

WA State Teacher Evaluation Criteria	Danielson – Framework of Professional Practice
Centering instruction on high expectations for student achievement	<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1 c Instructional outcomes are stated as goals that reflect rigorous learning. They represent different types of content, offer opportunities for both coordination and integration with other disciplines.</li> </ul> <p><b>The Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2b The Culture for Learning               <ul style="list-style-type: none"> <li>High Expectations for learning</li> </ul> </li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>3a Communicating with Students               <ul style="list-style-type: none"> <li>Expectations for learning</li> </ul> </li> <li>3b Questions reflect high expectations and are culturally and developmentally appropriate</li> <li>3d: Using Assessment in Instruction               <ul style="list-style-type: none"> <li>Providing feedback to students: this reflects high expectations</li> </ul> </li> <li>3e Demonstrating Flexibility and Responsiveness               <ul style="list-style-type: none"> <li>Persistence: when students encounter difficulty in learning, the teacher persists in helping them be successful.</li> </ul> </li> <li>4c Communicating with Families               <ul style="list-style-type: none"> <li>Communications about the progress of individual students reflect high expectations for student learning.</li> </ul> </li> <li><b>Common Theme:</b> high expectations for student learning, reflected in the higher levels of performance in a number of components.</li> </ul>
Demonstrating effective teaching practices.	<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1 e Designing Coherent Instruction               <ul style="list-style-type: none"> <li>All elements: learning activities, materials, grouping of students, etc... reflect effective teaching practices.</li> </ul> </li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>3a communicating with Students               <ul style="list-style-type: none"> <li>Directions and procedures</li> <li>Explanations of content</li> </ul> </li> <li>3b Using Questioning and Discussion Techniques reflect effective teaching practices               <ul style="list-style-type: none"> <li>Quality of questions</li> <li>Discussion techniques</li> <li>Student participation</li> </ul> </li> <li>3c Engaging Students in Learning               <ul style="list-style-type: none"> <li>All the elements: materials, learning activities, etc, promote high-level learning.</li> </ul> </li> <li>3d Using Assessment in Instruction               <ul style="list-style-type: none"> <li>All elements, but particularly providing feedback to students</li> </ul> </li> </ul>
Recognizing individual student learning needs and developing strategies to address those needs.	<ul style="list-style-type: none"> <li><b>Common Theme:</b> Differentiation for different students is reflected in the higher levels of performance in a number of components, as elaborated below:</li> </ul> <p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1b Demonstrating knowledge of Students               <ul style="list-style-type: none"> <li>Knowledge of students’ skills, knowledge, and language proficiency</li> <li>Knowledge of students’ special needs</li> </ul> </li> <li>1c Setting Instructional Outcomes               (at the higher levels of performance are suitable for students with different learning needs)               <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> </li> <li>1e Designing Coherent Instruction               The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, and differentiated where appropriate to make them suitable to all students.             </li> <li>(at the higher levels of performance are suitable for students with different learning needs)               <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Lesson and unit structure</li> <li>• <b>1f Assessment:</b> the teacher intends to use assessment results to plan future instruction for individual students (Also, formative assessment techniques are intended to monitor the learning of different groups of students and individuals)               <ul style="list-style-type: none"> <li>○ Design of formative assessments suitable for different students</li> </ul> </li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>3a</b> Communicating with Students - Differentiated as appropriate for different students               <ul style="list-style-type: none"> <li>○ Expectations for learning</li> <li>○ Directions procedures</li> <li>○ Explanations of content</li> <li>○ Use of oral and written language</li> </ul> </li> <li>• <b>3b</b> Using Questioning and discussion techniques - Differentiated as appropriate for different students               <ul style="list-style-type: none"> <li>○ Quality of questions</li> <li>○ Discussion techniques</li> <li>○ Student participation</li> </ul> </li> <li>• <b>3c</b> Engaging students in learning - Differentiated as appropriate for different students               <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> </li> <li>• <b>3d</b> Using assessment in Instruction - Differentiated as appropriate for different students               <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> </li> <li>• <b>3e</b> Demonstrating flexibility and responsiveness - Differentiated as appropriate for different students               <ul style="list-style-type: none"> <li>○ Lesson adjustment</li> <li>○ Response to students</li> <li>○ Persistence</li> </ul> </li> </ul>
<p><b>Providing clear and intentional focus on subject matter content and curriculum.</b></p>	<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• <b>1 a</b> Demonstrating knowledge of content and the structure of the discipline               <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> </li> <li>• <b>1c</b> Setting Instructional Outcomes               <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> </li> <li>• <b>3a</b> Communicating with Students – linked to curriculum standards               <ul style="list-style-type: none"> <li>○ Expectations for learning</li> <li>○ Directions procedures</li> </ul> </li> <li>• <b>3c</b> Engaging students in learning – All elements support the curriculum outcomes               <ul style="list-style-type: none"> <li>○ Activities and assignments</li> <li>○ Instructional materials and resources</li> </ul> </li> <li>• <b>3d</b> Using assessment in Instruction - Assessment is linked to the curriculum outcomes               <ul style="list-style-type: none"> <li>○ Assessment criteria</li> <li>○ Monitoring of student learning</li> <li>○ Feedback to students</li> </ul> </li> </ul>
<p><b>Fostering and managing a safe, positive learning environment.</b></p>	<p><b>The Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• <b>2a</b> Creating an environment of respect and rapport               <ul style="list-style-type: none"> <li>○ Teacher interaction with students</li> <li>○ Student interactions with other students</li> </ul> </li> <li>• <b>2b</b> Establishing a culture for learning               <ul style="list-style-type: none"> <li>○ Importance of the content</li> <li>○ Expectations for learning and achievement</li> <li>○ Student pride in work</li> </ul> </li> <li>• <b>2c</b> managing classroom procedures               <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> </li> <li>• <b>2d</b> Managing Student Behavior               <ul style="list-style-type: none"> <li>○ Expectations</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Monitoring of student behavior</li> <li>○ Response to student misbehavior</li> <li>• <b>2e</b> Organizing physical space               <ul style="list-style-type: none"> <li>○ Safety and accessibility</li> <li>○ Arrangement of furniture and use of physical resources</li> </ul> </li> </ul>
<b>Using multiple student data elements to modify instruction and improve student learning.</b>	<b>Planning and Preparation</b> <ul style="list-style-type: none"> <li>• <b>1b</b> Demonstrating knowledge of Students               <ul style="list-style-type: none"> <li>○ Knowledge of students’ skills, knowledge, and language proficiency</li> <li>○ Knowledge of students’ special needs</li> </ul> </li> <li>• <b>1 f</b> Designing Student Assessment               <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> </li> </ul> <b>Instruction</b> <ul style="list-style-type: none"> <li>• <b>3d</b> using assessment in instruction               <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> </li> </ul> <b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>4a</b> The teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence.</li> </ul>
<b>Communicating with parents and school community.</b>	<b>Domain 4 Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>4c</b> Communicating with Families               <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> </li> </ul>
<b>Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning</b>	<b>Domain 4 Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>4d</b> Participating in a Professional Community               <ul style="list-style-type: none"> <li>○ Relationships with colleagues</li> <li>○ Involvement in a culture of professional inquiry</li> </ul> </li> <li>• <b>4e</b> Growing and developing professionally               <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 the profession</li> </ul> </li> <li>• <b>4f</b> Showing professionalism               <ul style="list-style-type: none"> <li>○ Integrity and ethical conduct</li> <li>○ Service to students</li> <li>○ Advocacy Decision making</li> <li>○ Decision making</li> <li>○ Compliance with school and district regulations</li> </ul> </li> </ul>