# A Framework for Teaching
Charlotte Danielson

## Domain 1
### Planning and Preparation
- **a. Demonstrating Knowledge of Content and Pedagogy**
  - Knowledge of Content and the Structure of the Discipline
  - Knowledge of Prerequisite Relationships
  - Knowledge of Content-Related Pedagogy
- **b. Demonstrating Knowledge of Students**
  - Knowledge of Child and Adolescent Development
  - Knowledge of the Learning Process
  - Knowledge of Students’ Skills, Knowledge, and Language Proficiency
  - Knowledge of Students’ Interests and Cultural Heritage
  - Knowledge of Students’ Special Needs
- **c. Selecting Instructional Outcomes**
  - Value, Sequence, and Alignment
  - Clarity
  - Balance
  - Suitability for Diverse Learners
- **d. Demonstrating Knowledge of Resources**
  - Resources for Classroom Use
  - Resources to Extend Content Knowledge and Pedagogy
  - Resources for Students
- **e Designing Coherent Instruction**
  - Learning Activities
  - Instructional Materials and Resources
  - Instructional Groups
  - Lesson and Unit Structure
- **f. Designing Student Assessment**
  - Congruence with Instructional Outcomes
  - Criteria and Standards
  - Design of Formative Assessments

## Domain 2
### The Classroom Environment
- **a. Creating an Environment of Respect and Rapport**
  - Teacher Interaction with Students
  - Student Interactions with One Another
- **b. Establishing a Culture for Learning**
  - Importance of the Content
  - Expectations for Learning and Achievement
  - Student Pride in Work
- **c. Managing Classroom Procedures**
  - Management of Instructional Groups
  - Management of Transitions
  - Management of Materials And Supplies
  - Performance of Non-Instructional Duties
  - Supervision of Volunteers And Paraprofessionals
- **d. Managing Student Behavior**
  - Expectations
  - Monitoring of Student Behavior
  - Response to Student Misbehavior
- **e. Organizing Physical Space**
  - Safety and Accessibility
  - Arrangement of Furniture and Use of Physical Resources.

## Domain 3
### Instruction
- **a. Communicating with Students**
  - Expectations for Learning
  - Directions and Procedures
  - Explanations of Content
  - Use of Oral and Written Language
- **b. Using Questioning and Discussion Techniques**
  - Quality of Questions
  - Discussion Techniques
  - Student Participation
- **c. Engaging Students in Learning**
  - Activities and Assignments
  - Grouping of Students
  - Instructional Materials and Resources
  - Structure and Pacing
- **d. Using Assessment in Instruction**
  - Assessment Criteria
  - Monitoring of Student Learning
  - Feedback to Students
  - Student Self-Assessment and Monitoring of Progress
- **e. Demonstrating Flexibility and Responsiveness**
  - Lesson Adjustment
  - Response to Students
  - Persistence

## Domain 4
### Professional Responsibilities
- **a. Reflecting on Teaching**
  - Accuracy
  - Use in Future Teaching
- **b. Maintaining Accurate Records**
  - Student Completion of Assignments
  - Student Progress in Learning
  - Non-instructional Records
- **c. Communicating with Families**
  - Information About the Instructional Program
  - Information About Individual Students
  - Engagement of Families in the Instructional Program
- **d. Participating in a Professional Community**
  - Relationships with Colleagues
  - Involvement in a Culture of Professional Inquiry
  - Participation in School and District Projects
- **e. Growing and Developing Professionally**
  - Enhancement of Content Knowledge and Pedagogical Skill
  - Receptivity to Feedback from Colleagues
  - Service to the Profession
- **f. Demonstrating Professionalism**
  - Integrity And Ethical Conduct
  - Service To Students
  - Advocacy
  - Decision Making