



The Framework for Effective Teaching: Foundation Inquiries and the Six Areas of Performance

Six inquiries, based on the Core Propositions of the National Board for Professional Teaching Standards, form the foundation of *The Framework for Effective Teaching*. Each of the six Areas of Performance addresses one of the inquiries.

What do teachers need to know about subject matter, students, and how they learn? (Area 1)

How do teachers need to use their professional knowledge? (Area 2)

How do teachers develop effective learning environments? (Area 3)

How do teachers teach to assure that all students learn? (Area 4)

How do teachers know that they are being effective with all students? (Area 5)

What do teachers need to do to develop as educators? (Area 6)

Each of the *Framework's* six Areas of Performance is defined by an overall standard.

Area 1: Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter, learning theory, and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Teachers use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students' understanding.

Area 2: Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Teachers modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level goals by all students.

Area 3: Creating and Maintaining an Effective Environment for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Area 4: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Area 5: Assessing Student Learning

Teachers establish and clearly communicate high-level learning outcomes and targets for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Teachers exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery.

Area 6: Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional learning. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers know the benefits of Professional Communities for learning, and participate consistently. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students.