

# 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 behavior  
--Student pride in work

### 2c Managing classroom procedures

--Instructional groups --Transitions --Materials and supplies  
--Non-instructional duties --Supervision of volunteers & 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 and pedagogical skill  
--Service to the profession

### 4f Showing professionalism

--Integrity/ethical conduct --Service to students --Advocacy  
--Decision-making --Compliance with school/district regulations

## 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