

THE FRAMEWORK FOR TEACHING

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