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

## Criterion 1
- **Centering instruction on high expectations for student achievement.**

## Criterion 2
- **Demonstrating effective teaching practices.**

## Criterion 3
- **Recognizing individual student learning needs and developing strategies to address those needs.**

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
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<tbody>
<tr>
<td>2b: Establishing a Culture for Learning</td>
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## Domain 1: Planning and Preparation
- **1a: Demonstrating Knowledge of Content and Pedagogy**
- **1c: Setting Instructional Outcomes**
- **1d: Demonstrating Knowledge of Resources**
- **1e: Designing Coherent Instruction**

## 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**

## Domain 3: Instruction
- **3b: Using Questioning And Discussion Techniques**

## Domain 4: Professional Responsibilities
- **4b: Maintaining Accurate Records**

## Student Growth
- **SG 3.1: Establish Student Growth Goal(s)**
- **SG 3.2: Achievement of Student Growth Goal(s)**

## Criterion 4
- **Providing clear and intentional focus on subject matter content and curriculum.**

## Criterion 5
- **Fostering and managing a safe, positive learning environment.**

## Criterion 6
- **Using multiple student data elements to modify instruction and improve student learning.**

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<td>1f: Designing Student Assessments</td>
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## Domain 4: Professional Responsibilities
- **4c: Communicating with Families**

## Student Growth
- **SG 8.1: Establish Team Student Growth Goal(s)**

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<td>Communicating and collaborating with parents and the school community.</td>
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<th>Criterion 8</th>
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### Domain 1: Planning and Preparation

1a. Demonstrating knowledge of content & pedagogy (SC4)
   - Knowledge of content and the structure of the discipline
   - Knowledge of prerequisite relationships
   - Knowledge of content-related pedagogy

1b. Demonstrating knowledge of students (SC3)
   - 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

1c. Setting instructional outcomes (SC4)
   - Value, sequence and alignment
   - Clarity
   - Balance
   - Suitability for diverse learners

1d. Demonstrating knowledge of resources (SC4)
   - Resources for classroom use
   - Resources to extend content knowledge and pedagogy
   - Resources for students

1e. Designing coherent instruction (SC4)
   - Learning activities
   - Instructional materials and resources
   - Instructional groups
   - Lesson and unit structure

1f. Designing student assessments (SC6)
   - Congruence with instructional outcomes
   - Criteria and standards
   - Design of formative assessments
   - Use for planning

### Domain 2: Classroom Environment

2a. Creating an environment of respect and rapport (SC5)
   - Teacher interaction with students, including both words and actions
   - Student interactions with one another, including both words and actions

2b. Establishing a culture for learning (SC1)
   - Importance of the content and of learning
   - Expectations for learning and achievement
   - Student pride in work

2c. Managing classroom procedures (SC5)
   - Management of instructional groups
   - Management of transitions
   - Management of materials and supplies
   - Performance of non-instructional duties
   - Supervision of volunteers and paraprofessionals

2d. Managing student behavior (SC5)
   - Expectations
   - Monitoring student behavior
   - Response to student misbehavior

2e. Organizing physical space (SC5)
   - Safety and accessibility
   - Arrangement of furniture and use of physical resources

### Domain 3: Instruction

3a. Communicating with students (SC1)
   - Expectations for learning
   - Directions for activities
   - Explanations of content
   - Use of oral and written language

3b. Using questioning and discussion techniques (SC2)
   - Quality of questions/prompts
   - Discussion techniques
   - Student participation

3c. Engaging students in learning (SC1)
   - Activities and assignments
   - Grouping of students
   - Instructional materials and resources
   - Structure and pacing

3d. Using assessment in instruction (SC6)
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring of progress

3e. Demonstrating flexibility and responsiveness (SC3)
   - Lesson adjustment
   - Response to students
   - Persistence

### Domain 4: Professional Responsibilities

4a. Reflecting on teaching (SC2)
   - Accuracy
   - Use in future teaching

4b. Maintaining accurate records (SC6)
   - Student completion of assignments
   - Student progress in learning
   - Non-instructional records

4c. Communicating with families (SC7)
   - Information about the instructional program
   - Information about individual students
   - Engagement of families in the instructional program

4d. Participating in a professional community (SC8)
   - Relationships with colleagues
   - Involvement in a culture of professional inquiry
   - Service to school
   - Participation in school and district projects

4e. Growing and developing professionally (SC8)
   - Enhancement of content knowledge and pedagogical skill
   - Receptivity to feedback from colleagues
   - Service to profession

4f. Showing professionalism (SC8)
   - Integrity and ethical conduct
   - Service to students
   - Advocacy
   - Decision-making
   - Compliance with school and district regulations

(SC = State criterion)