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

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

Any surprises?

How is 1d successfully demonstrated?

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

- A teacher's ability to tell how the best resources for the learning and students are a part of instructional implementation.
- A teacher's awareness of a potential lesson or unit that would benefit students.
- The story of the teacher's personal professional learning activities and success in application.

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 1d: Demonstrating Knowledge of Resources**, how would you rate on the rubric?
- How could you locate additional resources to validate your knowledge of content and/or content-appropriate pedagogies?
- Do you designate planning resources for the range of learning requirements your students represent?
- With all you do, how might you validate students learning outside the classroom?

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