



Recognizing and Supporting Effective Teachers: The Framework for Teaching

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The Domains

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities



The Framework for Teaching

Second Edition

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- 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
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism



Facts and Figures

- First edition published 1996
- Second edition published 2007
- 583,000 copies sold:
 - in USA
 - overseas
 - to K-12 schools
 - to colleges and universities
- Adopted by 5 states and many school districts as the “official” definition of teaching



“Specifications” for a Definition of Teaching

- Research-based
- Grounded in “the wisdom of practice”
- Based on valid assumptions
- Suitable for “downstream” uses: teacher preparation, assessment of practice, and professional development
- Elaborated by levels of performance



Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Figure 4.3b

		DOMAIN 2: THE CLASSROOM ENVIRONMENT			
		COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT			
		Elementary			
		Teacher interaction with students* Student interaction with one another			
		LEVEL OF PERFORMANCE			
Exhibit		Unsatisfactory	Basic	Proficient	Dististinguished
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 the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional insensitivities, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students appear to trust the teacher with sensitive information.	Teacher's interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate respect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, connecting classmates respectfully when needed.



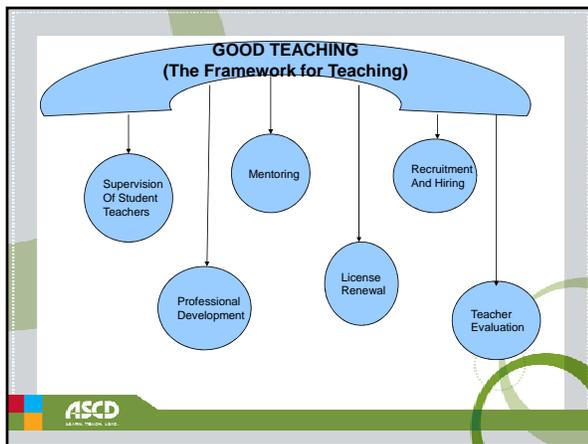
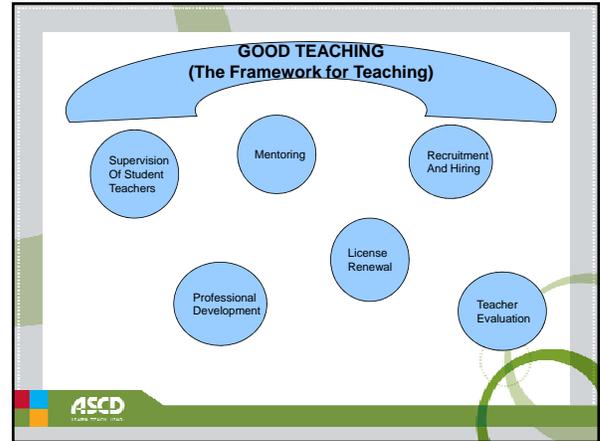
The Complexity of Teaching

"After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster".

Lee Shulman, *The Wisdom of Practice*

Professional Development to Strengthen Teaching

- For teachers:
 - designing learning tasks to engage students and yield desired learning
 - interpreting assessment results and preparing classroom-based assessments
 - etc.
- For administrators:
 - recognizing good teaching
 - conducting professional conversations
 - supporting all teachers in improving their practice
 - etc.



In Summary

- The framework for teaching is not a program; it provides a comprehensive structure for organizing the complex work of teaching and its improvement.
- Educators have found that adopting the framework engages teachers in the kinds of activities known to promote learning: self-assessment, reflection on practice, and professional conversation.
- The framework also provides a structure for administrators to support teachers as they improve their practice.