

## Danielson Framework for Teaching aligned with the Washington Eight Teacher Evaluation Criteria

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
<i>Domain 2: The Classroom Environment</i> 2b: Establishing a Culture for Learning	<i>Domain 3: Instruction</i> 3b: Using Questioning And Discussion Techniques	<i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students
<i>Domain 3: Instruction</i> 3a: Communicating with Students	<i>Domain 4: Professional Responsibilities</i> 4a: Reflecting on Teaching	<i>Domain 3: Instruction</i> 3e: Demonstrating Flexibility And Responsiveness
3c: Engaging Students In Learning		<i>Student Growth</i> SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
<i>Domain 1: Planning and Preparation</i> 1a: Demonstrating Knowledge of Content and Pedagogy	<i>Domain 2: The Classroom Environment</i> 2a: Creating an Environment of Respect and Rapport	<i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments
1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	<i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of Resources	2d: Managing Student Behavior	<i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records
1e: Designing Coherent Instruction	2e: Organizing Physical Space	<i>Student Growth</i> SG 6.1: Establish Student Growth Goal(s) SG 6.2 Achievement of Student Growth Goal(s)
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<i>Domain 4: Professional Responsibilities</i> 4c: Communicating with Families	<i>Domain 4: Professional Responsibilities</i> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	<i>Student Growth</i> SG 8.1: Establish Team Student Growth Goal(s)



<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content &amp; pedagogy (SC4)</p> <ul style="list-style-type: none"> <li>•Knowledge of content and the structure of the discipline</li> <li>•Knowledge of prerequisite relationships</li> <li>•Knowledge of content-related pedagogy</li> </ul> <p>1b. Demonstrating knowledge of students (SC3)</p> <ul style="list-style-type: none"> <li>•Knowledge of child and adolescent development</li> <li>•Knowledge of the learning process</li> <li>•Knowledge of students' skills, knowledge and language proficiency</li> <li>•Knowledge of students' interests and cultural heritage</li> <li>•Knowledge of students' special needs</li> </ul> <p>1c. Setting instructional outcomes (SC4)</p> <ul style="list-style-type: none"> <li>•Value, sequence and alignment</li> <li>•Clarity</li> <li>•Balance</li> <li>•Suitability for diverse learners</li> </ul> <p>1d. Demonstrating knowledge of resources (SC4)</p> <ul style="list-style-type: none"> <li>•Resources for classroom use</li> <li>•Resources to extend content knowledge and pedagogy</li> <li>•Resources for students</li> </ul> <p>1e. Designing coherent instruction (SC4)</p> <ul style="list-style-type: none"> <li>•Learning activities</li> <li>•Instructional materials and resources</li> <li>•Instructional groups</li> <li>•Lesson and unit structure</li> </ul> <p>1f. Designing student assessments (SC6)</p> <ul style="list-style-type: none"> <li>•Congruence with instructional outcomes</li> <li>•Criteria and standards</li> <li>•Design of formative assessments</li> <li>•Use for planning</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport (SC5)</p> <ul style="list-style-type: none"> <li>•Teacher interaction with students, including both words and actions</li> <li>•Student interactions with one another, including both words and actions</li> </ul> <p>2b. Establishing a culture for learning (SC1)</p> <ul style="list-style-type: none"> <li>•Importance of the content and of learning</li> <li>•Expectations for learning and achievement</li> <li>•Student pride in work</li> </ul> <p>2c. Managing classroom procedures (SC5)</p> <ul style="list-style-type: none"> <li>•Management of instructional groups</li> <li>•Management of transitions</li> <li>•Management of materials and supplies</li> <li>•Performance of non-instructional duties</li> <li>•Supervision of volunteers and paraprofessionals</li> </ul> <p>2d. Managing student behavior (SC5)</p> <ul style="list-style-type: none"> <li>•Expectations</li> <li>•Monitoring student behavior</li> <li>•Response to student misbehavior</li> </ul> <p>2e. Organizing physical space (SC5)</p> <ul style="list-style-type: none"> <li>•Safety and accessibility</li> <li>•Arrangement of furniture and use of physical resources</li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on teaching (SC2)</p> <ul style="list-style-type: none"> <li>•Accuracy</li> <li>•Use in future teaching</li> </ul> <p>4b. Maintaining accurate records (SC6)</p> <ul style="list-style-type: none"> <li>•Student completion of assignments</li> <li>•Student progress in learning</li> <li>•Non-instructional records</li> </ul> <p>4c. Communicating with families (SC7)</p> <ul style="list-style-type: none"> <li>•Information about the instructional program</li> <li>•Information about individual students</li> <li>•Engagement of families in the instructional program</li> </ul> <p>4d. Participating in a professional community (SC8)</p> <ul style="list-style-type: none"> <li>•Relationships with colleagues</li> <li>•Involvement in a culture of professional inquiry</li> <li>•Service to school</li> <li>•Participation in school and district projects</li> </ul> <p>4e. Growing and developing professionally (SC8)</p> <ul style="list-style-type: none"> <li>•Enhancement of content knowledge and pedagogical skill</li> <li>•Receptivity to feedback from colleagues</li> <li>•Service to profession</li> </ul> <p>4f. Showing professionalism (SC8)</p> <ul style="list-style-type: none"> <li>•Integrity and ethical conduct</li> <li>•Service to students</li> <li>•Advocacy</li> <li>•Decision-making</li> <li>•Compliance with school and district regulations</li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students (SC1)</p> <ul style="list-style-type: none"> <li>•Expectations for learning</li> <li>•Directions for activities</li> <li>•Explanations of content</li> <li>•Use of oral and written language</li> </ul> <p>3b. Using questioning and discussion techniques (SC2)</p> <ul style="list-style-type: none"> <li>•Quality of questions/prompts</li> <li>•Discussion techniques</li> <li>•Student participation</li> </ul> <p>3c. Engaging students in learning (SC1)</p> <ul style="list-style-type: none"> <li>•Activities and assignments</li> <li>•Grouping of students</li> <li>•Instructional materials and resources</li> <li>•Structure and pacing</li> </ul> <p>3d. Using assessment in instruction (SC6)</p> <ul style="list-style-type: none"> <li>•Assessment criteria</li> <li>•Monitoring of student learning</li> <li>•Feedback to students</li> <li>•Student self-assessment and monitoring of progress</li> </ul> <p>3e. Demonstrating flexibility and responsiveness (SC3)</p> <ul style="list-style-type: none"> <li>•Lesson adjustment</li> <li>•Response to students</li> <li>•Persistence</li> </ul>