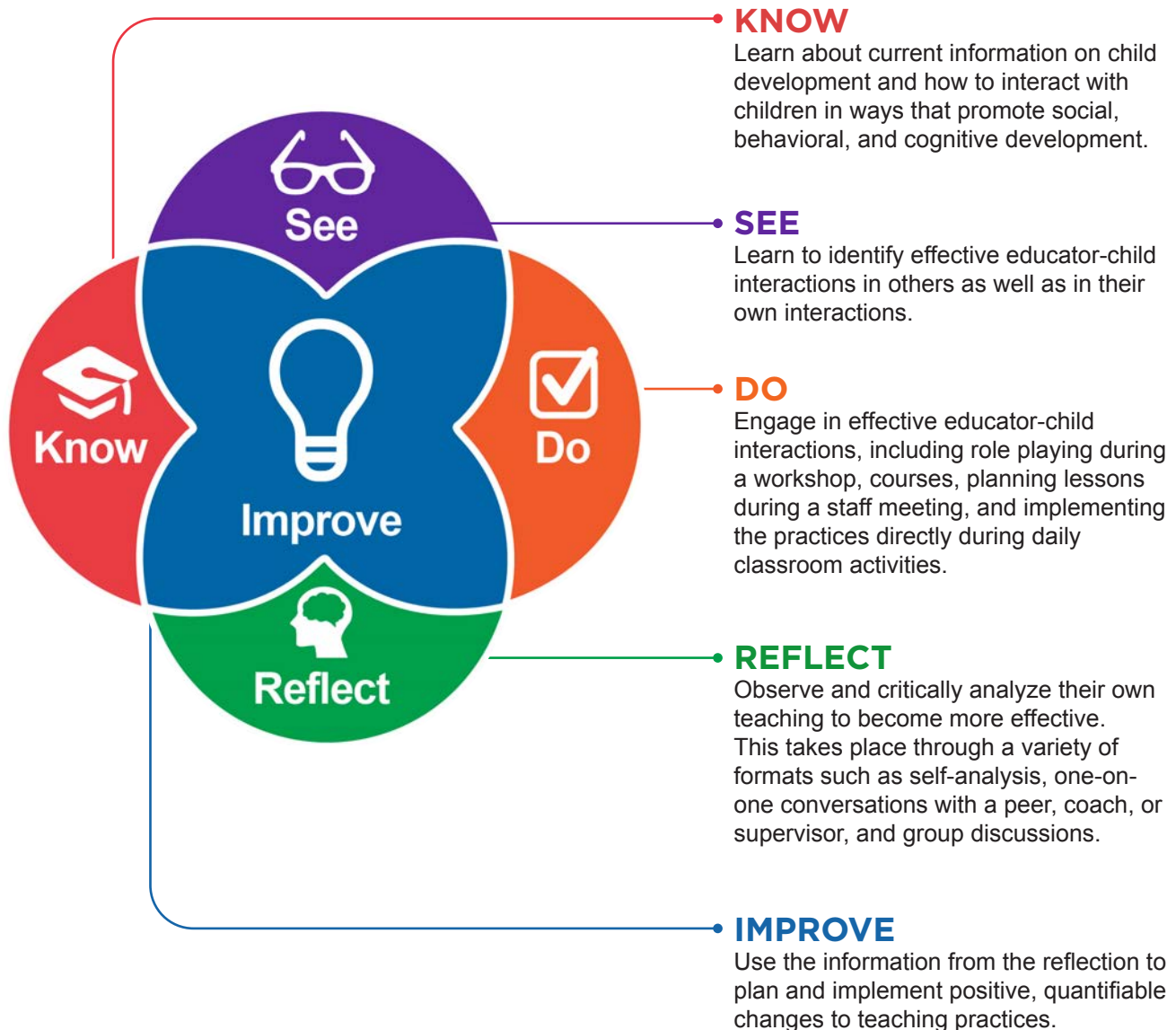


Intentional Teaching Framework (ITF)



Hamre, B. K., Downer, J. T., Jamil, F. M., & Pianta, R. C. (2012). Enhancing teachers' intentional use of effective interactions with children. In R. C. Pianta (Ed.), *Handbook of early childhood education* (pp. 507–532). New York: The Guilford Press.

Joseph, G. E., & Brennan, C. (2013). Framing quality: Annotated video-based portfolios of classroom practice by preservice teachers. *Early Childhood Education Journal*, 41(6), 423–430.

Using the ITF to Design Your Coursework on the EEdU | CDE Template



KNOW: What do students need to know before they can do?

- Readings: Include articles and tip sheet
- Presentations and videos
- Quizzes
- Brief interactive opportunities (motivation to complete)



SEE: What opportunities do students have to become reliable observers?

- Scaffold *Learning to See*
- Video models (view multiple times)
- Opportunities to analyze video
- Opportunities to reflect on how they would do this
- Interactive quiz with video



DO: How do you set the stage for doing and then have them do?

- Scaffold implementation of practice (low stakes to high stakes)
- Case Studies/Role play
- Assignments that build toward application in the field (what they need to do before they apply to practice)
- Practice in the field and capture



REFLECT: What opportunities and questions do you offer to guide them toward improvement?

- Support self-reflection (Notice behaviors of children and self)
- Group (constructive peer feedback)
- Instructor feedback



IMPROVE: What are the competencies that you want your students to be able to demonstrate?

- Specific, descriptive, and focused
- Linked to child outcomes, state and national standards
- Communicated clearly and upfront to students
- Focused on student improvement over time through feedback and support
- Able to be measured by evidence of learning

