



SMART CARD

THE FRAMEWORK FOR TEACHING

1

PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

2

CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

PROFESSIONAL RESPONSIBILITIES

4

- 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

INSTRUCTION

3

“

THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT'S A THINKING PERSON'S JOB.”

Charlotte Danielson

COMMON THEMES

Equity

High Expectations

Cultural Competence

Meeting the Needs of All Learners

Student Assumption of Responsibility

THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline · Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students

- Child and adolescent development · Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage · Students' special need

1c Setting Instructional Outcomes

- Value, sequence, and alignment · Clarity · Balance
- Suitability for diverse students

1d Demonstrating Knowledge of Resources

- For classroom use · To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction

- Learning activities · Instructional materials and resources · Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with instructional outcomes · Criteria and standards
- Design of formative assessments · Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement · Student pride in work

2c Managing Classroom Procedures

- Instructional groups · Transitions · Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations · Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching

- Accuracy · Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments · Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program · Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues · Involvement in culture of professional inquiry
- Service to the school · Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues · Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct · Service to students · Advocacy
- Decision-making · Compliance with school and district regulations

DOMAIN 3: INSTRUCTION

3a Communicating With Students

- Expectations for learning · Directions for activities
- Explanations of content · Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts · Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments · Grouping of students
- Instructional materials and resources · Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria · Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment · Response to students
- Persistence