



**CATHOLIC
SCHOOLS**

DIOCESE of RICHMOND

THE FRAMEWORK FOR TEACHING AT A GLANCE

DOMAIN 2

PLANNING AND PREPARATION

- 2a Applying Knowledge of Content and Pedagogy
- 2b Knowing and Valuing Students
- 2c Setting Instructional Outcomes
- 2d Using Resources Effectively
- 2e Planning Coherent Instruction
- 2f Designing and Analyzing Assessments

DOMAIN 3

LEARNING ENVIRONMENTS

- 3a Cultivating Respectful and Affirming Environments
- 3b Fostering a Culture for Learning
- 3c Maintaining Purposeful Environments
- 3d Supporting Positive Student Behaviors
- 3e Organizing Spaces for Learning

DOMAIN 1

CATHOLIC IDENTITY

- 1a Growing a Community of Faith
- 1b Applying Knowledge of Catholic Doctrine and Beliefs
- 1c Integrating Catholic Teachings into Classroom Life
- 1d Growing and Developing in the Profession and Faith
- 1e Contributing to Students' Catholic Spiritual Development
- 1f Professional Attitudes and Dispositions

DOMAIN 5

PRINCIPLED TEACHING

- 5a Engaging in Reflective Teaching
- 5b Documenting Student Progress
- 5c Engaging Families and Communities
- 5d Contributing to School Community and Culture
- 5e Growing and Developing Professionally
- 5f Acting in Service of Students

DOMAIN 4

LEARNING EXPERIENCES

- 4a Communicating About Purpose and Content
- 4b Using Questioning and Discussion Techniques
- 4c Engaging Students in Learning
- 4d Using Assessment for Learning
- 4e Responding Flexibly to Student Needs

DOMAIN 1

CATHOLIC IDENTITY

1a Growing a Community of Faith

- Evangelization
- Faith Community
- Prayer and Worship

1b Applying Knowledge of Catholic Doctrine and Beliefs

- Catholic Ideals, Virtues, and Doctrine
- Liturgical Themes
- Duty

1c Integrating Catholic Teachings into Classroom Life

- Social Teachings
- Religious, Spiritual, Moral, and Ethical Dimension
- Catholic Physical Environment

1d Growing and Developing in the Profession and Faith

- Positive Interactions
- Parish and School Functions
- Leadership Roles

1e Contributing to Students' Catholic Spiritual Development

- Student Involvement
- Power of Ministry and Social Justice
- Prayer

1f Professional Attitudes and Dispositions

- Human Relations Skills
- Professional Skills
- Personal Skills

DOMAIN 2

PLANNING AND PREPARATION

2a Applying Knowledge of Content and Pedagogy

- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

2b 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

2c Setting Instructional Outcomes

- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

2d Using Resources Effectively

- Instructional Materials
- Technology and Digital Resources
- Supports for students

2e Planning Coherent Instruction

- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

2f Designing and Analyzing Assessments

- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 3

LEARNING ENVIRONMENTS

3a Cultivating Respectful and Affirming Environments

- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

3b Fostering a Culture for Learning

- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

3c Maintaining Purposeful Environments

- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

3d Supporting Positive Student Behaviors

- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

3e Organizing Spaces for Learning

- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 4

LEARNING EXPERIENCES

4a Communicating About Purpose and Content

- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanation of Content
- Use of Academic Language

4b Using Questioning and Discussion Techniques

- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

4c Engaging Students in Learning

- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

4d Using Assessment for Learning

- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

4e Responding Flexibly to Student Needs

- Evidence-Based Adjustments
- Receptive and Responsive
- Determination and Persistence

DOMAIN 5

PRINCIPLED TEACHING

5a Engaging in Reflective Teaching

- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

5b Documenting Student Progress

- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

5c Engaging Families and Communities

- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

5d Contributing to School Community and Culture

- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

5e Growing and Developing Professionally

- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeing and Acting on Feedback

5f Acting in Service of Students

- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

DOMAIN 1 CATHOLIC IDENTITY

1a Growing a Community of Faith

Evangelization: Teachers participate directly in the evangelizing mission of the Church and, as such, are called to "make disciples of all nations."

Faith Community: Teachers actively build a community of faith through participation in elements of the Catholic faith, including Sacraments and personal faith formation.

Prayer and Worship: Teachers assume leadership roles in prayer, prayer services, worship/Mass, and Sacraments.

1b Applying Knowledge of Catholic Beliefs, Doctrine and Practices

Catholic Ideals, Virtues, and Doctrine: Teachers model Catholic ideals and virtues, demonstrate continued growth in and understanding of Catholic dogma, doctrine and beliefs, and follow the chief teachings of the Church.

Liturgical Themes and Teachings: Teachers infuse liturgical themes and liturgical teachings into the curriculum and in each class.

Duty: Teachers know, accept, and practice the faith; by obeying the rules of the Church, they appreciate the wisdom and value of her rules and laws, and put their belief into action, practicing what is believed.

1c Integrating Catholic Teachings into Classroom Life

Social Teachings: Teachers reflect Catholic Social Teaching across all content areas in response to cultural, racial, political, and economic challenges.

Religious, Spiritual, Moral, and Ethical Dimension: Teachers infuse religious, spiritual, moral and ethical dimensions into curriculum, through learning opportunities and activities.

Catholic Physical Environment: Teachers create a classroom environment that is uniquely Catholic by making symbols, liturgies, and teachings a part of classroom life.

1d Growing and Developing in the Profession and Faith

Positive Interactions: Teachers exert a positive influence on the school community and promote positive interactions with staff, students, school, and parish families.

Parish and School Functions: Teachers willingly attend and support parish and school functions beyond those required.

Leadership Roles: Teachers assume varied leadership roles, mentor other teachers, and share ideas and strategies.

1e Contributing to Students' Catholic Spiritual Development

Student Involvement: Teachers create and/or support opportunities for student involvement in community, parish, and school ministries.

Power of Ministry and Social Justice: Teachers lead students to understand the power of Catholic ministry and social justice.

Prayer: Teachers model for and include students in frequent prayer and traditional Catholic devotions; teachers participate in the sacraments of the Eucharist and Reconciliation and provide opportunities for the students to do so as well; Mass is celebrated weekly.

1f Professional Attitudes and Dispositions

Human Relations Skills: Teachers cultivate positive relationships with all stakeholders.

Professional Skills: Teachers use sound judgment, demonstrate professional improvement, supervise and/or work with students outside the classroom, positively contribute to the quality of education in the Diocese, and adhere to School and Diocesan policies and rules.

Personal Skills: Teachers are punctual, meet all deadlines for assigned tasks, and speak and write effectively.

DOMAIN 2 PLANNING AND PREPARATION

2a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensive and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

2b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

2c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

2d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connections, and student development.

Supports for students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and addresses their individual needs.

2e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage high-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

2f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

DOMAIN 3 LEARNING ENVIRONMENTS

3a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

3c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

3b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

3d Supporting Positive Student Behaviors

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

DOMAIN 4 LEARNING EXPERIENCES

4a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanation of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

4c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Students' collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

4e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students understanding, questions, and interests.

Receptive and Responsive: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encountered difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

4b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussion challenge students to reason, reflect on learning, justify their thinking, can generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

4d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

DOMAIN 5 PRINCIPLED TEACHING

5a Engaging in Reflective Teaching

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

5c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students out of school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

5e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeing and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

5b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

5d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action towards their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to the school events, projects, and initiatives.

5f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and the colleagues and lead in taking action on their behalf.