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 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

### 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

Copyright 2014 The Danielson Group LLC. All Rights Reserved. Teacher and Observer training by Danielson Group-endorsed consultants is recommended.