A FRAMEWORK FOR TEACHERS
COMPONENTS

Component 1
Planning and Preparation

1a. Selecting Instructional Goals
- *Value, sequence, and alignment*
- *Clarity*
- *Balance*
- *Suitability for diverse learners*

1b. Designing Coherent Instruction
- *Learning activities*
- *Instructional materials and resources*
- *Instructional groups*
- *Lesson and unit structure*

1c. Demonstrating Knowledge of Content and Pedagogy
- *Knowledge of content and the structure of the discipline*
- *Knowledge of prerequisite relationships*
- *Knowledge of content-related pedagogy*

1d. 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*

1e. Designing Student Assessments
- *Congruence with instructional outcomes*
- *Criteria and standards*
- *Design of formative assessments*
- *Use for planning*

Component 2
The Classroom Environment

2a. Managing Classroom Procedures
- *Management of instructional groups*
- *Management of transitions*
- *Management of materials and supplies*
- *Performance of non-instructional duties*

2b. Managing Student Behavior
- *Expectations*
- *Monitoring of student behavior*
- *Response to student misbehavior*

2c. Creating an Environment to Support Learning
- *Teacher interaction with students*
- *Student interaction with others*
- *Importance of the content*
- *Expectations for learning and achievement*
- *Student pride in work*

2d. Organizing Physical Space
- *Safety and accessibility*
- *Arrangement of furniture and use of physical resources*

Component 3
Instruction

3a. Engaging Students in Learning
- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing of the lesson*

3b. Demonstrating Flexibility and Responsiveness
- *Lesson adjustment*
- *Response to students*
- *Persistence*

3c. Communicating Clearly and Accurately
- *Expectations for learning*
- *Directions and procedures*
- *Explanation of content*

3d. Using Questioning and Discussion Techniques
- *Quality of questions*
- *Discussion techniques*
- *Student participation*

3e. Using Assessment in Instruction
- *Assessment criteria*
- *Monitoring of student learning*
- *Feedback to students*
- *Student self-assessment and monitoring of progress*

Component 4
Professional Responsibilities

4a. Communicating with Families
- *Information about the instructional program*
- *Information about individual students*

4b. Recording Student Data in Approved DOE Record System
- *Student completion of assignments*
- *Student progress in learning*
- *Non-instructional records*

4c. Growing and Developing Professionally
- *Enhancement of content knowledge and pedagogical skill*

4d. Reflecting on Professional Practice
- *Accuracy*
- *Use in future teaching*

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