

Danielson Framework for Teaching At a Glance

For Use in the 2012-13 School Year – Version 1.1

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



Teacher Evaluation

FRAMEWORK FOR TEACHING COMPONENTS OF PROFESSIONAL PRACTICE AND ALIGNMENT TO WASHINGTON STATE CRITERIA



(SC = State criterion)

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and 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 assessment • 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 • Student interactions with one another <p>2b. Establishing a culture for learning (SC1)</p> <ul style="list-style-type: none"> • Importance of the content • 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 • Responses 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 and procedures • 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 • 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