

## Alignment of Washington State Teacher Evaluation Criteria and 5D+™ Teacher Evaluation Indicators, Version 2

Washington State Teacher Evaluation Criteria	5D+ Teacher Evaluation Indicators
1. Centering instruction on high expectations for student achievement.	<p><b>P1</b> Connection to standards, broader purpose and transferable skill</p> <p><b>P4</b> Communication of learning target(s)</p> <p><b>P5</b> Success criteria and performance task(s)</p> <p><b>SE3</b> High cognitive demand</p> <p><b>CEC3</b> Discussion, collaboration and accountability</p>
2. Demonstrating effective teaching practices.	<p><b>SE1</b> Quality of questioning</p> <p><b>SE5</b> Expectation, support and opportunity for participation and meaning making</p> <p><b>SE6</b> Substance of student talk</p> <p><b>CP6</b> Scaffolds the task</p> <p><b>CP7</b> Gradual release of responsibility</p>
3. Recognizing individual student learning needs and developing strategies to address those needs.	<p><b>P3</b> Teaching point(s) are based on students' learning needs</p> <p><b>SE2</b> Ownership of learning</p> <p><b>SE4</b> Strategies that capitalize on learning needs of students</p> <p><b>CP5</b> Differentiated instruction</p> <p><b>A6</b> Teacher use of formative assessment data</p>
4. Providing clear and intentional focus on subject matter content and curriculum.	<p><b>P2</b> Connection to previous and future lessons</p> <p><b>CP1</b> Alignment of instructional materials and tasks</p> <p><b>CP2</b> Discipline-specific conceptual understanding</p> <p><b>CP3</b> Pedagogical content knowledge</p> <p><b>CP4</b> Teacher knowledge of content</p>
5. Fostering and managing a safe, positive learning environment.	<p><b>CEC1</b> Arrangement of classroom</p> <p><b>CEC2</b> Accessibility and use of materials</p> <p><b>CEC4</b> Use of learning time</p> <p><b>CEC5</b> Managing student behavior</p> <p><b>CEC6</b> Student status</p> <p><b>CEC7</b> Norms for learning</p>
6. Using multiple student data elements to modify instruction and improve student learning.	<p><b>A1</b> Self-assessment of learning connected to the success criteria</p> <p><b>A2</b> Demonstration of learning</p> <p><b>A3</b> Formative assessment opportunities</p> <p><b>A4</b> Collection systems for formative assessment data</p> <p><b>A5</b> Student use of assessment data</p>
7. Communicating and collaborating with parents and the school community.	<p><b>PCC3</b> Parents and guardians</p> <p><b>PCC4</b> Communication within the school community about student progress</p>
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<p><b>PCC1</b> Collaboration with peers and administrators to improve student learning</p> <p><b>PCC2</b> Professional and collegial relationships</p> <p><b>PCC5</b> Supports school, district, and state curriculum, policy and initiatives</p> <p><b>PCC6</b> Ethics and advocacy</p>