Charlotte Danielson’s Framework for Teaching
Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Knowledge of content and the structure of the discipline
Knowledge of prerequisite relationships
Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
Knowledge of child and adolescent development
Knowledge of the learning process
Knowledge of students' skills, knowledge, and language proficiency
Knowledge of students' interests and cultural heritage
Knowledge of students’ special needs

Component 1c: Selecting Instructional Outcomes
Value, sequence, and alignment
Clarity
Suitability for diverse students
Balance

Component 1d: Demonstrating Knowledge of Resources
Resources for classroom use
Resources to extend content knowledge and pedagogy
Resources for students

Component 1e: Designing Coherent Instruction
Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

Component 1f: Designing Student Assessments
Congruence with instructional goals
Criteria and standards
Design of formative assessments
Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating and Environment of Respect and Rapport
Teacher interaction with students
Student interactions with other students

Component 2b: Establishing a Culture for Learning
Importance of the content
Student pride in work
Expectations for learning and achievement

Component 2c: Managing Classroom Procedures
Management of instructional groups
Management of transitions
Management of materials and supplies
Performance of non-instructional duties
Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
Expectations
Monitoring of student behavior
Response of student misbehavior

Component 2e: Organizing Physical Space
Safety and accessibility
Arrangement of furniture and use of physical resources
Charlotte Danielson’s Framework for Teaching
Components of Professional Practice Continued

Domain 3: Instruction
Component 3a: Communicating Clearly and Accurately with Students
Expectations for learning
Directions and procedures
Explanations of content
Use of oral and written language
Component 3b: Using Questioning and Discussion Techniques
Quality of questions
Discussion techniques
Student participation
Component 3c: Engaging Students in Learning
Activities and assignments
Representation of content
Activities and assignments
Grouping of students
Instructional materials and resources
Structure and pacing
Component 3d: Using Assessment in Instruction
Assessment criteria
Monitoring of student learning
Feedback to students
Student self-assessment and monitoring of progress
Quality: accurate, substantive, constructive, and specific
Timeliness
Component 3e: Demonstrating Flexibility and Responsiveness
Lesson adjustment
Response to students
Persistence

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
Accuracy
Use in future teaching
Component 4b: Maintaining Accurate Records
Student completion of assignments
Student progress in learning
Non instructional records
Component 4c: Communicating with families
Information about the instructional program
Information about individual students
Engagement of families in the instructional program
Component 4d: Participating in a Professional Community
Relationships with colleagues
Involvement in a culture of professional inquiry
Service to the school
Participation in school and district projects
Component 4e: Growing and Developing Professionally
Enhancement of content knowledge and pedagogical skill
Receptivity to feedback from colleagues
Service to the profession
Component 4f: Showing Professionalism
Integrity and ethical conduct
Service to students
Advocacy
Decision making
Compliance with school and district regulations