**Danielson Crosswalk to Washington’s Teacher Evaluation Criteria**

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| **Criteria** | **Definition** | **Danielson** |
| **Criterion 1:** Centering instruction on high expectations for student achievement | **Definition:** PLANNING: The teacher sets high expectations through instructional planning and reflection aligned to content knowledge and standards. Instructional planning is demonstrated in the classroom through student engagement that leads to an impact on student learning. | 1c: Setting Instructional Outcomes  2b: Establishing a culture for learning  3a: Communicating with Students |
| **Criterion 2:** Demonstrating effective teaching practices. | **Definition:** INSTRUCTION: The teacher uses research-based instructional practices to meet the needs of ALL students and bases those practices on a commitment to high standards and meeting the developmental needs of students. | 4a: Reflecting on Teaching  3b: Using questioning / prompts and discussion  3c: Engaging students in learning  1e Designing Coherent Instruction |
| **Criterion 3:** Recognizing individual student learning needs and developing strategies to address those needs. | **REFLECTION:** The teacher acquires and uses specific knowledge about students’ individual intellectual and social development and uses that knowledge to advance student learning. | 1b: Demonstrating Knowledge of Students  1d: Demonstrating Knowledge of Resources  3e: Demonstrating flexibility and responsiveness |
| **Criterion 4:** Providing clear and intentional focus on subject matter content and curriculum. | **Definition:** CONTENT KNOWLEDGE: The teacher uses content area knowledge and appropriate pedagogy to design and deliver curricula, instruction and assessment to impact student learning. | 1a: Demonstrating Knowledge of Content and Pedagogy |
| **Criterion 5:** Fostering and managing a safe, positive learning environment. | **Definition:** CLASSROOM MANAGEMENT: The teacher fosters and manages a safe, culturally sensitive and inclusive learning environment that takes into account: physical, emotional and intellectual well-being. | 2a: Creating an environment of respect and rapport  2c: Managing classroom procedures  2d Managing Student Behavior  2e: Organizing physical space |
| **Criterion 6:** Using multiple student data elements to modify instruction and improve student learning. | **Definition:** ASSESSMENT: The teacher uses multiple data elements (both formative and summative) for planning, instruction and assessment to foster student achievement. | 1f: Designing Student Assessments  3d: Using Assessment in Instruction  4b: Maintaining Accurate Records |
| **Criterion 7:** Communicating and collaborating with parents and school community. | **Definition:** PARENTS AND COMMUNITY: The teacher communicates and collaborates with students, parents and all educational stakeholders in an ethical and professional manner to promote student learning. | 4c: Communicating with Families |
| **Criterion 8:** Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning | **Definition:** 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. | 4d: Participating in a Professional Community  4e: Growing and Developing Professionally  4f: Showing Professionalism |