



COMPREHENSIVE INDUCTION PROGRAM

YEAR FOUR

ANALYSIS OF CONTENT KNOWLEDGE

Purpose of Activity: The purpose of this activity is for you to collect data on your knowledge of the subject(s) you teach. The description you provide should be stated in clear, concise terms. You may use the data collected during the first three cycles of the induction program.

You should be able to complete this initial portion of the activity quickly. More time should be devoted to reflecting on how you compare to the standards.

If you teach more than one subject you should select only one for this exercise.

Follow these steps:

1. Review the content knowledge standards of:
 - *Delaware Student Content Standards*
 - *Delaware Professional Teaching Standards*
 - *Common Core Standards*
2. Review the content standards of your national content organization or National Board for Professional Teaching Standards in your subject(s).
3. List evidence of your strengths in meeting the standards.
4. List areas you would like to improve in meeting the standards.

Instructions for the Content Expertise Inventory Chart for Content Knowledge:

- A. **In column 1**, record the essence of the standards, not the entire standard. Indicate if the standard that you are listing is student (S), teaching (T), or national (N).
- B. **In column 2**, list evidence of your strengths in meeting standards of content knowledge.
- C. **In column 3**, list areas you would like to improve in meeting standards of content knowledge.

Use the *Reflective Questions* on the next page to assist you in completing the *Content Expertise Inventory Chart*.



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CYCLE FOUR

ANALYSIS OF CONTENT KNOWLEDGE

Reflective Questions

As you analyze the data, it is important to categorize your findings. According to Danielson, there are three potential areas of concerns that you might consider as you begin to reflect. It helps to consider the change that you will go through as you develop more effective traits of teaching. In the process of developing and growing, you will have strong feelings and perceptions, some positive and some negative. Consider the following reflective questions as you move through the process:

Self Concern: *How will this experience affect me personally?*

- "How much time and commitment will this take?"
- "It is an area that I never wanted to teach, how can I be expected to spend more time teaching it?"
- "Standards were not part of my learning experience, why do we have to use them now?"

Task Concern: *How am I coping with the central tasks of effective teaching?*

- "Aligning my lesson plans to state standards is impossible."
- "My kids are bored with math and I have tried everything they told me to do to motivate them."
- "Designing tasks to engage students in learning takes too much time."
- "I want my students to take responsibility for their learning, but I don't have time to do peer conferences."

Impact Concern: *How are my students improving as a result of my professional development experience, my collaboration, and my analysis?*

- "Student scores are dropping, so our science department met to discuss new strategies that we can use."
- "I'm using the strategies to differentiate instruction that we learned in the summer seminar and I am seeing more students respond to my questions."
- "Looking at the reading scores from the state test, I found that my students are reading on a sixth grade level, the social studies text is on a tenth grade level, I will have to do a lot of restating for the students to grasp the concepts."

It is important to understand that professional development can be exciting and frustrating. It can affirm things that we are doing and push us to recognize that we need to change strategies. During the career of every teacher, new information is presented in regard to how students learn and that information requires us to abandon previous strategies and embrace new ones. In addition, many strategies require time and persistence in order to impact learning. As teachers make changes, they will continue to have concerns. The question is, "Can you resolve self-concerns quickly in order to focus on tasks?" A mature teacher is able to focus quickly on concerns about the big picture of teaching and learning.