

CEL 5D+™ Teacher Evaluation Rubric 2.0 At a Glance

Version 1.1

5D is a trademark of the University of Washington Center for Educational Leadership.

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
<p><i>Purpose</i></p> <p>P1: Connection to standards, broader purpose and transferable skill</p> <p>P4: Communication of learning target(s)</p> <p>P5: Success criteria and performance task(s)</p> <p><i>Student Engagement</i></p> <p>SE3: Work of high cognitive demand</p> <p><i>Classroom Environment & Culture</i></p> <p>CEC3: Discussion, collaboration and accountability</p>	<p><i>Student Engagement</i></p> <p>SE1: Quality of questioning</p> <p>SE5: Expectation, support and opportunity for participation and meaning making</p> <p>SE6: Substance of student talk</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP6: Scaffolds the task</p> <p>CP7: Gradual release of responsibility</p>	<p><i>Purpose</i></p> <p>P3: Teaching point(s) are based on students' learning needs</p> <p><i>Student Engagement</i></p> <p>SE2: Ownership of learning</p> <p>SE4: Strategies that capitalize on learning needs of students</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP5: Differentiated instruction</p> <p><i>Assessment for Student Learning</i></p> <p>A6: Teacher use of formative assessment data</p> <hr/> <p><i>Student Growth</i></p> <p>SG 3.1: Establish Student Growth Goal(s)</p> <p>SG 3.2: Achievement of Student Growth Goal(s)</p>
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
<p><i>Purpose</i></p> <p>P2: Connection to previous and future lessons</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP1: Alignment of instructional materials and tasks</p> <p>CP2: Discipline-specific conceptual understanding</p> <p>CP3: Pedagogical content knowledge</p> <p>CP4: Teacher knowledge of content</p>	<p><i>Classroom Environment & Culture</i></p> <p>CEC1: Arrangement of classroom</p> <p>CEC2: Accessibility and use of materials</p> <p>CEC4: Use of learning time</p> <p>CEC5: Managing student behavior</p> <p>CEC6: Student status</p> <p>CEC7: Norms for learning</p>	<p><i>Assessment for Student Learning</i></p> <p>A1: Self-assessment of learning connected to the success criteria</p> <p>A2: Demonstration of learning</p> <p>A3: Formative assessment opportunities</p> <p>A4: Collection systems for formative assessment data</p> <p>A5: Student use of assessment data</p> <hr/> <p><i>Student Growth</i></p> <p>SG 6.1: Establish Student Growth Goal(s)</p> <p>SG 6.2: Achievement of Student Growth Goal(s)</p>

– OVER –

CEL 5D+™ Teacher Evaluation Rubric 2.0 At a Glance
For Use in the 2014-15 School Year – Version 1.1

Criterion 7	Criterion 8
<p>Communicating and collaborating with parents and the school community.</p>	<p>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p>
<p><i>Professional Collaboration & Communication</i></p> <p>PCC3: Parents and guardians</p> <p>PCC4: 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>PCC2: Professional and collegial relationships</p> <p>PCC5: Supports school, district, and state curriculum, policy and initiatives</p> <p>PCC6: Ethics and advocacy</p> <hr/> <p><i>Student Growth</i></p> <p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p>