Teacher Criteria, Criteria Definitions, and Instructional Framework Alignment

Washington State Teacher Criteria and Definitions

Washington State Teacher Criteria (RCW 28A.405.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	EXPECTATIONS The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	INSTRUCTION The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	DIFFERENTIATION The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	CONTENT KNOWLEDGE The teacher used content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	LEARNING ENIVORNMENT The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	ASSESSMENT The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.
7. Communicating and collaborating with families and school community.	FAMILES AND COMMUNITY The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PROFESSIONAL PRACTICE The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Washington Office of Superintendent of PUBLIC INSTRUCTION

Architecture of the Three Research-Based Instructional Frameworks

	Danielson Framework for Teaching	CEL 5D+ Teacher Evaluation Rubric 2.0	Marzano New Art of Science and Teaching
Domain or Dimension	**Domains** Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	**Dimensions** -Purpose -Student Engagement -Curriculum and Pedagogy -Assessment for Student Leaning -Classroom Environment and Culture -Professional Collaboration and Communication	**Domains** Domain 1: Classroom Strategies and Behaviors Domain 2: Planning and Preparing Domain 3: Reflecting on Teaching Domain 4: Collegiality and Professionalism
Components Education Level Rubric (4 level)	Components – 22 (Example – Component 1b: Demonstrating Knowledge of Students)	Subdimensions – 30 (Example – Student Engagement: Intellectual Work)	Components – 31 (Example – 3.1: Effective scaffolding of information within a lesson)
Support for Observation	**Indicators** Critical Attributes/Possible Examples – teacher and student	**Indicators**	**Possible Teacher/Student Evidence** Possible Artifacts Possible Impacts

Criterion 1: Centering instruction on high expectations for student achievement
Key Word: EXPECTATIONS

Definition: The teacher develops and communicates high expectations for student learning.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 2: The Classroom Environment **2b:** Establishing a Culture for Learning Domain 3: Instruction **3a:** Communication with Students **3c:** Engaging Students in Learning	Purpose **P1:** Learning target(s) connected to standards **P4:** Communication of learning target(s) **P5:** Success Criteria Classroom Environment & Culture **CEC2:** Learning routines	**Component 1.1:** Providing clear learning goals and scales (rubrics) **Component 1.2:** Celebrating Success **Component 1.3:** Understanding students' interests and backgrounds **Component 1.4:** Demonstrating value and

		respect for reluctant learners and students regularly marginalized or underserved by school systems

Criterion 2: Demonstrating effective teaching practices

Key Word: INSTRUCTION

Definition: The teacher uses research-based instructional practices to meet the needs of all students.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 3: Instruction **3b:** Using Questioning and Discussion Techniques Domain 4: Professional Responsibilities **4a:** Reflecting on Teaching	Student Engagement **SE1:** Quality of questioning **SE4:** Opportunity and support for participation and meaning making **SE5:** Student talk Curriculum & Pedagogy **CP5:** Use of scaffolds	**Component 2.1:** Conducting direct instruction lessons **Component 2.2:** Conducting practicing and deepening lessons **Component 2.3:** Conducting knowledge application lessons **Component 2.4:** Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems **Component 2.5:** Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems **Component 2.6:** Noticing when students are not engaged **Component 2.7:** Using and applying academic vocabulary **Component 2.8:** Evaluating effectiveness of individual lessons and units

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs

Key Word: DIFFERENTIATION

Definition: The teacher acquires and uses specific knowledge about students' cultural, individual intellectual, and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 1: Planning and Preparation **1b:** Demonstrating Knowledge of Students Domain 3: Instruction **3e:** Demonstrating Flexibility and Responsiveness	Student Engagement **SE2:** Ownership of learning **SE3:** Capitalizing on students' strengths Curriculum & Pedagogy **CP4:** Differentiated instruction Assessment for Student Learning **A4:** Teacher use of formative assessments	**Component 3.1:** Effective scaffolding of information within a lesson **Component 3.2:** Planning and preparing for the needs of all students

Student Growth Goal 3.1 – Establish Student Growth Goal(s) – Individual Student(s)

Student Growth Goal 3.2 – Achievement of Student Growth Goal (s) – Individual Student(s)

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum

Key Word: CONTENT KNOWLEDGE

Definition: The teacher uses content are knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 1: Planning and Preparation **1b:** Demonstrating Knowledge of Content and Pedagogy **1c:** Setting Instructional Outcomes **1d:** Demonstrating Knowledge of Resources **1e:** Designing Coherent Instruction	Purpose **P2:** Lessons connected to previous and future lessons, broader purpose and transferable skill **P3:** Design of performance task Curriculum & Pedagogy	**Component 4.1:** Attention to establish content standards **Component 4.2:** Use of available resources and technology

	CP1: Alignment of instructional materials and tasks **CP2:** Teacher knowledge of content **CP3:** Discipline-specific teaching approaches	

Criterion 5: Fostering and managing a safe, positive learning environment
Key Word: LEARNING ENVIRONMENT

Definition: The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being of students.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 2: The Classroom Environment **2a:** Creating an Environment of Respect and Rapport **2c:** Managing Classroom Procedures **2d:** Managing Student Behavior **2e:** Organizing Physical Space	Classroom Environment & Culture **CSC1:** Classroom arrangement and resources **CEC3:** Use of learning time **CEC4:** Student status **CEC5:** Norms of learning	**Component 5.1:** Organizing the physical layout of the classroom **Component 5.2:** Reviewing expectations for rules and procedures **Component 5.3:** Demonstrating "withitness" **Component 5.4:** Applying consequences for lack of adherence to rules and procedures **Component 5.5:** Acknowledging adherence to rules and procedures **Component 5.6:** Displaying objectivity and control

Criterion 6: Using multiple data elements to modify instruction and improve student learning
Key Word: ASSESSMENT

Definition: The teacher uses multiple data elements (both formative and summative to plan, inform, and adjust instruction and evaluate student learning.

Danielson	CEL 5D+	Marzano (NASOT)

Domain 1: Planning and Preparation	Assessment for Student Learning	Component 6.1: Designing instruction aligned to assessment
1f: Designing Student Assessments	**A1:** Student self-assessment	
	A2: Student use of formative assessments over time	**Component 6.2:** Using multiple data elements
Domain 3: Instruction	**A3:** Quality of formative assessment methods	**Component 6.3:** Tracking student progress
3d: Using Assessment in Instruction	**A5:** Collective systems for formative assessment data	
Domain 4: Professional Responsibilities		
4b: Maintaining Accurate Records		

Student Growth Goal 6.1 – Establish Student Growth Goal(s) – Whole Class(es)

Student Growth Goal 6.2 – Achievement of Student Growth Goal (s) – Whole Class(es)

Criterion 7: Communicating and collaborating with parents and school community
Key Word: FAMILY AND COMMUNITY

Definition: The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 4: Professional Responsibilities	Professional Collaboration & Communication	**Component 7.1:** Engaging in positive interactions with parents and the school community about courses, programs, and school events
4c: Communicating with Families	**PCC2:** Communication and collaboration with parents and guardians	
	PCC3: Communication within the school community about student progress	**Component 7.2:** Engaging in timely and professional interactions with parents and the school community

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Key Word: PROFESSIONAL PRACTICE

Definition: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Danielson	CEL 5D+	Marzano (NASOT)
Domain 4: Professional Responsibilities **4d:** Participating in a Professional Community **4e:** Growing and Developing Professionally **4f:** Showing Professionalism	Professional Collaboration & Communication **PCC1:** Collaboration with Peers and Administrators to improve student learning **PCC4:** Support of school, district, and state curricula, policies and initiatives **PCC5:** Ethics and Advocacy	**Component 8.1:** Seeking mentorship for areas of need or interest **Component 8.2:** Promoting positive interactions with colleagues **Component 8.3:** Participating in school or district initiatives **Component 8.4:** Monitoring progress relative to the professional growth and development plan

Student Growth Goal 8.1 – Establish Team Student Growth Goal(s)