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Charlotte Danielson Framework 22 Components of Great Teaching

Module 1

Domain 1: Planning and Preparation

Program Introduction

CHARLOTTE DANIELSON: My name is Charlotte Danielson, and I'm the author of the book *Enhancing Professional Practice: A Framework for Teaching*; that many schools and school districts across the U.S. and overseas, actually, use to define good teaching. What it offers is a description of practice based on research that has been demonstrated to promote learning by students.

In this program, I will describe briefly each of the four domains and then also briefly all of the components that are part of that domain. Domain 1 has six components; Domains 2 and 3 each have five; and Domain 4 has six. They all refer to somewhat different aspects of teaching, but they are all integrated together in this extremely complex work called teaching.

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Domain 1 Introduction

CHARLOTTE DANIELSON: Domain 1 in the *Framework for Teaching* concerns planning and preparation. Planning and preparation is behind-the-scenes work for teaching. If you observe a teacher's classroom, you may see a lot of indirect evidence of the quality of their planning. You won't see it actually, though, because it's already happened; it's been done.

Good planning is really critical to good teaching. Some highly experienced teachers can sort of make things up as they go along; but even really experienced teachers can't do that for very long. You need a good plan. However, you also have to learn how to adjust and modify as you go; so, the planning and the teaching have an interactive relationship, but good teachers plan well, period. It doesn't mean they can always execute it well, but they plan well; and they take into account, certainly, their district's curriculum or their state standards.

They have to take into account their students. They have to be knowledgeable about the resources they have available to them. They have to plan not only what the students will do and how they will present content, but they also have to plan for how they're going to assess whether or not the students have actually learned that content.



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There's a great deal of intellectual energy that goes into good planning, and good teachers do it well.

Component 1A – Demonstrates Knowledge of Content and Pedagogy

CHARLOTTE DANIELSON: Component 1A is demonstrating knowledge of content and pedagogy. It's the knowledge of the subject and how to teach it. This is a critically important aspect of teaching. That is, teachers can't teach things they don't know; and there are some people who think, Well, so long as I stay one page or two ahead of the students, I'm going to be okay. That's clearly inadequate.

There's a lot about a discipline in any subject that teachers need to have a rich understanding of. There are the essential concepts of the discipline. There are the prerequisite relationships that exists among those concepts. There is the structure of the discipline and the methods of inquiry. For example, mathematics has a number of strands included in it, such as number theory, statistics and probability, geometry and so on. Those are treated separately from each other, but they clearly relate together. Every discipline has such strands.

Understanding the subject to be taught includes understanding its critical concepts and how those relate to each other. It has to do with knowing how people engage in that subject. For example, in science, the concepts and facts in science aren't just given to us; they have been discovered through inquiry. And scientific inquiry is a critical aspect of understanding science. You can't be said to understand science if you don't know how it's done.

Same thing with history, for example. We learn what happened in history, but history is reinterpreted. Every generation reinterprets the same events because we know more now. You can find more primary documents; you can understand it from different perspectives.

Understanding the subject is not a trivial matter or staying a day or two ahead of the students. Understanding the subject is part of what's important here. The other part of what's important is knowing how to teach it to students; that is the pedagogy. Different subjects have different, if you like, signature pedagogies to them. Some of it is understanding just the facts, understanding the concepts, understanding the methods of inquiry and how students learn those things.

Sometimes a presentation is what's needed. Teaching writing has very important pedagogical aspects to it. Students have to write, and there's been a great deal of research in how to help students learn to write. Part of understanding writing is not just how to write oneself; it's to engage students in learning to write and to getting better at writing.

The balance between knowledge of the content and knowledge of the content-specific pedagogy shifts between different levels of schooling and in different subjects. For example, in



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science, the subject itself has evolved rather rapidly. Biology today is not the same as it was 20 years ago, certainly not 30. It's really evolved as scientists have learned more.

Reading, on the other hand, the act of reading is still pretty much the same as it always has been; and it has to do with understanding and being able to make sense of squiggles on paper. That hasn't changed. But what has evolved is how to teach students to read. Understanding the evolving methodologies, the pedagogy, in other words, is critical for expertise in teaching.

Another important and interesting aspect of understanding content is understanding the common misconceptions that students have. There are patterns of those. It turns out that almost every student, for example, say, middle school student, has a firm but wrong idea about light, for example. They think that light comes from the objects into our eyes. In fact, it's not that way; and, yet, that's what they believe.

Some of these misconceptions are remarkably stable over time. There have been interviews of college students, university students, on their graduation day who majored in science who could not explain why it is that it's warmer in the summer and colder in the winter. They will say things like, Well, the earth is closer to the sun in the summer than the winter. Well, actually, it's not, in fact. It's further away. And, anyway, even if it were, how would you explain the southern hemisphere. In our summer, if we were closer to the sun, they would also be closer to the sun, and they're having winter. It clearly is an inadequate explanation for summer and winter; and these are college students. And, yet, they hold on to a childlike view that it's warmer when you get close to things like a fire. Well, that works for fires. It doesn't work for the sun. In fact, in the sun, it has to do with the tilt of the earth, not the proximity to the sun at all.

These misconceptions are held by students; and they're actually rather reluctant to give them up in some cases. Understanding those is part of understanding the subject and understanding how students learn those subjects.

Because the subjects we teach and the ways we have discovered and are continuing learn the methods for teaching those change; there is, of course, an obligation on the part of every teacher to stay abreast of those developments. Otherwise, our teaching becomes rather stagnant and actually stale. In all aspects of teaching, there is an obligation to stay current and stay abreast.

In knowledge of content and knowledge of pedagogy, it's absolutely critical.



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Component 1B – Demonstrating Knowledge of Students; Part One

CHARLOTTE DANIELSON: Component 1B in the *Framework for Teaching* is demonstrating knowledge of students. It's in the planning domain, so it has to do with the planning one does to know one's students so one can teach them well.

This is a really important aspect of teaching; that is, we don't just teach, say, chemistry; we teach chemistry to students. Unless our students actually learn chemistry, we can't really have been said to teach it. That is, teaching is that which causes learning; and, only when you understand who your students are can you plan effectively to engage them in the content.

There are several different aspects of knowing one's students. One is knowing the general characteristics of the age group. That is, 5-year-olds and 12-year-olds and 16-year-olds are very different from one another in a lot of different aspects, obviously. But in those aspects that are important in learning, it has to do with their cognitive structures which do evolve.

Young children have very unstable ideas about things like number. They're not really convinced that every time you have three objects and you combine with them two objects that every time it ends with five. They have to learn that. Once they have, and that concept is stable and established; then you can use that for other things. Same thing with all kinds of other concepts.

With older students, the concept of, let's say in science, separating and controlling variables, for example. Fourth grade students don't really get that. Most middle school students and high school students get that if they've had the right experiences to develop it; but it doesn't make sense to even try to teach it to, say, eight-year-olds because you're not going to be able to be successful. It has to do with the way their brain develops.

Understanding those aspects of students is important in planning. And there are, of course, emotional and social aspects of maturation that are important as well. That is, the importance of peer group, for example. You don't see that with five-year-olds. Five-year-olds engage in parallel play. They can be all be playing at the sandbox, say; but they're not really playing with each other. They're playing individually. As they get older, their relationships with their classmates become central to the quality of their life.

Another important aspect of knowing one's students in a general way, in addition to knowing the general characteristics of development has to do with understanding how learning happens in general. I think there's one sentence that captures this, and it sounds almost dumb to say it; but I will because a lot of things flow from it. That is that learning is done by the learner through an active, intellectual process.

That is, we learn because of what we do; and doing might be listening to a presentation or a video; but it's mostly involved in problem-solving and figuring things out and trying out an



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idea and see if it works; that sort of thing. If anybody, an adult or a student, considers things that they know well and how they learn them; it's not usually from reading a book. It's usually from doing something.

That active nature of learning is essential for teachers to understand so that when they design their lessons later, they'll be able to design them in such a way that students are actually active.

Component 1B – Demonstrating Knowledge of Students; Part Two

CHARLOTTE DANIELSON: Now, of course, in any class you have, let's say fourth graders, let's say, nine-years-old or eighth-graders. That is, you have a group of students who are roughly the same age usually. However, not every student in that class is exactly alike. We know this. Any parent who has raised kids knows this – that children are different from each other in the patterns that I just said, the developmental things; but also in terms of their interests, their skills, what they get excited about, what they're good at. Part of knowing one's students for a teacher is to know those things about their kids. What do they like to do outside of school?

When teachers can build on those interests, it can bring learning to life for some kids for whom it might not be. The literature is filled with anecdotal accounts where, let's say, a student was keenly interested in baseball and is good at it. Say he's a pitcher. And the teacher is trying to teach writing, let's say. Well, okay, I'm going to ask this student, if I'm trying to teach expository writing, I'm going to ask this student to write an essay to teach me something about baseball that he really knows. And he's motivated to tell me about it because he wants me to understand it's a passion of his. We can develop his writing skills around something that he is keenly interested in.

Moreover, students have interests, certainly, and some of them you don't see in school unless you learn about them. Some of them are related absolutely to what goes on in school, like where kids are in the curriculum. If a student hasn't learned, let's say, understood place value; they're going to have difficulty with regrouping in elementary mathematics because of the prerequisite relationships within the subject itself, and then because those things build on each other.

As a teacher, I need to know what my kids know that is relevant to how well they'll be able to engage with the learning I have planned for them.

In addition to all of that, our students live in communities; and sometimes those communities are in a culture rather different from our own. We need to understand at least enough about the diverse cultures of the students in our class so that, at the very least, we don't cause offense to the students or their families, of course; and that's another aspect of this. But right now we're just talking about the students.



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There are some cultures where it is disrespectful to challenge authority, for instance. Well, we might want our students to learn to be critical in their thinking, not in their attitude; but that is to not take other people's word for it unless they check it out. That is, we want to teach argumentation, evidence. We want kids to be able to take a position and defend it, to analyze other people's arguments. That may be a more difficult thing for students from some backgrounds to understand the importance of or to understand that it's not disrespectful. We need to know that they have that attitude. They're not just being obstinate. They are acting on a deeply held cultural belief that we need to understand. I'm sure we can help them become critical thinkers, but we need to be aware of where they're coming from.

Some teachers are quite resourceful in learning about their students' backgrounds and will be active in the community when they can, and go to kids' athletic events or to the school play or whatever; and they really reach out to the students and their families in order to learn about them. That takes time; but it also pays off in the relationships we build with the students and their families and in our understanding of where the students are sort of coming from.

There's one last aspect of understanding our students as individuals that we can't overlook; and that is that there may be individual students in our class who have particular learning needs. Some of those are recognized. Many of them are recognized by the school, and they have an IEP, for example, or an aide to help them if they have a serious learning disability; or they go to a pullout class for certain parts of the day. But children have just different learning approaches to learning that we have to be attuned to, particularly if they are a really special needs students. Of course, there may be a student with a medical condition that we have to be aware of; a student on medication that we need to be watchful to make sure that something is not developing with that student that we need to take action about.

Knowledge of students is essential, both for our relationships with them and for our planning of learning experiences that will yield the learning we want.

Component 1C – Setting Instructional Outcomes

CHARLOTTE DANIELSON: Component 1C in the *Framework for Teaching* deals with setting instructional outcomes. It, in itself, is grounded in an assumption that teaching is a purposeful activity; that is, we teach because we want to cause learning. Well, what is the learning we want to cause?

It makes sense for any day or any week, a unit, even an entire a year—you can think of it as very short-term or quite long-term—by the time the students leave here, let's say, today, what is it that I want them to know or understand or be able to do that right now they don't? What is the learning?

This is not the same thing as what is it we are going to do; right. We're going to take a walk, walking tour around the school. That's an activity; that's not an outcome. My outcome



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might be that I want them to understand the different trees on the school property, for example. Or a high school English teacher might say, We're going to do *Hamlet*. We're doing *Hamlet*. For what purpose, actually? Not that it's a bad thing for students to read *Hamlet*. It's a major piece of literature; but exactly what is it you want them to learn from reading *Hamlet*? Does it have to do with the plot structure, with the use of language in the Elizabethan Period? Does it have to do with dialog, characterization? What is it exactly?

It's important that teachers be able to articulate the learning that they're trying to cultivate. That's what setting instructional outcomes is about.

It's important to recognize that even if a school or a district has an established curriculum and mandated materials, even, that that doesn't substitute for a teacher's responsibility to set instructional outcomes. That is, my textbook that I have to use might say here are the objectives for this lesson. That helps, actually; but it's not sufficient because they don't know my kids. They don't know my students. I'm the only one who can build that bridge between what somebody else has said my students have to learn by some time and that they may be tested on and what I'm going to do today or this week. I'm the one who has to do that. I'm the only one who can do that; and that's why I need to know my subject well, and I need to understand my students.

Instructional outcomes have to be worthwhile, not just trivial learning. Teachers have to think carefully about what is actually worth learning. Of all of the things that students could learn, some are critically more important than others. This is not to say that we might think of as low-level facts, say—factoids some people might call them—are unimportant. That is, one of the things about an educated person is that that person knows a lot; and they can relate facts from one situation to those in another, or can see the patterns in, let's say, revolutions. In order to do that, you have to have studied a lot of revolutions to see that this is what tends to happen in revolutions, and there's often a counterrevolution that follows on the heels of the revolution.

This is a challenge to any teacher and a curriculum committee; but every teacher knowing what to emphasize, what's important, what will endure as understandings for students to have; and what's the balance between sort of low-level stuff and high level stuff. The low-level stuff, in my view, should always contribute to higher-level understanding.

Some things we just plain have to know and routinize and learn by heart like the times tables. We can't be punching into a calculator every time we need to now what is eight times six. We need to know that. But some other things we can. I don't need to know the square roots of everything all the time. I could go find that out if I ever would want to.

This balance between what we have in our heads and what's available to us, especially with the easy access to the internet and so on, that's a challenge for teachers to work through.



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There are several different types of instructional outcomes, and they're all important. There are, of course, facts; that is factual and procedural knowledge, like how do you do things, how do you clean glassware in a lab, how do you solve this type of a math problem; how do you factor polynomials. Even those facts and procedures are grounded in some conceptual understanding, which is a second important category. That is, in order to understand how to factor polynomials, you need to understand those concepts, those algebraic that underlie it. Once you've learned those, then the procedures for factoring polynomials become fairly routine; and you recognize this is a difference of squares and know how to do that; that sort of thing.

We have factual knowledge, procedural knowledge, conceptual understanding, which, in my view, is not only critically important but should underlie the procedural knowledge.

But then we have all kinds of things like thinking skills – analyzing data, making an argument, evaluating somebody else's argument, seeing patterns, being able to make predictions for a relating test, hypotheses. These are thinking skills. They are independent of the facts. We use the facts, but they involve intellectual work; and they are different from just knowing the stuff.

In addition to all of that, there are, of course, communication skills – reading and writing most critically; and there are loads of those things. Being able to effectively communicate with others, you don't sort of get good at that just by learning the facts of history, let's say. Learning to communicate those to write well persuasively, to speak well and persuasively, to listen critically. Those are independent skills as are skills in group work – collaboration.

Most surveys of employers will say something to the effect that we never fire an employee because they didn't know algebra; we fired them because they can't get along with their coworkers. It's the getting along part. I can teach them the job. This is harder to teach, the getting along, the working together, the respecting other people's opinions, being open-minded and so on.

Then, of course, there are dispositions, such as open-mindedness, perseverance. We want our students not only to know how to read, we want them to like to read. We want them to be able to take another person's perspective. People aren't born knowing these things. We have to teach them. Some students will learn some of them in other places besides school; some will not. It's part of our obligation as teachers to be really clear about what it is we want kids to learn and how to help them learn those skills.

Component 1D – Demonstrates Knowledge of Resources

CHARLOTTE DANIELSON: Teachers in some places teach in a bare room with no resources, and they teach well – some of them teach well. It's enormously more difficult, however. My first teaching, actually, was in a school that had almost no resources. When I went into my classroom, it was completely bare; and I had to make everything; and I did. That's why



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it was such a hard job because it was until midnight every night of just making stuff and spending some of my own money to buy stuff and so on.

We know that there is quite a diverse range of resources available to teachers to use in their teaching. There are a couple of different kinds of resources, and skilled teachers use them well. There are, of course, all of the types of resources that teachers use in their classroom – there are manipulative materials, the maps, the charts, the textbooks, lab equipment, chemicals, all of the normal stuff you think of when you think of resources.

There are also resources that teachers pull in that might be human resources. They might be experts in the community or parents of students in the class. For example, they might take their students to their local museum or the aquarium; that is, the concert. Teachers make use also of resources from outside their classroom, as well as inside. They have to decide when to do those, which will help students learn what it is they've decided they want them to learn.

In addition to all of that, there's resources that students find on their own or that the teacher helps them find. For example, websites; obviously; resources in the library that students use more or less independently, although the teacher may guide them to them to help them develop a concept, compare one thing to another, whatever it is; but the resources are external to the actual class, but the teacher makes them available to students.

Some of the students find them on their own, by the way; and I think this is a mark of very skilled teaching that a teacher has taught the students how to do that, how to seek out resources they need.

Teachers, of course, have to seek out resources for their own learning; their own professional growth. That often means going out and finding it; knowing who in your building is expert at something. That's a resource; that's a resource. You can go visit that person and watch how they lead a discussion, for example. That's a resource that you need to know is available to you when you're teaching.

Then, of course, there are resources in the community for individual students who need them. Most schools have programs to help children, for example, who don't winter coats get them; or there are resources in the community for students who, for example, Big Brother, Big Sister programs, where there is something available after school where the kids can go and have a protected space and time to do their homework or to just hang out with their friends and play ping pong, for example.

There are resources for students that sometimes the school will have a system for teachers to know about these and get access to them. Sometimes teachers themselves have to scout around and find out what's available because they know their students, remember; and they know what would help those students; so they sometimes have to go looking and finding resources for their kids.



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Some schools, of course, have an adopted curriculum and adopted materials, and teachers are obliged to use those. That's a fact of teaching; and, in general, is a help to teachers so they don't have to think through everything. However, most teachers, as they get more experience, discover that they can supplement the "official stuff" with other resources that they locate on their own or, in fact, maybe create on their own. That enriches the students' experience, and it's done through the initiative of the teacher.

Component 1E – Designing Coherent Instruction; Part One

CHARLOTTE DANIELSON: Component 1E, Designing Coherent Instruction, is the heart of planning and preparation. It's where it all comes together. We designed coherent instruction based on our understanding of the subject and our understanding of the pedagogy associated with that subject; our knowledge about students—where they are in their learning and what they're interests are and their cultural backgrounds and so on; based on what our learning outcomes are.

This is where we come together and we decide, okay, what are we going to actually do tomorrow. When we think about this as teachers, we have to bear in mind about how learning happens. Learning is done by the learner through an active, intellectual process. It is tempting for us, as teachers, to think that our students learn because of what we do. Actually, that's not quite right. Our students don't learn because of what we do; they learn because it's what they do.

Our challenge in instructional design is to figure out and to design learning experiences that are intrinsically interesting to students; that are fun in some way; engaging; that will yield the learning we want. Sometimes we have things available to us, like our established curriculum and our adopted materials that we can draw on. In designing instruction, teachers have resources, of course. They have their established curriculum. They have the materials. There may be recommended activities in those materials that they could use; but they're the only ones who can know whether those in the materials would be right for their students. Almost inevitably, even if one isn't creating them oneself, one has to adapt them; and at least look at them critically and decide and select, I'll do this one but not that one and have a good reason for that.

There are several aspects of designing instruction, even after one has taken into account the sort of big ideas that it's about what students do; and it should be aligned—that is, it should support the learning we want that we've already identified when we set our instructional outcomes in Component 1C. One of them has to do with coherence. It needs to hang together. It needs to be purposeful. Activities have to be sequenced. There has to be a logical sequence and a developmental sequence. Easier activities are followed by more challenging ones, and then more challenging ones. You don't just jump into something very demanding that they



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haven't built student skills and knowledge up to. There is a sequencing aspect and a coherence aspect in the things that fit together.

Then there are issues of resources, pulling in the right resources at the right time. Sometimes students can create those resources. Sometimes they need to go find them. Sometimes the teacher needs to go find them.

Then, of course, because the activities that the kids are doing are likely to be different from one day to the next even within the same lesson, the instructional strategies the teacher is using have to vary accordingly. Part of the planning is to think, What is it I want the students to do to learn this concept? What does that mean I will do? What does that mean I need to have ready? I have to be prepared.

That's why this is in Domain 1. It's not just a matter of doing it; it's a matter of planning it and being prepared. The most critical aspect of all of it is designing actually what it is you're going to have the students do.

Component 1E – Designing Coherent Instruction; Part Two

CHARLOTTE DANIELSON: As a general rule, the activities and assignments, let's say, that we ask students to do to promote their learning share some characteristics. Many of them are sort of problem-based; that is, kids are solving a problem. Instead of just sort of, let's say, in mathematics at the middle school level, for example; instead of saying, Well here's some rectangles. Find their area and find their perimeter. We could ask them to do that to understand area and perimeter.

We could also say to them something like, You have 60 feet of fencing and a gate. What's the largest dog run you could build using that 60 feet of fencing and a 4-foot gate. Oh, now that's actually something I have to think about; and how many ways are there to do that. In order to solve that problem, they have to actually understand, of course. They have to do area and perimeter and measure those things for different configurations of this dog run; but they're actually solving a problem. It's much more engaging to them; much more interesting.

Another aspect of activities and assignments that are likely to engage students deals with student choice; that they have some choice. As teachers, when we design those activities, we have to design them in such a way that no matter what choice they made it would be okay with us. You can do this project or that project; I don't actually care which one because they're both designed so they'll yield what I want in the learning. Or, if we've been studying Hemmingway in high school literature, I might make an assignment to the students to write an essay in the style of Hemmingway. You can pick what you want to write about, but what I'm looking for is that you understand that style.



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Lastly, activities that engage students in learning are likely to be deep rather than broad and shallow. Kids dig in, which usually means that they're involved in thinking, which is fun. Children and students don't ever complain about school or rarely because it's too hard. Their main complaint is that it's boring. Our job here in this designing instruction is to design learning experiences for kids that are not boring; that are fun in some broad definition of that term, which usually means I'm thinking and I'm solving a problem; and that will result in the learnings that I want.

An advanced skill in designing learning activities and assignments for students has to do with designing learning activities or selecting them or adapting them where there is a single activity, but that students can do it at many levels of skill. For example, let's go back to the dog run. At the very lowest level, when students are just getting into this, you might say, You have 60 feet of fence and a 4-foot gate; find the area of a dog run you could create or find two. Once students have done that, you say, What's the biggest area you could create with that? They have to actually do multiple. Because then the question is, Have you found all of the possibilities, and do you know whether you have or not? How do you know that you have?

Then you might also expand it by saying, Suppose that you could make one side of this dog run against a building; let's say a barn or a house? Now, what's the biggest dog run you could build? As a last possibility, let's imagine that this fencing is actually flexible; you can bend it. Now what's the biggest dog run you could create? Students will discover, of course, that a circle with the same perimeter, same circumference, it would be, is the biggest. That's an interesting mathematical fact, and there are patterns to do with all of this. A square one, if you have rigid, is going to be the biggest if it's rectangular because it approaches a circle. Of course, if you had a dog run very narrow, skinny; you're going to use up a lot of fencing and have a very small area.

This is all there for students to discover, and the pattern is there. When they then have gone through this at whatever level they can, they have acquired a much more powerful understanding of area and perimeter than they ever would have done had you simply said, Here are some figures; what's the area; what's the perimeter?

All in all then, designing coherent instruction brings together our understanding of content, our knowledge of students. Clarity about what it is we're wanting kids to learn and access and knowledge of resources into one place. Building on what we know about learning and about the learning of our individual students to design a sequence of learning experiences that are coherent and sequenced and have a structure to them.

Component 1F – Designing Student Assessments

CHARLOTTE DANIELSON: The last component in Domain 1 is 1F, Designing Student Assessments; a really important aspect of planning in several distinct ways.



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The first way, and the sort of traditional way, relates to assessment of learning; that is, have kids actually learned what we thought they learned? We need to know that. We need to know it for a lot of reasons. Most schools have to give grades. It's typically based on kids taking tests and so on. There are some high-stakes assessments, of course. At the high school level, there may be AP exams. There are state-mandated assessments. All of those are designed to answer the question: Have the kids learned what we wanted them to learn?

In designing assessments of student learning, a teacher has to make some choices and to make sure that the assessment they design or select is actually suitable to the learnings they were hoping for; that is, it has to be aligned to the learning outcomes that they identified as part of IC, Setting Instructional Outcomes.

There are three fundamental types of assessment. There are tests that are done under testing conditions, usually in a limited time. It usually means no resources; not what you wrote on your palm or anything, and no other person to help you. Testing conditions. That's a test. There are products. There are things kids create, such as a sculpture. In addition, there are what we could call performances; that is, they are things kids do. They give a speech. They do a skit. Some of them are structured like a skit or a speech; some of them are more spontaneous. I'm the teacher and I'm observing how my kids work in their groups. I have an instructional outcome that has to do with them learning collaboration skills. The only way I'm going to know if they've learned that—you can't give them a test on that. I'm going to watch them; and then you have a conversation about that.

Even within tests there are two separate types of tests. There are what the measurement people call select test items; that is multiple-choice or true-false, where the students select from a list the right answer. Then there are constructed response or supply items where the student actually writes something, does something, and we look at what they did.

When you think about the kinds of instructional outcomes that we mentioned earlier; that is, there is factual knowledge, conceptual understanding. There's procedural knowledge. There is thinking skills and communication skills and collaboration skills and dispositions. Only factual knowledge and procedural knowledge are testable using a multiple-choice or true-false kind of test.

For anything more rich in learning, we need some other kind of assessment. We need a constructed response test if that's what we're doing. We need students to write. We need to watch them work. We need to have them solve problems, so we can see how they're thinking. That is, we are, of necessity, having to be more varied in how we assess students if we're serious about assessing those different types of learning outcomes.

What this means is that then teachers need those skills to know how to design a performance assessment with a rubric, for example. This is not easy. Many teachers have learned how to do that, and those who have not learned are learning; but that's why it's



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important; so that we have at our disposal techniques to assess student learning in the full range of learning outcomes we've set.

In addition, there's one other big use of assessment, and teachers have discovered that they have another powerful tool in their toolbox. It's not an assessment of learning, but it's assessment for learning; that is, it's using assessment to promote learning. The actual use of formative assessments is in Domain 3, Instruction; but the design of those formative assessments is in Domain 1 because it has to be planned. You have to decide as a teacher where will I pause in this lesson to check for understanding and how will I do that? Will I put out a question for every student to respond to in some way that I can do a quick survey of the class and see whether everybody understands this? What will I do? I need to do something though because what we've learned as a profession is that assessment is an integral part of learning and of teaching, so we have to plan for it.

Assessment, designing student assessments, has these two rather distinct aspects – assessment of learning and assessment for learning; and we need to know them both.