

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline • Prerequisite relationships
- Content-related pedagogy

### 1b Demonstrating Knowledge of Students

- Child and adolescent development • Learning process • Special needs
- Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

### 1d Demonstrating Knowledge of Resources

- For classroom use • To extend content knowledge and pedagogy • Resources for students

### 1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with instructional outcomes • Criteria and standards
- Design of formative assessments • Use for planning

## DOMAIN 2: The Classroom Environment

### 2a Creating an Environment of Respect and Rapport

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement • Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups • Transitions • Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations • Monitoring student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## DOMAIN 4: Professional Responsibilities

### 4a Reflecting on Teaching

- Accuracy • Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments • Student progress in learning
- Noninstructional records

### 4c Communicating with Families

- Information about the instructional program • Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues • Participation in school and district projects
- Involvement in culture of professional inquiry • Service to the school

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

### 4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulation

## DOMAIN 3: Instruction

### 3a Communicating With Students

- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts • Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students
- Persistence