

# 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