

Framework for Effective Teaching: Fundamental Qualities

1. Comprehensive

The *Framework* addresses teacher responsibilities in and out of the classroom. Thirty-one (31) essential Elements of effective teaching are clustered in six 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 Learning Environment for Student Learning, (4) Engaging and Supporting All Students in Learning, (5) Assessing Student Learning, and (6) Developing as a Professional Educator.

2. Public

Definition of what constitutes effective teaching is clearly known to all: a standard is stated for each of the six Areas of Performance, and proficiency is defined for each of the 31 Elements which are organized in the Areas. The *Framework* is available to all.

3. Generic

The *Framework* is based on constructs and themes that apply across specific teaching settings and approaches; it is not a checklist of teacher behaviors. This can be seen in the language of the *Framework*; for example, Element 5b reads, “Collects and uses information from multiple sources to assess student learning,” rather than identifying specific ways to do so.

4. Diverse Demonstration

The *Framework* is comprehensive in its description of teaching, so some Areas of Performance can be observed as teachers work in the classroom: Engaging and Supporting All Students in Learning, for example. Other Areas are demonstrated in different ways: “Understanding Subject Matter” might be observed in a curriculum map or in a professional conversation; “Works with families...”(6d) might be observed in a parent-student conference; “Participates in professional learning communities...”(6c) might be observed in a conversation with other staff or in the text of a learning journal.

5. Inclusive

The *Framework* consistently states that teachers must focus on high quality learning for all students: for example Area 2 focuses on planning and design for “...All Students; Element 3a pertains to the physical environment of the classroom “...that engages all students;” Element 4e pertains to self-directed and reflective learning “...for all students,” and Element 5c states the expectation that “all students” must be involved in self-assessment.

6. Progressive

Each of the Elements of the *Framework* is defined in quality terms by a 4-point rubric that defines a range of levels of proficiency for each of the defining Elements of Performance.

7. Research-Grounded

The *Framework* is based on the body of research and evidence that identifies principles of effective practice for maximum learning by all students, and over a decade of research and experience with communicating the essentials of effective teaching.

8. Constructivist

Human understanding of any concept depends on the meaning that an individual develops personally on the basis of prior experience and new input. *Personal experience*, *current knowledge*, *cognitive structures at the time*, and *effective connections* contribute to the different ways that individuals understand common content. The *Framework* is designed to support teachers as they construct personal knowledge of quality in their field through practice of and reflection on effective teaching.

Adapted from: *Enhancing Professional Practice: A Framework for Teaching*, Danielson (1996)