

# THE FRAMEWORK FOR TEACHING

AT A GLANCE

## DOMAIN 1

### PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

## DOMAIN 2

### LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE  
DANIELSON  
GROUP

## DOMAIN 4

### PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

## DOMAIN 3

### LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

# DOMAIN 1

## PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
  - Disciplinary Expertise
  - Pedagogical Content Knowledge
  - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
  - Respect for Students' Identities
  - Understanding of Students' Current Knowledge and Skills
  - Knowledge of Whole Child Development
  - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
  - Value and Relevance
  - Alignment to Grade-Level Standards
  - Clarity of Purpose
  - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
  - Instructional Materials
  - Technology and Digital Resources
  - Supports for Students
- 1e Planning Coherent Instruction**
  - Tasks and Activities
  - Flexible Learning
  - Student Collaboration
  - Structure and Flow
- 1f Designing and Analyzing Assessments**
  - Congruence with Instructional Outcomes
  - Criteria and Standards
  - Planning Formative Assessments
  - Analysis and Application

# DOMAIN 2

## LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
  - Positive Relationships
  - Sense of Belonging
  - Cultural Responsiveness
  - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
  - Purpose and Motivation
  - Dispositions for Learning
  - Student Agency and Pride in Work
  - Support and Perseverance
- 2c Maintaining Purposeful Environments**
  - Productive Collaboration
  - Student Autonomy and Responsibility
  - Equitable Access to Resources and Supports
  - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
  - Expectations for the Learning Community
  - Modeling and Teaching Habits of Character
  - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
  - Safety and Accessibility
  - Design for Learning and Development
  - Co-Creation and Shared Ownership

# DOMAIN 3

## LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
  - Purpose for Learning and Criteria for Success
  - Specific Expectations
  - Explanations of Content
  - Use of Academic Language
- 3b Using Questioning and Discussion Techniques**
  - Critical Thinking and Deeper Learning
  - Reasoning and Reflection
  - Student Participation
- 3c Engaging Students in Learning**
  - Rich Learning Experiences
  - Collaboration and Teamwork
  - Use of Instructional Materials and Resources
  - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
  - Clear Standards for Success
  - Monitoring Student Understanding
  - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
  - Evidence-Based Adjustments
  - Receptiveness and Responsiveness
  - Determination and Persistence

# DOMAIN 4

## PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice**
  - Self-Assessment of Teaching
  - Analysis and Discovery
  - Application and Continuous Improvement
- 4b Documenting Student Progress**
  - Student Progress Toward Mastery
  - Shared Ownership
  - Maintaining Reliable Records
- 4c Engaging Families and Communities**
  - Respect and Cultural Competence
  - Community Values
  - Instructional Program
  - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture**
  - Relational Trust and Collaborative Spirit
  - Culture of Inquiry and Innovation
  - Service to the School
- 4e Growing and Developing Professionally**
  - Curiosity and Autonomy
  - Developing Cultural Competence
  - Enhancing Knowledge and Skills
  - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
  - Acting with Care, Honesty, and Integrity
  - Ethical Decision-Making
  - Advocacy

# DOMAIN 1 PLANNING AND PREPARATION

## 1a Applying Knowledge of Content and Pedagogy

**Disciplinary Expertise:** Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

**Pedagogical Content Knowledge:** Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

**Knowledge of Interdisciplinary Relationships and Skills:** Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

## 1b Knowing and Valuing Students

**Respect for Students' Identities:** Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

**Understanding of Students' Current Knowledge and Skills:** Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

**Knowledge of Whole Child Development:** Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

**Knowledge of the Learning Process and Learning Differences:** Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

## 1c Setting Instructional Outcomes

**Value and Relevance:** Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

**Alignment to Grade-Level Standards:** Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

**Clarity of Purpose:** Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

**Integration of Multiple Aspects of Student Development:** Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

## 1d Using Resources Effectively

**Instructional Materials:** Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

**Technology and Digital Resources:** Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

**Supports for Students:** Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

## 1e Planning Coherent Instruction

**Tasks and Activities:** Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

**Flexible Learning:** Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

**Student Collaboration:** Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

**Structure and Flow:** Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

## 1f Designing and Analyzing Assessments

**Congruence with Instructional Outcomes:** Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

**Criteria and Standards:** Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

**Planning Formative Assessments:** Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

**Analysis and Application:** Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

## DOMAIN 2 LEARNING ENVIRONMENTS

### 2a Cultivating Respectful and Affirming Environments

**Positive Relationships:** Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

**Sense of Belonging:** Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

**Cultural Responsiveness:** Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

**Positive Conflict Resolution:** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

### 2b Fostering a Culture for Learning

**Purpose and Motivation:** Teachers and students share an overarching dedication to both content mastery and personal growth.

**Dispositions for Learning:** Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

**Student Agency and Pride in Work:** Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

**Support and Perseverance:** Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

### 2c Maintaining Purposeful Environments

**Productive Collaboration:** Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

**Student Autonomy and Responsibility:** Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

**Equitable Access to Resources and Supports:** Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

**Non-Instructional Tasks:** Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

### 2d Supporting Positive Student Behavior

**Expectations for the Learning Community:** Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

**Modeling and Teaching Habits of Character:** Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

**Self-Monitoring and Collective Responsibility:** Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

### 2e Organizing Spaces for Learning

**Safety and Accessibility:** The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

**Design for Learning and Development:** The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

**Co-Creation and Shared Ownership:** Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

## DOMAIN 3 LEARNING EXPERIENCES

### 3a Communicating About Purpose and Content

**Purpose for Learning and Criteria for Success:** Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

**Specific Expectations:** Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

**Explanations of Content:** Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

**Use of Academic Language:** Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

### 3c Engaging Students in Learning

**Rich Learning Experiences:** Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

**Collaboration and Teamwork:** Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

**Use of Instructional Materials and Resources:** Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

**Opportunities for Thinking and Reflection:** Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

### 3e Responding Flexibly to Student Needs

**Evidence-Based Adjustments:** When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

**Receptiveness and Responsiveness:** Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

**Determination and Persistence:** Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

### 3b Using Questioning and Discussion Techniques

**Critical Thinking and Deeper Learning:** Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

**Reasoning and Reflection:** Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

**Student Participation:** Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

### 3d Using Assessment for Learning

**Clear Standards for Success:** Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

**Monitoring Student Understanding:** Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

**Timely, Constructive Feedback:** High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

## DOMAIN 4 PRINCIPLED TEACHING

### 4a Engaging in Reflective Practice

**Self-Assessment of Teaching:** Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

**Analysis and Discovery:** Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

**Application and Continuous Improvement:** Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

### 4b Documenting Student Progress

**Student Progress Toward Mastery:** The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

**Shared Ownership:** With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

**Maintaining Reliable Records:** The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

### 4c Engaging Families and Communities

**Respect and Cultural Competence:** Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

**Community Values:** Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

**Instructional Program:** Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

**Engagement in Learning Experiences:** Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

### 4d Contributing to School Community and Culture

**Relational Trust and Collaborative Spirit:** Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

**Culture of Inquiry and Innovation:** Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

**Service to the School:** Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

### 4e Growing and Developing Professionally

**Curiosity and Autonomy:** Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

**Developing Cultural Competence:** Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

**Enhancing Knowledge and Skills:** Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

**Seeking and Acting on Feedback:** Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

### 4f Acting in Service of Students

**Acting with Care, Honesty, and Integrity:** Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

**Ethical Decision-Making:** Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

**Advocacy:** Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.