

## Discussion of the Third Quarterly Report for Saugus Union School District March 2019

### Overview of this Report

This agenda item provides information on the third quarterly report submitted by Saugus Union School District addressing stipulations resulting from their April 2018 site visit. Following its decision, the Committee on Accreditation (COA) directed Saugus USD to provide updates to staff documenting the progress made toward meeting the goals set forth in the stipulations in the accreditation report at quarterly intervals.

### Staff Recommendation

This is an action item; however, no action is required at this time. The Committee on Accreditation (COA) requested that all quarterly report updates be presented as action items should further action be warranted by the COA. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2018-19 year.

### Background

A site visit was held at Saugus USD on April 23-25, 2018 and the report of that visit was presented to the COA at its May 2018 meeting ([see the COA May 2018 Saugus Report](#)). Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Stipulations**. The stipulations are listed below:

1. That the institution provide evidence that it has created and articulated a research-based vision of teaching and learning that is clearly represented in the Teacher Induction program.
2. That the institution provide evidence that the education unit purposefully recruits, hires, and retains candidates to diversify the educator pool in California.
3. That the institution provide evidence that the induction program's recommendation verification process includes a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, which is articulated and available to all candidates.
4. That the institution provide evidence of a system, which ensures that mentors are receiving formative feedback on their work from induction program leadership.

Saugus USD has been actively addressing all stipulations and concerns related to its site visit throughout the quarterly reports, and the 7<sup>th</sup> year follow-up report will address all stipulations

and remaining concerns or questions from the COA's discussion of these reports. The 7<sup>th</sup> year follow-up report will be brought to the COA at its May 2-3, 2019 meeting.

### Summary of Report Contents

The 3<sup>rd</sup> quarterly report was received on March 4<sup>th</sup>, 2019. The report has been read and analyzed by staff. The complete reports are on file at the Commission and are available should any COA member wish to read them. A summary of the reports is included in the table below.

Stipulation	Program Response 2 <sup>nd</sup> Quarterly Report	Program Response 3 <sup>rd</sup> Quarterly Report
<p>1. That the institution provide evidence that it has created and articulated a research-based vision of teaching and learning that is clearly represented in the Teacher Induction program.</p>	<p>On September 26<sup>th</sup>, the Center for Educational Leadership (CEL) 5D and 5D+ Rubric were brought to the Steering Committee and approved for use with mentors.</p> <p>On October 10<sup>th</sup>, a representative from CEL presented an orientation to the 5D Framework and 5D+ Rubric. She will be returning on January 16<sup>th</sup> to work with mentors on using the tools for participating teacher (PT) observations and providing feedback to PTs.</p>	<p>During the discussion of the 2<sup>nd</sup> quarterly report, the COA requested more information regarding the <a href="#">CEL</a> frameworks. <a href="#">The Five Dimensions of Teaching and Learning (5D) (See Appendix C)</a> and the <a href="#">Rubric (5D+) (See Appendix D)</a> were adopted by the Steering Committee as a means to share a common language around teaching and learning in the consortium, which serves four districts as well as private schools in the area. It was agreed that these tools would help the induction program to focus on high quality instruction regardless of varying district approaches.</p> <p>While the frameworks include the word “evaluation,” it is made clear when discussing with PTs and Mentor Teachers (MTs) that MTs are not observing for evaluative purposes, but to provide feedback from peer to peer. The levels in the rubric are used to guide MTs and PTs to measure growth in practice as well as to choose areas of focus. A crosswalk between the CSTPs and the CEL 5D framework is in Appendix A.</p>

		The vision for Santa Clarita Valley (SCV) consortium is, “to ensure educational equity through continuous improvement of student centered teaching practices by supporting beginning teachers with highly qualified mentor teachers in a collaborative, standards-based system that develops reflective practices and engagement in inquiry cycles.” This vision aligns with the CEL drive to not only close the achievement gap, but eliminate it.
2. That the institution provide evidence that the education unit purposefully recruits, hires, and retains candidates to diversify the educator pool in California.	At the December 2018 Steering Committee meeting, the induction coordinator will share candidate completer data, comparing that with demographic data of the consortium districts’ students. The committee includes district level HR personnel from all participating districts. A protocol will be developed that specifies planning steps for recruitment to diversify the educator pool.	At the February 2018 Steering Committee meeting, demographic completer survey data was shared. Additional ways to recruit candidates were discussed including: 1. Opportunities for classified staff to continue education 2. Reaching out to IHEs 3. Specific CSU Northridge recruitment 4. SCV Consortium job fair
3. That the institution provide evidence that the induction program’s recommendation verification process includes a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, which is articulated and available to all	No further evidence was submitted for this report as the stipulation was addressed at the 1 <sup>st</sup> quarterly report.	No further evidence was submitted for this report as the stipulation was addressed at the 1 <sup>st</sup> quarterly report.

<p>candidates.</p>		
<p>4. That the institution provide evidence of a system, which ensures that mentors are receiving formative feedback on their work from induction program leadership.</p>	<p>During the January 2019 meeting with the representative from CEL, mentors will set goals on which to focus for their coaching practice. These goals will be shared with the lead mentors, who will observe MTs along with the induction coordinator and provide feedback to MTs.</p>	<p>Since the last quarterly report, mentors have had an additional training with CEL focused on observing teachers and providing formative feedback using the CEL tools. During that time, they practiced scripting using a video of a teacher teaching and planning feedback, and how they would deliver feedback to their PTs.</p> <p>Mentors can reflect on their own practice using the reflection tool (see example in Appendix B). Mentor observations by the induction coordinator and lead mentors are currently in progress so that the induction program leadership can provide formative feedback from the program.</p>

## Appendix A

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### Alignment Between the CSTPs and CEL 5D Framework 5D+™ Rubric for Instructional Improvement and Teacher Evaluation / California Teaching Performance Expectations: Crosswalk

#### 1.0 Engaging and Supporting All Students in Learning

TPE	Full Alignment	Partial Alignment
1.1	SE3	A4,CECS
1.2	PCC2	PCC3
1.3	P2,SE4	P3
1.4	CP4,CPS	SE4
1.5	P3,SE1,SE4,SE5,CP3,AI,CEC2	SE1
1.6	SE3,CP4,CPS,CEC1,PCC2	CEC4
1.7	P3,CP1	SE3
1.8	<b>A4</b>	CP4,CPS

#### 2.0 Creating and Maintaining Effective Environments for Student Learning

TPE	Full Alignment	Partial Alignment
2.1	SE2,SE3,CEC3,CEC4,CEC5	PCC4
2.2	SE3,CEC2,CECS	
2.3	CEC1,CEC4,CECS	
2.4	PCCS	PCC2
2.5	PI,PS,SE3,SE4,CP4,CP5,CEC2	
2.6	CEC3,CEC2,CEC4,CECS,PCC2	

#### 3.0 Understanding and Organizing Subject Matter for Student Learning

TPE	Full Alignment	Partial Alignment
3.1	PI,CP2,CP3,PCC4	

3.2	CP1,CP4,CP5,A3,A4	
3.3	PI,P2,P3,PS,CP1,CP3,A3,A4,AS	
3.4	PCCI,P3,SE4,CP1,A2	
3.5	SE3,CP4,CPS,	
3.6	P3,CPI,CECI,	
3.7	CP1,CP2,CEC1	
3.8	CP3	SE4

#### 4.0 Planning instruction and designing learning experiences for all students

TPE	Full Alignment	Partial Alignment
4.1	SE3,A3,A4,AS	
4.2	P3,SE3,CP1,CP4	
4.3	CP1,CP2,CP3,A3,A4	
4.4	P1,P3,CP1,CP4,CPS,A4,CEC2,CEC4	
4.5	SE2,SE3	
4.6	CP1,PCC1,PCC3	
4.7	P4, PS,SE4,SES,CEC2	
4.8	P3,CEC1	

#### 5.0 Assessing Student Learning

TPE	Full Alignment	Partial Alignment
5.1	A3,A4	
5.2	A4,AS,CP4	PCC3
5.3	A1,A2	
5.4	A4,PCC3	
5.5	A1,A4,PCC3	
5.6	SE3,A4,PCC1	
5.6	SE3,A4	
5.7	SE3,PI,P3,CP4,A4	
5.8	A4,SE3,CP4,CPS.	

## 6.0 Developing as a Professional Educator

<b>TPE</b>	<b>Full Alignment</b>	<b>Partial Alignment</b>
6.1	P1,CP2,CP3,PCC1	
6.2	CEC4, PCCS	
6.3	PCC1	
6.4	PCCI, PCC2, PCC3	
6.5	PCC4,PCCS	
6.6	PCC4	
6.7	Not addressed	

Crosswalk based University of Washington Center for Educational Leadership (2016). *50+ Rubric for Instructional Improvement and Teacher Evaluation Version 3* and California Commission on Teacher Credentialing Meeting Agenda June 16-17 2016: *Agenda 28: Adoption of Teaching Performance Expectations* downloaded from <http://www.ctc.ca.gov/commission/agendas/2016-06/2016-06-2B.pdf> on 8-31-16.;



**Appendix B**

School Year: 2018-2019

**Mentor Individual Growth and Action Plan**

<p><b>Mentor Continuum Standard: 5</b> Uses assessment data to advance teaching practice and student learning</p>	<p><b>Strengths:</b> I feel like I have instilled in my mentees the importance of <i>regular</i> formative assessments and analyzing the results to inform and shape their teaching practice, from instructional groupings to pedagogical choices. They have seen the importance of differentiation based on assessment data and have planned flexible, just-in-time instruction to meet the needs of their students.</p>	<p><b>Successes:</b> While both teachers seemed to keep to themselves initially, over time we have developed a collaborative and supportive relationship. Both teachers have allowed themselves to be vulnerable and open with me and it is in those moments were we have all grown. I am someone they turn to for instructional strategies and classroom management issues, and recently, more personal issues because of the way our relationship has grown over the last two years.</p>
	<p><b>Areas of Growth:</b> <b>5.3 Develops the teacher’s abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.</b> This year has been a challenging one with my mentees. Not having either mentee at my own school site and not knowing the culture of their school sites, created a disconnect that was a challenge to bridge at times. Both mentees have struggled in different ways and have not always painted a clear picture of their situations when sharing with me. While I truly feel that I have guided both teachers into developing professional and student learning goals, based on collaborative analysis of formative data, and helping them to self-assess based on evidence, I have not really had the opportunity to work on building this capacity in either teacher so that they are able to honestly reflect on their own without my guidance. Both teachers are truly learning how to be reflective, but still have a narrow view of</p>	<p><b>Next Steps:</b> One of my mentees has resigned and I can’t help but feel like I failed her because I didn’t adequately build her capacity to engage in regular self-reflection upon her practice, parent/student problems, and student learning (or lack thereof).  My other mentee is struggling to do the same thing. My time with her is coming to a close as we enter March and I feel like my next steps in this area of growth are to help my mentee <i>objectively</i> reflect upon her practice, with the hinge pin of student learning at the core. I feel that formal observations from her principal, as well as from me, have been eye opening and the reality is that nothing should be a surprise if she regularly and actively engaged in the practice of honest reflection and self-assessment.</p>

	<p>their own practice. It isn't until I walk them through certain scenarios and ask certain questions that they are able to widen their lens to see things from many different angles.</p>	
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<p style="text-align: center;"><b>Proposed Action (that will support Mentor Growth):</b></p> <p>I am going to research ways that I can continue to guide my mentee in her reflective practice. I have several books on coaching, but one that I feel would be worth a reread is one that examines transformational coaching, versus instructional coaching.</p> <p>I have video-recorded my formal observations last year and this year of my mentee, but I also see the benefit in her engaging in this practice on her own—simply setting up a recording device so that she can go back to review a lesson in its entirety, to hear her questioning, note student responses, behavior, etc.</p> <p>I also feel that having a reflection “tool” would be helpful for my mentee. I would like to collaboratively create one with her to support her personal growth.</p>
<p style="text-align: center;"><b>End of Year Reflection on my growth as a Mentor:</b></p>

## 5 Dimensions of Teaching and Learning™

### Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> <li>The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.</li> <li>The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).</li> </ul>	<ul style="list-style-type: none"> <li>How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)?</li> <li>How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?</li> <li>What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?</li> <li>Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?</li> <li>How are the standard(s) and learning target communicated and made accessible to all students?</li> <li>How do students communicate their understanding about what they are learning and why they are learning it?</li> <li>How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?</li> <li>How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?</li> </ul>
	Learning Target and Teaching Points	<ul style="list-style-type: none"> <li>The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.</li> <li>The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).</li> </ul>	
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> <li>Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).</li> <li>Students take ownership of their learning to develop, test and refine their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?</li> <li>What does student talk reveal about the nature of students' thinking?</li> <li>Where is the locus of control over learning in the classroom?</li> <li>What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?</li> <li>What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li> <li>What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</li> <li>Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li> <li>What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</li> </ul>
	Engagement Strategies	<ul style="list-style-type: none"> <li>Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li> <li>Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li> </ul>	
	Talk	<ul style="list-style-type: none"> <li>Student talk reflects discipline-specific habits of thinking and ways of communicating.</li> <li>Student talk embodies substantive and intellectual thinking.</li> </ul>	

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> <li>Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.</li> <li>The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> </ul>	<ul style="list-style-type: none"> <li>How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?)</li> <li>How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?</li> <li>How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?</li> <li>What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?</li> <li>How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?</li> <li>How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?</li> </ul>
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> <li>The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.</li> </ul>	
	Scaffolds for Learning	<ul style="list-style-type: none"> <li>The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> </ul>	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> <li>Students assess their own learning in relation to the learning target.</li> <li>The teacher creates multiple assessment opportunities and expects all students to demonstrate learning.</li> <li>Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).</li> <li>The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics).</li> <li>Assessment criteria, methods and purposes are transparent and match the learning target.</li> </ul>	<ul style="list-style-type: none"> <li>How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?</li> <li>How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?</li> <li>How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?</li> <li>How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?</li> <li>How does the teacher's instruction reflect planning for assessment?</li> <li>How does the teacher use multiple forms of assessment to inform instruction and decision-making?</li> <li>How does the teacher adjust instruction based on in-the-moment assessment of student understanding?</li> </ul>
	Adjustments	<ul style="list-style-type: none"> <li>The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.</li> </ul>	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> <li>The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning.</li> <li>The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).</li> <li>Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?</li> <li>How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?</li> <li>How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</li> <li>What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?</li> <li>What do discourse and interactions reveal about what is valued in this classroom?</li> <li>What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?</li> </ul>
	Classroom Routines and Rituals	<ul style="list-style-type: none"> <li>Classroom systems and routines facilitate student responsibility, ownership and independence.</li> <li>Available time is maximized in service of learning.</li> </ul>	
	Classroom Culture	<ul style="list-style-type: none"> <li>Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.</li> <li>Classroom norms encourage risk-taking, collaboration and respect for thinking.</li> </ul>	

## 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			
		Unsatisfactory	Basic	Proficient	Distinguished
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 unsatisfactory to basic, proficient and distinguished. 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.

### 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				
	Unsatisfactory	Basic	Proficient	Distinguished
<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.	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.
<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>			
		Unsatisfactory	Basic	Proficient	Distinguished
<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>SE2</b>	<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.
<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>SE4</b>	<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.
<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>					
Unsatisfactory		Basic		Proficient	Distinguished
<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				
	Unsatisfactory	Basic	Proficient	Distinguished
<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.

<b>Classroom Environment &amp; Culture</b>					
		Unsatisfactory	Basic	Proficient	Distinguished
<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>					
Unsatisfactory		Basic		Proficient	Distinguished
<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.	



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