Updates to the FFT: Opportunities to Maximize Student and Teacher Growth through Instructional Improvement

Lee Kappes, Ed.D.
Managing Director -
Growth, Strategy, & Impact

During our time together we will …

- Overview the 2022 updates to the Framework for Teaching (FFT) focused on supporting **deeper learning for teachers and students**.
- Describe important shifts in the DG's approaches through the lenses of **instructional excellence and equity**.
- Highlight opportunities for coherence and alignment

OUR VISION

Each educator and student experiences safe and inclusive learning environments that promote **joyful inquiry, efficacy, building knowledge, and reflecting on our practice(s).**

HISTORY OF THE FFT

2022 Updated FFT designed to support multiple aspects of professional development; emphasize our focus on equity; reflect educational research on culturally responsive teaching and the use of high-quality instructional materials; highlight the integration of social, emotional, and intellectual development; and redefine professionalism as a principled commitment to serving each and every student.

2013 New edition of the *Evaluation Instrument* published. Revisions that respond to instructional implications of the Common Core State Standards.

2011 *Evaluation Instrument* published. Incorporated revisions that were made for the Measures of Effective Teaching (MET) study and included tighter rubric language, critical attributes, and possible examples for each component.

2007 Second edition of *Enhancing Professional Practice*. Several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996.

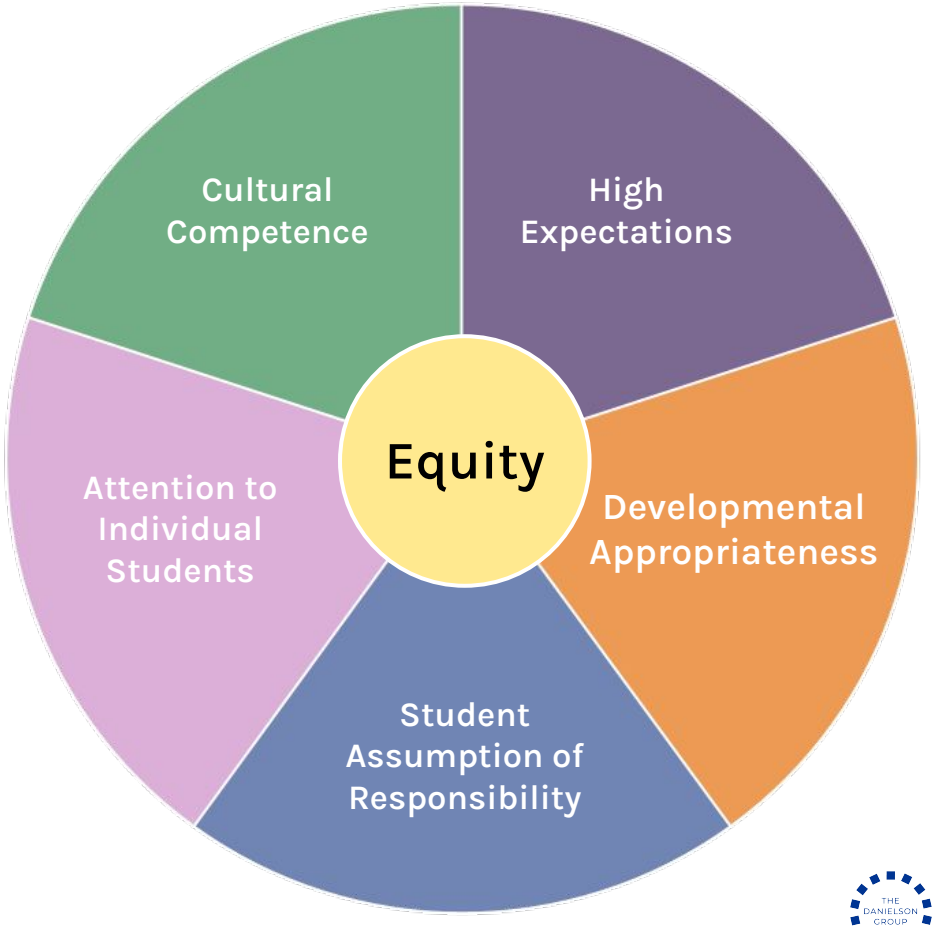
1996 First published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*.

THE DANIELSON GROUP

2022 Revised Framework for Teaching

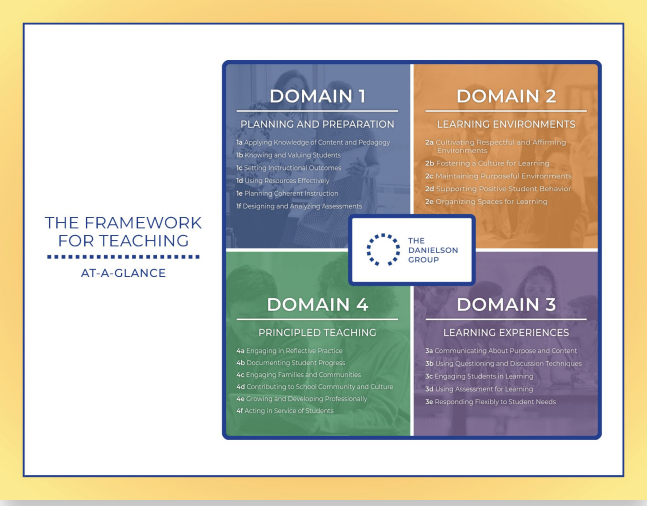
What's the Same?

The Common Themes pervade the FFT to support and undergird our equity imperative.

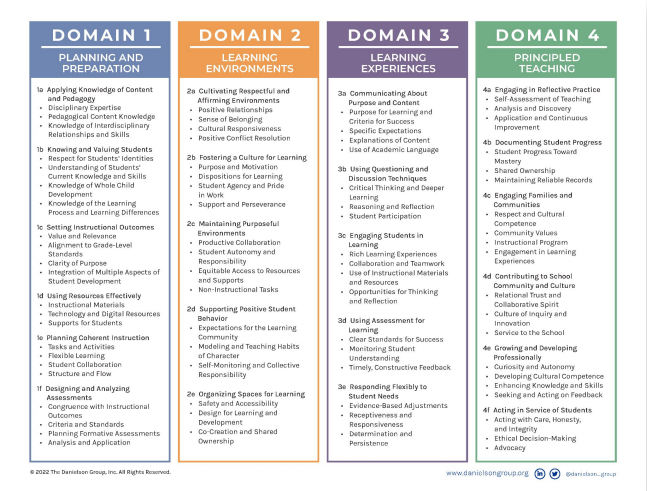


What's the Same?

4 Domains of Teaching Responsibility



22 Components of Effective Teaching



THE DANIELSON GROUP

4 Domains of Teaching Responsibility

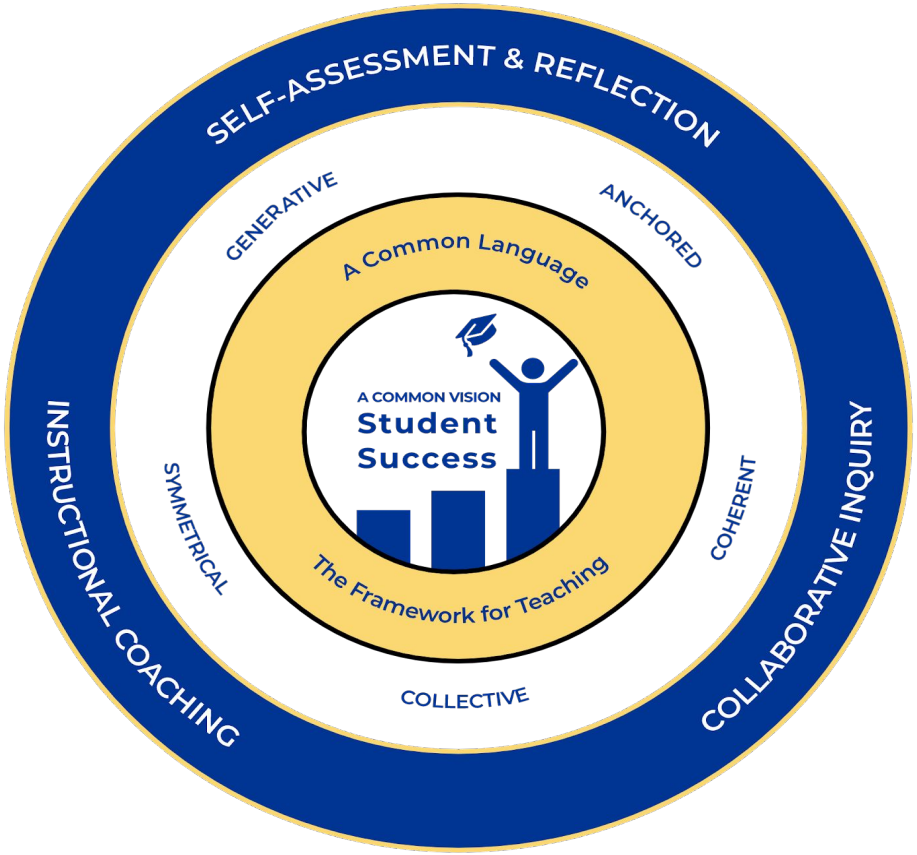
- 76 **Elements of Success** that further define the 22 **Components**
- **Narratives, Considerations, and a Continuum of Practice** for each Component to support growth through professional conversations, self-assessment, and observation and feedback

The Danielson Group approach to professional learning **leverages**

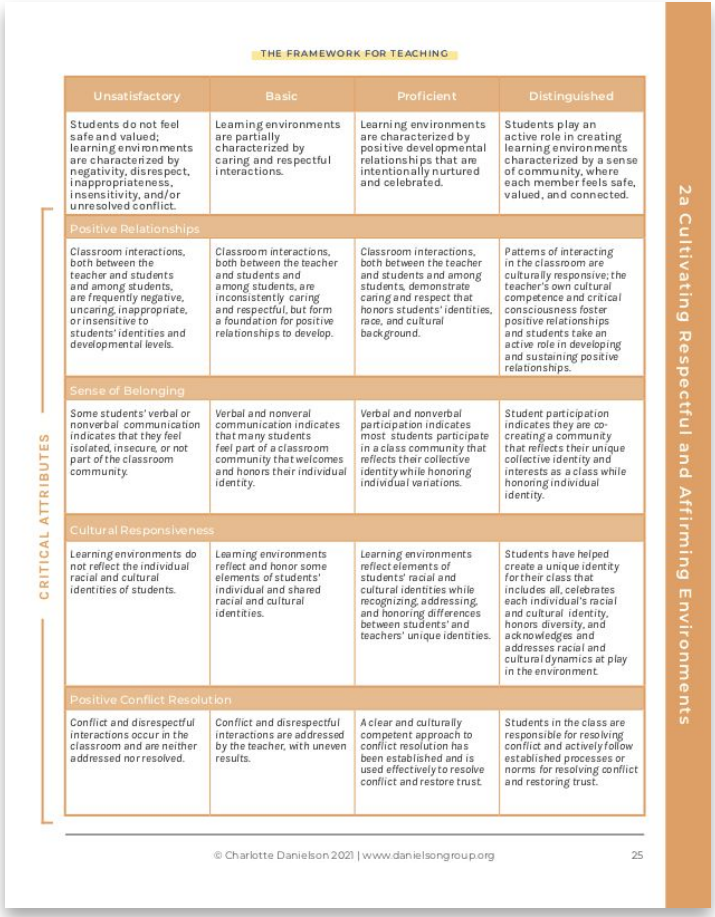
3 KEY SPHERES OF INFLUENCE

to **maximize the possibilities for school improvement and teacher growth.**

- **REFLECTIVE PRACTICE**
- **COLLABORATIVE INQUIRY**
- **INSTRUCTIONAL COACHING**



THE DANIELSON GROUP



THE FRAMEWORK FOR TEACHING

2a Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonveral communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

© Charlotte Danielson 2021 | www.danielsongroup.org

What's New in 2022?

- More explicit emphasis on **equity & the Common Themes**
- Increased attention to **students' identities, social-emotional development, and authentic engagement with families, caregivers, and communities.**
- Support for **contextualization and prioritization** based on local needs, goals, and values
- Updated component language and more succinct component-level descriptors with **Critical Attributes aligned to Elements of Success**.

THE DANIELSON GROUP

The FFT's Equity Imperative

EACH AND EVERY student should have:

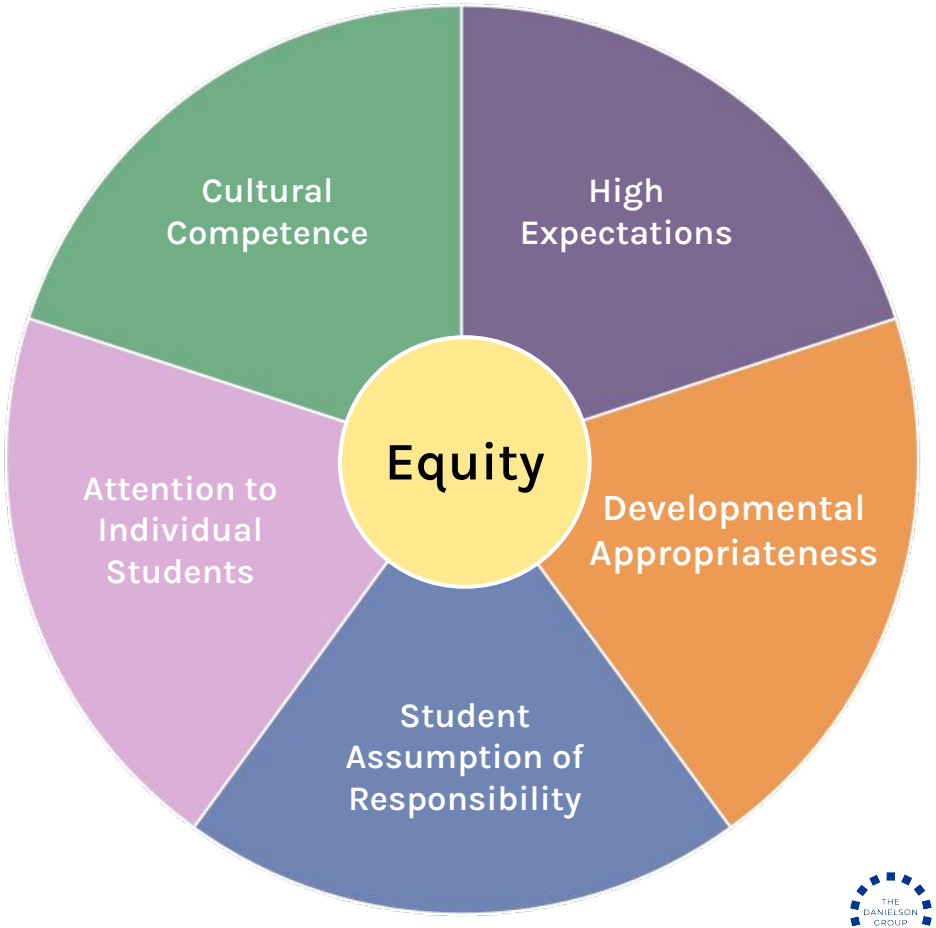
- intentionally and carefully crafted opportunities to succeed emotionally, socially, and academically.
- additional levels of social and emotional and academic support, tiered scaffolds and appropriate academic content challenges for all students, and especially for children in underserved communities.
- the belief and support from every adult in their lives of their intellect, strengths and capability.

> A commitment to excellence is not complete without a commitment to equity.

Charlotte Danielson

What's the Same?

The Common Themes pervade the FFT to undergird and support our existing **equity imperative.**



Equity-Minded Component Alignment

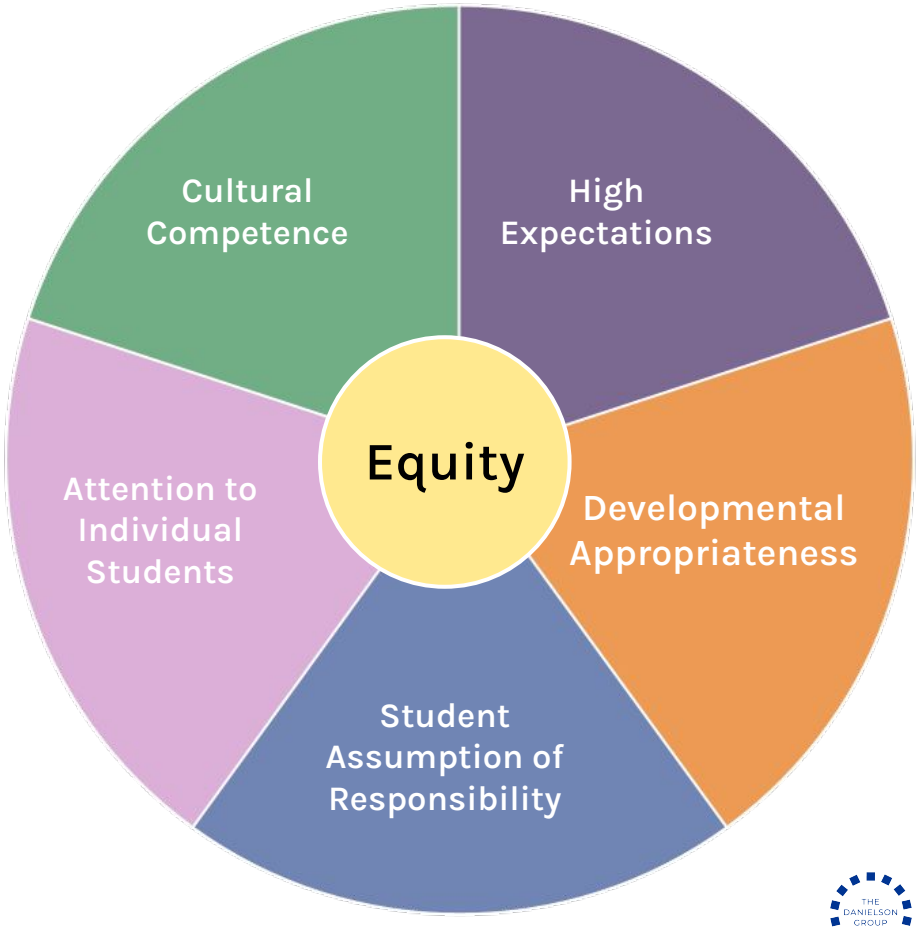
CULTURAL COMPETENCE
1b, 1c, 2a, 4c

HIGH EXPECTATIONS
1c, 1f, 2b

DEVELOPMENTAL APPROPRIATENESS
1e, 3b, 3e

STUDENT ASSUMPTION OF RESPONSIBILITY 2c, 3a

ATTENTION TO INDIVIDUAL DIFFERENCES
1a, 2d, 2e, 3d

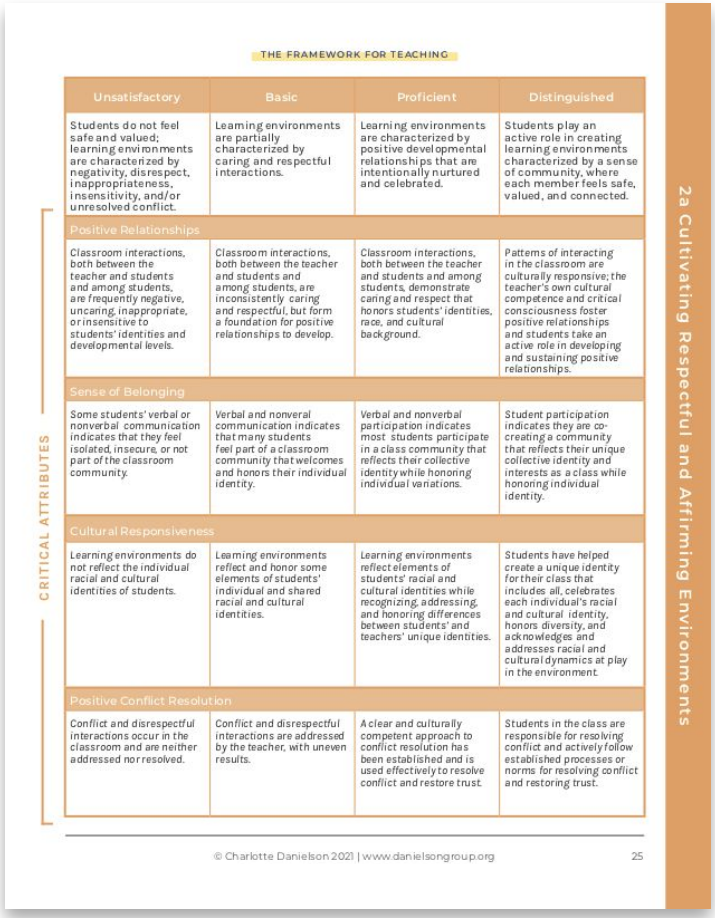


The Essential Component: Knowing and Valuing Students

1b: Knowing and Valuing Students

- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

The use of action words (knowing and valuing) in the updated language, coupled with the addition of the ***equity mindset*** *embedded in valuing all students, creates an* ***asset-based, action-oriented approach*** *to learning about and knowing the students we serve in order to* ***honor and dignify*** *their presence in our classrooms.*



THE FRAMEWORK FOR TEACHING

2a Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonveral communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

© Charlotte Danielson 2021 | www.danielsongroup.org

What's New in 2022?

- More explicit emphasis on **equity & the Common Themes**
- Increased attention to **students' identities, social-emotional development, and authentic engagement with families, caregivers, and communities.**
- Support for **contextualization and prioritization** based on local needs, goals, and values
- More succinct component-level descriptors with **Critical Attributes aligned to Elements of Success**.

THE DANIELSON GROUP

The CASEL Wheel of SEL Competencies

CASEL's SEL Framework, October 2020. Collaborative for Academic, Social, and Emotional Learning (CASEL).

CASEL Framework & FFT Component Alignment

2a: Cultivating Respectful and Affirming Environments

3b: Using Questioning and Discussion Techniques

1e: Planning Coherent Instruction

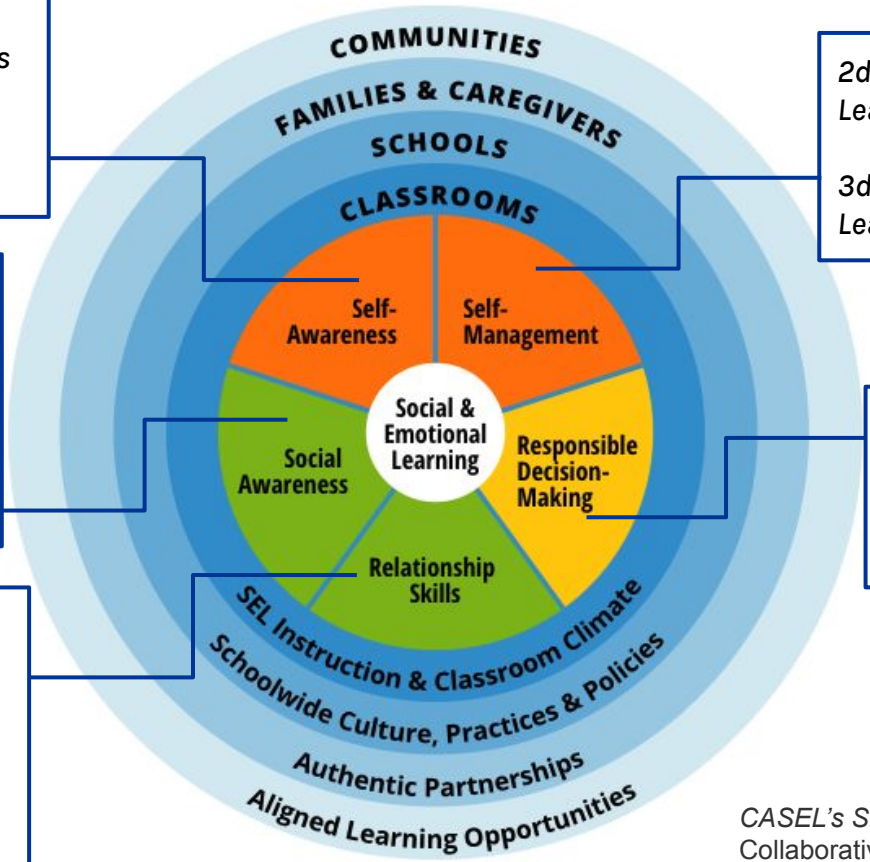
2b: Fostering a Culture for Learning

4f: Acting in Service of Students

2e: Organizing Spaces for Learning

3c: Engaging Students in Learning

4c: Engaging Families and Communities

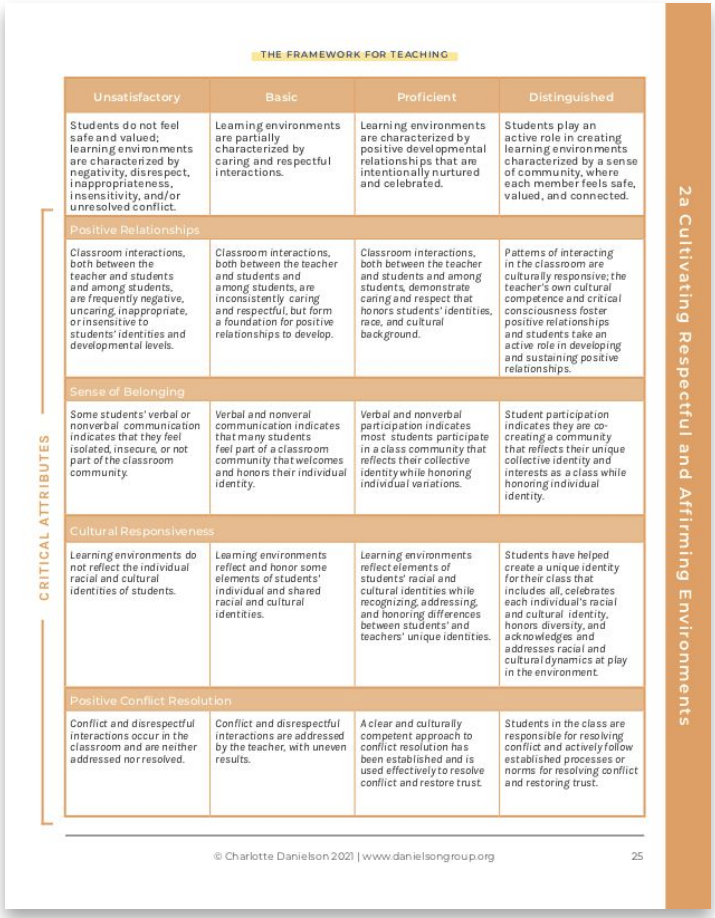


2d: Fostering a Culture for Learning

3d: Using Assessment for Learning

2c: Maintaining Purposeful Environments

CASEL's SEL Framework, October 2020. Collaborative for Academic, Social, and Emotional Learning (CASEL).



THE FRAMEWORK FOR TEACHING

2a Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonveral communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

© Charlotte Danielson 2021 | www.danielsongroup.org

What's New in 2022?

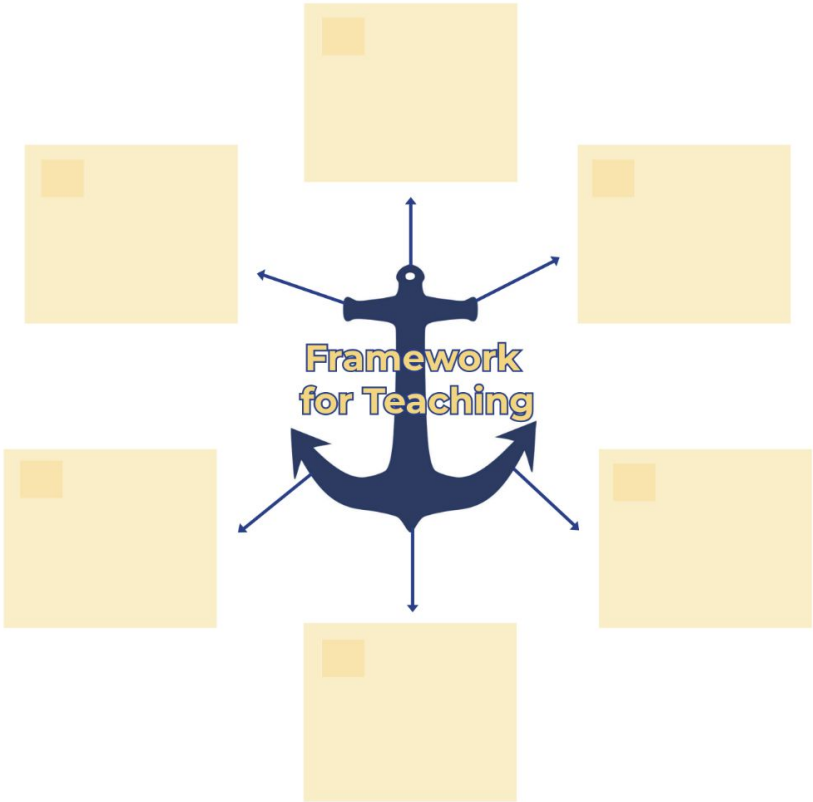
- More explicit emphasis on **equity & the Common Themes**
- Increased attention to **students' identities, social-emotional development, and authentic engagement with families, caregivers, and communities.**
- Support for **contextualization and prioritization** based on local needs, goals, and values.
- More succinct component-level descriptors with **Critical Attributes aligned to Elements of Success**.

THE DANIELSON GROUP

Creating Coherence and Making the Framework Your Own

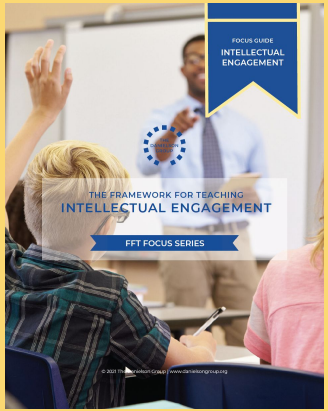
Anchored and Coherent

Anchor your school and district initiatives to your focus components in the Framework for Teaching to create a coherent learning environment. Put the component in the upper left corner of each box.



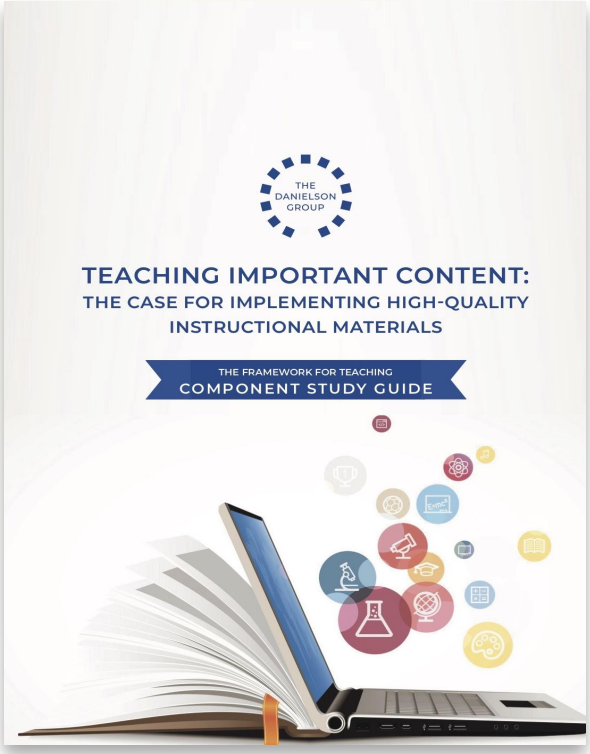
THE DANIELSON GROUP

FFT Component Study Series: Focus on Teaching Important Content



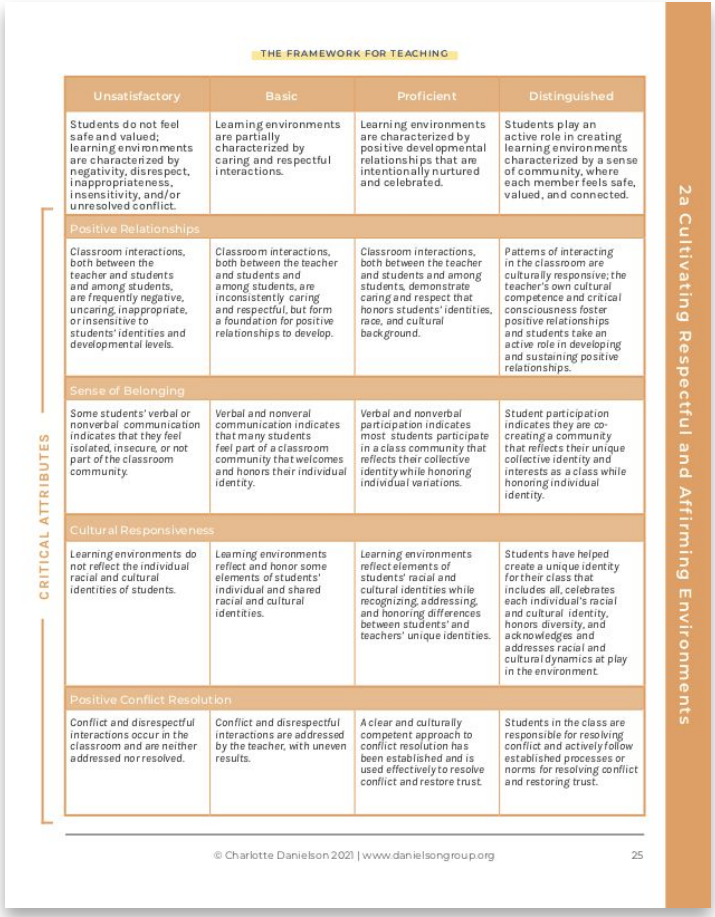
- Teaching in the Remote Environment
- Intellectual Engagement
- Teaching Important Content to Build Knowledge
- Engaging Families, Caregivers and Communities
- Assessments

Teaching Important Content Using HQIM



Guide Features:

- Fewer Components
- No rubrics
- Promote Self-reflection, Instructional Coaching, & Collaborative Inquiry
- Recommended Pathway



THE FRAMEWORK FOR TEACHING

2a Cultivating Respectful and Affirming Environments

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonveral communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

© Charlotte Danielson 2021 | www.danielsongroup.org

What's New in 2022?

- More explicit emphasis on **equity & the Common Themes**
- Increased attention to **students' identities, social-emotional development, and authentic engagement with families, caregivers, and communities.**
- Support for **contextualization and prioritization** based on local needs, goals, and values.
- More succinct component-level descriptors with **Critical Attributes aligned to Elements of Success**.

THE DANIELSON GROUP

Updated Components & Elements

- Reflect our increased emphasis on **equity** and **social-emotional learning** and wellbeing
- Incorporate feedback from educators and leading experts in the field

Let's take a look at some specifics examples…

Domain 1: Planning and Preparation

1a	Demonstrating Knowledge of Content and Pedagogy	→	Applying 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 Valuing 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	→	

Shift language from "Demonstrating" has been replaced to prioritize the larger purpose of the Component. Rather than emphasizing evidence, the change focuses on what the teacher essentially doing and its effects on student success.

*In this case, teachers demonstrate their content knowledge by **applying** that expertise to the benefit of students.*

In the updated FFT and aligned resources, we are placing increased emphasis on the importance of Component 1b and its connection to equity and student success.

*Teachers' knowledge of students is foundational - it informs planning, the environment, and instruction. But, knowledge alone is not enough. By **valuing** their students, teachers create spaces and opportunities for students to feel safe, challenged, supported, and invested in learning.*

Our identities inform our learning and are influenced through learning and relationships. Identities are varied and multidimensional. Students' race, culture, religion, gender, interests, abilities, and many other aspects make up their identity. As with many other Elements in the FFT, educators must think through how the idea of student identity applies within their own contexts.

Domain 1: Planning and Preparation

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	Designing Coherent Instruction	→	Planning Coherent Instruction
	Learning activities	→	Tasks and Activities
	Lesson and unit structure	→	Structure and Flow
	Instructional groups	→	Student Collaboration
			Flexible Learning ***new**

1f	Designing Student Assessments	→	Designing and Analyzing 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

Changes to Components 1d and 1e reflect an important shift in thinking about planning and preparation that results from the availability of high-quality instructional materials. These Components previously emphasized the role of teachers as ***curriculum designers*** *- often planning lessons from scratch. When high-quality curricula are in use, teachers* ***adapt curriculum****. We should not expect teachers to plan lessons from scratch, but they also can't just follow a script. Their judgment and instructional decision-making create strong resources that work for students.*

Teachers may design assessments or use existing assessments to measure student progress. In both cases, they must understand and implement the assessments successfully. Component 1f also serves as a ***lynchpin in the instructional cycle****. Not only are teachers thinking about assessment before a lesson, but they are using what they learn from assessment in planning future lessons.*

Domain 2: Learning Environments

Previously ~~*The Classroom Environment*~~

2a	Creating an Environment of Respect and Rapport	→	Cultivating Respectful and Affirming 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	Establishing a Culture for Learning	→	Fostering 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 possible change to **"Cultivating" in Component 2a** and **"Fostering" in Component 2b** signals an increased emphasis on the contribution of students to the ultimate success of the environment. A teacher cannot simply create or establish a strong culture in a classroom, they must **co-create** it with students and support students to take ownership and responsibility for various aspects of the learning environment.*

*In several places, including Component 2a, we are rethinking Elements of Success in ways that shift emphasis from evidence (e.g., in the quality of the interactions) to the **desired outcome or ultimate purpose** (e.g., sense of belonging).*

*This FFT will have increased emphasis on the importance of **mindsets and habits connected to learning**. These include dispositions for learning, such as curiosity and reasoning, as well as other traits associated with success in school, such as perseverance, confidence, teamwork, and community awareness.*

Domain 2: Learning Environments

Previously *The Classroom Environment*

2a	**Creating an Environment of Respect and Rapport**	→	**Cultivating Respectful and Affirming 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	**Establishing a Culture for Learning**	→	**Fostering 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 potential changes to Components 2c and 2d shift emphasis away from the "management" of the classroom and of students. Certainly, teachers play an important role in ensuring that classrooms are safe and productive, but too often this has been manifested in mindsets and practices focused on "control" rather than ***culturally responsive practices and collaboration*** *or on "correcting misbehavior" rather than* ***supporting positive behavior****.*

Even before the COVID-19 pandemic presented us with the challenge of teaching all students remotely, we recognized that ***environments for learning are much more varied*** *than the word "classroom" can capture and are not always "physical." Even so, it remains important to organize spaces for learning that are accessible and support student success.*

The new Element of Success in Component 2e is another example of our emphasis on shared ownership and co-creation over teacher management and control.

Domain 3: Learning Experiences

Previously ***Instruction***

3a	Communicating With Students	→	Communicating About Purpose and Content
	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

Teachers communicate with students for a variety of purposes that connect to almost every Component of the FFT. Component 3a's name change signals a very particular type of communication: the ***purpose and importance of the content*** *students will learn and the educator's* ***clarity and accuracy*** *in communicating the content itself.*

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)

Similar to shifts in other places, these updated Elements of Success focus more on the purpose or intended outcome for this Component. Here, the shift is from the quality of the questions and discussion to the ultimate goal of questioning and discussion - that they promote ***critical thinking, deeper learning, reasoning, and reflection.***

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

Structure and pacing of a learning experience are no doubt an important aspect of successful instruction. Planning well-sequenced lessons remains a focus in Component 1e. In Domain 3, the results of this planning (and teacher flexibility - Component 3e), are what support ***rich learning, collaboration, and opportunities to reflect on and consolidate learning****. These things are the ultimate measure of success in Component 3c.*

Domain 3: Learning Experiences

Previously ***Instruction***

3a	Communicating With Students	→	Communicating About Purpose and Content
	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

Formative assessment remains the focus of Component 3d. The changes in Elements of Success here reflect a larger idea in the FFT related to student assumption of responsibility. For instance, monitoring by students and by teachers has been combined into a single Element. The teacher models and guides students to become more accurate and effective at assessing their own learning, while still, of course, monitoring that learning themselves.

Component 3e continues to focus on the importance of instructional decision-making. Decisions that are made during instruction often need to be made quickly, but the addition of ***"evidence-based"*** *emphasizes that great teachers make adjustments to support student success based on the evidence they have in those moments.*

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**

The work of teachers is no doubt, professional work. But even more so, it is principled work. Teachers are leaders who act in service of students. Too often in the past, professional responsibilities were reduced to day-to-day tasks and compliance-driven exercises. The shifts in Domain 4 are intended to emphasize the incredibly ***complex nature of teaching*** *but also call attention to the* ***dispositions, mindsets, and actions*** *that make teachers great and reflect their essential role in our society. The shift from tasks to purpose and decision-making is perhaps most notable in Components 4b and 4f.*

Component 4a was primarily about reflection on a single teaching episode. Reflective practice includes but extends beyond this type of reflection. The Elements of Success now better capture the ***stages of a cycle of inquiry*** *that may be connected to a single lesson but are now broader and can capture other types of teacher reflection as well, including inquiry and reflection, that are done independently, with colleagues, or with an instructional coach.*

It is not enough to simply communicate with families. The most successful teachers ***engage with them as their partners*** *to enable student success. As in other places, this shift requires even more explicit reference to* ***cultural competence*** *and community understanding that is key to successfully engaging parents.*

What's New in 2022?

- Focus on use of the FFT within three **Spheres of Influence**:
    - Self-Assessment and Reflection
    - Collaborative Inquiry
    - Instructional Coaching

- **Aligned resources** to support individualized learning for teachers, professional learning communities, and growth-focused observation and feedback, including focus guides, tools, online courses, and online platforms.

Support for Educators' Professional Growth

The FFT Focus Series provides deeper learning into the FFT by exploring high leverage improvement strategies and the subset of FFT components central to each topic.

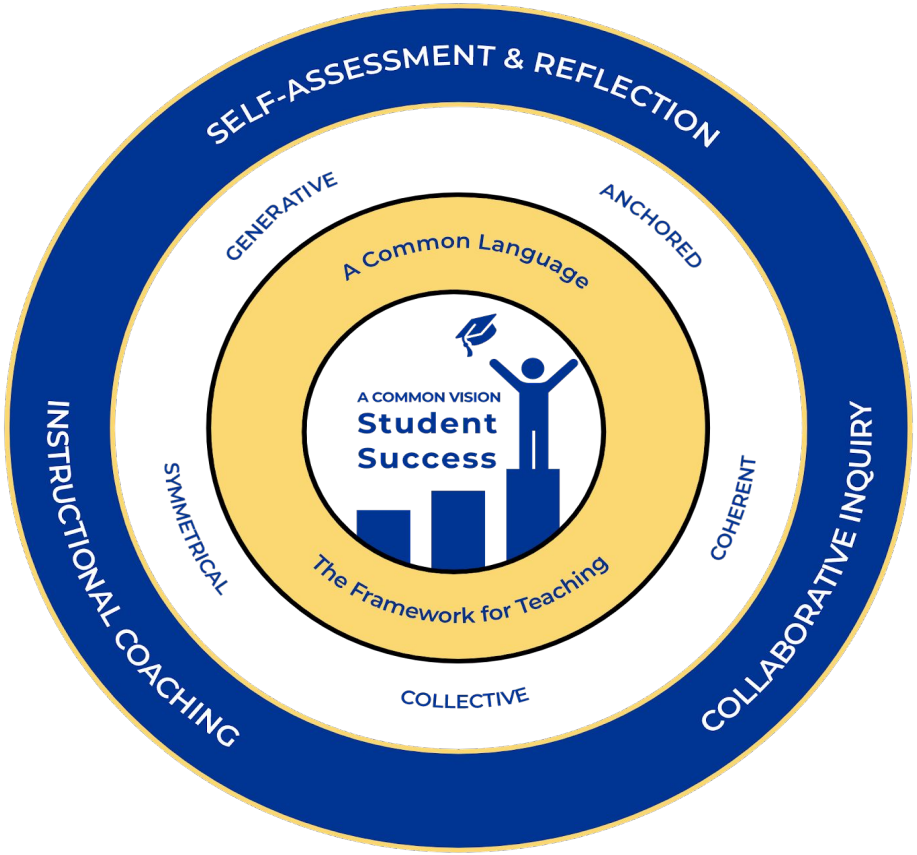
THE DANIELSON GROUP

The Danielson Group approach to professional learning leverages

3 KEY SPHERES OF INFLUENCE

to maximize the possibilities for school improvement and teacher growth.

- REFLECTIVE PRACTICE
- COLLABORATIVE INQUIRY
- INSTRUCTIONAL COACHING



THE DANIELSON GROUP