

A FRAMEWORK FOR TEACHERS COMPONENTS

Component 1 Planning and Preparation	Component 2 The Classroom Environment
<p>1a. Selecting Instructional Goals</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1b. Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1c. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1d. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • 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>1e. Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>2a. Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties <p>2b. Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2c. Creating an Environment to Support Learning</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with others • Importance of the content • Expectations for learning and achievement • Student pride in work <p>2d. Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
Component 3 Instruction	Component 4 Professional Responsibilities
<p>3a. Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing of the lesson <p>3b. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>3c. Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanation of content <p>3d. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3e. Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 	<p>4a. Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students <p>4b. Recording Student Data in Approved DOE Record System</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c. Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <p>4d. Reflecting on Professional Practice</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching