

# 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

## Framework for Teaching Domain Levels of Performance

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Domain 1: Planning and Preparation</b>	Teacher's plans reflect <i>little understanding</i> of the content, the students, and available resources. Instructional outcomes are <i>either lacking or inappropriate</i> ; assessment methodologies are <i>inadequate</i> .	Teacher's plans reflect <i>moderate understanding</i> of the content, the students, and available resources. <i>Some</i> instructional outcomes are <i>are suitable</i> to the students as a group, and the approaches to assessment are <i>partially aligned</i> to the goals.	Teacher's plans reflect <i>solid understanding</i> of the content, the students, and available resources. Instructional outcomes represent <i>important learning suitable to most</i> students. <i>Most</i> elements of the instructional design, including the assessments, <i>are aligned</i> to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to <i>engage</i> students in <i>significant learning</i> . <i>All aspects</i> of the teacher's plans – instructional outcomes, learning activities, materials, resources, and assessments – are in <i>complete alignment</i> and are <i>adapted as needed</i> for individual students.
<b>Domain 2: Classroom Environment</b>	Classroom environment is characterized by <i>chaos and conflict</i> , with <i>low expectations</i> for learning, <i>no clear standards</i> of student conduct, <i>poor use</i> of physical space, and <i>negative interactions</i> between individuals.	Classroom environment functions <i>somewhat effectively</i> , with <i>modest expectations</i> for student learning and conduct, and classroom routines and use of space that <i>partially support</i> student learning. Students and the teacher <i>rarely treat</i> one another <i>with disrespect</i> .	Classroom environment <i>functions smoothly</i> , with <i>little or no loss</i> of instructional time. <i>Expectations</i> for student learning <i>are high</i> , and <i>interactions among individuals are respectful</i> . <i>Standards</i> for student conduct <i>are clear</i> , and the physical environment <i>supports learning</i> .	<i>Student themselves</i> make a <i>substantive contribution</i> to the <i>smooth functioning</i> of the classroom, with <i>highly positive</i> personal interactions, <i>high expectations</i> and student <i>pride in work, seamless routines, clear standards</i> of conduct, and a physical environment <i>conducive to high-level learning</i> .
<b>Domain 3: Instruction</b>	Instruction is characterized by <i>poor</i> communication, <i>low-level</i> questions, <i>little</i> student <i>engagement or participation</i> in discussion, <i>little or no use</i> of <i>assessment</i> in learning, and <i>rigid adherence</i> to an instructional plan despite evidence that it <i>should be revised or modified</i> .	<i>Only some</i> students are <i>engaged</i> in learning because of only <i>partially clear</i> communication, <i>uneven use</i> of discussion strategies, and <i>only some suitable</i> instructional activities and materials. The teacher displays <i>some use</i> of assessment in instruction and is <i>moderately flexible in adjusting</i> the instructional plan <i>and in response</i> to students' interests and their success in learning.	<i>All</i> students are <i>engaged</i> in learning as a result of <i>clear</i> communication and <i>successful use</i> of questioning and discussion techniques. Activities and assignments are of <i>high quality</i> , and teacher and students make <i>productive use</i> of assessment. The teacher demonstrates <i>flexibility in contributing to the success</i> of the lesson and of each student.	<i>All</i> students are <i>highly engaged</i> in learning and make material contributions to the success of the class <i>through their participation</i> in discussions, <i>active involvement</i> in learning activities, and <i>use of assessment information in their learning</i> . The teacher <i>persists in the search for approaches</i> to meet the needs of every student.
<b>Domain 4: Professional Responsibilities</b>	The teacher demonstrates <i>low ethical standards</i> and <i>levels of professionalism</i> , with <i>poor recordkeeping</i> systems and skills in <i>reflection, little or no communication</i> with families or colleagues, and <i>avoidance</i> of school and district <i>responsibilities and participation</i> in activities for professional growth	The teacher demonstrates <i>moderate ethical standards</i> and <i>levels of professionalism</i> , with <i>rudimentary record-keeping</i> systems and skills in <i>reflection, modest communication</i> with families or colleagues, and <i>compliance with expectations regarding participation</i> in school and district projects and activities for professional growth.	The teacher demonstrates <i>high ethical standards</i> and a <i>genuine sense of professionalism</i> by engaging in <i>accurate reflection</i> on instruction, maintaining <i>accurate records, communicating frequently</i> with families, <i>actively participating</i> in school and district events, and engaging in activities for professional development.	The teacher's <i>ethical standards and sense of professionalism are highly developed</i> , showing <i>perceptive use of reflection, effective systems</i> for record keeping and communication with families, <i>leadership roles</i> in both school and district projects, and <i>extensive</i> professional development activities. <i>Where appropriate, students contribute</i> to the systems for record keeping and family communication.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development