

# Charlotte Danielson's FRAMEWORK FOR TEACHING with Activities

## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
  - Prerequisite relationships
  - Content pedagogy
  - Integrates Catholic attitudes & values
- 1b Demonstrating Knowledge of Students
- Child and adolescent development
  - Learning process
  - Special needs
  - Students' skills, knowledge, and language proficiency
  - Students' 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 use
  - To extend content knowledge and pedagogy
  - Resources for students
  - Catholic resources
- 1e Designing Coherent Instruction
- Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
- 1f Designing Student Assessments
- Congruence with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Use for planning

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions
  - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning
- Importance of content and of learning
  - Expectations for learning and achievement
  - Student pride in work
- 2c Managing Classroom Procedures
- Instructional groups
  - Transitions
  - Materials and supplies
  - Routine prayer
  - Performance of classroom routines
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
- Expectations
  - Monitoring student behavior
  - Incorporate Catholic values into discipline
  - Response to student misbehavior
- 2e Organizing Physical Space
- Safety and accessibility
  - Provides sacred space
  - Arrangement of furniture and use of physical resources

## 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
- Information about the instructional program
  - Information about individual students
  - Engagement of families in the instructional program
- 4d Participating in a Professional Community
- Relationships with colleagues
  - Participation in school and district projects
  - Service to the school
  - Involvement in culture of professional inquiry
  - Plans and participates in worship
- 4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
  - Maintains certification
  - Receptivity to feedback from colleagues
  - Service to the profession
- 4f Showing Professionalism
- Integrity/ethical conduct
  - Service to students
  - Advocacy
  - Model Christian courtesy and reverence
  - Decision-making
  - Compliance with school and district regulation
  - Adheres to policy

## DOMAIN 3: Instruction

- 3a Communicating With Students
- Expectations for learning
  - Directions for activities
  - Explanations of content
  - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
  - Discussion techniques
  - Student participation
- 3c Engaging Students in Learning
- Activities and assignments
  - Grouping of students
  - 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 of progress
- 3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
  - Response to students
  - Persistence
  - Engages students in social justice