Evolution of the Framework for Teaching (FFT)

Version	1996 FFT	2007 FFT	FFT EVALUATION INSTRUMENT	
			2011 Edition	2013 Edition
Structure	4 domains, 22 components, 76 elements			
Needs addressed	Outgrowth of research compiled by ETS for PRAXIS III assessment for state licensing of new teachers	Incorporated	Higher stakes, higher expectations require increased accuracy of observations with	
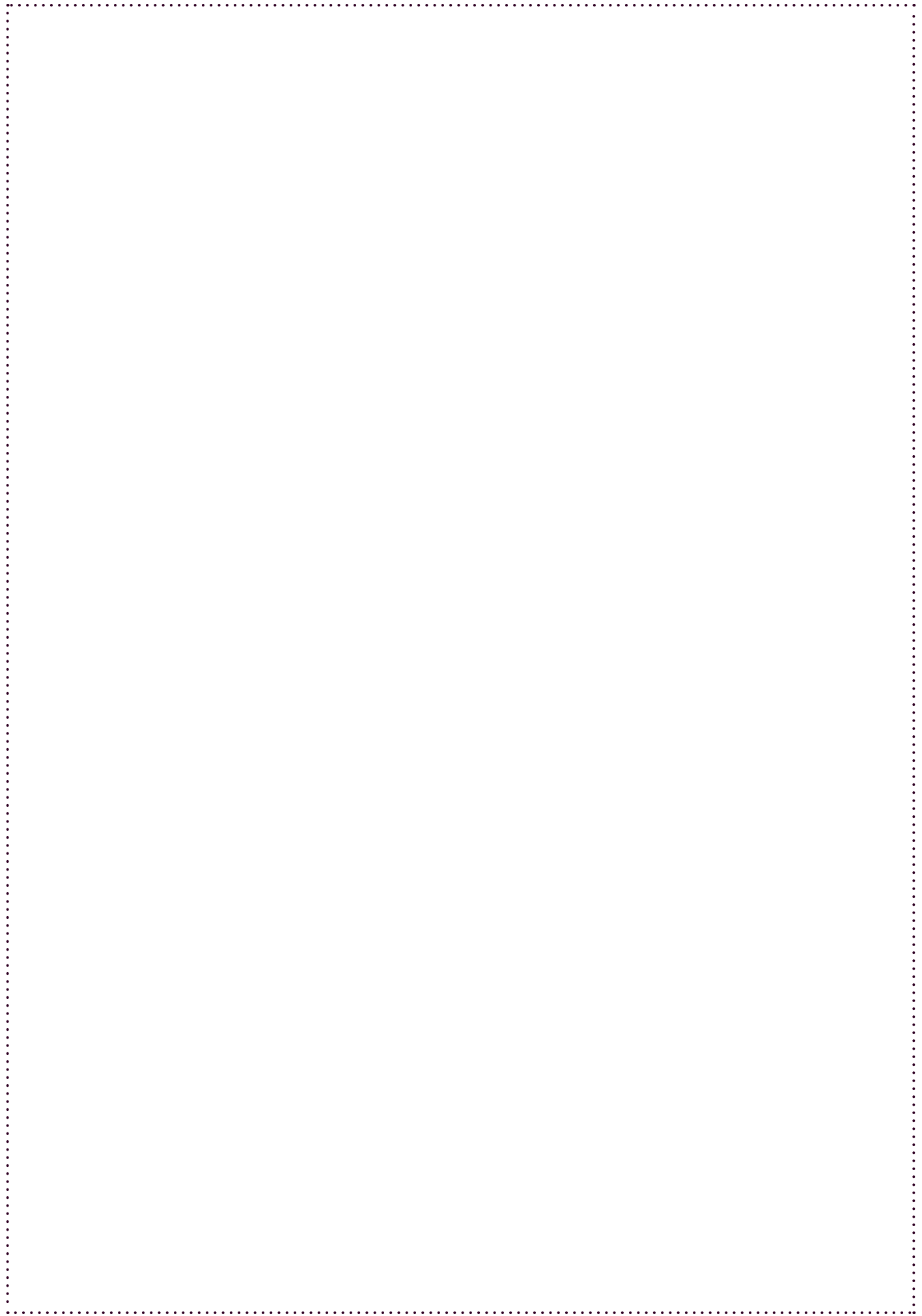
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THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

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The Framework for Teaching identifies those aspects of a teacherÕs responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, Enhancing Professional Practice: A Framework for Teaching was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of Þrst-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performanceÑunsatisfactory, basic, proÞcient, and distinguishedÑfor each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as Enhancing Professional Practice: A Framework for Teaching, incorporated several important enhancements. Most importantly, it reßected educational research that had been conducted since 1996; this was fully described in its Appendix, ÒThe Research Foundation.Ó Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reßect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further deÞne the component. A few of the components were renamed:

1c:　ÒSelecting Instructional GoalsÓ was changed to ÒSetting Instructional Outcomes.Ó

1f:　ÒAssessing Student LearningÓ was revised to ÒDesigning Student Assessments.Ó

3a:　ÒCommunicating Clearly and AccuratelyÓ was revised to ÒCommunicating with Students.Ó

3d:　ÒProviding Feedback to StudentsÓ was altered to ÒUsing Assessment in Instruction.Ó

4d:　ÒContributing to the School and DistrictÓ was changed to ÒParticipating in a Professional Community.Ó

Most of these revisions were simple clariÞcations to the language. In the case of 4d, for example, the original name implied to some people that ÒContributing to the School and DistrictÓ was an ad ditional responsibility, not integral to the work of teaching; whereas the new name, ÒParticipating in a Professional Community,Ó suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were signiÞcant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1: Planning and Preparation (1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments

- Domain 3: 3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who Òspeak that languageÓ and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.
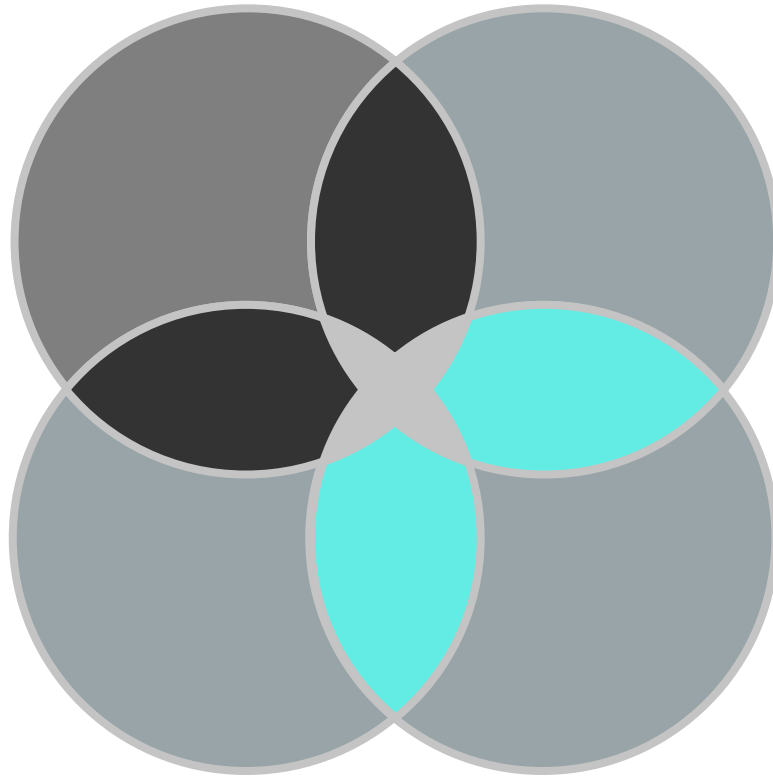
PLANNING AND PREPARATION

1a   DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal rela-tionships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as

PROFICIENT šB ; L ; B

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate under - standing of prerequisite relationships among topics. The teacherÕs plans and practice reßect familiarity with a wide range of effective pedagogical approaches in the subject.

- š J^[j[WY^[W dZ [dj_ cfehjWdj Y fej^[discipline and their relationships to one another.
- š J^[j[WY^^ hel_ZY b[Wh [nfbWe WY j_ed content.
- š J^[j[WY^h Wdjkw hdjg É k ij_ed accurately and provides feedback that furthers their learning.
- š ?dijhkYj_edWb ijkwjW d j W[iiedib Wd are entirely suitable to the content.

- š J^[j[WY^^hÊi fbWd \eh Wh[W WdZ f h_ š[j d Wdodtjji #Y djkho j[WY^h ijkZ[dji je Z[j hc_d[j^[i^Wf[j^Wj m_bb o [bZdj^ Y_ noehr WWXekjj^ W WoekW jj^[largest area for a given perimeter. same period.
- š J^[j[WY^[h ^Wi h[Wb_p Z ^[h ijkZ[dji Wsh 8[dehX[kh dd_dd_W Ydj^ieb Wohijm]^[^em je ki[W YecfWii" WdZ ie i^ fbWdi je ¥W[[ikWWI/oY^[i^kdj[[dj i_h[l bWiX ekj them practice that skill before introducing the m_ j^ejjh d^[kcc[hjhWdd^[m _djh$ WYj_l_jo ed Wdb[cWikhc[dj$
- š 7dZ ej^[hi¾

- š J^[j[WY^[h fbWdi je [nfWdZ W kdj jed Y_l_Yi Xo having students simulate a court trial.
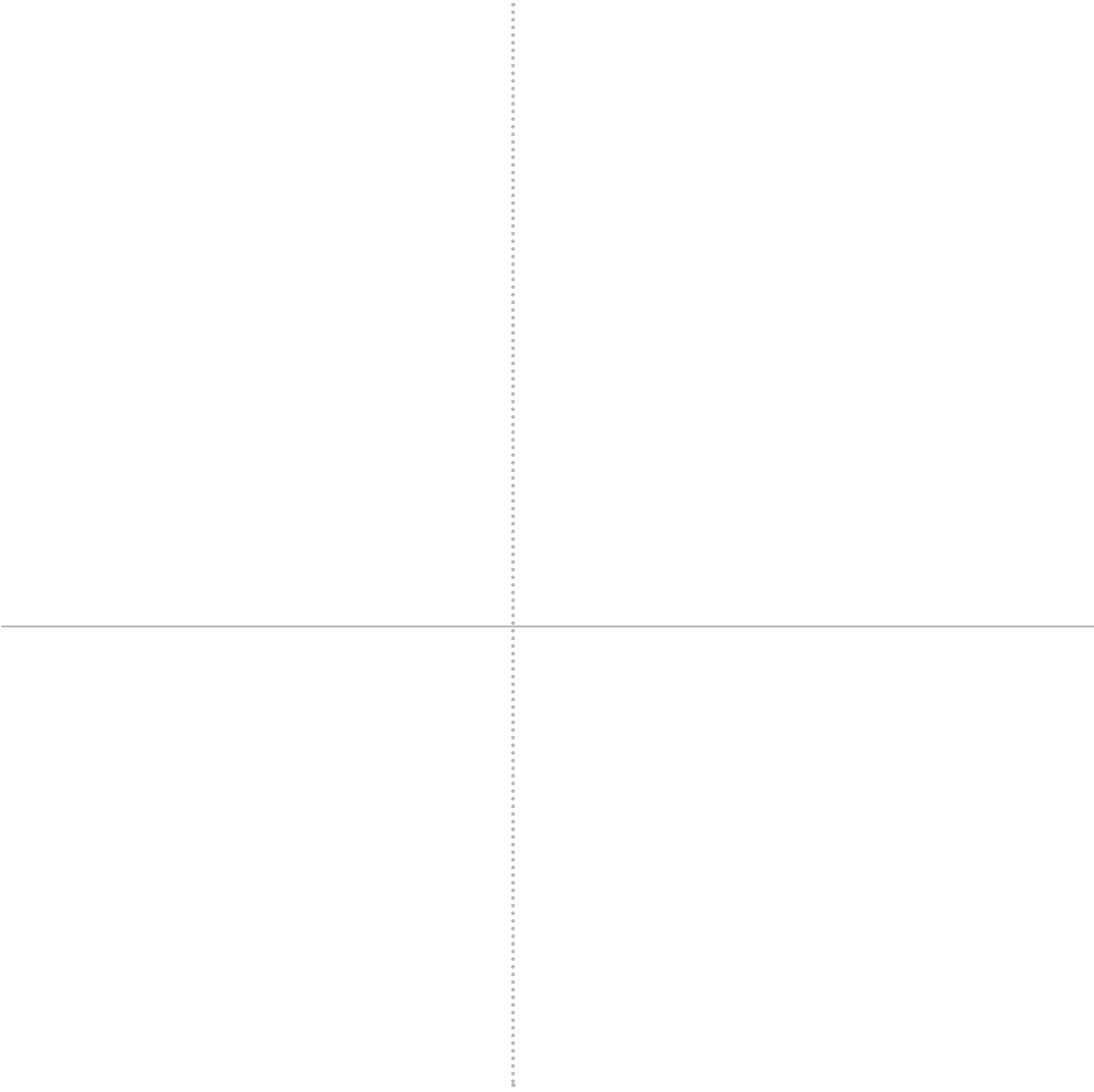- š 7dZ ej^[hi¾

DISTINGUISHED šB ; L ; B

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and under - stands the link to necessary cognitive structures that ensure student understanding. The teacherÕs plans and practice reßect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- š J^[j[WY^[h Y_j[W ddZ jh WjhhZ_iY_fb_dWho content relationships.
- š J^[j[WY^^ fb Édi Z[cedijhWj[Wen\Wh d[ii possible student misconceptions and how they can be addressed.
- š J^[j[WY^^ fb Édi h[Ó[Yj Zb[WwejÐc[dji in content-related pedagogy.

UNSATISFACTORY šB ; L ; B

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reßect important learning in the discipline. They are stated as student activities, rather than as outcomes for learn - ing. Outcomes reßect only one type of learning and only one discipline or strand and are suitable for only some students.

BASIC šB ; L ; Ḇ

Outcomes represent moderately high expectations and rigor. Some reßect important learning in the dis - cipline and consist of a combination of outcomes and activities. Outcomes reßect several types of learning, but the teacher has made no effort at coordination or re and ecipline mes 0vrtel re and eBDCpline mes 0vtion of oPf8comesac

PROFICIENT šB ; L ; Þ

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reßect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

DISTINGUISHED šB ; L ; Þ

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reßect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.


- š EkjYec[i h[fh[i^[dj^ [nf[YjWj_edi\eh$
- š EkjYec[Wh[[bWjejeZEX_[Wi_C[Zi_fb_d[$
- š EkjYec[i Wh[m_h_jj[[de\m^Wjik Z[dji will learn rather than do.
- š EkjYec[i h[fh[i[dj W hjWf_j_[)) e WYjkWb knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- š EkjYec[i" Z_\\[h[dj_Wd[[YmiW^Wb^[suitable to groups of students in the class.

- š J^[j[WY^[hšbÉdi h[\[hd^h^_YbWh frameworks or blueprints to ensure accurate sequencing.
- š J^[j[WY^[hdd[Yci ekjYec[i je W^dZ[eki future learning.
- š EkjYec[i Wh[Z_\\[h[dj_Wj[Z je [dYekhW][individual students to take educational risks.

- š Ed[ej^[b[Whd_d] ekjYec[i _i \eh ijkZ[djišiJ^[j[WY^[h [dYekhW][Z[djjies[jj^[_h je ÇWffh[Y_Wj[j^[W[ij^#_Ydjkeho em[djeWbi_f^el_Z^_c W jWne\\ec ;d]b_i^ fe[jho$È
- š J^[ekjYec[i \eh j^[^_ijeho kd_j _dYbkZ[iec[\WYjkWb _d\ehcWj_ed" Wi m[bb^WiW YecfWh_ied e\ f[hif[Yj_l[iZe_\\[h[dj]hekfi _d j^[hkd#kf je j^[H[lebkj_edWho MWh$
- š J^[b[Whd_d] ekjYec[i _dYbkZ[ijkZ[dji Z[\[dZ_d] j^[_h _dj[hfh[jWj_edi_jedehof m_j^ Y_jWj_edi \hec the text.
- š 7dZ ej^[hi¾
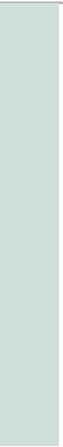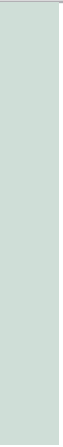
UNSATISFACTORY šB ; L ; B

Learning activities are poorly aligned with the in - structional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

BASIC šB ; L ; Ḅ

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differen - tiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some rea - sonable time allocations.

CRITICAL ATTRIBUTES

- š B[WhdWơY]j_l_j_[ieWh_W¥dZ%dejm[bb aligned to the instructional goals.
- š CWj[h_WboieYdh[W_edZdejc[[j instructional outcomes.
- š ?dijhkYj_]dehoWfbzedejkffehj[Whd_d]\$
- š B[iieofbWodWor[ijhkYjkrriukdeYeWdZ are unrealistic in their expectations.

- š B[WhdWơY]j_l_j_[iWh[c¥Z₂WhbWj[[bo_d]\$
- š B[Whd_d]h[iekhnrkY[jVWXKqj[j^[r[limited variety.
- š ?dijhkYj_]dehWfiWh[hWedoZ[c,edbo partially support objectives.
- š B[iied ijhkYjkhnr[[v[ehcWXok dh[Wb_ij_Y about time expectations.

POSSIBLE EXAMPLES

- š 7\j[h^_id_dj^]hWZ[hi^Wl[c[ceh_p[Zj^[fWhjie\ j^[c_YheiYef[" j^[j[WY^hfbWdieje.^Wl[j[cÓbb in a worksheet.
- š J^[j[WY^[rfbWdijeki[W'+#o[Wh#ebZj[njXeeaWi

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of as   - sessment to allow demonstration of understanding. Assessment   for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are on   -

UNSATISFACTORY šB;L;B

Assessment procedures are not congruent with instructional outcomes and lack criteria by which stu-dent performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

BASIC šB;L;Ḅ

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacherÕs approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

CRITICAL ATTRIBUTES

- š Assessments do not match instructional outcomes.
- š Assessments lack criteria.
- š No formative assessment has been designed.
- š Assessment results do not affect future plans.

- š Only some of the instructional outcomes are addressed in the planned assessments.
- š Assessment criteria are vague.
- š Plans refer to the use of formative assessments, but they are not fully developed.
- š Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- š iJ'e ʃ[W'½'^¶[hcv/Whaaiffheñàà0py€ð bNlaǒ• @i PÓ Wh½ ñ)À\$îïj€ jō   h! ðÉ ")Id h b- Bß •2"-

PROFICIENT šB ; L ; ᗾB

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodolo - gies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using for - mative assessment and has designed particular approaches to be used.

DISTINGUISHED šB ; L ; ᗾB

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evi - dence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well de - signed and includes student as well as teacher use of the assessment information.

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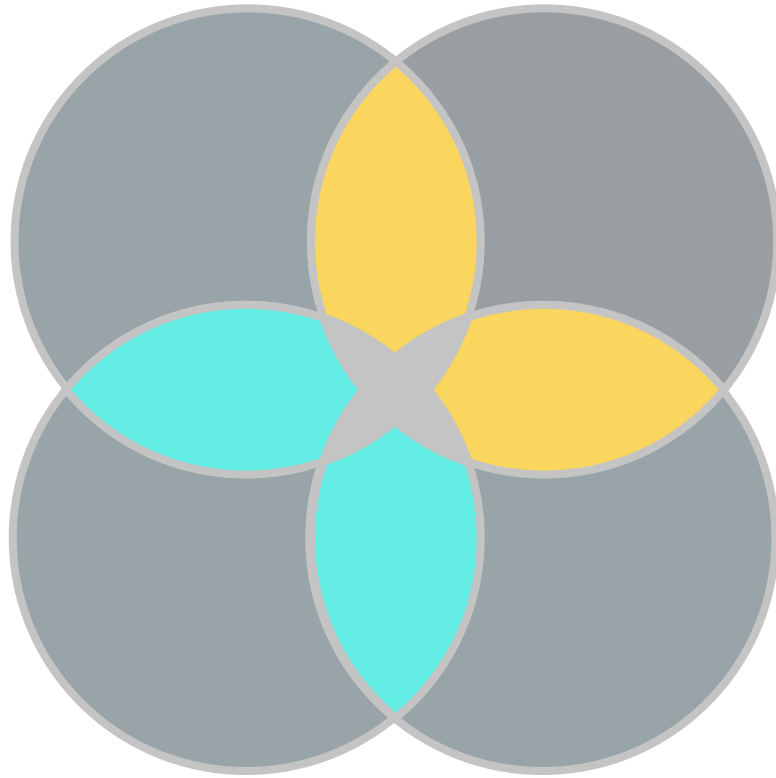
THE CLASSROOM ENVIRONMENT

: E C7 ? D (J š ; 9 B 7 EIEHC ; DL ? HDEC ;D J

UNSATISFACTORY š B ; L ; B

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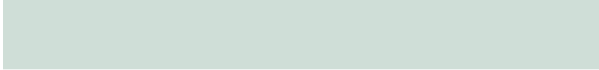
PROFICIENT šB ; L ; β

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.

DISTINGUISHED šB ; L ; β

Classroom interactions between teacher and students and among students are highly respectful,
i '€ š   DaD 1-[<02 (i9180 <0D)T57006300650064 Y Ñ,8ÁCF

: E C7 ? D (J š ;   9 B 7 EIEHC ; DL ? HDEC ;D J

2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational

Indicators include:

- š 8[b_[\]j^[lWbk[e\m^Wj iX[_b[Whd[Z

- š >_]^ [nf[YjWj_edi" ikj^heukj]j^[XWbWdZ dedl[hXWb X[^Wl_ehi" learning and participation

- š ;nf[YjWj_ed]^#gkWbb_ jd^[fWhj\ijkZ[dji

- š ;nf[YjWj WeddZ h[Ye]_djQe@Wdjf[fWhj\ijkZ[dÐA^

                      š >_]^ [nf[YjWj_efR Á'\eh [nA j_edYpW

UNSATISFACTORY šB ; L ; B

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expec - tations for student achievement are the norm, with high expectations for learning reserved for only one or two stu

PROFICIENT šB ; L ; Þ

The classroom culture is a place where learning is valued by all.

: E C7 ? D (J š ; 9 B 7 EIEHC ; DL ? HDEC ;D J

UNSATISFACTORY šB ; L ; B

Much instructional time is lost due to inefÞcient classroom routines and procedures. There is little or

PROFICIENT šB ; L ; B

There is little loss of instructional time due to effec-
tive classroom routines and procedures. The teacherÕs
management of instructional groups and transitions,
or handling of materials and supplies, or both, are
consistently successful. With minimal guidance and
prompting, students follow established classroom
routines.

DISTINGUISHED šB ; L ; B

Instructional time is maximized due to efÞcient
and seamless classroom routines and procedures.
Students take initiative in the management of instruc-
tional groups and transitions, and/or the handling of
materials and supplies. Routines are well understood
and may be initiated by students.

š IjkZ[dji Wh[fhe Z[kĪW]W[b[đ[h _icfWbb#
   group or independent work.
š JhWdi_j_edi X[jm[[d bWWd[W Wb#]hekf
   activities are smooth.
š Hekj_d[i \eh Z_ijh_Xkj_d] WdZ Yebb[Yj_ed
   materials and supplies work efÞciently.
š 9bWiihee c hekj_d[i \kdYj_ed iceej^bo$

š M_j^ _d c_c_cWb fhecfj_d]"j^[jWY^ h jhdZ[dji
   ensure that their time is used productively.
š IjkZ[dji jWa[j_Wj_l[_d\ _ijh_ XWY_dZ]
   collecting materials efÞciently.
š IjkZ[djji^[c1eXl[i [dikjh Wj jhWdiWdZ Zdi
   other routines are accomplished smoothly.

š ?d   0É š j^[

: E C7 ? D   (J š ;   9 B 7 EIEHC ; DL ? HDEC ;D J

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permit-ted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Indicators include:

- š 8 [b _ [\ j ^ [l W b k e \ m ^ W j i X [_ d b [W h d [Z
- š > _] ^ [n f [Y j W j _ e d i " i k f f e h j j ^ [h X W d Z d e d l [h X W b X [^ W l _ e h i " learning and participation
- š ; n f [Y j W j _ e d i ^ # g k W b _ j o ^ [f W h j _ i k Z [d j i
- š ; n f [Y j W j W d Z h [Y e] d _ j _ Q e @ W d Z j [f W h j _ i k Z [d Ð A ^

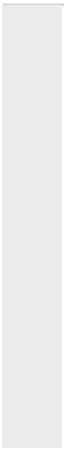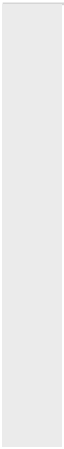 - š > _] ^ [n f [Y j W j _ e f R Á ' \ e h [n A j _ e d Y p W

PROFICIENT šB ; L ; þ

The classroom culture is a place where learning is
valued
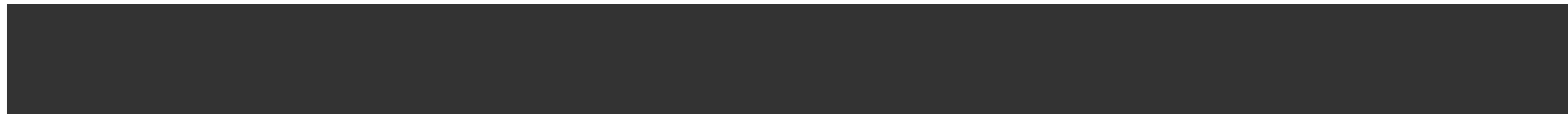
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UNSATISFACTORY š B ; L ; B

Indicators include:

- š 8 [b _ [\ gj ^ [l W b ke \m ^ W_ jiX [_ db [W h d [Z

- š > _] ^ [n f [Y j W j _ e d i " i kj ^ f eehkj jK%e j ^ [h X W Wbd Z d e d l [h X W b X [e%hX Wel j_ ^ e h i "
  learning and participation

- š ; n f [Y j W j e e ^ d _] ^ # g k Whb e _hj aod j ^ [f W h j \ ij k Z [d j i

- š ; n f [Y j W j W ed d Z h [Y e] e _Ujj Q o E @ \a djj Z[jf W h j \ ij k Z [d ÐA ^

  š > _] ^ [n f [Y j W j _ e f R Á ' \ e h [n A j _ e d Y p W

UNSATISFACTORY š B ; L ; B

UNSATISFACTORY

: E C7 ? D   (J š ;   9 B 7 EI EC ; D L ? H C ; D J

: E C7 ? D (J š ; 9 B 7 El ElC ; DL ? HɔC ;D J
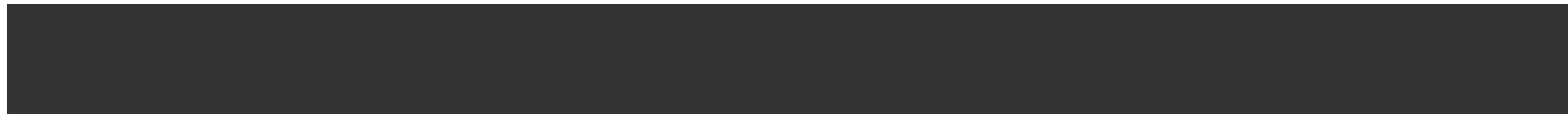
Indicators include:

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- š > _] ^ [n f [Y j W j _ e d i " i k j ^ f h e h k j K % e j ^ [h X W b d Z d e d l [h X W b X [^ % W l _ j ^ e h i " learning and participation

- š ; n f [Y j W j e e ^ d] ^ # g k W b c e h _ j W d j ^ [f W h j \ i j k Z [d j i

- š ; n f [Y j W j W e d Z h [Y e] _ j j Q c e @ \ W d j X [f W h j \ i j k Z [d Ð A ^

                š > _] ^ [n f [Y j W j _ e f R   Á ' \ e h [n A j _ e d Y p W

PROFICIENT šB ; L ; þ

The classroom culture is a place where learning is
value…

UNSATISFACTORY š B ; L ; B

UNSATISFACTORY š B ; L ; B

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permit-ted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.
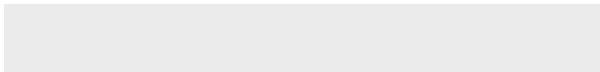
UNSATISFACTORY š B ; L ; B

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high 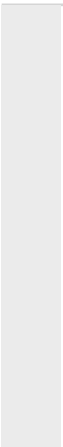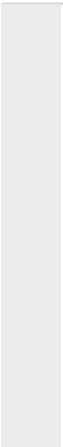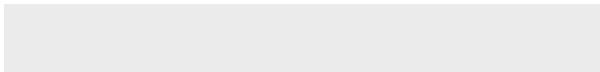expectations for learning reserved for only one or two stu T7)sr t]TJ T* [(a)-25 (t C 25 (t)-30 (a)-6)4t(o s)5 30 (v)-24 30 (v)-26Se   ˜

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The classroom culture is a place where learning is
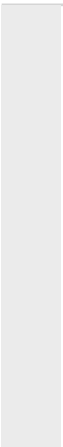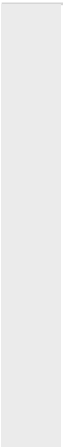value€$ þ Ðal;Ō20.1 ñy#7(/)\$7¢c1ȼ (á6n7 (A)X ((l)Ry6n7 ĝþ0 (u)⁻⁹0 (e)xiᵉ7 E)t [Ŝv)−10 (Ệt a(v)ḢBÑb)-1̀0 (O)7ᶜ2 ú)B10 (((l)f0 (b10 (o)-r0 (d)-90 (o)
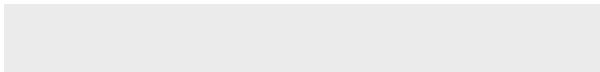
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The classroom culture is a place where learning is
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The classroom culture is a place where learning is
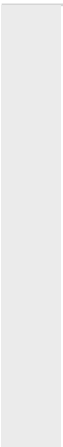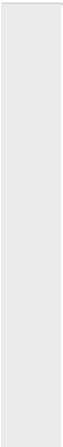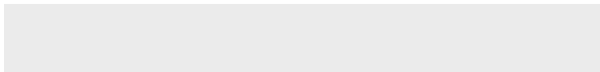values by all.
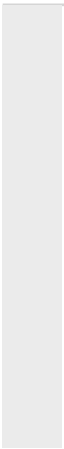
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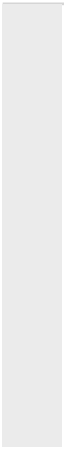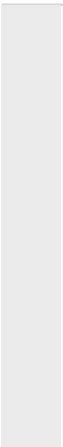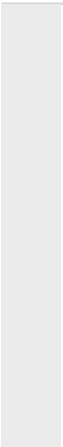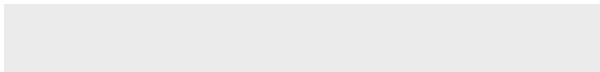
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There is little loss of instructional time due to effec-tive classroom routines and procedures. The teacherÕs management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

Instructional time is maximized due to efÞcient and seamless classroom routines and procedures. Students take initiative in the management of instruc-tional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- š IjkZ[dji Wh[fheZkYj_l[bo ['[d]W][Z _d]hekf# group or independent work.
- š JhWdi_j_edi X[jm[[d bWh][#]hekf WdZ icWbb#]hekf activities are smooth.
- š Hekj_d[i \eh Z_ijh_Xkj_d] WdZ Yebb[Yj_d] materials and supplies work efÞciently.
- š 9bWiiheec hekj_d[i \kdYj_ed iceej^bo$

- š M_j^_d c_d_cWb fhecfj_d] Xo j^[j[WY^[h" ijkZ[dji ensure that their time is used productively.
- š IjkZ[dji jWa[j^[_d_j_Wj_l[_d Z_ijh_Xkj_d] WdZ collecting materials efÞciently.
- š IjkZ[dji j^[ci[bl[i [dikh[j^Wj jhWdi_j_edi WdZ other routines are accomplished smoothly.

- š ?d 0É š j^[

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