

# 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.
<p><i>Domain 2: The Classroom Environment</i> 2b: Establishing a Culture for Learning</p> <p><i>Domain 3: Instruction</i> 3a: Communicating with Students</p> <p>3c: Engaging Students In Learning</p>	<p><i>Domain 3: Instruction</i> 3b: Using Questioning And Discussion Techniques</p> <p><i>Domain 4: Professional Responsibilities</i> 4a: Reflecting on Teaching</p>	<p><i>Domain 1: Planning and Preparation</i> 1b: Demonstrating Knowledge of Students</p> <p><i>Domain 3: Instruction</i> 3e: Demonstrating Flexibility And Responsiveness</p> <p><i>Student Growth</i> SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)</p>
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.
<p><i>Domain 1: Planning and Preparation</i> 1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p>	<p><i>Domain 2: The Classroom Environment</i> 2a: Creating an Environment of Respect and Rapport</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>	<p><i>Domain 1: Planning and Preparation</i> 1f: Designing Student Assessments</p> <p><i>Domain 3: Instruction</i> 3d: Using Assessment in Instruction</p> <p><i>Domain 4: Professional Responsibilities</i> 4b: Maintaining Accurate Records</p> <p><i>Student Growth</i> SG 6.1: Establish Student Growth Goal(s) SG 6.2 Achievement of Student Growth Goal(s)</p>
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.	
<p><i>Domain 4: Professional Responsibilities</i> 4c: Communicating with Families</p>	<p><i>Domain 4: Professional Responsibilities</i> 4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>	<p><i>Student Growth</i> SG 8.1: Establish Team Student Growth Goal(s)</p>

# TEACHER EVALUATION

(Danielson Version)

Framework for the teaching components of professional practice & alignment to Washington State Criteria

## Domain 1: Planning & Preparation

### 1a. Demonstrating knowledge of content & pedagogy (SC4)

Knowledge of content & the structure of the discipline  
Knowledge of prerequisite relationships  
Knowledge of content-related pedagogy

### 1b. Demonstrating knowledge of students (SC3)

Knowledge of child & adolescent development  
Knowledge of the learning process  
Knowledge of students' skills, knowledge & language proficiency  
Knowledge of students' interests & cultural heritage  
Knowledge of students' special needs

### 1c. Setting instructional outcomes (SC4)

Value, sequence & alignment  
Clarity  
Balance

Suitability for diverse learners

### 1d. Demonstrating knowledge of resources (SC4)

Resources for classroom use  
Resources to extend content knowledge & pedagogy  
Resources for students

### 1e. Designing coherent instruction (SC4)

Learning activities  
Instructional materials & resources  
Instructional groups  
Lesson & unit structure

### 1f. Designing student assessments (SC6)

Congruence with instructional outcomes  
Criteria & standards  
Design of formative assessments  
Use for planning

## Domain 2: Classroom Environment

### 2a. Creating an environment of respect & rapport (SC5)

Teacher interaction with students, including both words & actions  
Student interactions with one another, including both words & actions

### 2b. Establishing a culture for learning (SC1)

Importance of the content & of learning  
Expectations for learning & achievement  
Student pride in work

### 2c. Managing classroom procedures (SC5)

Management of instructional groups  
Management of transitions  
Management of materials & supplies  
Performance of non-instructional duties  
Supervision of volunteers & paraprofessionals

### 2d. Managing student behavior (SC5)

Expectations  
Monitoring student behavior  
Response to student misbehavior

### 2e. Organizing physical space (SC5)

Safety & accessibility  
Arrangement of furniture & use of physical resources

## 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 & district projects

### 4e. Growing & developing professionally (SC8)

Enhancement of content knowledge & pedagogical skill  
Receptivity to feedback from colleagues  
Service to profession

### 4f. Showing professionalism (SC8)

Integrity & ethical conduct  
Service to students  
Advocacy  
Decision-making  
Compliance with school & district regulations

## Domain 3: Instruction

### 3a. Communicating with students (SC1)

Expectations for learning  
Directions for activities  
Explanations of content  
Use of oral & written language

### 3b. Using questioning & discussion techniques (SC2)

Quality of questions/prompts  
Discussion techniques  
Student participation

### 3c. Engaging students in learning (SC1)

Activities & assignments  
Grouping of students  
Instructional materials & resources  
Structure & pacing

### 3d. Using assessment in instruction (SC6)

Assessment criteria  
Monitoring of student learning  
Feedback to students  
Student self-assessment & monitoring of progress

### 3e. Demonstrating flexibility & responsiveness (SC3)

Lesson adjustment  
Response to students  
Persistence

# TEACHER EVALUATION BINGO CARD (DanielsonVersion)

Framework for the teaching components of professional practice & alignment to Washington State Criteria

Domain 1: Planning & Preparation	EVIDENCE	ACTIVITY	TEACHER
<b>1a. Demonstrating knowledge of content &amp; pedagogy (SC4)</b>			
Knowledge of content & the structure of the discipline	_____		
Knowledge of prerequisite relationships	_____		
Knowledge of content-related pedagogy	_____		
<b>1b. Demonstrating knowledge of students (SC3)</b>			
Knowledge of child & adolescent development	_____		
Knowledge of the learning process	_____		
Knowledge of students' skills, knowledge & language proficiency	_____		
Knowledge of students' interests & cultural heritage	_____		
Knowledge of students' special needs	_____		
<b>1c. Setting instructional outcomes (SC4)</b>			
Value, sequence & alignment	_____		
Clarity	_____		
Balance	_____		
Suitability for diverse learners	_____		
<b>1d. Demonstrating knowledge of resources (SC4)</b>			
Resources for classroom use	_____		
Resources to extend content knowledge & pedagogy	_____		
Resources for students	_____		
<b>1e. Designing coherent instruction (SC4)</b>			
Learning activities	_____		
Instructional materials & resources	_____		
Instructional groups	_____		
Lesson & unit structure	_____		
<b>1f. Designing student assessments (SC6)</b>			
Congruence with instructional outcomes	_____		
Criteria & standards	_____		
Design of formative assessments	_____		

Domain 2: Classroom Environment	EVIDENCE	ACTIVITY	TEACHER
<b>2a. Creating an environment of respect &amp; rapport (SC5)</b>			
Teacher interaction with students, including both words & actions	_____		
Student interactions with one another, including both words & actions	_____		
<b>2b. Establishing a culture for learning (SC1)</b>			
Importance of the content & of learning	_____		
Expectations for learning & achievement	_____		
Student pride in work	_____		
<b>2c. Managing classroom procedures (SC5)</b>			
Management of instructional groups	_____		
Management of transitions	_____		
Management of materials & supplies	_____		
Performance of non-instructional duties	_____		
Supervision of volunteers & paraprofessionals	_____		
<b>2d. Managing student behavior (SC5)</b>			
Expectations	_____		
Monitoring student behavior	_____		
Response to student misbehavior	_____		
<b>2e. Organizing physical space (SC5)</b>			
Safety & accessibility	_____		
Arrangement of furniture & use of physical resources	_____		

# TEACHER EVALUATION BINGO CARD (DanielsonVersion)

Framework for the teaching components of professional practice & alignment to Washington State Criteria

Domain 3: Instruction	EVIDENCE	ACTIVITY	TEACHER
<b>3a. Communicating with students (SC1)</b>			
Expectations for learning	_____		
Directions for activities	_____		
Explanations of content	_____		
Use of oral & written language	_____		
<b>3b. Using questioning &amp; discussion techniques (SC2)</b>			
Quality of questions/prompts	_____		
Discussion techniques	_____		
Student participation	_____		
<b>3c. Engaging students in learning (SC1)</b>			
Activities & assignments	_____		
Grouping of students	_____		
Instructional materials & resources	_____		
Structure & pacing	_____		
<b>3d. Using assessment in instruction (SC6)</b>			
Assessment criteria	_____		
Monitoring of student learning	_____		
Feedback to students	_____		
Student self-assessment & monitoring of progress	_____		
<b>3e. Demonstrating flexibility &amp; responsiveness (SC3)</b>			
Lesson adjustment	_____		
Response to students	_____		
Persistence	_____		

Domain 4: Professional Responsibilities	EVIDENCE	ACTIVITY	TEACHER
<b>4a. Reflecting on teaching (SC2)</b>			
Accuracy	_____		
Use in future teaching	_____		
<b>4b. Maintaining accurate records (SC6)</b>			
Student completion of assignments	_____		
Student progress in learning	_____		
Non-instructional records	_____		
<b>4c. Communicating with families (SC7)</b>			
Information about the instructional program	_____		
Information about individual students	_____		
Engagement of families in the instructional program	_____		
<b>4d. Participating in a professional community (SC8)</b>			
Relationships with colleagues	_____		
Involvement in a culture of professional inquiry	_____		
Service to school	_____		
Participation in school & district projects	_____		
<b>4e. Growing &amp; developing professionally (SC8)</b>			
Enhancement of content knowledge & pedagogical skill	_____		
Receptivity to feedback from colleagues	_____		
Service to profession	_____		
<b>4f. Showing professionalism (SC8)</b>			
Integrity & ethical conduct	_____		
Service to students	_____		
Advocacy	_____		
Decision-making	_____		
Compliance with school & district regulations	_____		