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

## Domain 1 Planning and Preparation

### a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

### b. Demonstrating Knowledge of Students
- 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

### c. Selecting Instructional Outcomes
- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

### d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge
- Resources for Students

### e Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

### f. Designing Student Assessment
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments

## Domain 2 The Classroom Environment

### a. Creating an Environment of Respect and Rapport
- Teacher Interaction with Students
- Student Interactions with One Another

### b. Establishing a Culture for Learning
- Importance of the Content Expectations for Learning and Achievement
- Student Pride in Work

### c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers and Paraprofessionals

### d. Managing Student Behavior
- Expectations Monitoring of Student Behavior
- Response to Student Misbehavior

### e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture
- Use of Physical Resources

## Domain 3 Instruction

### a. Communicating with Students
- Expectations for Learning Directions
- Use of Oral and Written Language

### b. Using Questioning and Discussion Techniques
- Quality of Questions
- Discussion Techniques
- Student Participation

### c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

### d. Using Assessment in Instruction
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students and Self-Assessment
- Monitoring of Progress

### e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students’ Persistence

## Domain 4 Professional Responsibilities

### a. Reflecting on Teaching
- Accuracy
- Use in Future Teaching

### b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

### c. Communicating with Families
- Information About the Instructional Program
- Information About Individual Students
- Engagement of Families in the Instructional Program

### d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in Professional Inquiry
- Service to the School
- Participation in School and District Projects

### e. Growing and Developing Professionally
- Enhancement of Content Knowledge
- Pedagogical Skill
- Receptivity from Colleagues
- Service to the Profession

### f. Demonstrating Professionalism
- Integrity and Ethical Conduct
- Social Advocacy
- Decision Making
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 principals 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

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<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<td>Student Pride in Work</td>
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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

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Basic

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Proficient

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Distinguished

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2b. Establishing a Culture for Learning

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2c. Managing Procedures and Routines

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2d. Managing Student Behavior

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2e. Organizing Physical Space

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
### SIGNERS OF THE DECLARATION OF INDEPENDENCE

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

- 
- 
- 
- 

The Students

- 
- 
- 
- 

The Teacher

- 
- 
- 
- 

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
________________________________________
________________________________________
________________________________________

3b. Using Questioning and Discussion Techniques
________________________________________
________________________________________
________________________________________

3c. Engaging Students in Learning
________________________________________
________________________________________
________________________________________

3d. Using Assessment in Instruction
________________________________________
________________________________________
________________________________________

3e. Demonstrating Flexibility and Responsiveness
________________________________________
________________________________________

Danielson Group 2012
www.danielsongroup.org
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.
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.

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<th>1a. Knowledge of Content and Pedagogy</th>
<th>1b. Knowledge of Students</th>
<th>1d. Knowledge of Resources</th>
</tr>
</thead>
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<td>Key ideas regarding this component</td>
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<td>What would constitute evidence for this component?</td>
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<td>How would this component manifest itself in Domain 2 and 3?</td>
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</table>
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?