

Charlotte Danielson Framework for Teaching Evaluation Components

The Framework for Teaching identifies what teachers should know and be able to do in the exercise of their profession. It is based on empirical studies and theoretical research as necessary teaching behaviors that will promote improved student learning. The PDE utilizes this framework in evaluation of teachers throughout the state.

Domain 1: 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 Designed Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture of Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: 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

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

**Correlation between the Danielson Framework for Teaching and the
Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

InTASC Standard	Framework for Teaching Component(s)
<p>#1. Learner Development The teacher understands how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e. Designing coherent instruction</p> <p>Domain 3: Instruction 1b. Demonstrating Knowledge of Students</p>
<p>#2. Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Domain 3: Instruction 1b. Demonstrating Knowledge of Students</p>
<p>#3. Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Domain 2: Classroom Environment 2a. Creating an environment of respect and rapport</p> <p>Domain 3: Instruction 3c. Engaging students in learning</p>
<p>#4. Content Knowledge The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Domain 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1e. Designing coherent instruction</p> <p>Domain 3: Instruction 3c. Engaging students in learning</p>
<p>#5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging students in learning 3f. Demonstrating Flexibility and Responsiveness</p>
<p>#6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Domain 1: Planning and Preparation 1f. Designing student assessments</p> <p>Domain 3: Instruction 3d. Using assessment in instruction</p>
<p>#7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1e. Designing coherent instruction</p>

<p>#8. Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Domain 3: Instruction 3d. Using assessment in instruction 3c. Engaging students in learning</p>
<p>#9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p>#10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community learner growth, and to advance the profession.</p>	<p>Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f. Showing Professionalism</p>