

**Edmonds
School District**

Study Session: Danielson Framework

February 24, 2026



Land Acknowledgement

We acknowledge the original inhabitants of this place, the Sdohobsh people and their successors the Tulalip Tribes, who since time immemorial have taken care of, hunted, fished and gathered on these lands.

We respect their sovereignty, their right to self-determination, and we honor their sacred spiritual connection with the land and water.

By acknowledging these homelands, we commit to working with tribal nations to further the education aims they have identified in our classrooms and schools.

Today's Purpose

Our guiding question: How does the Danielson Framework strengthen teaching, learning, and student outcomes?

Why Focus on Teaching Quality?

Instruction is the most powerful in-school factor

- Research consistently shows:
 - High-quality teaching has a greater impact on learning than any single program or intervention
- Strong instruction:
 - Improves access to grade-level standards
 - Reduces the need for remediation
 - Supports persistence and course completion

What the Danielson Framework Is

A shared definition of effective teaching

Danielson Framework

- A research-based framework used nationwide
- Describes what effective teaching looks like
- Applies across:
 - Grade levels
 - Content areas
 - Student populations
- Provides a common language for instruction

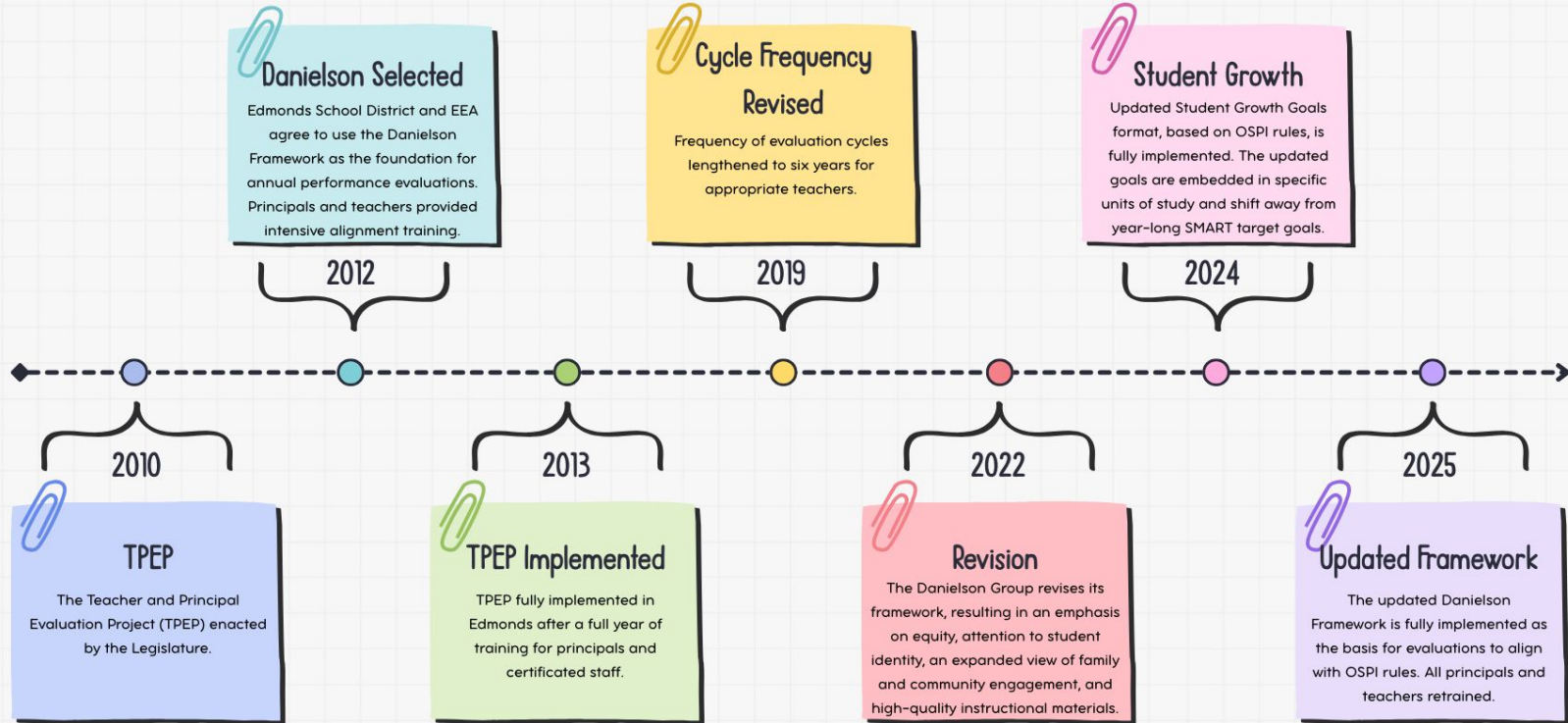
What Danielson Is Not

Clarifying common misconceptions

- Not a scripted lesson plan
- Not a checklist of gotchas
- Not a one-size-fits-all teaching model
- Not focused on a single observation

Instead, it is a professional framework for reflection, growth, and feedback.

DANIELSON IN EDMONDS



Preparation for Updated Framework Implementation

The District and EEA formed a joint committee to agree upon implementation of the updated Danielson Framework that was passed to bargaining teams and written into the CBA. Updates include:

- Clearly stating that Distinguished Teaching (level 4) is possible in all classrooms and contexts.
- Clearer and expanded definitions of artifacts documenting student progress that now include instructional records, student and family conferences, communications, and reflection or goal-setting activities.
- Defining contributing to school and community culture to include participation in building or district committees, support for substitute unavailability, serving as a mentor, leading professional development, involvement in extra-duty or extra-curricular activities, and more.

Preparation for Implementation (continued)

- Expanded definition of growing and developing professionally to include evidence of active participation in PLCs, job alike groups, pursuing the National Board certificate, and other professional learning opportunities.
- Scoring alignment outlining the expectation that holistic, evidence-based scoring that recognizes the overall intent and impact of instruction.

Training for 2025 Implementation

Winter & Spring 2025 Principal Alignment - During winter and spring of 2025, all principals were trained on the updated framework and aligned to the new Washington Teacher Evaluation Criteria. Principals hired after this period attended training provided by the state.

Spring 2025 Teacher Training - All teachers received training on Domain 2: Learning Environments. Teachers hired after this period received the training during their orientation.

Fall 2025 Teacher Training - All teachers received training on the three remaining domains: Planning & Preparation, Learning Experiences, and Principled Teaching. Training occurred prior to beginning observations and formal evaluations.

The Four Domains at a Glance

How the framework is organized

1. Planning and Preparation
2. Learning Environments
3. Learning Experiences
4. Principled Teaching

Each domain describes observable teaching practices tied to student learning.

Domains That Most Directly Impact Students

Where the heart of instruction lives.

- **Domain 2: Learning Environments**
 - Respect, relationships, expectations
 - Developing a culture that supports learning
- **Domain 3: Learning Experiences**
 - Clear learning targets
 - Student engagement and discourse
 - Feedback aligned to standards

Domain 2: Conditions for Learning

Why learning environments matter

- **Students learn best when:**
 - Expectations are clear
 - They feel safe and respected
 - Classroom routines support learning time
- **Strong environments:**
 - Increase engagement
 - Reduce behavior disruptions
 - Support attendance and persistence

Domain 3: Learning Experiences

Where learning happens

- **Effective instruction includes:**
 - Clear, standards-aligned learning goals
 - Opportunities for student thinking and discussion
 - Monitoring of student understanding
 - Timely, meaningful feedback
- **These practices directly impact:**
 - Achievement
 - Credit attainment
 - Course completion

From Instruction to Outcomes

Connecting teaching to graduation

- Clear instruction → higher task completion
- Feedback → improved mastery
- Engagement → persistence
- Persistence → credit earned
- Credit earned → graduation

This is the instructional chain Danielson supports.

Standards of Practice

By the 2028-29 school year, OSPI will require evidence of high-quality Tier 1 instruction as part of the special education evaluation process.

We will continue to lean on Elements of Success outlined in Domains 2 & 3 to ensure quality instruction in all classrooms.

Domain 2	Domain 3
• Cultivating Respectful and Affirming Environments • Fostering a Culture for Learning • Maintaining Purposeful Environments • Supporting Positive Student Behavior • Organizing Spaces for Learning	• Communicating About Purpose and Content • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment for Learning • Responding Flexibly to Student Needs

Experiencing Danielson

In your books, read **pages 57-59 and 72-74**. As you read, think back to a lesson you taught, observed, or participated in:

- What were students doing most of the time?
- How did the teacher know students were learning?
- Where did you see evidence of:
 - Learning environments?
 - Learning experiences?

Discussion

Considering a lesson you taught, observed, or participated in:

- What Danielson instructional practices stood out?
- How did those practices support student engagement?
- What connections do you see to student success?
- How do you see practices outlined in the Danielson Framework having a positive impact on teaching and learning in Edmonds?

Why This Matters Now

The current context

- Students need:
 - Strong instruction in all classes
 - Fewer barriers to success
- Strengthening instructional practices is the most scalable strategy we have.

Closing

The bottom line

- High-quality teaching is the foundation
- The Danielson Framework gives us:
 - Clarity
 - Consistency
 - A path to better outcomes
- When instruction improves, students benefit