

## 5D+ Framework Training Learning Progression Summary

The six days of framework training encompass significant learning around content, skillsets, instructional leadership habits of thinking, as well as the inquiry process for supporting teacher growth, supported by the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework and 5D+™ Rubric for Instructional Growth and Teacher Evaluation. Each day is designed to provide both new learning, as well as continued opportunities for intentional practice, dialogue, and reflection as the knowledge, skills, mindsets develop and solidify. Below is a summary of each days' content and intended learning for your reference.

### Progression of Learning

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Develop a vision for rubric indicators connected to...					
<b>5D Framework 5D+ Rubric</b> (Knowledge)	<b>Classroom Environment and Culture (CEC)</b>	<b>Student Engagement (SE)</b> and connection to CEC	<b>Purpose (P)</b> and connection to SE and CEC	<b>Assessment for Student Learning</b> and connection to P, SE and CEC	<b>Curriculum and Pedagogy (CP)</b> and connection to P, SE and CEC	<b>Summative Scoring</b>
<b>Inquiry Cycle</b> (Process)	Develop an initial understanding of the <b>5D+ inquiry cycle</b> and why it matters when using evaluation processes to grow teaching practice.	Further develop understanding of the inquiry cycle and the role of an area of focus and the <b>preinquiry conference</b> .	Continue to develop understanding of the inquiry cycle and the <b>role of an area of focus</b> .	Further develop understanding of the inquiry cycle and the role of an area of focus and their implications for the <b>mid-year postinquiry conference</b> .	Develop a deeper understanding of <b>how to use inquiry cycles</b> to collect and use evidence to <b>support individual teacher learning and whole school learning</b> .	Further develop understanding of the 5D+ inquiry cycle and area of focus nesting / PD implications / <b>yearend post-inquiry conference</b> .
<b>Stances for Instructional Leadership</b> (Habits of Thinking)	Recognize and understand the role of inquiry and strengths-based stances for instructional leadership.	Develop inquiry and strength based stances for instructional leadership, and equity stance in understanding and recognizing explicit and implicit bias in leading and teaching practices.	Continue to develop inquiry, strength based, and equity stances for instructional leadership and how it shapes culturally responsive teaching, and working from evidence.	Apply critical stances in instructional leadership: strengths-based stance, inquiry stance, and equity stance, and working from evidence.	Continue to develop critical stances in instructional leadership: strengths-based stance, inquiry stance, and equity stance, and working from evidence.	Continue to develop critical stances in instructional leadership: strengths-based stance, inquiry stance, and equity stance, and working from evidence.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Collect, Analyze and Use Evidence of Instruction (Skills)</b>	Begin to develop skill sets for <b>collecting</b> instructional practice <b>evidence</b> : scripting, coding, noticing and wondering.	Continue to develop skill sets for collecting: scripting, coding, and <b>working from evidence</b> to notice and wonder around a teachers area of focus.  Begin to develop skills to <b>analyze evidence</b> of instructional practice to provide feedback.	Further develop skill sets for collecting and working from evidence: scripting, coding, noticing and wondering, and analyzing evidence.  Begin to develop skill set to <b>use evidence</b> of instructional practice to provide formative feedback.	Further develop skill sets for collecting and working from evidence: scripting, coding, noticing and wondering, analyzing, and providing formative feedback.  Learn to <b>calibrate</b> thinking about evidence of instructional practice.	Further develop skill sets for collecting and working from evidence: scripting, coding, noticing, wondering, analyzing, providing feedback.	Learn how to assess observation and conversation data leading to an indicator, dimension and summative score.
<b>Case Studies (Videos and Scripts)</b>	Ben reflects on the inquiry cycle ( <i>video</i> ).  Pranee ( <i>video</i> ) : 4th grade writing lesson - code for CEC.	Riffing on a Dream ( <i>video</i> ).  Jess ( <i>video</i> ): High school mathematics - code for SE and CEC.	Kellie ( <i>video</i> ) : 6th grade mathematics - code for P, SE and CEC.  Roberta 1 ( <i>script</i> ) : 8th grade language arts - Code for P, SE, CEC.	Deb ( <i>video</i> ) : 2nd Grade Math - code for for P, SE, A and CEC.  Roberta lesson 2 ( <i>script</i> ) : 8th grade language arts – code for P, SE, A and CEC.	Carrie ( <i>video</i> ) : high school English - code for P, SE, CP, A, CEC.  Roberta lesson 3 and 4 ( <i>scripts only</i> ) : 8th grade language arts - calibrate coding of P, SE, CP, A, CEC.	Roberta's Coded Script - sorted by Code.