TDES Framework for Teaching

Domain 1: Planning and Preparation	Domain 4: Professional Responsibility
1a: Demonstrating knowledge of content and pedagogy	**4a: Reflecting on Teaching**
Content and structure of the subject: what it is how it fits	Accurate reflection: how did you do
Content-related pedagogy: how to teach it	Future plans: what would you do differently
Prerequisites for learning: what to know to learn it	
1b: Demonstrating knowledge of students	**4b: Maintaining Accurate Records***
Child development: where are they developmentally	Student completion: did they do it
Student needs: what do they need to learn	Student progress: how did they do
Student skills, knowledge, language: what can they do, know, speak and read	Non-instructional records: other notes
Student backgrounds: where are they from, who are they	
Learning process: how do they learn	
1c: Setting instructional outcomes*	**4c: Communicating with Families**
Setting goals aligned to standards: which standard is targeted	Instructional program: what are we doing
Rigorous goals not tasks: challenging and thought-provoking	Individual progress: how is he or she doing
Goals that can be assessed: did they achieve the goal	Engagement opportunities: how can the parents help
Goals that relate to the curriculum: outcomes aligned to a larger plan	
Goals for diverse learners: differentiated for style and abilities	
1d: Demonstrating knowledge of resources	**4d: Participating in a Professional Community**
Resources to plan: used to design	Colleagues: support your co-workers
Resources to teach: used to instruct	Culture: support the school
Resources to extend content: used to enrich	Service: lead the change
	Participation: support the district
1e: Designing coherent instruction*	**4e: Growing and Developing Professionally**
Structure: lesson is logical progression of content and activity and assessment	Content knowledge: increase content knowledge
Pacing: lesson is coherent and manageable	Pedagogy: increase repertoire of teaching techniques
Alignment: lesson aligns to standard, to unit, and to curriculum	Feedback: accept feedback
Differentiation: lesson allows for different ways to learn	Goal setting: set and monitor personal goals
Engagement: lesson will engage students with rigorous expectations and learning task, not mere activity	
1f: Designing student assessment	**4f: Showing Professionalism***
Aligned to outcomes: assessment has a purpose and checks if the outcome was accomplished or not	Integrity and ethics: holding yourself to high personal and professional standards
Clear standards: students will know how they did on scale, rubric, criteria	Compliance: following the rules and regulations of the school, district, and state
Appropriate for students: assessment is appropriate for student ability, age, development level	Service to students: committing to student-centered learning and support
Used for planning: results used for later instruction or planning for whole class, groups, individual students	Advocacy: demonstrating leadership in countering negative attitudes about students, school, and district

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Domain 2: Classroom Environment	Domain 3: Instruction
2a: Creating an environment of respect and rapport	**3a: Communicating with students**
Teacher to student: respectful, warm, and caring communication	Expectation for learning: clear and understood
Student to student: respectful, warm, and caring communication	Directions and procedures: clear and understood
	Content delivery: clear and understood
	Oral and written language: clear and understood and culturally and developmentally appropriate
2b: Establishing a culture for learning that is challenging and rigorous*	**3b: Using questioning and discussion techniques**
Importance of content: teacher and students passionate about subject	Level of questions: rigorous, differentiated
Expectations for learning: teacher holds students to high standards	Variety of questions: rigorous, differentiated
Student pride in work: students hold selves to high standards	Discussion techniques: differentiated, open to all
	Student participation: asking and answering
2c: Managing classroom procedures*	**3c: Engaging students in learning***
Grouping: procedures are clear and understood	Tasks and assignments: appropriate to outcomes
Transitions: procedures are clear and understood	Grouping: supporting outcomes
Materials and supplies: procedures are clear and understood	Materials and resources: supporting outcomes
Non-instructional duties: procedures are clear and understood	Structure and pacing: differentiated, allows for reflection and closure
Paras and volunteers: procedures are clear and understood	
2d: Managing student behavior*	**3d: Using Assessment in Instruction***
Expectations: behaviors and procedures and clear are understood	Assessment criteria: clear and appropriate to outcomes
Monitoring: subtle, preventative, on-going	Monitoring student learning: used to plan assessment and further instruction
Response: leveled, caring, individualized	Feedback: clear and timely
	Student self-assessment and monitoring: clear and appropriate to outcomes
2e: Organizing physical space	**3e: Demonstrating flexibility and responsiveness**
Safety: for all students	Adjusting the lesson: changing pace, pedagogy, and outcomes if needed
Accessibility: for all students	Responding to students: adapting instruction to student needs, development, culture, interest
Physical resources: available to all students	Ensuring success: adjusting the lesson to differentiate according to ability and modality
Technology: skillful and appropriate to learning tasks	