| **5D Alignment with 8 State Criteria** | |
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| **State Criteria** | **5D Competency** |
| **1. Centering instruction on high expectations for student achievement** | * Student Engagement: Work of high cognitive demand * Student Engagement: Quality of questioning * Student Engagement: Ownership of learning |
| **2. Demonstrating effective teaching practices** | * Purpose: Communication of standards and learning target * Student Engagement: Participation and meaning making * Student Engagement: Access to quality talk * Curriculum & Pedagogy: Discipline-specific habits of thinking and communication * Curriculum & Pedagogy: Effective use of technology |
| **3. Recognizing individual student learning needs and developing strategies to address those needs** | * Purpose: Use of differentiated instructional approaches * Student Engagement: Use of student background to plan lessons and units * Curriculum & Pedagogy: Relevance of tasks to student background and culture * Curriculum & Pedagogy: Scaffolds for individual and group learning needs * Curriculum & Pedagogy: Planning for student learning and independence |
| **4. Providing clear and intentional focus on subject matter content and curriculum** | * Purpose: Design of learning targets * Purpose: Connection to standards and broader purpose * Student Engagement: Substance of student talk * Curriculum & Pedagogy: Alignment of instructional materials and tasks * Curriculum & Pedagogy: Planning reflects discipline habits of thinking * Curriculum & Pedagogy: Follows the district curriculum * Curriculum & Pedagogy: Use of supplemental materials |
| **5. Fostering and managing a safe, positive learning environment** | * Classroom Environment & Culture: Physical arrangement of classroom * Classroom Environment & Culture: Accessibility of classroom materials * Classroom Environment & Culture: Relevance of displayed materials * Classroom Environment & Culture: Routines for discussion and collaboration * Classroom Environment & Culture: Routines for accountability * Classroom Environment & Culture: Routines for effective transitions * Classroom Environment & Culture: Routines for use of learning time * Classroom Environment & Culture: Routines for managing student misbehavior * Routines for student and teacher safety * Classroom Environment & Culture:Classroom norms * Classroom Environment & Culture: Student status * Concern for student emotional and physical well being * Approachable towards all students |
| **6. Using multiple student data elements to modify instruction and improve student learning** | * Purpose: Self-assessment of learning * Assessment for Student Learning:Demonstration of understanding * Assessment for Student Learning: Formative assessment opportunities * Assessment for Student Learning: Collection of formative assessment data * Assessment for Student Learning: Use of formative assessment information * Assessment for Student Learning: Creation and use of summative assessment information |
| **7. Communicating and collaborating with parents and school community** | * Communication about student progress with parents and caretakers * Culturally relevant communication with parents and caretakers * Goals of instruction are communicated to parents and caretakers * Communication about instructional programs with community * Communication within the school community about student progress |
| **8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning** | * Collaboration with peers to improve student learning * Collaboration with peers to improve instructional practice * Professional and collegial relationships * Supports school, district, or state initiatives |