The Framework for Teaching: Introduction to the Concepts

Charlotte Danielson

"I know it seems crazy when everyone else in the world wants to be a film director, but for me, teaching is one of the few heroic jobs left. All the biggest miracles take place in classrooms. Nothing happens without teachers."

Stephen Frears
British film director

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The Wisdom of Practice

If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What would make you think: "Oh, this is *good;* if I had a child this age, this is the class I would hope for."

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The Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

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The Framework for Teaching:
Components

Domain 1: Planning and Preparation
• Demonstrating Knowledge of Content and Pedagogy
• Demonstrating Knowledge of Students
• Setting Instructional Outcomes
• Demonstrating Knowledge of Resources
• Designing Coherent Instruction
• Designing Student Assessments

Domain 3: Instruction
• Communicating With Students
• Using Questioning and Discussion Techniques
• Engaging Students in Learning
• Using Assessment in Instruction
• Demonstrating Flexibility & Responsiveness

Domain 2: The Classroom Environment
• Creating an Environment of Respect and Rapport
• Establishing a Culture for Learning
• Managing Classroom Procedures
• Managing Student Behavior
• Organizing Physical Space

Domain 4: Professional Responsibilities
• Reflecting on Teaching
• Maintaining Accurate Records
• Communicating with Families
• Participating in a Professional Community
• Growing and Developing Professionally
• Showing Professionalism

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Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy

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Domain 3: Instruction

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Common Themes

- Equity

- Cultural competence

- High expectations

- Developmental appropriateness

- A focus on individuals, including those with special needs

- Appropriate use of technology

- Student assumption of responsibility

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A Memorable Teacher

Consider your long life as a student. Recall an occasion (or a pattern of occasions) that you still remember. The memory can be either positive or negative.

What makes this so memorable?

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School Memories

	+	-
Domain 2		
Domain 3		
Other		

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School Memories

	+	-
Domain 2		⬭
Domain 3		
Other		

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A Quote from Maya Angelou

"People will forget what you said. People will forget what you did. But they will never forget how you made them feel"

American Poet, b 1928

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Domain 2:The Classroom Environment
2a: Creating an Environment of Respect and Rapport

	DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Figure 4.2b	**COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT** Elements: Teacher interaction with students• Student interaction *with one another*			

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

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Origins of
The Framework for Teaching

- **Praxis III: Classroom Performance Assessments**

- **National Board for Professional Teaching Standards**

Assumptions Underlying the Framework for Teaching

- Important learning for students

- The nature of learning and how to promote it

- The purposeful nature of teaching

- The nature of professionalism

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Features of
The Framework for Teaching

- Comprehensive

- Grounded in research

- Public

- Generic; not a "checklist" of specific behaviors

- Organized according to a coherent structure

- Independent of any particular teaching style or methodology

Summary of
The Framework for Teaching

- A research-based definition of good teaching

- A roadmap to, and for navigating through, the complex territory of teaching

- A framework for novice-level practice, through accomplished teaching

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Uses of
The Framework for Teaching

- Teacher preparation

- Supervising student teachers

- Teacher recruitment and hiring

- Mentoring beginning teachers

- Structuring professional development

- Evaluating teacher performance

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Supervision Of Student Teachers

Mentoring

Recruitment And Hiring

License Renewal

Professional Development

Teacher Evaluation

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(The Framework for Teaching)

Supervision Of Student Teachers

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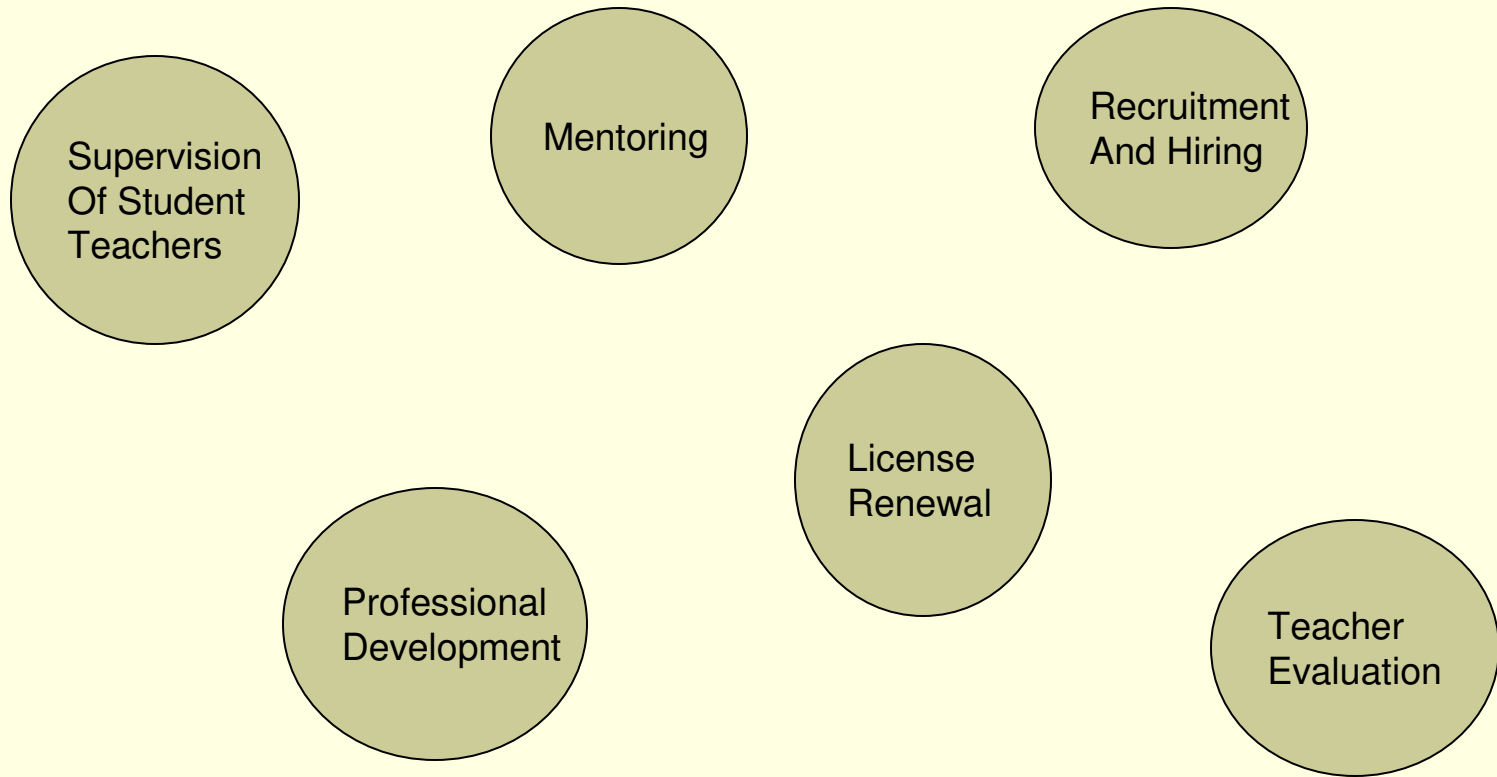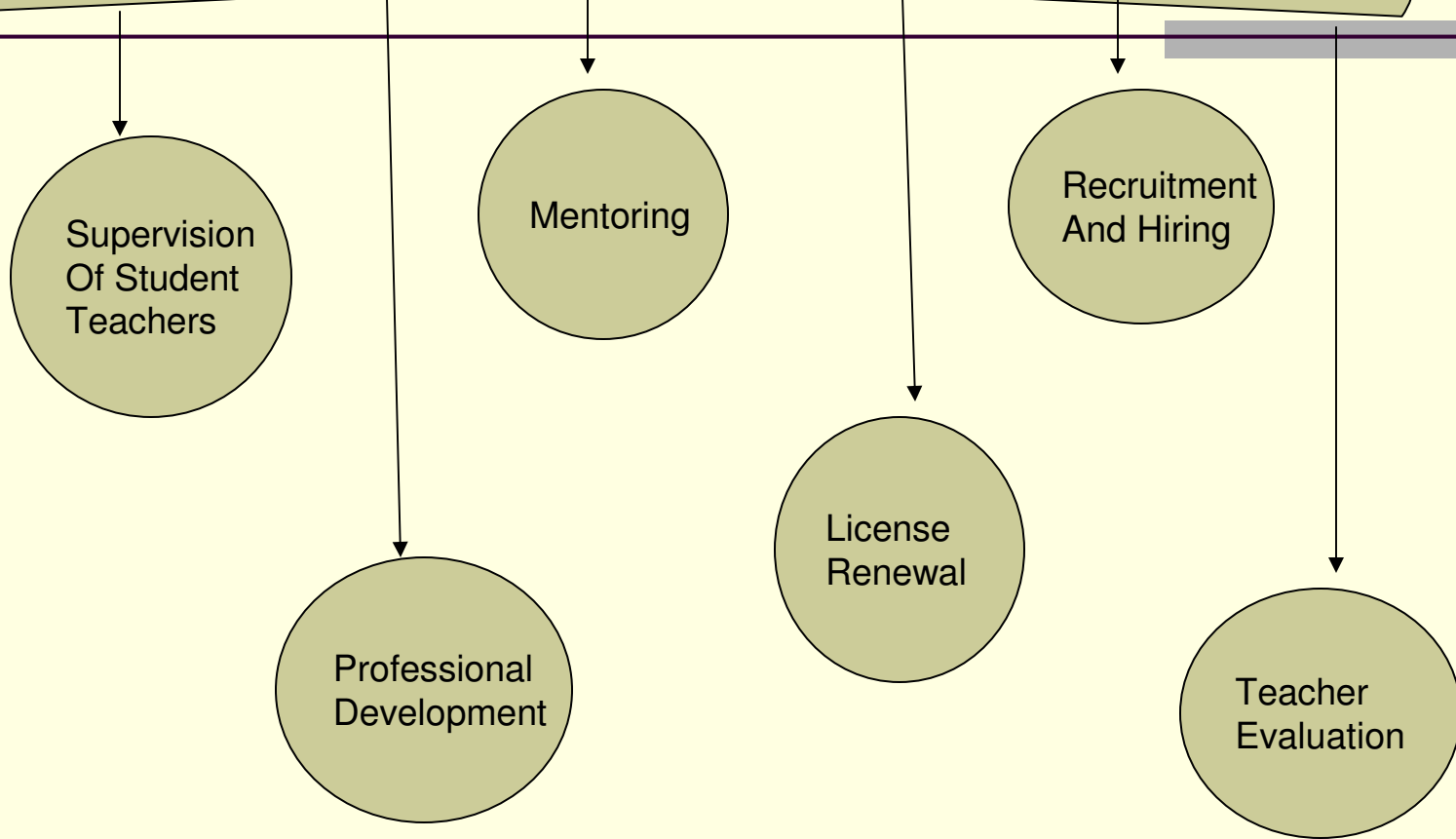
Benefits of
Any Framework for Teaching

- Common language

- Development of shared understandings

- Self-assessment and reflection on practice

- Structured professional conversation