Demonstrating Knowledge of Students and Setting Instructional Outcomes

October 2, 2013

Domain 1: Planning and Preparation

What a teacher knows and does in preparation for engaging students in learning.

Review

Last time—Discussed:

- The planning and preparation aspect of demonstrating knowledge of content and pedagogy
- Focus this week is on knowledge of students and setting instructional outcomes

Pair and Share

1. When planning and preparing for each week's lessons, list the types of things that you need to know about each student in order to plan effective instruction?

2. How does knowledge of the student help you set instructional outcomes?

3. What other factors impact instructional outcomes?

Domain 1

- **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

1b Elements

- Knowledge of child and adolescent development

- Knowledge of the learning process

- Knowledge of students' skills, knowledge, and language proficiency

- Knowledge of students' interests and cultural heritage

- Knowledge of students' special needs

1b Indicators

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

How/where do you find this type of information?

The following are just some of the major ways of thinking about the stages of child development.

The Theory Overview

The Stages:

Developmental Milestones

Developmental milestones describe abilities that children typically achieve by a certain age. For example, walking is a milestone that many children reach sometime between the ages of 9 and 12 months.

Physical Milestones
Cognitive Milestones
Social and Emotional Milestones
Communication Milestones

Cognitive Stages

Psychologist Jean Piaget proposed a theory centered on the intellectual development of children. Concepts such as schemas, egocentrism, and assimilation are central to Piaget's theory.

The Sensorimotor Stage
The Preoperational Stage
The Concrete Operational Stage
The Formal Operational Stage

Psychosocial Stages

Unlike many other developmental theories, Erik Erikson's theory focuses on development across the entire lifespan. At each stage, children face a developmental crisis that serves as a major turning point. On the right are the stages that occur during childhood and adolescence.

Trust vs. Mistrust
Autonomy vs. Shame and Doubt
Initiative vs. Guilt
Industry vs. Inferiority
Identity vs. Confusion

Psychosexual Stages

Psychoanalyst Sigmund Freud proposed a controversial theory of development, suggesting that the energy of the libido was focused on specific erogenous zones at specific stages. Failure to progress through a stage can result in a fixation at that point in development, which Freud believed could have an influence on adult behavior.

The Oral Stage
The Anal Stage
The Phallic Stage
The Latent Stage
The Genital Stage

Moral Stages

Psychologist Lawrence Kohlberg proposed a stage theory focused specifically on the moral development of children. The theory describes three overall levels of moral development that can then be broken down further into six stages.

Preconventional Morality
Conventional Morality
Postconventional Morality

Level 1 Attributes

- The teacher does not understand child developmental characteristics and has unrealistic expectations for students.

- The teacher does not try to ascertain varied ability levels among students in the class.

- The teacher is not aware of students' interests or cultural heritages.

- The teacher takes no responsibility to learn about students' medical or learning disabilities.

Level 2 Attributes

- The teacher cites developmental theory but does not seek to integrate it into the lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

Level 3 Attributes

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high", "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

Level 4 Attributes

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.

- The teacher seeks out information from all students about their cultural heritages.

- The teacher maintains a system of updated student records and incorporates medical and /or learning needs into lesson plans.

Domain 1

- **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
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# 1c: Setting Instructional Outcomes

1. Why do we have to have an end in mind (instructional outcome) for all instruction?

2. When we think of instructional outcomes, do we think of what the students will do as a result of the instruction or what they will learn as a result of the instruction?

1c Elements

Value, sequence, and alignment

- *Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards*
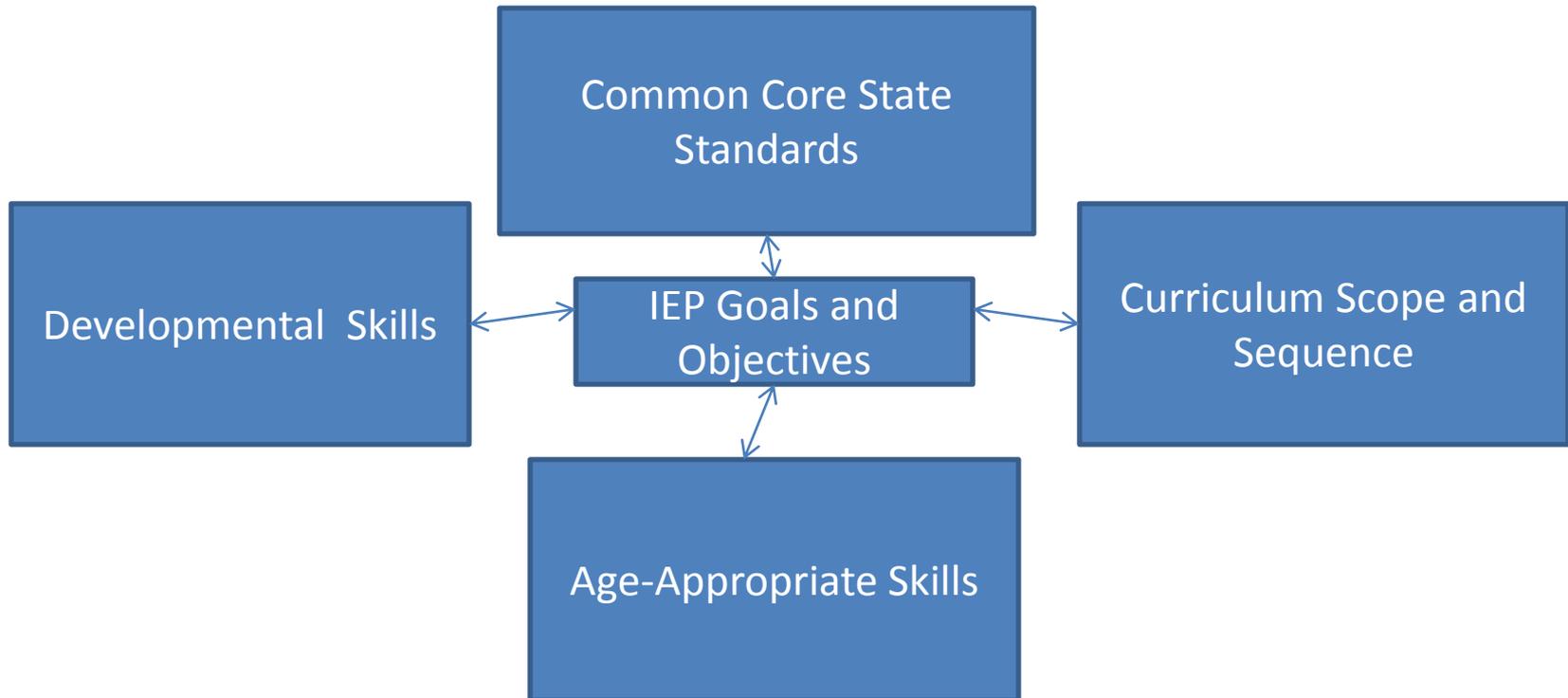
Clarity

- Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment

Learn vs. **Do**
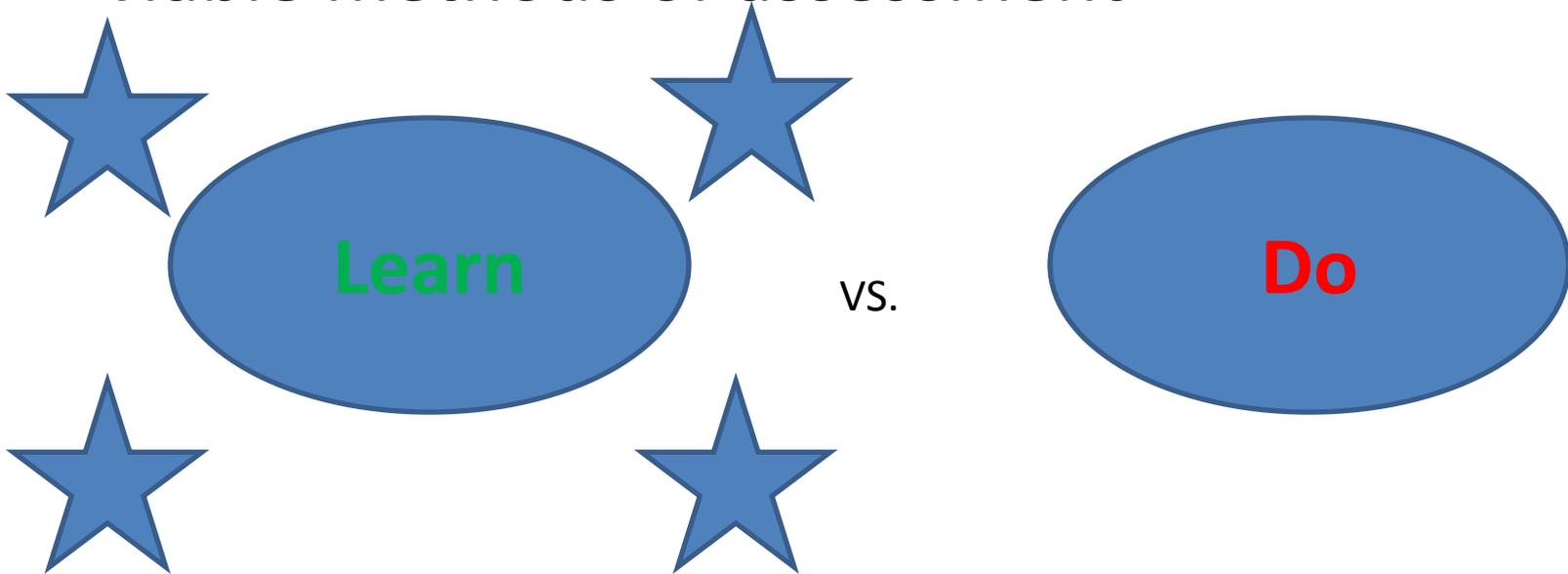
Balance

- Outcomes should reflect different types of learning, such as knowledge, conceptual, understanding, and thinking skills

Understanding

Knowledge

Thinking

Conceptual

Balance (cont.)

- Factual and procedural knowledge
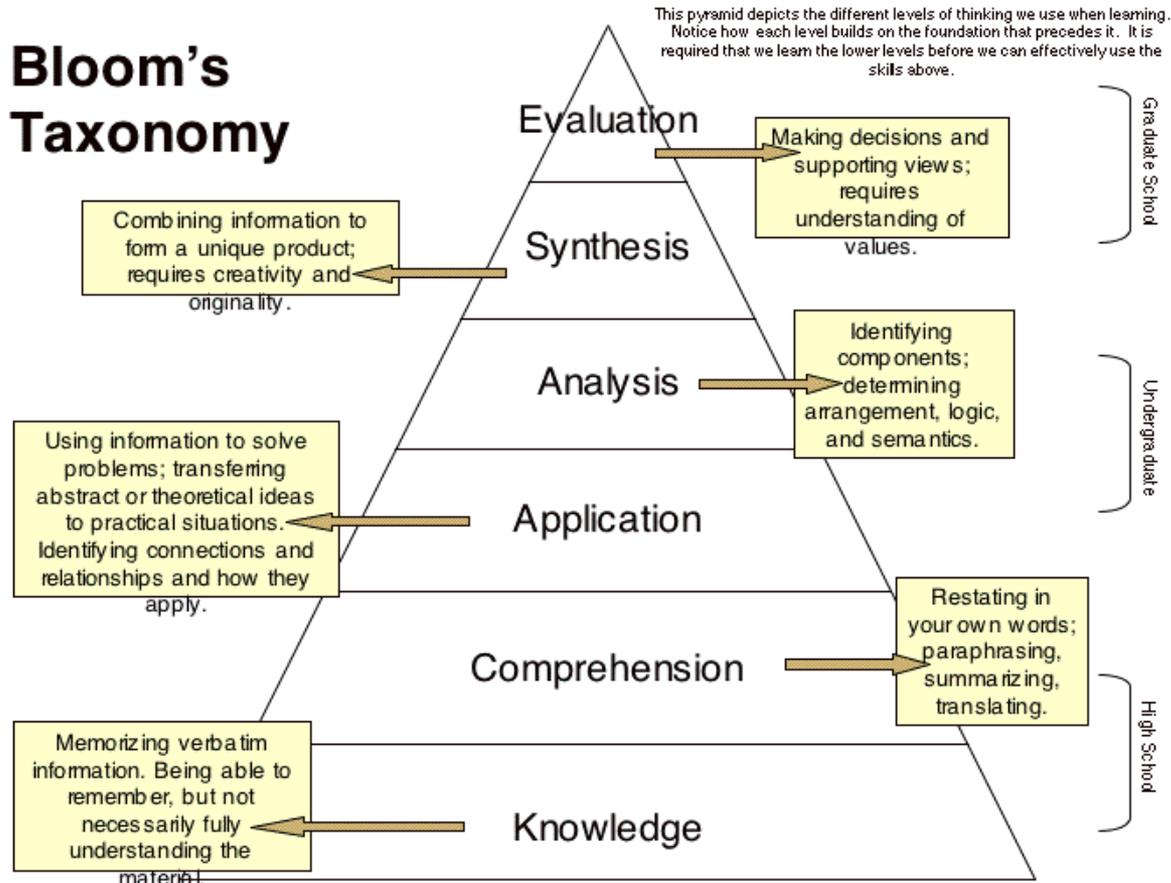- Conceptual understanding
- Thinking and Reasoning Skills
- Collaborative and communication strategies

**Also, consider dispositions (developing a love for _____, seeing the purpose of _____)

Bloom's Taxonomy

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Evaluation — Making decisions and supporting views; requires understanding of values.

Synthesis — Combining information to form a unique product; requires creativity and originality.

Analysis — Identifying components; determining arrangement, logic, and semantics.

Application — Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Comprehension — Restating in your own words; paraphrasing, summarizing, translating.

Knowledge — Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Graduate School
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High School

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Suitability for diverse students

- Outcomes must be appropriate for all students in the class.

Think of the students in your classroom or on your caseload….

Take two students and list at least 3 diverse learning characteristics/styles of those two students.

How do you consider those needs or differentiate instruction for those two students?

1c Indicators

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

Unsatisfactory Level 1

- The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.

- Outcomes are stated as student activities, rather than as outcomes for learning.

- Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

Critical Attributes of Level 1

- ## Outcomes lack rigor.

  Example: None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.

- ## Outcomes do not represent important learning in the discipline.

  Example: All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.

  Example: The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.

- ## Outcomes are not clear or are stated as activities.

  Example: A learning outcome for a fourth-grade class is to make a poster illustrating a poem.

- ## Outcomes are not suitable for many students in the class.

  Example: Despite the presence of a number of EE students in the class, the outcomes state that all writing must be grammatically correct.

Needs Improvement Level 2

- Outcomes represent moderately high expectations and rigor.
- Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.
- Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.
- Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

Critical Attributes of Level 2

- Outcomes represent a mixture of low expectations and rigor.

  Example: Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.

- Some outcomes reflect important learning n the discipline.

  Example: Most of the English Language Arts outcomes are based on narrative.

- Outcomes are suitable for most of the class.

  Example: The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.

Proficient Level 3

- Most outcomes represent rigorous and important learning in the discipline are clear, are written in the form of student learning, and suggest viable methods of assessment.

- Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

Critical Attributes of Level 3

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.

  Example: One of the learning outcomes is for students to "appreciate the aesthetics of 18th –century English poetry.

- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

  Example: The learning outcomes include students defending their interpretation of the story with citations from the text.

  Example" The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.

- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Excellent Level 4

- All outcomes represent high-level learning in the discipline.

- Outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.

- Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.

- Outcomes are differentiated, in whatever way is needed, for individual students.

Critical Attributes of Level 4

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.

  Example: One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.

- The teacher connects outcomes to previous and future learning.

  Example: Students will develop a concept map that links previous learning goals to those they are currently working on.

- Outcomes are differentiated to encourage individual students to take educational risks.

  Example: The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.
  Example: Some students identify additional learning.
  Example: The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.

Pair and Share

- What would a rating of 4 look like in your classroom or service delivery location for this area?

Questions