

CEL 5D+™ Teacher Evaluation Rubric 3.0 At a Glance

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Criterion 1	Criterion 2	Criterion 3
<p>Centering instruction on high expectations for student achievement.</p>	<p>Demonstrating effective teaching practices.</p>	<p>Recognizing individual student learning needs and developing strategies to address those needs.</p>
<p><i>Purpose</i></p> <p>P1: Learning target(s) connected to standards P4: Communication of learning target(s) P5: Success criteria</p> <p><i>Classroom Environment & Culture</i></p> <p>CEC2: Learning routines</p>	<p><i>Student Engagement</i></p> <p>SE1: Quality of questioning SE4: Opportunity and support for participation and meaning making SE5: Student talk</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP5: Use of scaffolds</p>	<p><i>Student Engagement</i></p> <p>SE2: Ownership of learning SE3: Capitalizing on students' strengths</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP4: Differentiated instruction for students</p> <p><i>Assessment for Student Learning</i></p> <p>A4: Teacher use of formative assessments</p> <hr/> <p><i>Student Growth</i></p> <p>SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)</p>
Criterion 4	Criterion 5	Criterion 6
<p>Providing clear and intentional focus on subject matter content and curriculum.</p>	<p>Fostering and managing a safe, positive learning environment.</p>	<p>Using multiple student data elements to modify instruction and improve student learning.</p>
<p><i>Purpose</i></p> <p>P2: Lessons connected to previous and future lessons, broader purpose and transferable skill P3: Design of performance task</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP1: Alignment of instructional materials and tasks CP2: Teacher knowledge of content CP3: Discipline-specific teaching approaches</p>	<p><i>Classroom Environment & Culture</i></p> <p>CEC1: Classroom arrangement and resources CEC3: Use of learning time CEC4: Student status CEC5: Norms for learning</p>	<p><i>Assessment for Student Learning</i></p> <p>A1: Student self-assessment A2: Student use of formative assessments over time A3: Quality of formative assessment methods A5: Collection systems for formative assessment data</p> <hr/> <p><i>Student Growth</i></p> <p>SG 6.1: Establish Student Growth Goal(s) SG 6.2: Achievement of Student Growth Goal(s)</p>

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Criterion 7	Criterion 8
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
<p><i>Professional Collaboration & Communication</i></p> <p>PCC2: Communication and collaboration with parents and guardians</p> <p>PCC3: Communication within the school community about student progress</p>	<p><i>Professional Collaboration & Communication</i></p> <p>PCC1: Collaboration with peers and administrators to improve student learning</p> <p>PCC4: Support of school, district, and state curricula, policies and initiatives</p> <p>PCC5: Ethics and advocacy</p> <hr/> <p><i>Student Growth</i></p> <p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p>