

# Charlotte Danielson's FRAMEWORK FOR TEACHING (Smart Card)

**DOMAIN 1: Planning and Preparation**

**1a Demonstrating Knowledge of Content and Pedagogy**

- Content knowledge • Prerequisite relationships • Content pedagogy

**1b Demonstrating Knowledge of Students**

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • 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 • To extend content knowledge • For students

**1e Designing Coherent Instruction**

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

**1f Designing Student Assessments**

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

**DOMAIN 2: The Learning Environment**

**2a Creating an Environment of Respect and Rapport**

- Teacher interaction with students
- Student interaction with students

**2b Establishing a Culture for Learning**

- Importance of content
- Expectations for learning and achievement • Student pride in work

**2c Managing Routines and Procedures**

- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

**2d Managing Student Behavior**

- Expectations • Monitoring behavior
- Response to misbehavior

**2e Organizing Physical Space**

- Safety and accessibility
- Adaptation of physical environment

**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

**4c Communicating and Engaging with Families and Caregivers**

- About instructional program • About individual students
- Engagement of families in instructional program

**4d Communicating and Engaging with the Community and Yukon First Nations**

- Understanding, communicating and collaborating with Yukon First Nations in Teaching and Learning

**4e Participating in a Professional Community**

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

**4f Growing and Developing Professionally**

- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

**4g Showing Professionalism**

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

**DOMAIN 3: Instruction**

**3a Communicating With Students**

- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

**3b Using Inquiry, Questioning and Discussion Techniques**

- Quality of questions • Discussion techniques
- Student participation

**3c Engaging Students in Learning**

- Activities and assignments • Student groups
- 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

**3e Demonstrating Flexibility and Responsiveness**

- Lesson adjustment • Response to students
- Persistence