Using the Danielson Framework to Build Coherence in Schools

**Domain 1 - Planning and Preparation**

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

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

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

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

**Domain 2 – Classroom Environment**

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

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

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

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

2e: Organizing Physical Space - Tech
- Safety and accessibility
- Arrangement of furniture and use of physical resources

**Domain 3 - Instruction**

3a: Communicating with Students
- Expectations for learning
- Directions and procedures

3b: Using Questioning and Discussion Techniques

**Domain 4 – Curriculum and Assessment**

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**Domain 5 – Professional Development**

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**Domain 6 – Leadership**

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### 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
- Non-instructional records

#### 4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

#### 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

#### 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

#### 4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

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