

# ***The Framework for Teaching: Domains-Components-Elements***

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

**The Framework's Common Themes:**

*Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students, Appropriate Use of Technology, and Student Assumption of Responsibility*