
Framework for Teaching: The Charlotte Danielson Model



- Origins of:
 - Praxis III: Classroom Performance Assessments
 - National Board for Professional Teaching Standards

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

Washington County Public Schools
Framework for Teaching: Charlotte Danielson

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy.
- b. Demonstrating knowledge of students.
- c. Setting instructional outcomes.
- d. Demonstrating knowledge of resources.
- e. Designing coherent instruction.
- f. Designing student assessments.

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport.
- b. Establishing a culture for learning.
- c. Managing classroom procedures.
- d. Managing student behavior.
- e. Organizing physical space.

A Framework for Teaching: Components of Professional Practice

Apply

Plan

Teach

Reflect

Domain 4: Professional Responsibilities

- a. Reflecting on teaching.
- b. Maintaining accurate records.
- c. Communicating with families.
- d. Participating in a professional community.
- e. Growing and developing professionally.
- f. Showing professionalism.

Domain 3: Instruction

- a. Communicating with students.
- b. Using questioning and discussion techniques.
- c. Engaging students in learning.
- d. Using assessment in instruction.
- e. Demonstrating flexibility and responsiveness.

- Common Themes
 - Appropriate use of technology
 - Attention to individual student needs
 - Cultural competence
 - Developmental appropriateness
 - Equity
 - High expectations
 - Student assumption of responsibility

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students
Student interaction

Element	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Student	Teacher interaction with at least some of the students is negative ...	Teacher-student interactions are generally appropriate but may reflect occasional ...	Teacher-student interactions are friendly and demonstrate general warmth, caring, and ...	Teacher demonstrates genuine caring and respect for individual students.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Washington County Public Schools
Framework for Teaching: Charlotte Danielson

Performance Levels

Unsatisfactory	Basic	Proficient	Distinguished
Harmful	Attempts	Appropriate	Leadership
Lack of	Awareness	Clear	Preventive
Poor	Generally	Consistent	Seamless
Unaware	Inconsistently	Frequent	Skillful
Unclear	Minimal	Positive	Solid
Unsafe	Moderate	Smooth	Subtle
Unsuitable	Partial	Successful	Students
None	Some	Most	Always

Teacher-directed success!

Student-directed success!

Key Words

Levels of cognitive and constructivist learning increase

Washington County Public Schools
Framework for Teaching: Charlotte Danielson

Component 3c: Engaging Students in Learning

If one component can claim to be the most important, it is student engagement. All the rest of the Framework is in the service of student engagement.



“It is impossible to have a smoothly functioning, lively classroom where all the students appear happily occupied with worthwhile tasks yet no mental acts conducive to learning are taking place.”

Graham Nuthall, 2005



Engaging Activities and Assignments:

- Design to be relevant and authentic.
- Emphasize problem-based learning.
- Encourage depth rather than breadth.
- Offer multiple levels of challenge.
- Permit student choice and initiative.
- Offer multiple levels of challenge.
- Require student thinking (apply, analyze, evaluate, and create).

A Framework for Teaching

Priorities of the Framework:

- Cognitive engagement
 - “Minds-on”
- Constructivist learning
 - “Learning is done by the learner”

Teaching cannot be considered Proficient or Distinguished if students are not thinking and doing learning themselves.



● Evidence

- Evidence is a reporting of “the facts.”
- It may include statements, actions, or behaviors.
- It may also include artifacts prepared by the teacher, students, or others.



Evidence is not . . .

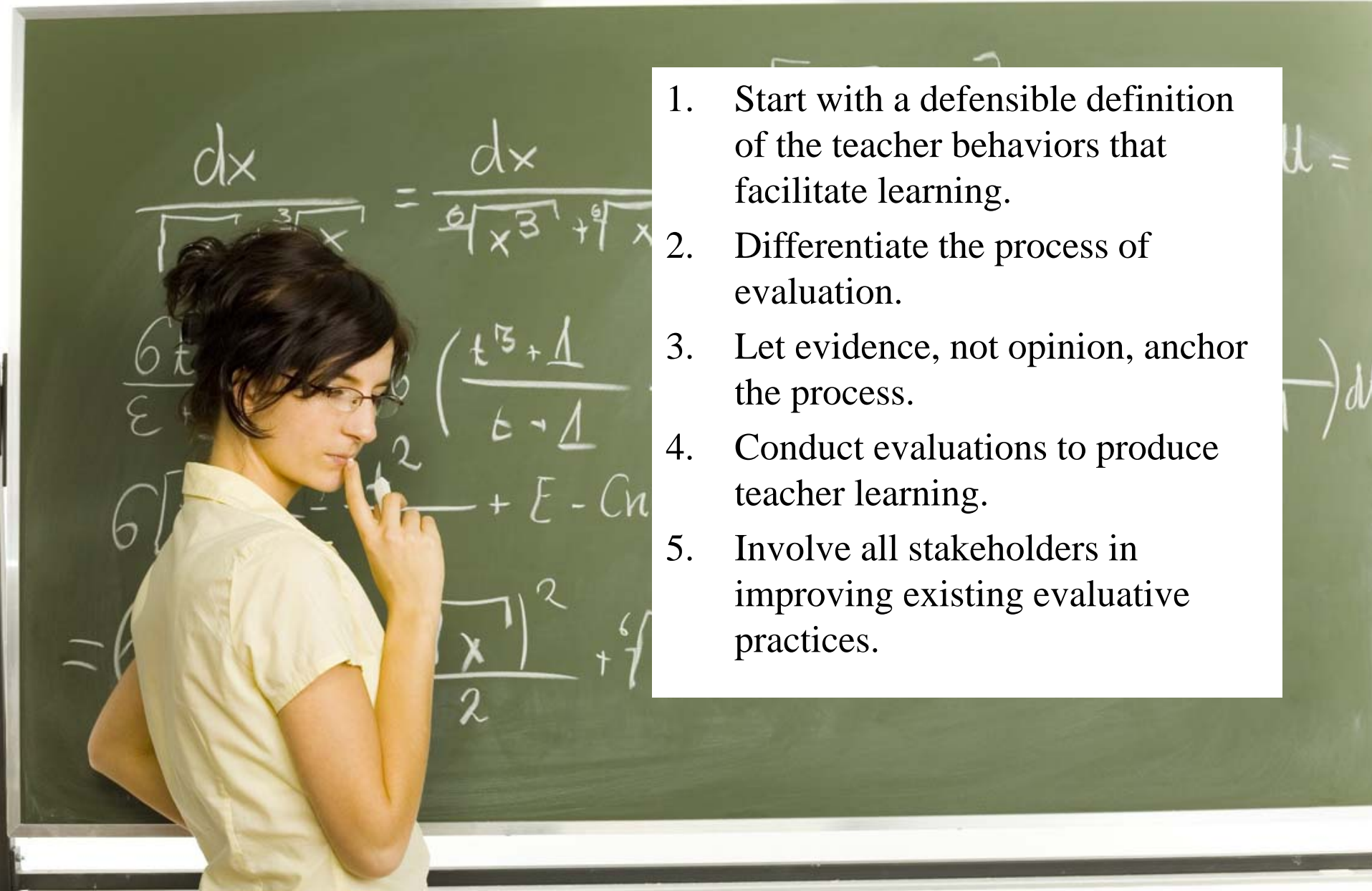
It is not a personal opinion or bias. It is selected using professional judgment by the observer and/or the teacher.



Types of Observation Evidence:

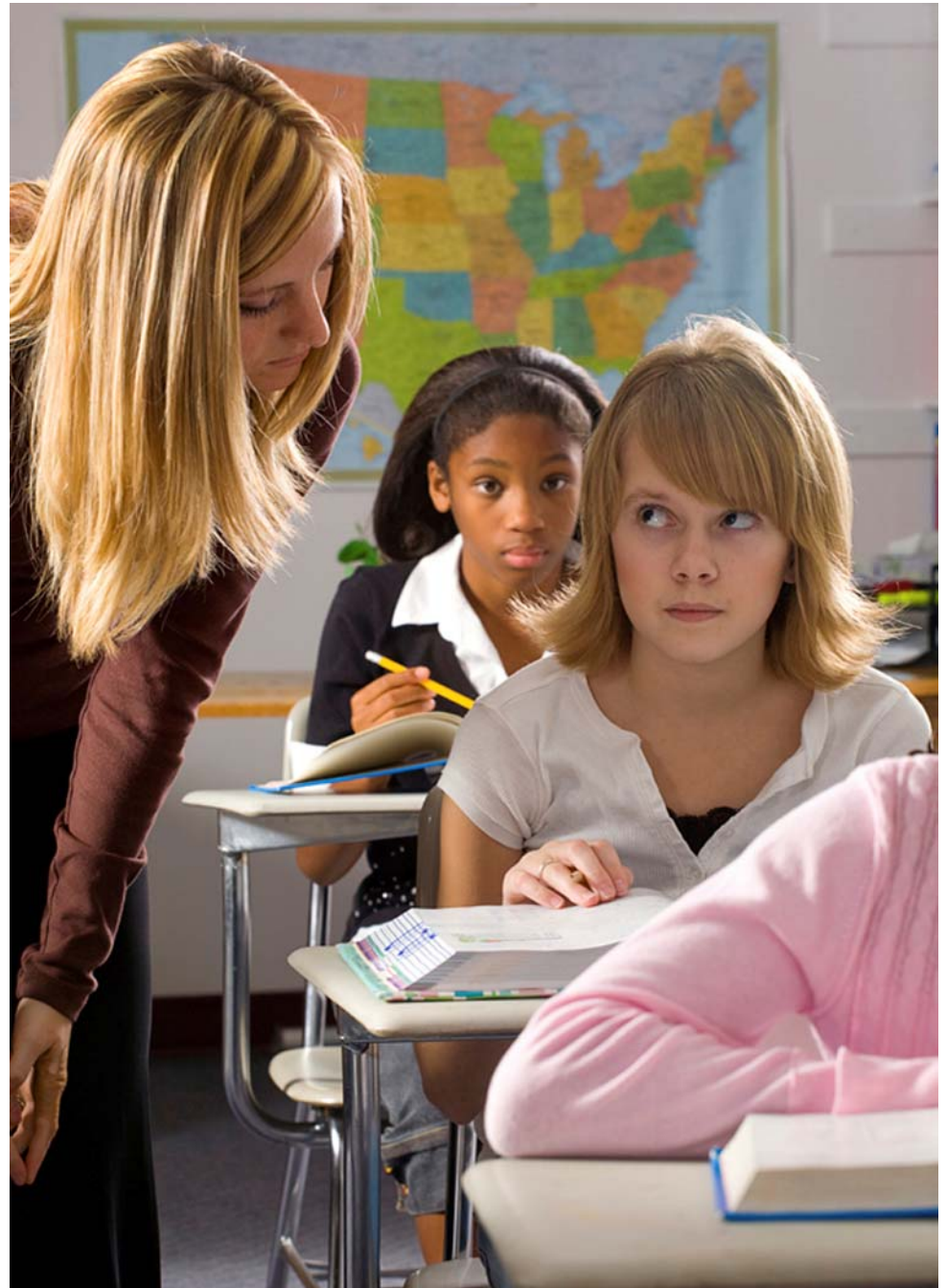
- An observed aspect of the environment:
 - The assignment is on the board for students to do while roll is taken.
- Non-evaluative statements of observed teacher or student behavior:
 - The teacher stands by the door, greeting students as they enter.
- Numeric information about time, student participation, resource use, etc:
 - Three students out of the eighteen offer nearly all the comments during discussion.
- Verbatim scripting of teacher or student comments:
 - “Could one person from each table collect the materials?”

Guiding Principles for Doing Teacher Evaluations Right

- 
- A woman with dark hair and glasses, wearing a light-colored short-sleeved shirt, stands in front of a green chalkboard. She is looking down and to the side, with her hand near her chin in a thoughtful pose. The chalkboard behind her is filled with handwritten mathematical equations, including
- $\frac{dx}{\sqrt[3]{x}} = \frac{dx}{\sqrt[3]{x^3} + \sqrt[3]{x}}$
- ,
- $\frac{6t}{\epsilon} \left(\frac{t^3 + 1}{t - 1} \right)$
- , and
- $\frac{(\sqrt{x})^2}{2} + \frac{6}{t}$
- .
1. Start with a defensible definition of the teacher behaviors that facilitate learning.
 2. Differentiate the process of evaluation.
 3. Let evidence, not opinion, anchor the process.
 4. Conduct evaluations to produce teacher learning.
 5. Involve all stakeholders in improving existing evaluative practices.

The Evaluation Process:

- Teacher evaluation is a process.
- The process can be tailored to serve teachers and administrators better.
- The process can result in professional learning, or not.
- The process depends upon training of all stakeholders.
- The process is ongoing ...



Questions?

