

Danielson Framework for Teaching (2022) Rubrics by Washington State

Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Fostering a Culture for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
3a: Communicating about Purpose and Content			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3c: Engaging Students in Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; and make suggestions for modifications that increase meaning and relevance.



Criterion 2: Demonstrating effective teaching practices.

3b: Using Questioning and Discussion Techniques

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Questioning and discussion are absent, low level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others thinking, reasoning skills, and habits of reflection.

4a: Engaging in Reflective Practice

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of the instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of the instruction, exploration of new ideas and approaches and ongoing changes to practices and mindsets focused on supporting students who need it most.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Knowing and Valuing Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher’s knowledge of students’ identities, as well as their strengths and needs, partially supports learning and development.	The teacher’s knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher’s knowledge of students is extensive and fosters student learning and development to support academic and personal success.
3e: Responding Flexibly to Student Needs			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teachers’ adjustments and responsiveness lead to deeper understanding for students and new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>

<p>The teacher does not communicate with students' families about the goal.</p>			<p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
---	--	--	---

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a: Applying Knowledge of Content and Pedagogy			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
1c: Setting Instructional Outcomes			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity and intellectual risk-taking.
1d: Using Resources Effectively			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1e: Planning Coherent Instruction			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.

Criterion 5: Fostering and managing a safe, positive learning environment.			
2a: Cultivating Respectful and Affirming Environments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Students do not feel safe and valued: learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2c: Maintaining Purposeful Environments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have an active voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d: Supporting Positive Student Behavior			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	The teacher models positive behaviors and occasionally teaches them explicitly.	Students display positive behaviors, which the teacher models and reinforces to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
2e: Organizing Spaces for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f: Designing and Analyzing Assessments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
3d: Using Assessment for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to illicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
4b: Documenting Student Progress			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress, in a manner that is accessible to students and those who support them.	The teacher documents student progress towards mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their learning progress.	Students monitor progress towards mastery in their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and those who support them.
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a student growth goal. OR The teacher does not explain how the knowledge of students informed the goal. The goal does not address an essential standard for the teacher’s content and grade level.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses a single data element to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher’s content and grade level.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher’s content and grade level.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher’s content and grade level.

<p>The goal does not require students' cognitive or emotional engagement.</p>	<p>The goal requires students' cognitive and emotional engagement.</p>	<p>The goal requires students' cognitive and emotional engagement.</p>	<p>The goal requires students' cognitive and emotional engagement. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
--	---	---	--

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher does not provide evidence of taking responsibility for student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is limited evidence of student engagement in assessment of their own progress. There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group. The teacher uses information from student progress and students'</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or

	progress and students' experience of learning.	experience of learning to guide their next steps for instruction.	professional learning beyond their own classroom or context.
--	--	---	--

Criterion 7: Communicating and collaborating with parents and the school community.			
4c: Engaging Families and Communities			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging Partnerships that further the academic and personal success of each and every student.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

4d: Contributing to School and Community Culture

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.

4e: Growing and Developing Professionally

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

4f: Acting in Service of Students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher is a leader in the school defining and upholding high standards of ethical practice and modeling wise decision making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

Student Growth 8.1: Establish Team Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not collaboratively develop the student growth goal. OR	The teacher collaborates with other grade, school, or district team members to develop the student growth goal.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal.

<p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> • Is informed by knowledge of students • Addresses an essential standard for the teacher's content and grade level • Require cognitive or emotional engagement <p>The teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>The team uses a single data element to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' cognitive and emotional engagement.</p>	<p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members' capacity to be effective.</p>
---	--	--	---