Framework for Effective Teaching
An Introduction to Design and Components

The *Framework for Effective Teaching* is designed to provide an explicit definition of proficient teaching. The *Framework* is designed for use throughout the Pre-K-12 program. The *Framework* is based on the work of the National Board for Professional Teaching Standards (NBPTS), published in 1994 as *What Teachers Should Know and Be Able to Do*. The power and usefulness of this work was such that it is the foundation of four generations of frameworks for describing good teaching. The *Framework for Effective Teaching* is adapted in great part from the fourth generation of the NBPTS Core Propositions, developed at the New Teacher Center at the University of California at Santa Cruz as the six Areas of Performance which form the foundation of *The Framework*.

Components of the *Framework for Effective Teaching*

Areas of Performance
1. Understanding and Organizing Subject Matter for Student Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Creating and Maintaining an Effective Environment for Student Learning
4. Engaging and Supporting All Students in Learning
5. Assessing Student Learning
6. Developing as a Professional Educator

Standard for Each Area of Performance
A standard of teacher performance accompanies each Area of Performance. The standards describe what a teacher must know and do on a consistent basis.

Elements of Performance
Each Area of Performance is divided into four to six Elements of Performance, for a total of 31 Elements. An example in Area 2, Planning and Designing, is Element 2a: <u>Draw on and value students' backgrounds, interests, and developmental learning needs</u>. A second example, in Area 5, Assessing Student Learning is Element 5c: <u>Involve and guide all students in assessing their own learning</u>. A third example, in Area 6, Developing as a Professional Educator, is Element 6c: <u>Participate in professional communities to learn…</u> . Proficiency is assessed at the level of the Elements of Performance.

Definition of Proficiency
A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide teachers and others with clear guidance as to what a teacher is expected to know and do on a consistent basis.

Continuum of Proficiency
Each Element of Performance is also accompanied by a four-point rubric of proficiency, from basic (<u>*Getting Started*</u>) to proficient (<u>*The Target*</u>). These rubrics support teachers in self-assessment and planning for further learning and growth.

The *Framework for Effective Teaching* is designed to be: (1) comprehensive, (2) public, (3) generic, (4) demonstrated in diverse ways, (5) inclusive, (6) progressive, (7) research-grounded, and (8) constructivist.