

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