

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
  - Content knowledge
  - Prerequisite relationships
  - Content pedagogy
- 1b Demonstrating Knowledge of Students**
  - Child development
  - Learning process
  - Special needs
  - Student skills, knowledge, and proficiency
  - 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
  - To extend content knowledge
  - For students
- 1e Designing Coherent Instruction**
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
- 1f Designing Student Assessments**
  - Congruence with outcomes
  - Criteria and standards
  - Formative assessments
  - Use for planning

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students
  - Student interaction with students
- 2b Establishing a Culture for Learning**
  - Importance of content
  - Expectations for learning and achievement
  - Student pride in work
- 2c Managing Classroom Procedures**
  - Instructional groups
  - Transitions
  - Materials and supplies
  - Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
  - Expectations
  - Monitoring behavior
  - Response to misbehavior
- 2e Organizing Physical Space**
  - Safety and accessibility
  - Arrangement of furniture and 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
  - Non-instructional records
- 4c Communicating with Families**
  - About instructional program
  - About individual students
  - Engagement of families in instructional program
- 4d Participating in a Professional Community**
  - Relationships with colleagues
  - Participation in school projects
  - Involvement in culture of professional inquiry
  - Service to school
- 4e Growing and Developing Professionally**
  - Enhancement of content knowledge / 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/district regulation

## DOMAIN 3: Instruction

- 3a Communicating With Students**
  - Expectations for learning
  - Directions and procedures
  - Explanations of content
  - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
  - Quality of questions
  - Discussion techniques
  - Student participation
- 3c Engaging Students in Learning**
  - Activities and assignments
  - Student groups
  - 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
- 3e Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment
  - Response to students
  - Persistence