Foundational Ideas

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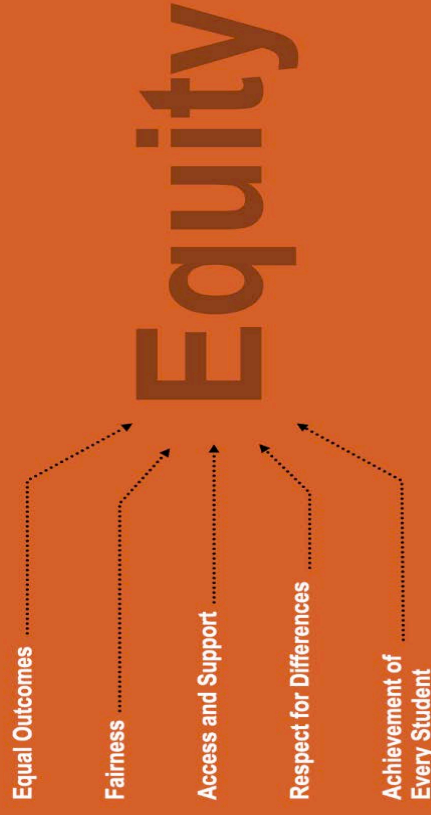

Slide 1 — our mission

We partner with

courageous leaders

in classrooms, schools, and the systems that support them

to eliminate educational inequities

by creating **cultures of rigorous** teaching, learning, and leading.

Slide 2 — our vision

Transformed schools

empowering all students

regardless of background, to create

LIMITLESS FUTURES

for themselves, their families, their communities, and the world.

Slide 3 — Foundational Ideas

When **students** are not **happy and proud** they are not being provided the experiences they need.

Creating a school where students **experience teaching and learning in powerful ways** is sophisticated work.

To improve at sophisticated and complex work requires a **culture of public practice and analysis.**

Adults in school will only **engage** in public practice when the **conditions are right.**

Leaders set these conditions and **reciprocal accountability** is key.

Leaders cannot lead what they are not **willing to learn.**

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Slide 4 — Equity Is a Key Principle of Our Work

Equity

- Equal Outcomes
- Fairness
- Access and Support
- Respect for Differences
- Achievement of Every Student

Purpose

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

Purpose	Unsatisfactory	Basic	Proficient	Distinguished
P1 Learning target(s) connected to standards	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. 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.
P2 Lessons connected to previous and future lessons, broader purpose and transferable skill	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.
P3 Design of performance task	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 learning/understandings to engage in new performance tasks.
P4 Communication of learning target(s)	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, checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, and references the target(s) throughout instruction.
P5 Success criteria	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.

- **Standard**
  - Grade level expectation of what the state expects student to learn by the end of the year.
- **Learning Target**
  - Measurable, expectation of what the teacher wants students to learn by the end of a single lesson. Written in student friendly language and builds in a logical progression toward the unit goals and grade level standard.
- **Broader Purpose**
  - Relevance/Value beyond success in school.
- **Transferable Skill**
  - The skill being learned can be appropriately applied within and across discipline.
- **Performance Task**
  - Any learning activity or assessment that asks students to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.
- **Success Criteria**
  - Ensure students understand the purpose of each lesson.

Purpose

1. Take a visual tour of the Purpose rubric.
2. Identify where you see the key ideas for Purpose, equity and the instructional core reflected within the performance language?

- **Standard**
  - Linked to broader purpose and transferable skills
  - Logical Connection from previous to future lessons
- **Learning Target & Teaching Points**
  - Linked to standards
  - Measurable
  - Based on student learning needs (academic background, life experience, culture & language).
- **Instruction**
  - Ensure students understand the purpose of each lesson
  - Provides opportunity for students to demonstrate and reflect upon their learning in relation to the success criteria.

Assessment for Student Learning

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

Assessment for Student Learning	Unsatisfactory	Basic	Proficient	Distinguished
A1 Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning 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 do 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.
A2 Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments over the course of a lesson 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 over the course to assess their own learning, 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 and use formative assessments within a unit to assess their own learning, determine learning goals, and monitor progress over time.
A3 Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provide limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provide limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provide information about student thinking and needs.
A4 Teacher use of formative assessments	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 student understanding of tasks.	Teacher uses formative assessments to modify future lessons, make in-the-moment instructional adjustments based on student understanding, and give 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.
A5 Collection systems for formative assessment data	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 day-to-day 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.

- **Success Criteria**
  - Explicitly describe student performances of understanding or skills to demonstrate that they have met the Learning Target.
- **Learning Goal**
  - The intended purposes and desired achievements of a particular course - knowledge, skills, and capacities a student in that class should achieve.
- **Limited vs Comprehensive Information**
  - Limited information reflects closed responses like agree/disagree, thumbs up/down, fist to five, answer to a math problem without showing work or making a claim without providing reasons and evidence.
  - Comprehensive information reflects visible thinking (e.g., what, why, how). These formative assessments let the teacher know whether a student's thinking was right/wrong for the right or wrong reasons.
- **General vs Targeted Feedback**
  - General: students know they were right/wrong/on track, but not why.
  - Targeted: names what the student can do (is doing) that is right/wrong or on track, and prompts or provides a next step that may be determined by the student(s) or teacher.
- **Collection System**
  - observable system for the collection of formative assessment data within and across lessons like running records, observation records, and conferring notes.

Assessment for Student Learning

1. Take a visual tour of the Assessment rubric.
2. Identify where you see the key ideas for Assessment, equity and the instructional core reflected within the performance language?

- **Assessment**
  - All students have opportunities to demonstrate learning.
  - All students have self-assessment opportunities.
  - The teacher utilizes a variety of ways to collect assessment data.
  - The teacher has a system to gather and record assessment information.
- **Adjustments**
  - Instructional decisions reflect use of data.
  - Targeted feedback is provided throughout instruction to students

Student Engagement

1. Take a visual tour of the SE rubric.
2. Identify where you see the key ideas for SE, equity and the instructional core reflected within the performance language?

- **Intellectual Work**
  - Reflects thinking and work of the discipline
  - Student Owned
- **Engagement Strategies**
  - Support equitable access and expectation that all participate.
  - Capitalize on students' academic background, life experiences, culture and language.
- **Talk**
  - Opportunities for students to develop, test, and refine their thinking.

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Student Engagement

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

- **Locus of Control (SE2)**
  - Who is doing the thinking and Learning? Speaking? Reading? Writing? Investigating? Problem-solving? (ETC)
- **Capitalizing of Student Strengths (SE3)**
  - Building upon and connecting to students academic background, life experiences, culture, and language.
    - **Academic Background:** What students know and are able to do within a specific discipline.
    - **Life Experience:** Recognition of the events or series of events that the student has participated in or lived through.
    - **Culture:** A set of shared attitudes, values, and practices that characterizes a group.
    - **Language:** Recognition of the development of a student's oral and written language(s), including academic vocabulary.
- **Discipline Specific (SE4)**
  - The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers…standards of mathematical practice, inquiry and engineering practices, etc.

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Classroom Environment & Culture

1. Take a visual tour of the CEC rubric.
2. Identify where you see the key ideas for CEC, equity and the instructional core reflected within the performance language?

- **Discourse (CEC2)**
  - The use of words to exchange thoughts and ideas.
- **Routines (CEC2)**
  - Students use learning processes so frequently that they can use them with automaticity, with little or no support from the teacher.
- **Transitions (CEC3)**
  - Changing from one instructional activity/segment/episode to another.
- **Identity as Learners (CEC4)**
  - How I see myself as a learner; qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person.
- **Norms for Learning (CEC5)**
  - Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment in which individuals are willing to take risks, collaborate and respect differences. Norms are not the same as classroom rules.

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Classroom Environment & Culture

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

- **Use of Physical Environment**
  - Set up to promote and scaffold independence and ownership.
- **Classroom Routines and Rituals**
  - Promote community, equity and accountability for learning.
- **Classroom Culture**
  - Based upon relationships that promote high expectations and inclusivity while reducing issues of status.
  - Promote risk-taking and collaboration

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Curriculum and Pedagogy

1. Take a visual tour of the Curriculum & Pedagogy rubric.
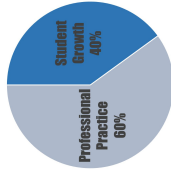2. Identify where you see the key ideas, equity and the instructional core reflected

Curriculum

- Based on key concepts and knowledge of a discipline.
- Instructional materials are appropriately challenging and supportive for all students.

Teaching Approaches and/or Strategies

- Support all students in accessing content and engaging in subject-matter-specific thinking/doing.

Scaffolds for Learning

- Build towards student independence with targeted concepts/skills.

Curriculum & Pedagogy	Unsatisfactory	Basic	Proficient	Distinguished
CP1 Alignment of instructional materials and tasks	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.
CP2 Teacher knowledge of content	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.
CP3 Discipline-specific teaching approaches	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.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4 Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, 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.
CP5 Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills.	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.	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.

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Curriculum and Pedagogy

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

- **Content Knowledge** A deep understanding of the theories, principles and concepts of a particular subject.
- **Pedagogical Content Knowledge** The teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.
- **Conceptual Understanding** The application of knowledge and skills to produce discourse, products or performances that have value beyond school (Newman, 2007). The ability to think and act flexibly with what one knows (Perkins & Wiske, 1998).
- **Discipline-Specific Habits of Thinking** The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers.
- **Over Time** In the Curriculum and Pedagogy dimension, this means that the teacher understands the learning progression of a concept through several grade bands, for example K-8 or 6-12. In the Assessment for Student Learning dimension, it means over the course of a unit or several units.
- **Differentiation.** The teacher creates learning opportunities for students that address their individual strengths and learning needs.
- **Scaffolding.** The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students develop automaticity.
- **Gradual Release of Responsibility.** A learning model in which the responsibility for tasks and processes shifts from the teacher to learner in a way that promotes self reliance within the learners zone of proximal development.

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Evaluation System

Components

Past /Present Before July 1, 2024

- 40% Student Growth
  - 4-8 ELA and Math includes state assessment data
- 60% Educator Practice
  - Consideration of Section 1248 factors

Professional Practice 60% / Student Growth 40%

Future Beginning July 1, 2024

- 20% Student Growth
  - May included state test data
- 41% up to 80% Professional practice as measured by district adopted evaluation tool
  - Up to 39% other objective criteria

Professional Practice 80% / Student Growth 20%

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Observation

- The action or process of observing something or someone carefully, in order to gain information (gather evidence).
- Observations are when educators collect evidence of professional practice (i.e., classroom, conversation, perception, artifacts, PD/meeting)
  - Conduct 2 or more classroom observations
    - Must be at least 15 minutes
    - Review lesson plan and state curriculum standard(s), and pupil engagement
    - 1 must be conducted by evaluator.
    - Other observations may be conducted by other observers, including teacher leaders
  - Conduct post-observation conference with teacher
  - Provide Written Feedback within 30 calendar days.

Evaluation

- The making of a judgment about the amount, number, or value of something; rating/scoring.
- Evaluation is where we derive a ranking, rating or score based on the preponderance of evidence gathered via observation (typically end of year w/evidence of practice over time vs isolated incident/lesson).

4

5D+™ Rubric for Instructional Growth and Teacher Evaluation

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Purpose

	Unsatisfactory	Basic	Proficient	Distinguished
P1	**Learning target(s) connected to standards**			
	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.
P2	**Lessons connected to previous and future lessons, broader purpose and transferable skill**			
	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.
P3	**Design of performance task**			
	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.
P4	**Communication of learning target(s)**			
	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.
P5	**Success criteria**			
	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.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

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Student Engagement

	Unsatisfactory	Basic	Proficient	Distinguished
SE1 **Quality of questioning**	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.
SE2 **Ownership of learning**	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.
SE3 **Capitalizing on students' strengths**	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.
SE4 **Opportunity and support for participation and meaning making**	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.
SE5 **Student talk**	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.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

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Curriculum & Pedagogy

	Unsatisfactory	Basic	Proficient	Distinguished
Alignment of instructional materials and tasks				
CP1	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.
Teacher knowledge of content				
CP2	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.
Discipline-specific teaching approaches				
CP3	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and 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.
Differentiated instruction for students				
CP4	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.
Use of Scaffolds				
CP5	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.

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5D+™ Rubric for Instructional Growth and Teacher Evaluation

Assessment for Student Learning

	Unsatisfactory	Basic	Proficient	Distinguished
A1	**Student self-assessment**			
	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.
A2	**Student use of formative assessments over time**			
	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.
A3	**Quality of formative assessment methods**			
	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.
A4	**Teacher use of formative assessments**			
	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.
A5	**Collection systems for formative assessment data**			
	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.

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5D+™ Rubric for Instructional Growth and Teacher Evaluation

Classroom Environment & Culture

	Unsatisfactory	Basic	Proficient	Distinguished
CEC1 Classroom arrangement and resources	Physical environment of the room 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.
CEC2 Learning routines	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.
CEC3 Use of learning time	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.
CEC4 Student status	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.
CEC5 Norms for learning	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.

5D+™ Rater Reliability Scoring Matrix Evaluation

CODE	INDICATOR	Rating
PURPOSE dimension		
P1	Learning target(s) connected to standards	
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill	
P3	Design of performance task	
P4	Communication of learning target(s)	
P5	Success criteria	
STUDENT ENGAGEMENT dimension		
SE1	Quality of questioning	
SE2	Ownership of learning	
SE3	Capitalizing on students' strengths	
SE4	Opportunity and support for participation and meaning making	
SE5	Student talk	
CURRICULUM & PEDAGOGY dimension		
CP1	Alignment of instructional materials and tasks	
CP2	Teacher knowledge of content	
CP3	Discipline-specific teaching approaches	
CP4	Differentiated instruction for students	
CP5	Use of scaffolds	
ASSESSMENT FOR STUDENT LEARNING dimension		
A1	Student self-assessment	
A2	Student use of formative assessments over time	
A3	Quality of formative assessment methods	
A4	Teacher use of formative assessments	
A5	Collection systems for formative assessment data	
CLASSROOM ENVIRONMENT & CULTURE dimension		
CEC1	Classroom arrangement and resources	
CEC2	Learning routines	
CEC3	Use of learning time	
CEC4	Student status	
CEC5	Norms for learning	