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 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

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

Performance Levels: Key Words

Unsatisfactory	Needs Improvement/ Developing BASIC	Effective PROFICIENT	Highly Effective DISTINGUISHED
■Unsafe	■Partial	■Consistent	■Deep and thorough
■Lack of	■Rudimentary	■Effective	
■Unaware	■Somewhat	■Successful	■Highly
■Harmful	■Inconsistently	■Appropriate	■Subtle
■Inappropriate	■Attempts	■Individualized	■Skillful
■Unclear	■Awareness	■Clear	■Preventative
■Poor	■Moderate	■Positive	■Sophisticated
■Unsuitable	■Minimal	■Smooth	■Students…
■**None**	■**Some**	■**Most**	■**Always**

Teacher-directed success!

Student-directed success!

Levels of cognition and constructivist learning increase

Levels of Performance

UNSATISFACTORY Level 1	BASIC Level 2	PROFICIENT Level 3	DISTINGUISHED Level 4
Lack of	Inconsistent	Consistent	Solid
Unsafe	Partial	Frequent	Seamless
Harmful	General	Successful	Subtle
Unclear	Attempts	Appropriate	Skillful
Unaware	Awareness	Clear	Preventative
Poor	Moderate	Positive	Leadership
Unsuitable	Minimal	Smooth	Students

Key Indicators

2A Environment of respect and rapport

- Respectful talk and turn-taking
- Attention to students' backgrounds and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Active listening
- Fairness

2B Culture for learning

- Belief in the value of the work
- Expectations are high and supported through both verbal and nonverbal behaviors
- Quality is expected and recognized
- Effort and persistence are expected and recognized
- Confidence in ability is evidenced by the teacher's and students' language and behaviors
- Expectation for all students to participate

2C Managing classroom procedures

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students play an important role in carrying out the routines
- Students know what to do, where to move

2D Managing student behavior

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior

3A Communicating with students

- Clarity of lesson purpose
- Absence of content errors and clear explanations of concepts
- Clear directions and procedures
- Correct and imaginative use of language

3B Using questioning prompts and discussion techniques

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion

3C Engaging students in learning

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while the teacher "works"
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3D Using assessment in instruction

- The teacher paying close attention to evidence of student understanding
- The teacher posing questions specifically created to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)