

**5 Dimensions of Teaching and Learning (5D) Instructional Framework  
5D+ Rubrics for Instructional Growth and Teacher Evaluation**

adopted by:

**Ludington Area School District**



**Handbook for Instructional Growth and Evaluation  
for Teachers and Administrators**

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# Introduction

Ludington Area Schools has adopted the University of Washington's Center for Educational Leadership's (CEL) 5D+™ Rubrics for Instructional Growth and Teacher Evaluation System. With CEL's approach to redesigned teacher evaluation systems, school districts gain research based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning
- Develop a common language and shared vision for improving teaching and learning using an instructional framework
- Analyze and calibrate evaluation ratings across classrooms, schools and districts using an evaluation rubric
- Increase the expertise of school leaders to guide and support the professional growth of teachers

Evaluation goes hand-in-hand with deepening the expertise of teachers to engage students in high-quality learning while simultaneously increasing the expertise of school leaders to guide and support teachers in this improvement process. Two foundational ideas guide this work:

- Quality teaching matters: if students are not learning, they are not being afforded powerful learning opportunities.
- Quality instructional leadership matters: if teachers do not afford students powerful learning opportunities, this is ultimately an issue for school leaders.

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5 Dimensions of Teaching and Learning™ instructional framework, and 5D+™ Rubrics for Instructional Growth and Teacher Evaluation – a growth oriented tool for improving instruction.

CEL's redesigned evaluation system contributes to and supports the formative development of expertise for teachers and instructional leaders, in order to improve the quality of teaching, which ultimately impacts the quality of education for all students.

## Definitions

- **Dimensions of Teaching and Learning:** Instructional framework that summarizes the research on the core elements that constitute quality instruction.
- **5D+ Inquiry Cycle:** 4-step growth process for engaging teachers and principals as colearners around a teacher's area of focus - self-assessment, determine a focus, implement and support, and analyze impact. 5D+ Teacher Evaluation Rubric: A growth-oriented tool for improving instruction. Performance language within the 4-tier performance levels for each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient, and distinguished.
- **Continuing Tenure:** A teacher who has satisfactorily completed a probationary period and has been employed continuously by the controlling board under which the probationary period has

been completed.

- A teacher on continuing tenure shall be provided an annual year-end performance evaluation.
- If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time-period, not to exceed 180 days. The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and shall include, at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan
- Continuing tenure does not apply to an annual assignment of extra duty for extra pay or in any capacity other than a classroom assignment.
- **Efficacy:** capacity to produce a desired result or effect; effectiveness.
- **Evaluation:** the annual summative rating of an educator based on the 5D+ Rubric, student growth and assessment data, observation data, and Michigan Revised School Code (“MRSC”) Section 1248 factors not addressed by the 5D+ rubric, and the teacher’s progress on any identified goals.
- **Evaluator:** The principal, assistant principal or designee of the superintendent who has completed framework training and been assigned to conduct observation, provide formative feedback, and evaluate teachers.
- **Growth Plan:** A formalized plan that enables teachers who have been rated effective or highly effective on their most recent year-end evaluation to be more strategic about professional goals — or areas of focus, in order to have a greater impact on student learning. A growth plan includes specific indicators from the rubric the teacher wants to refine their practice and receive coaching, anticipated impact on student learning, and action steps to implement.
- **Individualized Growth Plan (IDP’s):** A performance improvement plan for probationary teachers and teachers who were rated ineffective or minimally effective on their most recent year-end evaluation, that is developed by appropriate administrative personnel in consultation with the teacher. An IDP shall include specific performance goals, and any recommended professional development, instructional support and/or coaching to achieve performance goals.
- **Mentor:** A teacher who has been rated effective or highly effective that is assigned by the district to provide coaching and support to a teacher new to the profession (during his/her first 3 years of employment), or a teacher new to the district that received tenure in another Michigan district (during his/her first year of employment), or a teacher rated minimally effective or ineffective on their most recent year-end evaluation (duration as determined necessary by evaluator), in order to assist the teacher in developing professional competencies and effectiveness.
- **Observation:** the collection of evidence (i.e., classroom, conversation, perception, artifacts, PD/meeting). Observer: A person who has completed CEL’s framework training, been designated to collect evidence of a teacher’s practice (including the review of lesson plans, state standards and student engagement), and provide formative feedback. While there is one evaluator, there may be more than one observer.
- **Probationary Period:** Teachers new to the district shall be required to serve a period of probation as defined in the Teacher Tenure Act:
  - A teacher shall be in a probationary period during his or her first 5 full school years of

employment.

- A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations and has completed at least 5 full school years of employment in a probationary period.
- Exceptions:
  - If a teacher was on continuing tenure in a previous district, the teacher shall serve a probationary period during the first 2 full years of employment in the district.
  - If a teacher has been rated highly effective on 3 consecutive annual year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.
  - Each probationary teacher shall be provided an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and provided an annual year-end performance evaluation. The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.
  - Before the end of each school year, the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his or her work has been effective.
  - A probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that his or her services will be discontinued.
- **Reliability:** the degree to which an assessment tool produces stable and consistent results.
- **Student Growth:** the change in student achievement for an individual student between two or more points in time.
- **Student Growth Measure:** district approved instrument used to evaluate/measure the extent of student growth.
- **Teacher:** For purposes of PA 173, a teacher is defined by the MDE as an individual holding a valid Michigan teaching certificate or authorization and who is employed (or contracted) and assigned by an ISD, LEA, or PSA to deliver direct instruction to K-12 students as a teacher of record, including general (core and elective) and special education teachers (self-contained, resource and co-teaching).
- **Teacher of Record:** a teacher who holds a valid MI teaching certificate who, where applicable, is endorsed in the subject area and grade of the course; and is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
- **Tested Grades and Subjects:** Grades and subjects that the Michigan Department of Education requires administration of state assessments (M-STEP and MME)
- **Validity:** the accuracy of an assessment; whether or not it measures what it is supposed to measure.

## 5D+ Inquiry Cycle

Each teacher is expected to engage in a minimum of two inquiry cycles annually. The first Inquiry Cycle is typically September through January. The second Inquiry Cycle typically takes place between February and May. A final summative evaluation shall be written and provided to the teacher by the end of May.

Note: These timelines are guidelines only and may vary in application depending upon a variety of factors, such as teacher and evaluator attendance, and observer availability.

Teachers shall engage in the following 4-step growth process with their observer and/or evaluator, as co-learners around a teacher's area of focus.

1. Self-Assessment: Teachers shall self-assess in Pivot by October 1 to assist in identifying areas of focus. As part of self-assessment, the teacher shall:
  - a. Examine student work, classroom-based assessment data, feedback from students, etc.
  - b. Consider building and district learning goals and instructional initiatives.
  - c. Assess instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Rubric for Instructional Growth and Teacher Evaluation, citing evidence from day-to-day classroom practice to support rating for each rubric indicator.
2. Determine a Focus (Growth Plans, including IDP's and IGP's): A teacher rated effective or highly effective on their most recent evaluation, or the evaluator, in consultation with a probationary teacher or a teacher rated less than effective on their most recent evaluation shall establish or revise a growth plan in Pivot by November 1 of a school year that includes:
  - a. Summary of teacher's analysis of evidence from a self-assessment, student learning strengths/needs, and building/district initiatives in the opening "Growth Plan General Comments" text box.
  - b. Performance goals: Select 3-5 specific indicators from the 5D+ rubric from 2 or more dimensions to focus learning. In the "Comments" text box for each area of focus, specify the specific performance goals, reason for selecting indicators, and/or vision statements and guiding questions.
  - c. Student growth goals: Articulate the anticipated impact of areas of focus during inquiry on student learning in the "Goal" text box. Each teacher shall have two or more student growth goals based on district adopted student growth measures identified in the Assessment Matrix. Effectiveness in reaching student growth goals will be measured by a preponderance of evidence.
  - d. Action Steps: Articulate the specific teacher action steps grounded in the instructional framework and rubric, administrative support, as well as recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals in the "Action Steps" section of the Growth Plan.
3. Implement and support (including observation and feedback): Teacher and principal engage in study and learning around teacher's areas of focus.
  - a. Formative Feedback Cycle: The principal will conduct 2-3 informal observations for the first

inquiry cycle that includes collecting evidence, analyzing evidence, and providing formative feedback, as defined:

- b. Each observation shall include, at minimum, a review of lesson plans, the state curriculum standard being used in the lesson, and pupil engagement. At least one observation must be unannounced by statute.
- c. Each observation is typically 15 minutes in length, unless a longer duration is determined necessary by the observer and/or evaluator.
- d. Formal Observations will be conducted during the second inquiry cycle (between December and April). Formal observations will be longer in length with the goal of observing an entire lesson but not necessarily an entire class period. Each teacher being evaluated will have at least one formal observation. Probationary teachers or teachers with IDPs or IGPs will have two formal observations.
- e. All observations should be followed by an in-person post-observation within three days of the observation.
- f. Additional support may be provided to teachers, as determined by the teacher's observer or evaluator, including:
  - i. Targeted feedback cycles
  - ii. Professional collaboration
  - iii. Professional development
  - iv. Release time to observe and reflect
  - v. Mentor - A mentor shall be assigned to teachers during their first 3 years of probation and may be assigned to any teacher rated ineffective or minimally effective on their most recent evaluation, or any other teacher in need of support. Teachers that are new to the district that received tenure in another Michigan district shall be assigned a mentor during their first year.

#### 4. Analyze Impact:

(Mid-Year and End-of-Year Post-Inquiry Conferences) a. At the end of the first inquiry cycle (typically in January), each teacher and his/her evaluator shall meet for a mid-year inquiry conference. As part of the mid-year inquiry conference, the teacher and evaluator: 1) Review the Growth Plan (IDP, PGP, etc) 2) Examine student and teacher data. 3) Analyze the impact of the data. 4) Discuss teacher growth using the 5D+ rubric. 5) Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle. • For teachers with an IDP, Michigan law requires that the evaluator, in consultation with the teacher, provides a mid-year progress report that includes specific performance goals for the remainder of the year, a written improvement plan, and any recommended professional development, instructional support and/or coaching to achieve performance goals. b. At the conclusion of the second inquiry cycle (typically in May), evaluators meet with each teacher for an evaluation conference. As part of the end-of-year inquiry conference, the teacher and principal: 1) Review the growth plan (IDP, PGP, etc.) 2) Examine student and teacher data. 3) Analyze the impact of the data. 4) Discuss teacher growth using the 5D+ rubric. 5) Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle. • Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated ineffective or minimally effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the evaluator recommends the teacher not continue.

### **Teacher Goal Setting Procedures (Goal setting meeting)**

- Using the Pre-Inquiry Conference Planning document from the 5D materials as a reflective tool, collaboratively (teacher/administrator) establish professional goals.
- Teachers will self-assess based on their previous year's evaluation.
- Teachers will choose focus areas consisting of 3 indicators from 2 different dimensions.
  - Evaluator will choose focus areas for those teachers with an IDP.
- Use IDP form for all probationary teachers.
  - Evaluators will conduct a Mid-Year Report for all 1st year teachers and other probationary teachers rated minimally effective or ineffective, which includes an in-person meeting and must include review of student growth data and suggestions for teacher instructional improvement for the remainder of the school year.
  - Tenured teachers will follow the same process but use an IGP form.
  - Evaluators will share IDP and IGP forms with their buildings.

### **Teacher Evaluation Procedures**

Procedures are compliant with Section 1249 of the Revised School Code.

- Staff will be notified by their building administrator who will serve as their evaluator. If a second observer is needed, staff will be notified who will serve as the second observer.
- Teachers who are rated highly effective for three (3) consecutive years (while maintaining the same position) will be evaluated on a biennial basis (every other year).
  - Student growth data will still be collected by these teachers.
- For teachers on a growth plan, two of the observations will be done by a second administrator. This opportunity will also be provided to teachers who are at risk of being minimally effective.
- Evaluators will provide teachers with written observations to be discussed at the post-observation meeting.
- Each indicator will be given a score on a 4.0 scale. Indicator scores will be averaged to develop the dimension score. Dimension scores will then be averaged to determine the professional practice score entered in the final summative evaluation in Pivot.
- Teacher evaluations will be finalized by the end of May. Paper copies of evaluations (including the Final Evaluation of Professional Practice, Final Summative Evaluation and Student Growth Overview page) will be placed in teachers boxes by the end of the first week of June.



# Student Growth Evaluation Components

It is a state requirement that 40% of teacher and administrator evaluations are based on student growth, with the MSTEP accounting for half of that 40% for grade levels that are applicable. The other 60% of teacher evaluations will be based on the 5D+ Summative Evaluation Rating. Below is a breakdown for each grade level of the student growth portion.

## **K-3 Teachers**

- 20% Shared Attribution of 3rd grade MSTEP Student Growth Percentile
- 10% Shared Attribution of NWEA SGP (5% Reading, 5% Math)
- 10% Shared Attribution of Fountas & Pinnell Data
- 60% 5D+ Summative Evaluation Rating

## **4-5 Teachers**

- 20% Shared Attribution of 4th and 5th grade MSTEP Student Growth Percentile
- 20% Shared Attribution of NWEA SGP (10% Reading, 10% Math)
- 60% 5D+ Summative Evaluation Rating

## **6-8 Teachers**

- 20% Shared Attribution of 6th, 7th, 8th grade MSTEP/PSAT Student Growth Percentile
- 20% Shared Attribution of NWEA SGP (10% Reading, 10% Math)
- 60% 5D+ Summative Evaluation Rating

## **9-12 Teachers**

- 40% Shared Attribution of 9th, 10th, and 11th grade SAT/PSAT Student Growth Percentile
- 60% 5D+ Summative Evaluation Rating

## **Scoring Criteria for NWEA, F&P, MSTEP, and SAT Scores are Based on Percentage of Students Who Met Their Growth Goal**

- 4- Highly Effective- 90% or higher
- 3- Effective- 70-89.9%
- 2- Minimally Effective- 60-69.9%
- 1- Ineffective- Less than 60%



# 5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

## Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

## Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

		Purpose			
		Ineffective	Partially Effective	Effective	Highly Effective
P1	<b>Learning target(s) connected to standards</b>	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

## Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from ineffective to partially effective, effective and highly effective. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

## Colorado Performance Evaluation Ratings

The titles of the performance levels on this document – "ineffective," "partially effective," "effective" and "highly effective" – match the performance evaluation ratings required by the Colorado Department of Education.

## Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at [www.k-12leadership.org/teacher-eval](http://www.k-12leadership.org/teacher-eval). You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

Purpose		Ineffective	Partially Effective	Effective	Highly Effective
		<b>P1</b>	<b>Learning target(s) connected to standards</b>	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.
<b>P2</b>	<b>Lessons connected to previous and future lessons, broader purpose and transferable skill</b>	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
<b>P3</b>	<b>Design of performance task</b>	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
<b>P4</b>	<b>Communication of learning target(s)</b>	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
<b>P5</b>	<b>Success criteria</b>	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

		<b>Student Engagement</b>			
		<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>SE1</b>	<b>Quality of questioning</b>	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
	<b>Ownership of learning</b>	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
<b>SE3</b>	<b>Capitalizing on students' strengths</b>	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
	<b>Opportunity and support for participation and meaning making</b>	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
<b>SE5</b>	<b>Student talk</b>	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

<b>Curriculum &amp; Pedagogy</b>				
	<b>Ineffective</b>	<b>Partially Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>CP1</b>	<b>Alignment of instructional materials and tasks</b>			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
<b>CP2</b>	<b>Teacher knowledge of content</b>			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
<b>CP3</b>	<b>Discipline-specific teaching approaches</b>			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
<b>CP4</b>	<b>Differentiated instruction for students</b>			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
<b>CP5</b>	<b>Use of scaffolds</b>			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Assessment for Student Learning				
	Ineffective	Partially Effective	Effective	Highly Effective
<b>A1</b>	<b>Student self-assessment</b>			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
<b>A2</b>	<b>Student use of formative assessments over time</b>			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
<b>A3</b>	<b>Quality of formative assessment methods</b>			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
<b>A4</b>	<b>Teacher use of formative assessments</b>			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
<b>A5</b>	<b>Collection systems for formative assessment data</b>			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

Classroom Environment & Culture				
	Ineffective	Partially Effective	Effective	Highly Effective
<b>CEC1</b>	<b>Classroom arrangement and resources</b>			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
<b>CEC2</b>	<b>Learning routines</b>			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
<b>CEC3</b>	<b>Use of learning time</b>			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
<b>CEC4</b>	<b>Student status</b>			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
<b>CEC5</b>	<b>Norms for learning</b>			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

<b>Professional Collaboration &amp; Communication</b>				
	Ineffective	Partially Effective	Effective	Highly Effective
<b>PCC1</b>	<b>Collaboration with peers and administrators to improve student learning</b>			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
<b>PCC2</b>	<b>Communication and collaboration with parents and guardians</b>			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
<b>PCC3</b>	<b>Communication within the school community about student progress</b>			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
<b>PCC4</b>	<b>Support of school, district and state curricula, policies and initiatives</b>			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
<b>PCC5</b>	<b>Ethics and advocacy</b>			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.