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 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

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 / 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 regulation

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## Learning-focused Conversations

### Planning Conversations

**Activating and Engaging (1a, 1b)**
- context
- presenting issues

**Exploring and Discovering**
- goals and outcomes (1c)
- indicators of success (1f)
- approaches, strategies and resources (1d, 1e)
- potential choice points and concerns (1e, 1f)

**Organizing and Integrating**
- personal learning
- next steps

### Reflecting Conversations (4a)

**Activating and Engaging**
- recollections
- perspectives and perceptions

**Exploring and Discovering**
- weigh evidence
- search for patterns
- compare/contrast
- analyze cause-effect

**Organizing and Integrating**
- generalizations
- applications

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### Effective paraphrases

**Align the speaker and responder, establish understanding, communicate regard and create connections to whatever follows.**

#### Three Types of Paraphrase

**Acknowledge and Clarify:**

- So, you’re noticing...
- You’re describing...
- In other words, there are...

**Summarize and Organize:**

- There seem to be two key issues...
- So, you’re comparing _______ with ________...

**Shift Level of Abstraction:**

- Shifting up (e.g., move from Element to Component or Domain)
- So, your activities and assignments are designed for high student engagement.

- Shifting down (e.g., move from Domain to Component or Element)
- Your thinking about using assessment in instruction includes assessment criteria and feedback to students.

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### Artful questions

**Combine with pausing and paraphrasing to increase the potential of learning-focused conversations.**

The goal of inquiry is to produce teacher thinking and integrate the self-talk of expertise.

**Use invitational stems:**

- What are some...
- In what ways...
- How might you...
- What seems to be...
- Given your...
- Based on...

**Include thinking processes:**

- What are some comparisons between...
- In what ways might you apply this...
- How might you compare/contrast...
- Based on this lesson, what are some generalizations...
- Given your experience, what might be causing this...

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