

A Framework for Teaching

<p style="text-align: center;">Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> ▪ Knowledge of content and the structure of the discipline ▪ Knowledge of prerequisite relationships ▪ Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> ▪ Knowledge of child and adolescent development ▪ Knowledge of the learning process ▪ Knowledge of students' skills, knowledge, and language proficiency ▪ Knowledge of students' interests and cultural heritage ▪ Knowledge of students' special needs <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> ▪ Value, sequence, and alignment ▪ Clarity ▪ Balance ▪ Suitability for diverse learners <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> ▪ Resources for classroom use ▪ Resources to extend content knowledge and pedagogy ▪ Resources for students <p>*1e: Designing Coherent Instruction (Anchor Standard)</p> <ul style="list-style-type: none"> ▪ Learning activities ▪ Instructional materials and resources ▪ Instructional groups ▪ Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> ▪ Congruence with instructional outcomes ▪ Criteria and standards ▪ Design of formative assessments ▪ Use for planning 	<p style="text-align: center;">Domain 2 – Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ▪ Teacher interaction with students ▪ Student interactions with other students <p>*2b: Establishing a Culture for Learning (Anchor Standard)</p> <ul style="list-style-type: none"> ▪ Importance of the content ▪ Expectations for learning and achievement ▪ Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ▪ Management of instructional groups ▪ Management of transitions ▪ Management of materials and supplies ▪ Performance of noninstructional duties ▪ Supervision of volunteers and paraprofessionals <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> ▪ Expectations ▪ Monitoring of student behavior ▪ Response to student misbehavior <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources
<p style="text-align: center;">Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> ▪ Student completion of assignments ▪ Student progress in learning ▪ Noninstructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> ▪ Information about the instructional program ▪ Information about individual students ▪ Engagement of families in the instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> ▪ Relationships with colleagues ▪ Involvement in a culture of professional inquiry ▪ Service to the school ▪ Participation in school and district projects <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> ▪ Enhancement of content knowledge and pedagogical skills ▪ Receptivity to feedback from colleagues ▪ Service to the profession <p>*4f: Showing Professionalism (Anchor Standard)</p> <ul style="list-style-type: none"> ▪ Integrity and ethical conduct ▪ Service to students ▪ Advocacy ▪ Decision making ▪ Compliance with school and district regulations 	<p style="text-align: center;">Domain 3 - Instruction</p> <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> ▪ Expectations for learning ▪ Directions and procedures ▪ Explanations of content ▪ Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ▪ Quality of questions ▪ Discussion techniques ▪ Student participation <p>*3c: Engaging Students in Learning (Anchor Standard)</p> <ul style="list-style-type: none"> ▪ Activities and assignments ▪ Instructional materials and resources ▪ Grouping of students ▪ Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ▪ Assessment criteria ▪ Monitoring of student learning ▪ Feedback to students ▪ Student self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ▪ Lesson adjustment ▪ Response to students ▪ Persistence