

Dimensions of Knowing Students

A Tool that Informs the NBPTS Architecture of Accomplished Teaching

| Dimension of knowledge of students | Teaching practices I use to acquire and broaden knowledge of students in this area | Evidence that I know this and apply this knowledge in classroom practice |
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| <p>Making knowledge accessible to all students</p> <ul style="list-style-type: none"> • Understanding of students' background experiences and knowledge • Previous school performance • Interests both in and out of school • Special skills • Preferred learning styles • Special challenges • Attitudes about school | | |
| <p>Knowledge of how students of this age develop and learn</p> <ul style="list-style-type: none"> • Intellectual/cognitive stage (What is appropriate for children of this age to learn?) • Physical (Typical growth patterns, physical abilities, needs for movement, etc.) • Social (How do children of this age relate to peers, negotiate relationships and problems that arise with others, establish trust with adults, etc.?) • Emotional (How do children at this age cope with frustrations, exhibit joy or sadness? What do they need to feel secure and develop confidence?) | | |

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For a description of how National Board support providers used this tool with teacher candidates, see: Jaquith, A., Snyder, J., & Bristol, T. (2016). *Turning Schools Around: The National Board Certification Process as a School Improvement Strategy*, (pp. 46–47). Stanford, CA: Stanford Center for Opportunity Policy in Education and Stanford Center for Assessment, Learning, and Equity.

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| <p>Respect and consideration for individual cultural, linguistic, and family differences</p> <ul style="list-style-type: none"> • What are unique skills and personality traits that sets this child apart? • Where does the child live? Who are her caretakers? • What is the child's ethnicity? What are the characteristics he shares with his ethnic group that I need to know to teach him well and relate to him and his family? • What language(s) does the child speak? Who speaks to him at home and in what language? What is the nature of the conversations he has with parents/other adults? • What expectations of the child does the family have? What are their goals for the child? Are these shared? • What are the attitudes about school and academic achievement in student's home? | | |
| <p>Knowledge of students' self-concept, motivation, relationship with peers and adults</p> <ul style="list-style-type: none"> • Is the child a confident learner who attempts tasks eagerly? • Is the child happy to be at school and eager to learn? • Is the child proud of her accomplishments? • Does she get along well with other children? • Does this child develop trusting relationships with adults and is she able to ask for and accept help from them? | | |
| <p>Character and civic responsibility</p> <ul style="list-style-type: none"> • Is the child respected and liked by others? • Is he able to make good choices? • What responsibilities does he normally assume at home? At school? • Is she conscientious about her work and expectations? | | |