

# A Framework for Teaching – Charlotte Danielson 2013

| OFF STAGE   | ON STAGE  |
|---|---|
| DOMAIN 1 – PLANNING AND PREPARATION   | DOMAIN 2 – CLASSROOM ENVIRONMENT  |
| <p><b>1a</b> Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul> <p><b>1b</b> Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p><b>1c</b> Setting Instructional Outcomes <span style="float: right; background-color: #ffcc99; padding: 2px;">NEW</span></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse students</li> </ul> <p><b>1d</b> Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p><b>1e</b> Designing Coherent Instruction <span style="float: right; background-color: #00b0f0; padding: 2px;">###</span></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 instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul> | <p><b>2a</b> Creating an Environment of Respect and Rapport <span style="float: right; background-color: #ffcc99; padding: 2px;">NEW</span></p> <ul style="list-style-type: none"> <li>• Teacher interactions with students, including both words and actions</li> <li>• Student interactions with other students, including both words and actions</li> </ul> <p><b>2b</b> Establishing a Culture for Learning <span style="float: right; background-color: #00b0f0; padding: 2px;">###</span></p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning</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>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of classroom routines</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 of student behavior</li> <li>• Response to student 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 use of physical resources</li> </ul> |
| DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES  | EMPHASIS    DOMAIN 3 - INSTRUCTION    EMPHASIS  |
| <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 <span style="float: right; background-color: #ffcc99; padding: 2px;">NEW</span></p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p><b>4d</b> Participating in the Professional Community <span style="float: right; background-color: #00b0f0; padding: 2px;">###</span></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</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> <p style="padding-left: 20px;"><i>Integrity and ethical conduct</i></p> <ul style="list-style-type: none"> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>  | <p><b>3a</b> Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions for activities</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/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c</b> Engaging Students in Learning <span style="float: right; background-color: #ffcc99; padding: 2px;">NEW</span> <span style="float: right; background-color: #00b0f0; padding: 2px;">###</span></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</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 of progress</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>   |
| EMPHASIS  | EMPHASIS  |