



1a: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

September 4, 2013

Domain 1: Planning and Preparation

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

Pair and Share

Take a few moments...

1. How do you begin planning for the week of instruction?
2. What guides you?
3. What to you are key points to have in mind?

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

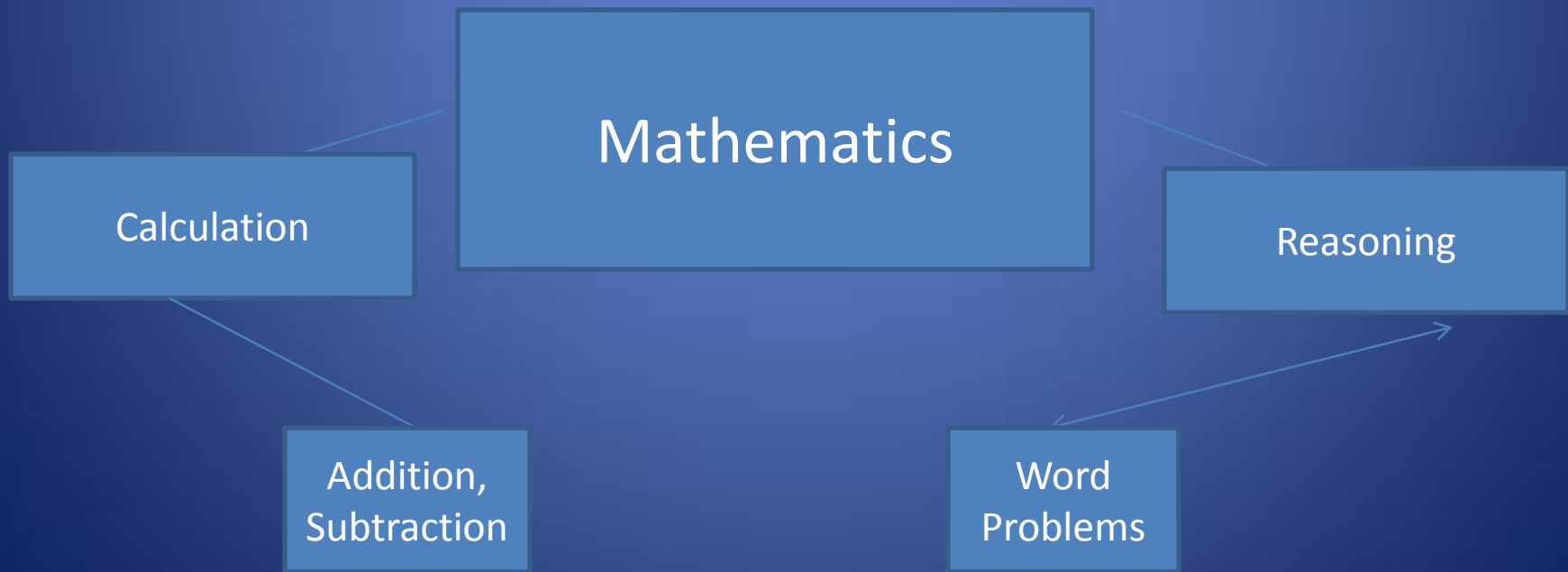
Ah-Ah

[Example SESE Universal Lesson Plan.docx](#)

1a Elements

Knowledge of content and the structure of the discipline

- *Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.*

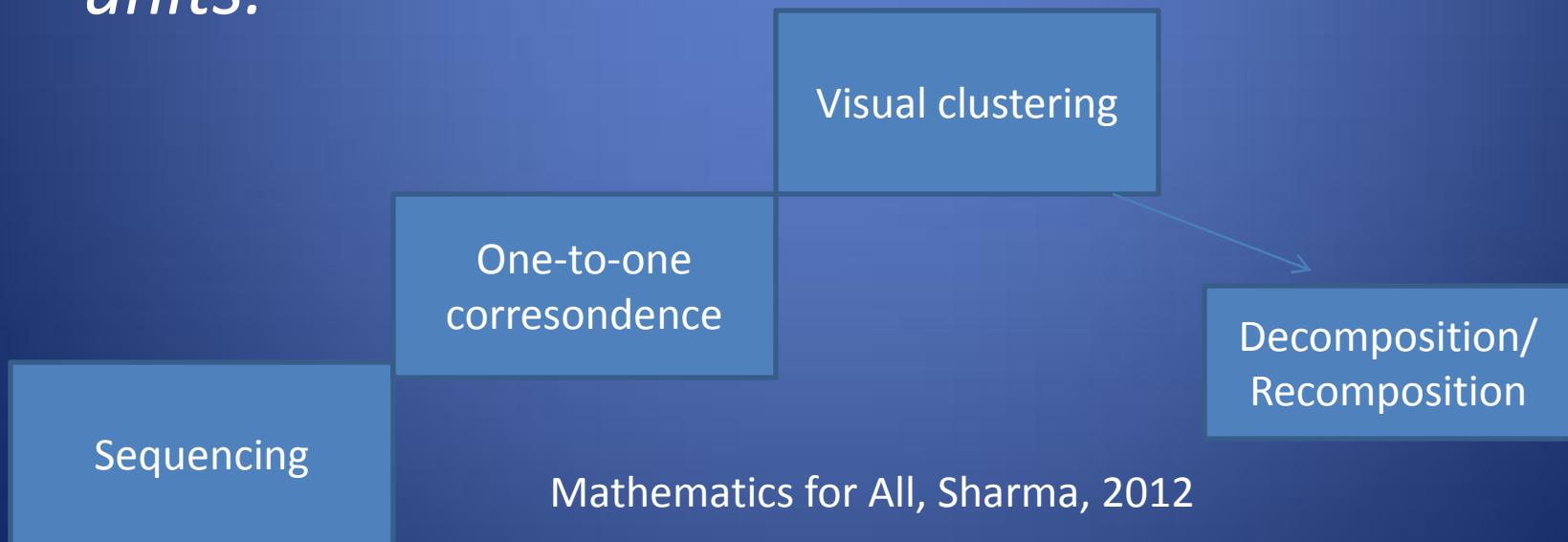


What is the content and structure of your discipline?

- Pick the overall discipline you represent (ie: Classroom or Itinerant Teacher (specific to area of disability), Social Worker, Psychologist, Speech-language Pathologist, Occupational Therapist, Physical Therapist, Prevocational
 1. What is the dominant structure?
 2. What is examples of smaller components or strands?
 3. What is the central concept or skill?

Knowledge of prerequisite relationships

- *Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.*



Mathematics for All, Sharma, 2012

Choose an academic subject/skill area
or an area of functional
performance....

1. List prerequisite skills that are needed in order to teach a targeted skill or overall teach within this area

Knowledge of content-related pedagogy

- *Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.*

Pedagogy: the art, science, or profession of teaching

<http://www.merriam-webster.com/dictionary/pedagogy>

1. Choose a discipline (math, reading, social-emotional, science, physical and health, social studies).
2. What is the driving force behind that discipline?

1a Indicators

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

Unsatisfactory Level 1

- In planning and practice, the teacher makes content errors or does not correct errors made by students.
- The teacher displays little understanding of prerequisite knowledge important to student learning of the content.
- The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Critical Attributes of Level 1

- The teacher makes content errors.

Example: The teacher says “The official language of Brazil is Spanish, just like other South American Countries.”

- The teacher does not consider prerequisite relationships when planning.

Example: The teacher says, “I don’t understand why the math book has decimals in the same units as fractions.”

- The teachers’ plans use inappropriate strategies for the discipline

Example: The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.

Satisfactory Level 2

- The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.
- The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.
- The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

Critical Attributes of Level 2

- The teacher's understanding of the discipline is rudimentary.

Example: The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.

- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

Example: The teacher plans to forge ahead with a lesson on addition with regrouping even though some students have not fully grasped place value.

- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

Example: The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.

Proficient Level 3

- The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.
- The teacher demonstrates accurate understanding of prerequisite relationships among topics.
- The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

Critical Attributes of Level 3

- The teacher can identify important concepts of the discipline and their relationships to one another.

Example: The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.

- The teacher provides clear explanations of the content.

Example: The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.

Critical Attributes of Level 3

- The teacher answers students' questions accurately and provides feedback that furthers their learning.

Example: The teacher answers student questions about the subject and connects with a related topic.

- Instructional strategies in unit and lesson plans are entirely suitable to the content.

Example: The teacher plans to expand a unit on civics by having students stimulate a court trial.

Excellent Level 4

- The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
- The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.
- The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

Critical Attributes of Level 4

- The teacher cites intra- and interdisciplinary content relationships.

Example: In a unit on 19th century literature, the teacher incorporates information about the history of the same period.

- The teacher's plans demonstrate awareness of possible misconceptions and how they can be addressed.

Example: Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.

- The teacher's plans reflect recent developments in content-related pedagogy.

Example: The teacher includes a news release on the latest development in the content area that is being studied.

Pair and Share

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

[SESE Universal Lesson Plan.docx](#)

Questions