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

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