

Domains, Components, and Elements of the Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Component 1a: Demonstrating Knowledge of Content Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students
<p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • 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 	<p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work
<p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	<p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of the instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals
<p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	<p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior
<p>Component 1e: Designing Coherent instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	

Domains, Components, and Elements of the Framework for Teaching (continued)	
Domain 3: Instruction	Domain 4: Professional Responsibilities
Component 3a: Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Component 4a: Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching
Component 3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	Component 4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records
Component 3c: Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	Component 4c: Communicating with Families <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program
Component 3d: Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 	Component 4d: Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects
Component 3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	Component 4e: Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
	Component 4f: Showing Professionalism <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with School and district regulations

Figure 1.1 from Danielson, C. (2007). Enhancing professional practice: A framework for teaching 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).