

# A Framework for Teaching

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| <p style="text-align: center;"><b>Domain 1</b><br/><b>Planning and Preparation</b></p> <p><b>a. Demonstrating Knowledge of Content and Pedagogy</b><br/>           Knowledge of Content and the Structure of the Discipline<br/>           Knowledge of Prerequisite Relationships<br/>           Knowledge of Content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b><br/>           Knowledge of Child and Adolescent Development<br/>           Knowledge of the Learning Process<br/>           Knowledge of Students' Skills, Knowledge, and Language Proficiency<br/>           Knowledge of Students' Interests and Cultural Heritage<br/>           Knowledge of Students' Special Needs</p> <p><b>c. Selecting Instructional Outcomes</b><br/>           Value, Sequence, and Alignment<br/>           Clarity<br/>           Balance<br/>           Suitability for Diverse Students</p> <p><b>d. Demonstrating Knowledge of Resources</b><br/>           Resources for Classroom Use<br/>           Resources to Extend Content Knowledge and Pedagogy<br/>           Resources for Students</p> <p><b>e. Designing Coherent Instruction</b><br/>           Learning Activities<br/>           Instructional Materials and Resources<br/>           Instructional Groups<br/>           Lesson and Unit Structure</p> <p><b>f. Designing Student Assessments</b><br/>           Congruence with Instructional Outcomes<br/>           Criteria and Standards<br/>           Design of Formative Assessments<br/>           Use for Planning</p> | <p style="text-align: center;"><b>Domain 2</b><br/><b>The Classroom Environment</b></p> <p><b>a. Creating an Environment of Respect and Rapport</b><br/>           Teacher Interactions with Students Including Both Words and Actions<br/>           Student Interactions with Other Students, Including Both Words and Actions</p> <p><b>b. Establishing a Culture for Learning</b><br/>           Importance of the Content and of Learning<br/>           Expectations for Learning and Achievement<br/>           Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b><br/>           Management of Instructional Groups<br/>           Management of Transitions<br/>           Management of Materials and Supplies<br/>           Performance of Non-Instructional Duties</p> <p><b>d. Managing Student Behavior</b><br/>           Expectations<br/>           Monitoring of Student Behavior<br/>           Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b><br/>           Safety and Accessibility<br/>           Arrangement of Furniture and Use of Physical Resources</p> |
| <p style="text-align: center;"><b>Domain 4</b><br/><b>Professional Responsibilities</b></p> <p><b>a. Reflecting on Teaching</b><br/>           Accuracy<br/>           Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b><br/>           Student Completion of Assignments<br/>           Student Progress in Learning<br/>           Non-instructional Records</p> <p><b>c. Communicating with Families</b><br/>           Information about the Instructional Program<br/>           Information about Individual Students<br/>           Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b><br/>           Relationships with Colleagues<br/>           Involvement in a Culture of Professional Inquiry<br/>           Service to the School<br/>           Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b><br/>           Enhancement of Content Knowledge and Pedagogical Skill<br/>           Receptivity to Feedback from Colleagues<br/>           Service to the Profession</p> <p><b>f. Showing Professionalism</b><br/>           Integrity and Ethical Conduct<br/>           Service to Students<br/>           Advocacy<br/>           Decision Making<br/>           Compliance with School and District Regulations</p>  | <p style="text-align: center;"><b>Domain 3</b><br/><b>Instruction</b></p> <p><b>a. Communicating with Students</b><br/>           Expectations for Learning<br/>           Directions for Activities<br/>           Explanations of Content<br/>           Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b><br/>           Quality of Questions/Prompts<br/>           Discussion Techniques<br/>           Student Participation</p> <p><b>c. Engaging Students in Learning</b><br/>           Activities and Assignments<br/>           Grouping of Students<br/>           Instructional Materials and Resources<br/>           Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b><br/>           Assessment Criteria<br/>           Monitoring of Student Learning<br/>           Feedback to Students<br/>           Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Demonstrating Flexibility and Responsiveness</b><br/>           Lesson Adjustment<br/>           Response to Students<br/>           Persistence</p>                     |