## 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 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

### 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
   - 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 regulations