

## Alignment of Washington State Teacher Evaluation Criteria with 5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3

1. Centering instruction on high expectations for student achievement.	P1	Learning target(s) connected to standards
	P4	Communication of learning target(s)
	P5	Success criteria
	CEC2	Learning routines
2. Demonstrating effective teaching practices.	SE1	Quality of questioning
	SE4	Opportunity and support for participation and meaning making
	SE5	Student talk
	CP5	Use of scaffolds
3. Recognizing individual student learning needs and developing strategies to address those needs.	SE2	Ownership of learning
	SE3	Capitalizing on students' strengths
	CP4	Differentiated instruction for students
	A4	Teacher use of formative assessments
4. Providing clear and intentional focus on subject matter content and curriculum.	P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
	CP1	Alignment of instructional materials and tasks
	CP2	Teacher knowledge of content
	CP3	Discipline-specific teaching approaches
	P3	Design of performance task
5. Fostering and managing a safe, positive learning environment.	CEC1	Classroom arrangement and resources
	CEC3	Use of learning time
	CEC4	Student status
	CEC5	Norms for learning
6. Using multiple student data elements to modify instruction and improve student learning.	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
7. Communicating and collaborating with parents and the school community.	PCC2	Communication and collaboration with parents and guardians
	PCC3	Communication within the school community about student progress
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PCC1	Collaboration with peers and administrators to improve student learning
	PCC4	Support of school, district and state curricula, policies and initiatives
	PCC5	Ethics and advocacy