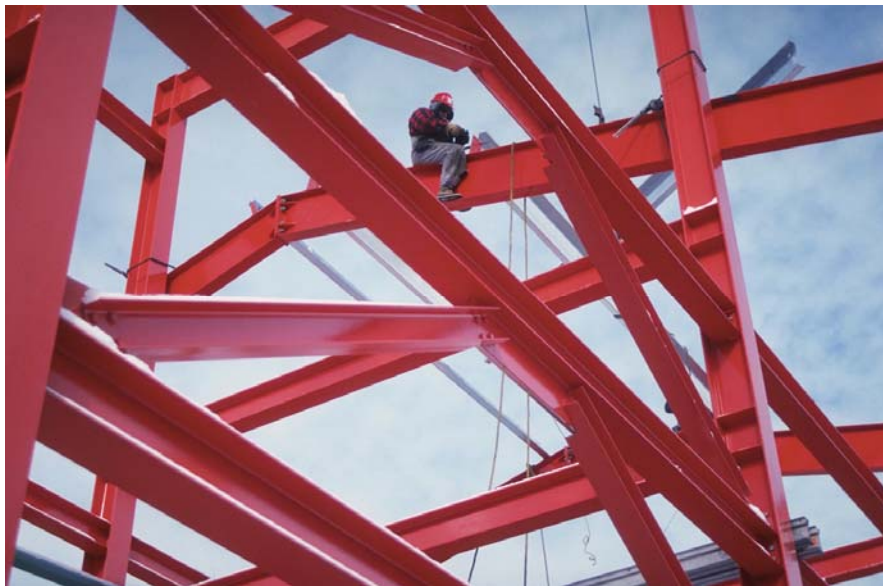


**An Introduction to  
The Framework for Teaching  
By  
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Frameworks for Teaching Trainer**

## Outcomes

- Develop a working knowledge of the Framework for Teaching as a tool for improving teaching practice.
- Site examples of what evidence for components looks like.
- Communicate the structure of the Framework for Teaching.

# AGENDA

- Welcome/Introductions/Outcomes
- Introduction to the Framework for Teaching
- Cognitive Engagement
- Domain 3
- Domain 2
- Domains 1 and 4
- Closure

## QUESTION CARDS

Directions: Take notes on the back of your card with your expert group, then write comments below from your table discussions.

- A. How can we promote high quality teaching in every classroom every day with every student?

- B. Other than classroom observations, what are some sources of information about teacher quality?

- C. How might we set up teacher assessment so that it leads to improved instruction?

- D. What are some strategies for promoting a culture for adult learning in a school?

- E. What could a school leader do to promote collaboration among teachers?

# **A Framework for Teaching**

## **Domain One -Planning and Preparation**

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies –must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

## **Domain Two -Classroom Environment**

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students are also sensitive to the subtle messages they receive from teachers as to their capabilities.

The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

## **Domain Three- Instruction**

Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking, and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

## **Domain Four - Professional Responsibilities**

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students.

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

# A Framework for Teaching

<p><b>Domain 1 Planning and Preparation</b></p> <p><b>a. Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of Content and the Structure of the Discipline            Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b>            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> <p><b>c. Selecting Instructional Outcomes</b>            Value, Sequence, and Alignment Clarity Balance            Suitability for Diverse Learners</p> <p><b>d. Demonstrating Knowledge of Resources</b>            Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p><b>e. Designing Coherent Instruction</b>            Learning Activities Instructional Materials and Resources            Instructional Groups Lesson and Unit Structure</p> <p><b>f. Designing Student Assessment</b>            Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p><b>Domain 2 The Classroom Environment</b></p> <p><b>a. Creating an Environment of Respect and Rapport</b>            Teacher Interaction with Students            Student Interactions with One Another</p> <p><b>b. Establishing a Culture for Learning</b>            Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b>            Management of Instructional Groups Management of Transitions Management of Materials And Supplies            Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p><b>d. Managing Student Behavior</b>            Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b>            Safety and Accessibility            Arrangement of Furniture and Use of Physical Resources.</p>
<p><b>Domain 4 Professional Responsibilities</b></p> <p><b>a. Reflecting on Teaching</b>            Accuracy            Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b>            Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p><b>c. Communicating with Families</b>            Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b>            Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b>            Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p><b>f. Demonstrating Professionalism</b>            Integrity And Ethical Conduct Service To Students            Advocacy Decision Making</p>	<p><b>Domain 3 Instruction</b></p> <p><b>a. Communicating with Students</b>            Expectations for Learning Directions and Procedures            Explanations of Content Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b>            Quality of Questions Discussion Techniques Student Participation</p> <p><b>c. Engaging Students in Learning</b>            Activities and Assignments Grouping of Students            Instructional Materials and Resources Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b>            Assessment Criteria Monitoring of Student Learning            Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Demonstrating Flexibility and Responsiveness</b>            Lesson Adjustment Response to Students Persistence</p>

## WORK SHEET IDENTIFYING THE DOMAINS

Read each statement and indicate the domain to which it primarily applies, by writing in the blank the letter 1-4 corresponding to the four domains of the framework.

- A. \_\_\_\_ Even though it is only the first week of school, Janet greets her students by names as they enter the classroom.
- B. \_\_\_\_ Emily plans to have the students do an experiment tomorrow in science class.
- C. \_\_\_\_ Stephen shares with a colleague that the next time he teaches this lesson, he will have the students work in smaller groups rather than have them in groups of six.
- D. \_\_\_\_ The students in Jamie's classroom are working in cooperative groups to come up with several ways to solve a math problem.
- E. \_\_\_\_ While Margaret is explaining the math assignment, two students in the back of the room are passing notes. She walks to the back of the room and quietly redirects them.
- F. \_\_\_\_ Next week Joel plans to teach a lesson designed around a new state standard for math.
- G. \_\_\_\_ As the principal enters the room, she notices that Jeffery has student work prominently displayed.
- H. \_\_\_\_ John makes an effort to contact each family by phone during the first quarter of school.
- I. \_\_\_\_ Several students indicate that they are confused by Meredith's explanation, so she stops and draws a diagram on the board to clarify the explanation.
- J. \_\_\_\_ Mary is serving as a mentor teacher this year.
- K. \_\_\_\_ Josh writes that by the end of the lesson the students in his science class will understand the difference between adhesion and cohesion.
- L. \_\_\_\_ Ellen uses popsicle sticks with student names written on them as a way to make sure all students are called on during class discussions.
- M. \_\_\_\_ As the students enter John's 8th grade classroom, they walk over to the book shelf and take their class folder to their desks.
- N. \_\_\_\_ Martha plans to have the students choose between a speech, a written report, or a visual presentation in order to demonstrate their learning.
- O. \_\_\_\_ Laura will be taking a course on line during the second semester.
- P. \_\_\_\_ Patrick walks up and down the aisles and says, "good job," "nice work," or "think again," to several students.

**Domain 2: The Classroom Environment**  
**Component 2b: Establishing a Culture for Learning**

**Elements:**

*Importance of the content, Expectations for learning and achievement, Student pride in work*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Importance of the Content</b>	<p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>
<b>Expectations for Learning and Achievement</b>	<p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>
<b>Student Pride in Work</b>	<p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>אין תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>	<p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p> <p>תוכן חשיבות מיוחדת לתוכנית הלימודים.</p>



## CLASSROOM ENVIRONMENT DOMAIN 2

Component 2\_\_ : \_\_\_\_\_

After reading over the narrative and the levels of performance for your component, create an example for each level of performance.

Unsatisfactory

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Basic

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Proficient

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Distinguished

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## DOMAIN 2 CLASSROOM ENVIRONMENT

Please use the space below to take notes during the presentations of your group members. Make note of the essence of each component and what you might observe in a classroom that would be evidence of this component.

### 2a Creating an Environment of Respect and Rapport

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### 2b. Establishing a Culture for Learning

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### 2c. Managing Procedures and Routines

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### 2d. Managing Student Behavior

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### 2e. Organizing Physical Space

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## SIGNERS OF THE DECLARATION OF INDEPENDENCE

<u>Delegate and Colony</u>	<u>Vocation</u>	<u>Birthplace</u>	<u>Birth Date</u>	<u>Death Date</u>
Adams, John (MA)	Lawyer	Braintree (Quincy) MA	10/30/1735	07/04/1826
Adams, Samuel (MA)	Political Leader	Boston, MA	09/27/1722	10/02/1803
Bartlett, Josiah (NH)	Physician, Judge	Amesbury, MA	11/21/1729	05/19/1795
Braxton, Carter (VA)	Farmer	Newington Plantation, VA	09/10/1736	10/20/1797
Carroll, Charles (MD)	Lawyer	Annapolis, MD	09/19/1737	11/14/1832
Chase, Samuel (MD)	Judge	Princess Anne, MD	04/17/1741	06/19/1811
Clark, Abraham (NJ)	Surveyor	Roselle, NJ	02/15/1726	09/15/1794
Clymer, George (PA)	Merchant	Philadelphia, PA	03/16/1739	01/23/1813
Ellery, William (RI)	Lawyer	Newport, RI	12/22/1727	02/15/1820
Floyd, William (NY)	Soldier	Brookhaven, NY	12/17/1734	08/04/1821
Franklin, Benjamin (PA)	Printer, Publisher	Boston, MA	01/17/1706	04/17/1790
Gerry, Elbridge (MA)	Merchant	Marblehead, MA	07/17/1744	11/23/1814
Gwinnett, Button (GA)	Merchant	Down Hatherly, England	c. 1735	05/19/1777
Hall, Lyman (GA)	Physician	Wallingford, CT	04/12/1724	10/19/1790
Hancock, John (MA)	Merchant	Braintree (Quincy) MA	01/12/1737	10/08/1793
Harrison, Benjamin (VA)	Farmer	Berkeley, VA	04/05/1726	04/24/1791
Hart, John (NJ)	Farmer	Stonington, CT	c. 1711	05/11/1779
Hewes, Joseph (NC)	Merchant	Princeton, NJ	01/23/1730	11/10/1779
Heyward, Thomas, Jr. (SC)	Lawyer, Farmer	St. Luke's Parish, SC	07/28/1746	03/06/1809
Hooper, William (NC)	Lawyer	Boston, MA	06/28/1742	10/14/1790
Hopkins, Stephen (RI)	Judge, Educator	Providence, RI	03/07/1707	07/13/1785
Hopkinson, Francis (NJ)	Judge, Author	Philadelphia, PA	09/21/1737	05/09/1791
Huntington, Samuel (CT)	Judge	Windham County, CT	007/03/1731	01/05/1796
Jefferson, Thomas (VA)	Lawyer	Shadwell, VA	4/13/1743	07/04/1826
Lee, Francis Lightfoot (VA)	Farmer	Westmoreland County, VA	10/14/1734	01/11/1797
Lee, Richard Henry (VA)	Farmer	Westmoreland County, VA	01/20/1732	06/19/1794
Lewis, Francis (NY)	Merchant	Llandaff, Wales	03/01/1713	12/31/1802
Livingston, Phillip (NY)	Merchant	Albany, NY	01/15/1716	06/12/1778
Lynch, Thomas Jr. (SC)	Farmer	Winyah, SC	08/05/1749	At sea, 1779
McKean, Thomas (DE)	Lawyer	New London, PA	03/19/1734	06/24/1817
Middleton, Arthur (SC)	Farmer	Charleston, SC	06/26/1742	01/01/1787
Morris, Lewis (NY)	Farmer	Morrisania (Bronx Co), NY	04/08/1726	01/22/1798
Morris, Robert (PA)	Merchant	Liverpool, England	01/20/1734	05/09/1806
Morton, John (PA)	Judge	Ridley, PA	1724	April, 1777
Nelson, Thomas Jr. (VA)	Farmer	Yorktown, VA	12/26/1738	01/04/1789
Paca, William (MD)	Judge	Abingdon, MD	10/31/1740	10/23/1799
Paine, Robert Treat (MA)	Judge	Boston, MA	03/11/1731	05/12/1814
Penn, John (NC)	Lawyer	Near Port Royal, VA	05/17/1741	09/14/1788
Read, George (DE)	Judge	Near North East, MD	09/18/1733	09/21/1798
Rodney, Caesar (DE)	Judge	Dover, DE	10/07/1728	06/29/1784
Ross, George (PA)	Judge	New Castle, DE	05/10/1730	04/14/1779
Rush, Benjamin (PA)	Physician	Byberry (Philadelphia), PA	12/24/1745	04/19/1813
Rutledge, Edward (SC)	Lawyer	Charleston, SC	11/23/1749	01/23/1800
Sherman, Roger (CT)	Lawyer	Newton, MA	04/19/1721	07/23/1793
Smith, James (PA)	Lawyer	Dublin, Ireland	c. 1719	07/11/1806
Stockton, Richard (NJ)	Lawyer	Near Princeton, NJ	10/01/1730	02/28/1781
Stone, Thomas (MD)	Lawyer	Charles County, MD	1743	10/05/1787
Taylor, George (PA)	Ironmaster	Ireland	1716	02/23/1781
Thornton, Matthew (NH)	Physician	Ireland	1714	06/24/1803
Walton, George (GA)	Judge	Prince Edward County, VA	1741	02/02/1804
Whipple, William (NH)	Merchant, Judge	Kittery, ME	01/14/1730	11/28/1785
Williams, William (CT)	Merchant	Lebanon, CT	04/23/1731	08/02/1811
Wilson, James (PA)	Judge	Carskerdo, Scotland	09/14/1742	08/28/1798
Witherspoon, John (NJ)	Clergyman, Educator	Gifford, Scotland	02/05/1723	11/15/1794
Wolcott, Oliver (CT)	Judge	Windsor, CT	12/01/1726	12/01/1797
Wythe, George (VA)	Lawyer		1726	06/08/1806

Questions that can be answered with the information provided	Questions that you have as a result of looking at the information	Resources you might need to answer the questions in column #2

## Questions

# “Look-For’s” for Student Engagement

Based on your experience with the activity of the signers of the Declaration of Independence, consider the characteristics of student engagement and constructivism, with respect to the activity itself, the students, and the teacher.

## The Activity

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## The Students

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## The Teacher

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## Domain 3 Instruction

- Read the Component that has been assigned to you.
- Complete handout in the following manner:
  - Summarize the Component and Elements and discuss how they support cognitive engagement
  - Determine what students would be doing related to this Component that demonstrates evidence of cognitive engagement
- Regroup and share your response with the new group.

### 3a. Communicating with Students

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### 3b. Using Questioning and Discussion Techniques

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### 3c. Engaging Students in Learning

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### 3d. Using Assessment in Instruction

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### 3e. Demonstrating Flexibility and Responsiveness

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# Learning Goals vs. Activities and Assignments

Following are statements from different subject areas. Some are more clearly learning goals; others are more clearly activities or assignments. After each statement, identify whether it is better classified as a learning goal or an activity or assignment.

\_\_\_1. Students will be able to recognize the protagonist, theme, and voice of a piece of literature.

\_\_\_2. Students will produce a book report on a book of their choice, including a table of contents, with proper pagination and format throughout.

\_\_\_3. Given a set of coordinates, students will be able to graph the slope of a line.

\_\_\_4. Students will compare and describe the slopes of two lines.

\_\_\_5. Students will understand the differences and similarities between metamorphic, igneous, and sedimentary rock.

\_\_\_6. Students will understand how the Borgia family influenced the Renaissance.

\_\_\_7. Students will be able to explain how the problems created by the French and Indian War contributed to causes of the American Revolution.

\_\_\_8. Students will produce a play dramatizing the problems created by the French and Indian War and how they contributed to causes of the American Revolution.

\_\_\_9. Students will understand that matter is made up of atoms and that atoms, in turn, are made up of subatomic particles.

\_\_\_10. Students will write a paper describing the relationships among atoms and subatomic particles.

Designing and Teaching Learning Goals and Objectives • © 2009 Marzano Research Laboratory [marzanoresearch.com](http://marzanoresearch.com)  
Visit [marzanoresearch.com/classroomstrategiesthatwork](http://marzanoresearch.com/classroomstrategiesthatwork) to download this page.

## Domain 1 Planning and Preparation The “doing” components

Directions: Think of a lesson you will teach next week. Use the following format to begin planning for that lesson.

	1a. Knowledge of Content and Pedagogy	1b. Knowledge of Students	1d. Knowledge of Resources
Key ideas regarding this component			
What would constitute evidence for this component?			
How would this component manifest itself in Domain 2 and 3?			



## Domain Four Professional Responsibilities

Directions: Choose a quote to which you would like to respond. Join others that have chosen the same Component Read the component and identify structures in your school or district that support this or hinder it. Be prepared to share your discussion with the whole group.

### 4a. Reflecting on Teaching

“Effective teachers are lifelong learners who take ownership for student learning and continually reflect on their efforts to ensure that they are providing focused, quality instruction. Such teachers engage in corrective problem-solving approaches with failing students rather than punishing them for their shortcomings.”

Jones (1992)  
Pajares (1992)  
Schunk (1991)

### 4c. Communicating with Families

When educators, families and communities work together, schools get better.

Successful partnerships are those that involve the sustained mutual collaboration, support, and participation of school staffs and families at home and at school in activities and efforts that can directly and positively affect the success of children’s learning and progress in school.

U.S. Department of Education  
Family involvement in Children’s Education: Successful Local Approaches, 1997

Schools that involve parents and community in their day-to-day operations have lower absenteeism, truancy, and dropout rates.

Bucknam, as cited in Marzano (2003)

### 4d. Participating in a Professional Community

Superior teachers contribute to and participate in a professional community by cultivating strong, supportive relationships with their colleagues and by assuming leadership roles among the faculty, as well as for events and projects.”

Danielson (2007)  
Supported by research done by:  
Tucker and Stronge (2005)  
Gabriel (2005)

### 4f. Showing Professionalism

When negative remarks and ethnic jokes about groups of people go unchallenged we perpetuate inequity and become part of it.

Beverly Daniel Tatum

Reflect on your understanding of the Framework for Teaching.

How confident do you feel to use the Framework for Teaching in your setting?

What might you do to increase your level of confidence?