Component 1b:	**Demonstrating Knowledge of Students**
	Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn. The elements of component 1b are: • Knowledge of child and adolescent development *Children learn differently at different stages of their lives.* • Knowledge of the learning process *Learning requires active intellectual engagement.* • Knowledge of students' skills, knowledge, and language proficiency *What students are able to learn at any given time is influenced by their level of knowledge and skill.* • Knowledge of students' interests and cultural heritage *Children's backgrounds influence their learning.* • Knowledge of students' special needs *Children do not all develop in a typical fashion.* Indicators include: • 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

	Ineffective	Developing	Effective	Highly Effective
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Critical Attributes	The teacher does not understand child development 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.	The teacher cites developmental theory but does not seek to integrate it into 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.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. 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.	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.
Possible Examples	• *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.* • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.* • *And others…*	• *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.* • *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* • *Lesson plans make only peripheral reference to students' interests.* • *The teacher knows that some of her students have IEPs, but*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.* • *The teacher administers a student interest survey at the beginning of the school year.* • *The teacher plans activities using his knowledge of students' interests.* • *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* • *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.* • *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.* • *The teacher attends the local Mexican heritage day, meeting several of his*

		they're so long that she hasn't read them yet. • *And others…*	*as part of the next biology lesson.* • *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.* • *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.* • *And others…*	*students' extended family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.* • *And others…*

(From Danielson 2013 Rubric – Adapted to the NYCDOE Framework for Teaching Components)

Component 1c:	**Setting Instructional Outcomes**
	Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1. Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines. The elements of component 1c are: • 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.* • Balance *Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.* • Suitability for diverse students *Outcomes must be appropriate for all students in the class.* Indicators include: • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for students of varied ability

	Ineffective	Developing	Effective	Highly Effective
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They 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.	Outcomes represent moderately high expectations and rigor. Some 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.	Most outcomes represent rigorous and important learning in the discipline and 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.	All outcomes represent high-level learning in the discipline. They 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	Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	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. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	The teacher's plans reference curricularframeworks or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	• *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.* • *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.* • *Despite the presence of a*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *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.* • *Most of the English Language Arts outcomes are based on narrative.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."* • *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.* • *The learning outcomes include students defending their interpretation of the story with citations from the text.*	• *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.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*

	number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.* • *And others…*	• *And others…*	• *And others…*	• *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.* • *And others…*

(From Danielson 2013 Rubric – Adapted to the NYCDOE Framework for Teaching Components)

Component 1e:	**Designing Coherent Instruction**
	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3. The elements of component 1e are: • Learning activities *Instruction is designed to engage students and advance them through the content.* • Instructional materials and resources *Aids to instruction are appropriate to the learning needs of the students.* • Instructional groups *Teachers intentionally organize instructional groups to support student learning.* • Lesson and unit structure *Teachers produce clear and sequenced lesson and unit structures to advance student learning.* Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

	Ineffective	Developing	Effective	Highly Effective
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes • Instructional groups do not support learning • Lesson plans are not structured or sequenced and are unrealistic in their expecations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	• *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of*	• *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher finds an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually*	• *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*	• *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* • *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.* • *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons;*

	four based on where they are sitting. • *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or text, along with page numbers in the text.* • *And others…*	*cover the concepts thoroughly.* • *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.* • *And others…*	• *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.* • *The fourth-grade math unit plan focuses on the key concepts for that level.* • *And others...*	*the teacher plans for his students to link the current lesson outcomes to those they previously learned.* • *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.* • *And others...*

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Component 1f:	**Designing Student Assessments**
	Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes. The elements of component 1f are: • Congruence with instructional outcomes *Assessments must match learning expectations.* • Criteria and standards *Expectations must be clearly defined.* • Design of formative assessments *Assessments for learning must be planned as part of the instructional process.* • Use for planning *Results of assessment guide future planning.* Indicators include: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	Ineffective	Developing	Effective	Highly Effective
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic, with real-world application as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	• *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.* • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I*	• *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.* • *A student asks, "If half the class passed the test, why are we all reviewing the material again?"* • *And others…*	• *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.* • *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the*	• *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.* • *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5;*

	just have to keep moving." • *And others…*		*students into different groups during the next lesson's activities.* • *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.* • *And others…*	*the students know that their rating will indicate their activity for the next lesson.* • *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.* • *And others…*

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