

Framework for Teaching (Domains, Components, and Elements)

<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"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students' skills, knowledge and language proficiency</i> ▪ <i>knowledge of students' interests and cultural heritage</i> ▪ <i>knowledge of students' special needs</i> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> ▪ <i>use for planning</i> 	<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"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> ▪ <i>compliance with school and district regulations</i> 	<p style="text-align: center;">Domain 3: Instruction</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i>