The CPS Framework for Teaching

CHICAGO PUBLIC SCHOOLS | CPS

Adapted from the *Danielson Framework for Teaching* and Approved by Charlotte Danielson

Domain 1: Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content Standards Within and Across Grade Levels
- Knowledge of Disciplinary Literacy
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students
- 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 and Appropriate Accommodations/Modifications

c. Selecting Instructional Outcomes
- Sequence and Alignment
- Clarity
- Balance

d. Designing Coherent Instruction
- Unit/Lesson Design that Incorporates Knowledge of Students and Student Needs
- Unit/Lesson Alignment of Standards-Based Objectives, Assessments, and Learning Tasks
- Use of a Variety of Complex Texts, Materials and Resources, including Technology
- Instructional Groups
- Access for Diverse Learners

e. Designing Student Assessment
- Congruence with Standards-Based Learning Objectives
- Levels of Performance and Standards
- Design of Formative Assessments
- Use for Planning

Domain 2: The Classroom Environment

a. Creating an Environment of Respect and Rapport
- Teacher Interaction with Students, including both Words and Actions
- Student Interactions with One Another, including both Words and Actions

b. Establishing a Culture for Learning
- Importance of Learning
- Expectations for Learning and Achievement
- Student Ownership of Learning

c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties
- Direction of Volunteers and Paraprofessionals

d. Managing Student Behavior
- Expectations and Norms
- Monitoring of Student Behavior
- Fostering Positive Student Behavior
- Response to Student Behavior

Domain 4: Professional Responsibilities

a. Reflecting on Teaching and Learning
- Effectiveness
- Use in Future Teaching

b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

c. Communicating with Families
- Information and Updates about Grade Level Expectations and Student Progress
- Engagement of Families and Guardians as Partners in the Instructional Program
- Response to Families
- Cultural Appropriateness

d. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
- Collaboration and Professional Inquiry to Advance Student Learning
- Participation in School Leadership Team and/or Teacher Teams
- Incorporation of Feedback

e. Demonstrating Professionalism
- Integrity and Ethical Conduct
- Commitment to College and Career Readiness
- Advocacy
- Decision-Making
- Compliance with School and District Regulations

Domain 3: Instruction

a. Communicating with Students
- Standards-Based Learning Objectives
- Directions for Activities
- Content Delivery and Clarity
- Use of Oral and Written Language

b. Using Questioning and Discussion Techniques
- Use of Low- and High-Level Questioning
- Discussion Techniques
- Student Participation and Explanation of Thinking

c. Engaging Students in Learning
- Standards-Based Objectives and Task Complexity
- Access to Suitable and Engaging Texts
- Structure, Pacing and Grouping

d. Using Assessment in Instruction
- Assessment Performance Levels
- Monitoring of Student Learning with Checks for Understanding
- Student Self-Assessment and Monitoring of Progress
- Feedback to Students

e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Student Needs
- Persistence
- Intervention and Enrichment

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