The Framework for Teaching

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“I know it seems crazy when everyone else in the world wants to be a film director, but for me, teaching is one of the few heroic jobs left. All the biggest miracles take place in classrooms. Nothing happens without teachers.”

Stephen Frears
British film director
The Wisdom of Practice

If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What would make you think: “Oh, this is good; if I had a child this age, this is the class I would hope for.”
The Domains

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
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Domain 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Domain 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction
- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism
Common Themes

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
## Domain 2: The Classroom Environment

### Component 2A: Creating an Environment of Respect and Rapport

**Elements:**
- Teacher interaction with students
- Student interaction

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td><strong>Teacher Interaction with Students</strong></td>
<td><strong>Unsatisfactory</strong></td>
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Origins of The Framework for Teaching

- Praxis III: Classroom Performance Assessments
- National Board for Professional Teaching Standards
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Features of The Framework for Teaching

- Public, and publicly derived
- Comprehensive
- Generic
- Not a “checklist” of specific behaviors
- Does not endorse a particular teaching style
Summary of The Framework for Teaching

- A research-based definition of good teaching
- A roadmap to, and navigating, the territory
- A framework for novice-level practitioners, through accomplished teaching
Uses of The Framework for Teaching

- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance
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- Supervision Of Student Teachers
- Mentoring
- Recruitment And Hiring
- Professional Development
- License Renewal
- Teacher Evaluation
GOOD TEACHING
(The Framework for Teaching)

- Supervision Of Student Teachers
- Mentoring
- Recruitment And Hiring
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Benefits of *Any* Framework for Teaching

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation