An Overview of the 5D+[™] Teacher Evaluation Indicators

CODE	SUBDIMENSION	INDICATOR	WA*
PURPC	OSE dimension		
P1	Standards	Connection to standards, broader purpose and transferable skill	1
P2	Standards	Connection to previous and future lessons	4
P3	Teaching Point	Teaching points(s) are based on students' learning needs	3
P4	Learning Target	Communication of learning target(s)	1
P5	Learning Target	Success criteria and performance task(s)	1
STUDE	NT ENGAGEMENT dimension		
SE1	Intellectual Work	Quality of questioning	2
SE2	Intellectual Work	Ownership of learning	3
SE3	Engagement Strategies	High cognitive demand	1
SE4	Engagement Strategies	Strategies that capitalize on learning needs of students	3
SE5	Engagement Strategies	Expectation, support and opportunity for participation and meaning making	2
SE6	Talk	Substance of student talk	2
CURRICULUM & PEDAGOGY dimension			
CP1	Curriculum	Alignment of instructional materials and tasks	4
CP2	Teaching Approaches &/or Strategies	Discipline-specific conceptual understanding	4
CP3	Teaching Approaches &/or Strategies	Pedagogical content knowledge	4
CP4	Teaching Approaches &/or Strategies	Teacher knowledge of content	4
CP5	Teaching Approaches &/or Strategies	Differentiated instruction	3
CP6	Scaffolds for Learning	Scaffolds the task	2
CP7	Scaffolds for Learning	Gradual release of responsibility	2
ASSES	SMENT FOR STUDENT LEARNING	G dimension	
A1	Assessment	Self-assessment of learning connected to the success criteria	6
A2	Assessment	Demonstration of learning	6
A3	Assessment	Formative assessment opportunities	6
A 4	Assessment	Collection systems for formative assessment data	6
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A 5	Assessment	Student use of assessment data	6
A5 A6	Assessment Adjustments		6 3
A6		Student use of assessment data Teacher use of formative assessment data	-
A6	Adjustments	Student use of assessment data Teacher use of formative assessment data	-
A6 CLASS	Adjustments ROOM ENVIRONMENT & CULTUR	Student use of assessment data Teacher use of formative assessment data E dimension	3
A6 CLASS CEC1	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom	3
A6 CLASS CEC1 CEC2	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials	3 5 5
A6 CLASS CEC1 CEC2 CEC3	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals	Student use of assessment data Teacher use of formative assessment data RE dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability	3 5 5 1
A6 CLASS CEC1 CEC2 CEC3 CEC4	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time	3 5 5 1 5
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior	3 5 5 1 5 5 5
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning	3 5 5 1 5 5 5 5 5
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture Classroom Culture	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning	3 5 5 1 5 5 5 5 5
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7 PROFE	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture Classroom Culture Classroom Culture	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning DMMUNICATION dimension	3 5 5 1 5 5 5 5 5
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7 PROFE PCC1	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture Classroom Culture Classroom Culture Classroom Culture Classroom Culture Classroom Culture	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning DMMUNICATION dimension Collaboration with peers and administrators to improve student learning	3 5 5 1 5 5 5 5 5 8
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7 PROFE PCC1 PCC2	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture Classroom Culture SSIONAL COLLABORATION & CO Professional Learning & Collaboration Professional Learning & Collaboration	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning DMMUNICATION dimension Collaboration with peers and administrators to improve student learning Professional and collegial relationships	3 5 5 1 5 5 5 5 5 8 8 8
A6 CLASS CEC1 CEC2 CEC3 CEC4 CEC5 CEC6 CEC7 PROFE PCC1 PCC2 PCC3	Adjustments ROOM ENVIRONMENT & CULTUR Use of Physical Environment Use of Physical Environment Classroom Routines & Rituals Classroom Routines & Rituals Classroom Culture Classroom Culture SSIONAL COLLABORATION & CO Professional Learning & Collaboration Professional Learning & Collaboration Communication & Collaboration	Student use of assessment data Teacher use of formative assessment data E dimension Arrangement of classroom Accessibility and use of materials Discussion, collaboration and accountability Use of learning time Managing student behavior Student status Norms for learning DMMUNICATION dimension Collaboration with peers and administrators to improve student learning Professional and collegial relationships Parents and guardians	3 5 5 1 5 5 5 5 5 8 8 8 8 7

Washington State Criteria:

- 1. Centering instruction on high expectations for student achievement
- 2. Demonstrating effective teaching practices
- 3. Recognizing individual student learning needs and developing strategies to address those needs
- 4. Providing clear and intentional focus on subject matter content and curriculum
- 5. Fostering and managing a safe, positive learning environment
- 6. Using multiple student data elements to modify instruction and improve student learning
- 7. Communicating and collaborating with parents and school community
- 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

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