

Domain 1: Planning and Preparation



2022 Updates

The Framework For Teaching

1a	Demonstrating Knowledge of Content and Pedagogy	→	<u>Applying</u> Knowledge of Content and Pedagogy
	Content and structure of the discipline	→	Disciplinary Expertise
	Prerequisite relationships	→	Pedagogical Content Knowledge
	Content-related pedagogy	→	Knowledge of Interdisciplinary Relationships and Skills * new
1b	Demonstrating Knowledge of Students	→	Knowing and <u>Valuing</u> Students
	Child and adolescent development	→	Knowledge of Whole Child Development
	Learning process	→	Knowledge of the Learning Process and Learning Differences
	Students' special needs	→	
	Students' skills, knowledge, and language proficiency	→	Understanding of Students' Current Knowledge and Skills
	Students' interests and cultural heritage	→	Respect for Students' Identities
1c	Setting Instructional Outcomes		
	Value, sequence, and alignment	→	Value and Relevance
		→	Alignment to Grade-Level Standards
	Clarity	→	Clarity of Purpose
	Suitability for diverse students	→	Integration of Multiple Aspects of Student Development *new
	Balance	→	

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1d	Demonstrating Knowledge of Resources	→	Using Resources Effectively
	For classroom use	→	Technology and Digital Resources
		→	Instructional Materials
	Resources for students	→	Supports for Students
	To extend content knowledge and pedagogy		

1e	<u>Designing</u> Coherent Instruction	→	<u>Planning</u> Coherent Instruction
	Learning activities	→	Tasks and Activities
	Lesson and unit structure	→	Structure and Flow
	Instructional groups	→	Student Collaboration
			Flexible Learning *new

1f	<u>Designing</u> Student Assessments	→	<u>Designing and Analyzing</u> Assessments
	Congruence with Instructional Outcomes	→	Congruence with Instructional Outcomes (no change)
	Criteria and Standards	→	Criteria and Standards (no change)
	Designing of formative assessments	→	Planning Formative Assessments
	Use for planning	→	Analysis and Application

Domain 2: Learning Environments



2022 Updates

Previously *The Classroom Environment*

2a	<u>Creating</u> an Environment of Respect and Rapport	→	<u>Cultivating</u> Respectful and <u>Affirming</u> Environments
	Teacher interactions with students, including both words and actions	→	Positive Relationships
		→	Sense of Belonging
	Student interactions with other students, including both words and action	→	Cultural Responsiveness
		→	Positive Conflict Resolution
2b	<u>Establishing</u> a Culture for Learning	→	<u>Fostering</u> a Culture for Learning
	Importance of content and of learning	→	Purpose and Motivation
	Expectations for learning and achievement	→	Dispositions for Learning
		→	Support and Perseverance
	Student pride in work	→	Student Agency and Pride in Work

The Framework For Teaching

Domain 2: Learning Environments



2022 Updates

Previously *The Classroom Environment*

2c	Managing Classroom Procedures	→	Maintaining <u>Purposeful</u> Environments
	Instructional groups	→	Productive Collaboration
	Materials and Supplies	→	Equitable Access to Resources and Supports
	Performance of classroom routines	→	Student Autonomy and Responsibility
	Supervision of volunteers and paraprofessionals	→	Non-Instructional Tasks

2d	<u>Managing</u> Student Behavior	→	<u>Supporting Positive</u> Student Behavior
	Expectations	→	Expectations for the Learning Community
	Monitoring of student behavior	→	Self-Monitoring, and Collective Responsibility
	Response to student misbehavior	→	
			Modeling and Teaching Habits of Character *new

2e	Organizing Physical Space	→	Organizing Spaces for Learning
	Safety and Accessibility	→	Safety and Accessibility
	Arrangement of furniture and use of physical resources	→	Design for Learning and Development
			Co-Creation and Shared Ownership *new

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Domain 3: Learning Experiences



Previously ***Instruction***

2022 Updates

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3a	Communicating With Students	→	Communicating <u>About Purpose and Content</u>
	Expectations for learning	→	Purpose for Learning and Criteria for Success
	Directions for activities	→	Specific Expectations
	Explanations of content	→	Explanations of Content (no change)
	Use of oral and written language	→	Use of Academic Language

3b	Using Questioning and Discussion Techniques	
	Quality of questions/prompts	→ Critical Thinking and Deeper Learning
	Discussion techniques	→ Reasoning and Reflection
	Student Participation	→ Student Participation (no change)

3c	Engaging Students in Learning	
	Activities and assignments	→ Rich Learning Experiences
	Grouping of students	→ Collaboration and Teamwork
	Instructional materials and resources	→ Use of Instructional Materials and Resources
	Structure and pacing	→ Opportunities for Thinking and Reflection

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Domain 3: Learning Experiences



Previously ***Instruction***

3d	Using Assessment <u>in Instruction</u>	→	Using Assessment <u>for Learning</u>
	Assessment criteria	→	Clear Standards for Success
	Monitoring of student learning	→	Monitoring Student Understanding
	Student self assessment and monitoring of progress	→	
	Feedback to students	→	Timely, Constructive Feedback

3e	Demonstrating Flexibility and Responsiveness	→	Responding Flexibly to <u>Student Needs</u>
	Lesson adjustment	→	Evidence-Based Adjustments
	Response to students	→	Receptiveness and Responsiveness
	Persistence	→	Determination and Persistence

2022 Updates

The Framework For Teaching

Domain 4: Principled Teaching



Previously **Professionalism**

4a	Reflecting on Teaching	→	Engaging in Reflective Practice
	Accuracy	→	Self-Assessment of Teaching
		→	Analysis and Discovery
	Use in future teaching	→	Application and Continuous Improvement

4b	Maintaining Accurate Records	→	Documenting Student Progress
	Student completion of assignments	→	Student Progress Toward Mastery
	Student progress in learning	→	
	Non-instructional records	→	Maintaining Reliable Records *new
			Shared Ownership *new

4c	Communicating with Families	→	Engaging Families and Communities
	Information about the instructional program	→	Instructional Program
	Engagement of families in the instructional program	→	Engagement in Learning Experiences
	Information about individual students	→	
			Respect and Cultural Competence *new
			Community Values *new

2022 Updates

The Framework For Teaching

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Domain 4: Principled Teaching



Previously **Professionalism**

2022 Updates

The Framework For Teaching

4d	Participating in a Professional Community	→	Contributing to School Community and Culture
	Relationships with colleagues	→	Relational Trust and Collaborative Spirit
	Involvement in culture of professional inquiry	→	Culture of Inquiry and Innovation
	Service to the School	→	Service to the School (no change)
	Participation in school and district projects	→	

4e	Growing and Developing Professionally		
			Curiosity and Autonomy *new
			Developing Cultural Competence *new
	Enhancement of content knowledge and pedagogical skill	→	Enhancing Knowledge and Skills
	Receptivity to feedback from colleagues	→	Seeking and Acting on Feedback
	Service to the profession		

4f	Showing Professionalism	→	Acting in Service of Students
	Integrity and ethical conduct	→	Acting with Care, Honesty, and Integrity
	Service to students	→	Advocacy
	Advocacy	→	
	Decision-making	→	Ethical Decision-Making
	Compliance with school and district regulations		

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