

# Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a</b> Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> <p><b>1b</b> Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> <p><b>1c</b> Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d</b> Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> <p><b>1e</b> Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p><b>1f</b> Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a</b> Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> <p><b>2b</b> Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c</b> Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d</b> Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p><b>2e</b> Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a</b> Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p><b>4b</b> Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p><b>4c</b> Communicating with Families</p> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p><b>4d</b> Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> <p><b>4e</b> Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p><b>4f</b> Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a</b> Communicating With Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b</b> Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c</b> Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p><b>3d</b> Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p><b>3e</b> Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

Framework for Teaching Domain Levels of Performance

	Ineffective 1	Partially Effective 2	Effective 3	Highly Effective 4
Domain 1: Planning and Preparation	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>visible</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 <i>represent important learning suitable to most</i> students. Most elements of the instructional design, including the assessments, are <i>aligned</i> to the goals.	Teacher's plans, based on extensive content knowledge and understanding of <i>significant learning</i> . All aspects 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.
Domain 2: Classroom Environment	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>some what 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</i> treat one another with <i>disrespect</i> .	Classroom environment functions <i>smoothly</i> , with <i>little or no loss</i> of instructional time. <i>Expectations</i> for student learning are <i>high</i> , and <i>interactions among individuals are respectful</i> . <i>Standards</i> for student conduct are <i>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</i> routines, <i>clear standards</i> of conduct, and a <i>physical environment conducive to high-level learning</i> .
Domain 3: Instruction	Instruction is characterized by <i>poor communication</i> , <i>low-level engagement or participation</i> in discussion, <i>little or no use</i> of assessment 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 <i>only partially clear communication</i> , <i>use</i> of <i>discussion strategies</i> , and <i>only some</i> <i>visible</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.	All students are <i>engaged</i> in learning as a result of <i>clear communication</i> 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.	All 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>pursues</i> the needs of every student.
Domain 4: Professional Responsibilities	The teacher demonstrates <i>low ethical standards</i> and <i>levels of professionalism</i> , with <i>poor record-keeping</i> systems and skills in <i>reflection</i> , <i>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</i> , <i>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</i> , <i>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</i> , <i>effective systems</i> for record keeping and communication with families, <i>leadership roles</i> in both school and district projects, and <i>extensive professional development activities</i> . <i>Where appropriate, students contribute</i> to the systems for record keeping and family communication.