## 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 and 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 regulations

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## Clarifying
Clarifying communicates that the listener has...

**HEARD** what the speaker said **BUT does NOT fully UNDERSTAND** what was said. Clarifying involves **ASKING A QUESTION** (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- Say a little more about...?
- Can you clarify what you mean by...?
- Share an example of...
- So, are you saying/suggesting...?
- In what ways is that idea like (or different from)...
- When you say ____________, what meaning does that have for you?

## Paraphrasing
Paraphrasing communicates that the listener has...

**HEARD** what the speaker said, **UNDERSTOOD** what was said, and **CARES**

**Paraphrasing involves either:**

1. **RESTATING** in your own words, or **SUMMARIZING**

Some possible paraphrasing stems include the following:

- So ...
- In other words ...
- You are saying ...
- You are feeling ...
- Your opinion is ...
- You're considering several things ...
- A value or belief you have ...

## Non Judgmental Responses
**Build trust**

- Promote an internal locus of control
- Encourage self-assessment
- Develop autonomy
- Foster risk-taking

## Instructional Stems
What we know is...

The research around this shows that...

A couple of things to keep in mind...

Some teachers have tried....

There are number of approaches...

Sometimes it's helpful if...

## Suggestion Stems
One thing we've learned/noticed is...

A couple of things to keep in mind...

Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you...

What effective teachers seem to know about __________ is __________...

Something/some things to keep in mind when dealing with...

Something you might consider trying is....

There are a number of approaches...

Sometimes it's helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

- How might that look in your classroom?
- To what extent might that be effective in your situation/with your students?
- What do you imagine might happen if you were to try ________ with your class?
- Which of these ideas might work best in your classroom (with your students)?

## Mediation Questions
**HYPOTHESIZE** what might happen

**ANALYZE** what worked and what didn't

**IMAGINE** possibilities

**COMPARE AND CONTRAST** what was planned with what happened:

- What might be some other ways ...?
- What would it look like if ...?
- What might happen if you ...?
- What do you consider when you decide ...?