

# The Framework for Teaching:

## **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 3: Instruction**

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

## **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 4: Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

# The Classroom Environment

## EXAMPLE OF ELEMENTS

**Figure 6.7**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**  
 Elements:  
 Teacher interaction with students • Student interaction

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

# Denver Public Schools

<b>LEVEL 1 ITEMS</b> (Danielson domain)				
<b>LEVEL 2 ITEMS</b> (Danielson component)				
<b>LEVEL 3 ITEMS</b> (Danielson element)				
<b>LEVELS OF PERFORMANCE</b>	Ineffective (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
<b>SOURCE</b>	<ul style="list-style-type: none"> <li>District-developed using various sources</li> </ul>			
<b>UNIQUE FEATURE(S)</b>	<ul style="list-style-type: none"> <li>Incorporates planning and instruction focused on cultural diversity/ELL</li> <li>Highlights technology knowledge and use</li> <li>Incorporates teacher behaviors and student behaviors</li> </ul>			

LEARNING ENVIRONMENT	
<b>Positive classroom culture and climate</b>	
LE 1.	Demonstrates care, interest in, and respect for students and their communities and cultures
LE 2.	Fosters a supportive and respectful learning environment among students
LE 3.	Motivates students to learn, take academic risks, and demonstrate classroom leadership
<b>Effective classroom management</b>	
LE 4.	Implements high, clear expectations for student behavior and appropriately responds to misbehavior
LE 5.	Classroom resources and space reflect and promote students and their learning
LE 6.	Manages student groups, transitions, and resources effectively
INSTRUCTION	
<b>Standards-based goals</b>	
I 1.	Clearly communicates the learning objective(s) for the lesson, connecting to larger rationale(s)
I 2.	Provides descriptive feedback to students on achievement/next steps

High-impact instructional moves	
I 3.	Supports student success with rigorous tasks
I 4.	Uses questioning effectively
I 5.	Checks for understanding in varied ways throughout the lesson
I 6.	Uses technology and digital resources appropriately to enhance student learning
Differentiation	
I 7.	Is proactive in planning for and addressing all students' needs
Masterful content knowledge	
I 8.	Demonstrates deep knowledge of content area and relevant standards
Academic language development	
I 9.	Ensures content is accessible for ELLS
I 10.	Promotes students' active and appropriate use of academic language
21st century skills	
I 11.	Provides opportunities for creativity/innovation, critical thinking and problem solving
I 12.	Fosters communication and collaboration among students

# Hillsborough County Public Schools

LEVEL 1 ITEMS (Danielson domain)	<table border="1"> <tr> <td>HILLSBOROUGH</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>DANIELSON</td> <td>4</td> <td></td> <td></td> </tr> </table>				HILLSBOROUGH	4			DANIELSON	4		
HILLSBOROUGH	4											
DANIELSON	4											
LEVEL 2 ITEMS (Danielson component)	<table border="1"> <tr> <td>HILLSBOROUGH</td> <td>22</td> <td></td> <td></td> </tr> <tr> <td>DANIELSON</td> <td>22</td> <td></td> <td></td> </tr> </table>				HILLSBOROUGH	22			DANIELSON	22		
HILLSBOROUGH	22											
DANIELSON	22											
LEVEL 3 ITEMS (Danielson element)	<table border="1"> <tr> <td>HILLSBOROUGH</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>DANIELSON</td> <td></td> <td></td> <td>76</td> </tr> </table>				HILLSBOROUGH	0			DANIELSON			76
HILLSBOROUGH	0											
DANIELSON			76									
LEVELS OF PERFORMANCE	Requires Action (0 points)	Developing (1 point)	Accomplished (2 points)	Exemplary (3 points)								
SOURCE	<ul style="list-style-type: none"> <li>Adapted from Danielson's <i>Framework for Teaching</i></li> </ul>											
UNIQUE FEATURE(S)	<ul style="list-style-type: none"> <li>Highlights technology</li> <li>Highlights backwards planning</li> </ul>											

PLANNING AND PREPARATION
1a Demonstrating knowledge of content and pedagogy
1b Knowledge of students
1c Setting instructional outcomes
1d Knowledge of resources and technology
1e Designing coherent instruction
1f Designing student assessments
CLASSROOM ENVIRONMENT
2a Creating environ of respect and rapport
2b Establishing culture for learning
2c Managing classroom procedures
2d Managing student behavior
2e Organizing physical space

INSTRUCTION
3a Communicating with students
3b Using questioning and discussion techniques
3c Engaging students in learning
3d Using assessment in instruction
3e Demonstrating flexibility and responsiveness
PROFESSIONAL RESPONSIBILITIES
4a. Reflecting on teaching
4b Maintaining accurate records
4c Communicating with families
4d Participating in a professional community
4e Growing and developing professionally
4f Showing professionalism

# Pittsburgh Public Schools

LEVEL 1 ITEMS (Danielson domain)				
LEVEL 2 ITEMS (Danielson component)				
LEVEL 3 ITEMS (Danielson element)				
LEVELS OF PERFORMANCE	Unsatisfactory	Basic	Proficient	Distinguished
SOURCE	<ul style="list-style-type: none"> <li>Adapted from Danielson's <i>Framework for Teaching</i></li> </ul>			
UNIQUE FEATURE(S)	<ul style="list-style-type: none"> <li>Incorporates principles of learning into levels of performance language</li> <li>Incorporates district-approved curriculum, standards, and culturally responsive instructional strategies into levels of performance language</li> <li>Designates power standards within rubric</li> </ul>			

PLANNING AND PREPARATION
1a. Demonstrating knowledge of content and pedagogy
1b. Demonstrating knowledge of students
1c. Setting instructional outcomes
1d. Demonstrating knowledge of resources
1e. Planning coherent instruction
1f. Designing ongoing formative assessments
CLASSROOM ENVIRONMENT
2a. Creating environment of respect and rapport
2b. Establishing culture for learning
2c. Managing classroom procedures
2d. Managing student behavior
2e. Organizing physical space

TEACHING AND LEARNING
3a. Communicating with students
3b. Using questioning and discussion techniques
3c. Engaging students in learning
3d. Using assessment to inform instruction
3e. Demonstrating flexibility and responsiveness
3f. Assessment results and student learning
3g. Implementing lessons equitably
PROFESSIONAL RESPONSIBILITIES
4a. Reflecting on teaching and student learning
4b. System for managing students' data
4c. Communicating with families
4d. Participating in a professional community
4e. Growing and developing professionally
4f. Showing professionalism

# Prince George's County Public Schools

LEVEL 1 ITEMS (Danielson domain)	PRINCE GEORGE'S 4 DANIELSON 4		
LEVEL 2 ITEMS (Danielson component)	PRINCE GEORGE'S 8 DANIELSON 22		
LEVEL 3 ITEMS (Danielson element)	PRINCE GEORGE'S 26 DANIELSON 76		
LEVELS OF PERFORMANCE	Unsatisfactory	Basic	Proficient Distinguished
SOURCE	■ Adapted from Danielson's <i>Framework for Teaching</i>		
UNIQUE FEATURE(S)	<ul style="list-style-type: none"> <li>■ Exact language (domains, components, elements, level of performance) as the Danielson <i>Framework</i></li> <li>■ Prioritizes 8 of 22 components and corresponding elements and levels of performance</li> </ul>		

PLANNING AND PREPARATION	
<b>1c: Setting Instructional Outcomes</b>	
	Value, sequence, and alignment (outcomes represent high expectations and rigor and important learning in the discipline and are connected to a sequence of learning)
	Clarity (clearly written as student learning outcomes and can be assessed)
	Balance (outcomes represent different types of learning: content, processes, dispositions)
	Suitability for diverse learners (outcomes are based on student needs)
<b>1e: Designing Coherent Instruction</b>	
	Learning activities are suitable to diverse learners and support outcomes and engage students in high cognitive work
	Instructional materials and resources (including technology) support outcomes
	Instructional groups; appropriate to students and outcomes
	Lesson and unit structure; allows for different pathways according to student needs and coherent progression
CLASSROOM ENVIRONMENT	
<b>2b: Establishing a Culture for Learning</b>	
	Importance of the content (students demonstrate curiosity, taking initiative and value importance of the content)
	High expectations for learning and achievement
	Students take pride in work (work toward high quality)

<b>2d: Managing Student Behavior</b>	
	Expectations (teacher has clear expectations)
	Monitors student behavior
	Responds to student misbehavior
INSTRUCTION	
<b>3b: Using Questioning and Discussion Techniques</b>	
	High quality of questions
	Discussion techniques
	Student participation
<b>3c: Engaging Students in Learning</b>	
	Activities and assignments (students are cognitively engaged in activities)
	Grouping of students (groups are productive)
	Instructional materials and resources
	Structure and pacing is coherent
PROFESSIONAL RESPONSIBILITIES	
<b>4a: Reflecting on Teaching</b>	
	Accuracy (assesses the lesson effectiveness accurately)
	Use in future teaching (can make suggestions as to what can be tried in future lessons)
<b>4c: Communicating with Families</b>	
	Information about the instructional program
	Information about individual students
	Engagement of families in the instructional program