



# TEAM Video Library

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Teacher Knowledge of Students  
Summer 2023



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

# Teacher Knowledge of Students

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The key to this indicator is the teacher's ability to analyze students' data from prior assessments, both formative and summative, to determine the needs of all students. This indicator also pertains to the teacher's ability to adjust instruction based on the knowledge of student backgrounds, interests, and learning styles.

# Evaluator Expectations

In the pre-conference, ask, *“How did you identify the needs of students and how will you provide differentiated instruction within your lesson?”*

To score this indicator, the observer will need to look for:

- specific modifications or supports to meet specific learning or behavioral needs
- activities that address different learning styles
- topics incorporated into the lesson that connect personally to the students

This indicator aligns with *Motivating Students*.

# Descriptor 1: Teacher practices display understanding of students' anticipated learning difficulties.

This descriptor pertains to a teacher's ability to meet students' learning needs. Teachers should be aware of students' learning difficulties and advanced abilities based on data collected from formative and summative assessments. Other data that could inform the teacher of students' learning needs could be I.E.P.'s or daily anecdotal notes from previous lessons based on academic feedback. Teachers then plan and adjust lessons based on anticipation of student struggles.

This descriptor is aligned with *Grouping, Activities and Materials*, and *Academic Feedback*.



**Capture an example(s) of descriptor 1 as you watch this video.**





**Share out example(s) of different teacher practices that could be used for students with learning difficulties.**







## Example(s) of different teacher practices that could be used for students with learning difficulties:

- Working in pairs, groups, or individually
- Visual models
- Physical activities
- Musical activities
- Modified assignments or guided practice
- Choice seating



## Descriptor 2: Teacher practices incorporate student interests and cultural heritage.

This descriptor pertains to a teacher's ability to incorporate student interests and background into the content of the lesson. It is important for teachers to build relationships with students to better connect the lesson to students' lives.

This descriptor aligns to *Motivating Students*.



# Capture example(s) of descriptor 2 as you watch this video.





**Share out example(s) of ways teachers can incorporate students interests and cultural heritage into their lessons.**



# Example(s) of teacher practices that may be used to incorporate students' interests and cultural heritage into lessons:

- Learn about your students.
  - Open communication may uncover your students' learning styles.
- Interview your students.
  - Take each student aside for two minutes to ask about hobbies, favorite lessons and their preferred in-class exercises.
- Integrate relevant word problems within your lessons.
  - Contextualize equations using word problems that reference student interests and cultures.
- Present new concepts using student vocabulary.
  - Use student friendly language to capture attention and build understanding before using academic terms.
- Bring guest speakers to your classrooms.
  - Guests can add context to your lesson and speak from a specific cultural perspective.
- Use learning stations.
  - Provide a range of material by setting up learning stations.



# **Descriptor 3: The Teacher provides differentiated instructional methods/content to ensure students have the opportunity to master what is being taught.**

This descriptor pertains to the teacher's ability to provide opportunities for all students to be successful because the strategies used are differentiated based on the academic and behavior needs of the students.

When planning instruction, teachers need to keep in mind some students need:

- more/less processing time,
- more/less support,
- auditory activities,
- visual supports, and/or
- kinesthetic activities.

This descriptor is aligned with *Activities and Materials* and *Structure and Pacing*.



# Capture example(s) of descriptor 3 as you watch this video.





**Share out example(s) of ways teachers can provide differentiated instructional methods.**





# Example(s) of ways teachers can provide differentiated instructional methods:

- Create learning stations.
  - Divide your classroom into stations that have different activities, each helping teach a skill or concept.
- Target different senses within lessons.
  - Aim to use lesson content that targets visual, tactile, auditory and kinesthetic senses.
- Use the Think-Pair-Share strategy.
  - Ask students to individually think about a question. Next, pair them together to discuss their thoughts. Finally, have each pair share their ideas with the rest of the class.
- Group students with similar learning styles.
  - Encourage student collaboration by grouping them based on common work and thinking practices.



# Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

[https://stateoftennessee.formstack.com/forms/team\\_rubric\\_video\\_library](https://stateoftennessee.formstack.com/forms/team_rubric_video_library)

Please use the form to reflect on today's learning and provide feedback about this resource.



QR Code



# Thank You!

Email questions to [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov)

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