

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

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**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - 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
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

Sample Of Artifacts For Danielson Framework

Laura Baecher



Sample Of Artifacts For Danielson Framework:

Whispering the Strategies of Language: An Emotional Quest through **Sample Of Artifacts For Danielson Framework**

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Table of Contents Sample Of Artifacts For Danielson Framework

1. Understanding the eBook Sample Of Artifacts For Danielson Framework
 - The Rise of Digital Reading Sample Of Artifacts For Danielson Framework
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Of Artifacts For Danielson Framework
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Of Artifacts For Danielson Framework
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Of Artifacts For Danielson Framework
 - Personalized Recommendations

- Sample Of Artifacts For Danielson Framework User Reviews and Ratings
- Sample Of Artifacts For Danielson Framework and Bestseller Lists
- 5. Accessing Sample Of Artifacts For Danielson Framework Free and Paid eBooks
 - Sample Of Artifacts For Danielson Framework Public Domain eBooks
 - Sample Of Artifacts For Danielson Framework eBook Subscription Services
 - Sample Of Artifacts For Danielson Framework Budget-Friendly Options
- 6. Navigating Sample Of Artifacts For Danielson Framework eBook Formats
 - ePub, PDF, MOBI, and More
 - Sample Of Artifacts For Danielson Framework Compatibility with Devices
 - Sample Of Artifacts For Danielson Framework Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Of Artifacts For Danielson Framework
 - Highlighting and Note-Taking Sample Of Artifacts For Danielson Framework
 - Interactive Elements Sample Of Artifacts For Danielson Framework
- 8. Staying Engaged with Sample Of Artifacts For Danielson Framework
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Of Artifacts For Danielson Framework
- 9. Balancing eBooks and Physical Books Sample Of Artifacts For Danielson Framework
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Of Artifacts For Danielson Framework
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sample Of Artifacts For Danielson Framework
 - Setting Reading Goals Sample Of Artifacts For Danielson Framework
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sample Of Artifacts For Danielson Framework
 - Fact-Checking eBook Content of Sample Of Artifacts For Danielson Framework

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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