# SMART CARD

## THE FRAMEWORK FOR TEACHING

### PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy  
1b. Demonstrating Knowledge of Students  
1c. Setting Instructional Outcomes  
1d. Demonstrating Knowledge of Resources  
1e. Designing Coherent Instruction  
1f. Designing Student Assessments

### CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport  
2b. Establishing a Culture for Learning  
2c. Managing Classroom Procedures  
2d. Managing Student Behavior  
2e. Organizing Physical Space

### INSTRUCTION

3a. Communicating with Students  
3b. Using Questioning and Discussion Techniques  
3c. Engaging Students in Learning  
3d. Using Assessment in Instruction  
3e. Demonstrating Flexibility and Responsiveness

### PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching  
4b. Maintaining Accurate Records  
4c. Communicating with Families  
4d. Participating in a Professional Community  
4e. Growing and Developing Professionally  
4f. Showing Professionalism

### COMMON THEMES

- Equity  
- High Expectations  
- Cultural Competence  
- Meeting the Needs of All Learners  
- Student Assumption of Responsibility

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“THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT’S A THINKING PERSON’S JOB.”  

Charlotte Danielson

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# THE FRAMEWORK FOR TEACHING

## DOMAIN 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Learning process
- Students’ skills, knowledge, and language proficiency
- Students’ interests and cultural heritage
- Students’ special need

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

1d Demonstrating Knowledge of Resources
- For classroom use
- 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: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

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

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

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

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

## DOMAIN 3: INSTRUCTION

3a Communicating With Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

## 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 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 skill
- 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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