A Framework for Teaching - Charlotte Danielson 2011

DOMAIN 1 - PLANNING AND PREPARATION **DOMAIN 2 – CLASSROOM ENVIRONMENT** 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport Knowledge of content and the structure of the discipline Teacher interaction with students Knowledge of prerequisite relationships Student interactions with other students Knowledge of content-related pedagogy 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students Knowledge of child and adolescent development Importance of the content Knowledge of the learning process Expectations for learning and achievement Knowledge of students' skills, knowledge, and language Student pride in work Knowledge of students' interests and cultural heritage 2c: Managing Classroom Procedures Knowledge of students' special needs Management of instructional groups 1c: Setting Instructional Outcomes Management of transitions Value, sequence, and alignment Management of materials and supplies Clarity Performance of noninstructional duties Balance Suitability for diverse learners 2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources Expectations Resources for classroom use Monitoring of student behavior Resources to extend content knowledge and pedagogy Response to student misbehavior Resources for students 1e: Designing Coherent Instruction (linked to 3c) 2e: Organizing Physical Space Learning activities Safety and accessibility Instructional materials and resources Arrangement of furniture and use of physical 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 4 – PROFESSIONAL RESPONSIBILITIES DOMAIN 3 – INSTRUCTION** 4a: Reflecting on Teaching 3a: Communicating with Students Accuracy Expectations for learning Use in future teaching Directions and procedures 4b: Maintaining Accurate Records Explanations of content Student completion of assignments Use of oral and written language Student progress in learning 3b: Using Questioning and Discussion Techniques Noninstructional records Quality of questions 4c: Communicating with Families Discussion techniques Information about the instructional program Student participation Information about individual students 3c: Engaging Students in Learning (linked to 1e) Engagement of families in the instructional program 3c: Engaging Students in Learning 4d: Participating in a Professional Community Activities and assignments Relationships with colleagues Instructional materials and resources Involvement in a culture of professional inquiry Grouping of students Service to the school Structure and pacing Participation in school and district projects 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally Assessment criteria Enhancement of content knowledge and pedagogical skills Monitoring of student learning Receptivity to feedback from colleagues Feedback to students Service to the profession Student self-assessment and monitoring of progress 4f: Showing Professionalism 3e: Demonstrating Flexibility and Responsiveness Integrity and ethical conduct Lesson adjustment Service to students Response to students Advocacy Persistence Decision making

Anchor Components

Compliance with school and district regulations

■ Induction/Mentoring Focus

Common Themes: Equity, Cultural Competence, **High Expectations**, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, **Student Assumption of Responsibility**