

# Charlotte Danielson's Framework

## Teaching Components of Professional Practice

<p><b>Domain 1: Planning and Preparation</b></p> <p><b>Component 1a:</b> <i>Demonstrating Knowledge of Content and Pedagogy</i>          Knowledge of content and the structure of the discipline          Knowledge of prerequisite relationships          Knowledge of content-related pedagogy</p> <p><b>Component 1b:</b> <i>Demonstrating Knowledge of Students</i>          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</p> <p><b>Component 1c:</b> <i>Selecting Instructional Outcomes</i>          Value, sequence, and alignment          Clarity          Suitability for diverse students          Balance</p> <p><b>Component 1d:</b> <i>Demonstrating Knowledge of Resources</i>          Resources for classroom use          Resources to extend content knowledge and pedagogy          Resources for students</p> <p><b>Component 1e:</b> <i>Designing Coherent Instruction</i>          Learning activities          Instructional materials and resources          Instructional groups          Lesson and unit structure</p> <p><b>Component 1f:</b> <i>Designing Student Assessments</i>          Congruence with instructional goals          Criteria and standards          Design of formative assessments          Use for planning</p>	<p><b>Domain 2: The Classroom Environment</b></p> <p><b>Component 2a:</b> <i>Creating and Environment of Respect and Rapport</i>          Teacher interaction with students          Student interactions with other students</p> <p><b>Component 2b:</b> <i>Establishing a Culture for Learning</i>          Importance of the content          Student pride in work          Expectations for learning and achievement</p> <p><b>Component 2c:</b> <i>Managing Classroom Procedures</i>          Management of instructional groups          Management of transitions          Management of materials and supplies          Performance of non-instructional duties          Supervision of volunteers and paraprofessionals</p> <p><b>Component 2d:</b> <i>Managing Student Behavior</i>          Expectations          Monitoring of student behavior          Response of student misbehavior</p> <p><b>Component 2e:</b> <i>Organizing Physical Space</i>          Safety and accessibility          Arrangement of furniture and use of physical resources</p>
<p><b>Domain 3: Instruction</b></p> <p><b>Component 3a:</b> <i>Communicating Clearly and Accurately with Students</i>          Expectations for learning          Directions and procedures          Explanations of content          Use of oral and written language</p> <p><b>Component 3b:</b> <i>Using Questioning and Discussion Techniques</i>          Quality of questions          Discussion techniques          Student participation</p> <p><b>Component 3c:</b> <i>Engaging Students in Learning</i>          Activities and assignments          Representation of content          Activities and assignments          Grouping of students          Instructional materials and resources          Structure and pacing</p> <p><b>Component 3d:</b> <i>Using Assessment in Instruction</i>          Assessment criteria          Monitoring of student learning          Feedback to students          Student self-assessment and monitoring of progress          Quality: accurate, substantive, constructive, and specific          Timeliness</p> <p><b>Component 3e:</b> <i>Demonstrating Flexibility and Responsiveness</i>          Lesson adjustment          Response to students          Persistence</p>	<p><b>Domain 4: Professional Responsibilities</b></p> <p><b>Component 4a:</b> <i>Reflecting on Teaching</i>          Accuracy          Use in future teaching</p> <p><b>Component 4b:</b> <i>Maintaining Accurate Records</i>          Student completion of assignments          Student progress in learning          Non instructional records</p> <p><b>Component 4c:</b> <i>Communicating with families</i>          Information about the instructional program          Information about individual students          Engagement of families in the instructional program</p> <p><b>Component 4d:</b> <i>Participating in a Professional Community</i>          Relationships with colleagues          Involvement in a culture of professional inquiry          Service to the school          Participation in school and district projects</p> <p><b>Component 4e:</b> <i>Growing and Developing Professionally</i>          Enhancement of content knowledge and pedagogical skill          Receptivity to feedback from colleagues          Service to the profession</p> <p><b>Component 4f:</b> <i>Showing Professionalism</i>          Integrity and ethical conduct          Service to students          Advocacy          Decision making          Compliance with school and district regulations</p>