How can the 5 Dimensions of Teaching & Learning and the 5D+ Rubric lead to powerful instructional practice?
Introductions

- Your name
- One joy
- One purpose
Seven Norms for Collaboration

- Read over the norms for collaborative learning.
- Pick one to focus on today.
- Share with a partner – what you picked and what you will do to focus on that norm.
Learning Targets

- Develop understanding of how CEL foundational ideas, the 5 Dimensions of teaching and learning and the 5D+ rubric connect.

- Describe how the new model for teacher evaluation is different from the old model.
Success Criteria

→ I can describe key ideas that connect three dimensions to indicators within and across the 5D and 5D+.

→ I can provide evidence from video scripting for 5D+ Rubric indicators.

→ I can tell a colleague how the new teacher evaluation model is different from the old model.
About CEL

- Non-profit center within the University of Washington College of Education.
- 10 years of work with over 110 school districts regionally and across the country in 16 states.
- Working to support excellence and equity in the classroom.
The Center for Educational Leadership (CEL) is dedicated to eliminating the achievement gap that continues to divide our nation’s children along the lines of race, class, language and disability.
Read through the CEL Foundational Ideas.

Underline 3 key words or phrases that are important to you in your professional work.

Share with an elbow partner your key words or phrases and why you picked them.
CEL Foundational Ideas
Applied to Instructional Frameworks

- If students are not learning, they are not being afforded powerful learning opportunities.
- Teaching is a highly complex and sophisticated endeavor.
- Practice of sophisticated endeavors only improves when it is open for public scrutiny.
- Improving practice in a culture of public scrutiny requires reciprocal accountability.
- Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
- Leaders cannot lead what they don’t know.
How might the 5D and 5D+ help me think about and enact my teaching practice?
Engaging in Inquiry – Continuous Growth

- Self-assess using the 5D instructional framework and 5D+ rubric
- Identify areas of focus
- Observe / collect data
- Notice / Wonder / Analyze / Feedback
- Set Goals
- Professional development and/or Implement
- Reflect
An Instructional Framework is:

- a set of descriptions of teaching behaviors.
- linked to improved student learning.
- based on research and the work of practitioners.
Getting Started with CEL's 5D+ Teacher Evaluation Rubric

Benefits of the 5D Instructional Framework

- Supports teachers and principals in enhancing their instructional expertise.
- Emphasizes continuous improvement.
- Creates a common language and shared vision for high quality instruction.
- Improves teaching practice and thus learning for all students.
- Equity is embedded in each dimension.
We can increase student learning by...

- Increasing the level and complexity of the curriculum/content
- Increasing the knowledge, skills and expertise of the teacher
- Changing the role of the student as learner

City, Elmore & Fiarman
Learning Targets

- Develop understanding of how CEL foundational ideas, **the 5 Dimensions of Teaching and Learning instructional framework** and the 5D+ rubric connect.

- Describe how the new model for teacher evaluation is different from the old model.
Think / Puzzle / Explore

- 5D Smart Card
- Think/Puzzle/Explore Thinking Routine
- Where do you see connections between the dimensions?
Learning Targets

- Develop understanding of how CEL foundational ideas, the 5 Dimensions of teaching and learning and the 5D+ rubric connect.

- Describe how the new model for teacher evaluation is different from the old model.
Orienting to the 5D & 5D+

Artifact “Box”
Reflection

• What did you learn or re-learn that was new or surprising?
• How did the protocol hinder or help your learning?
• How might you use the protocol in your own setting?
How can the 5 Dimensions of Teaching & Learning and the 5D+ Rubric lead to powerful instructional practice?
Learning Targets

- Develop understanding of how CEL foundational ideas, the 5 Dimensions of teaching and learning and the 5D+ rubric connect.

- Describe how the new model for teacher evaluation is different from the old model.
The 5D+ Teacher Evaluation Rubric

- Inquiry-based growth model.
- Joins instructional leaders and teachers in co-learning.
- Shared and common vision of high quality teaching.
- Accessible and actionable.
- Classroom observations, teacher and student artifacts, continuous conversation.
- Equity is embedded in each dimension.
# The 5D+ Teacher Evaluation Rubric

## Student Engagement

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SE1</strong> Intellectual Work: Quality of questioning</td>
<td>Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.</td>
<td>Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.</td>
<td>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.</td>
<td>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and associating their thinking with one another. Students question one another to probe for deeper thinking.</td>
</tr>
<tr>
<td><strong>SE2</strong> Intellectual Work: Ownership of learning</td>
<td>Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test, and refine their thinking.</td>
<td>Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.</td>
<td>Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support students' learning.</td>
<td>Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.</td>
</tr>
<tr>
<td><strong>SE3</strong> Engagement Strategies: High cognitive demand</td>
<td>Teacher expectations and strategies engage few or no students in work of high cognitive demand.</td>
<td>Teacher expectations and strategies engage some students in work of high cognitive demand.</td>
<td>Teacher expectations and strategies engage most students in work of high cognitive demand.</td>
<td>Teacher expectations and strategies engage all students in work of high cognitive demand.</td>
</tr>
<tr>
<td><strong>SE4</strong> Engagement Strategies: Strategies that capitalize on learning needs of students</td>
<td>Teacher rarely or never uses strategies based on the learning needs of students — academic background, life experiences, culture, and language of students.</td>
<td>Teacher uses strategies that capitalize and are based on learning needs of students — academic background, life experiences, and culture, and language of students — for the whole group.</td>
<td>Teacher uses strategies that capitalize and are based on learning needs of students — academic background, life experiences, and culture, and language of students — for the whole group and small groups of students.</td>
<td>Teacher uses strategies that capitalize and build upon learning needs of students — academic background, life experiences, culture, and language of students — for the whole group, small groups of students, and individual students.</td>
</tr>
<tr>
<td><strong>SE5</strong> Engagement Strategies: Expectation, support and opportunity for participation and meaning making</td>
<td>Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students.</td>
<td>Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.</td>
<td>Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in quality talk.</td>
<td>Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.</td>
</tr>
<tr>
<td><strong>SE6</strong> Talk: Substance of student talk</td>
<td>Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.</td>
<td>Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.</td>
<td>Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their thinking.</td>
<td>Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.</td>
</tr>
</tbody>
</table>
Engaging in Inquiry – Continuous Growth

- Self-assess using the 5D instructional framework and 5D+ rubric
- Identify areas of focus
- Observe / collect data
- Notice / Wonder / Analyze / Feedback
- Set Goals
- Professional development and/or Implement
- Reflect
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Engaging in Inquiry – Continuous Growth

• Identify Areas of Focus
  ➢ How to get students to talk and stay on topic?
  ➢ How to get students to take ownership of their learning?
  ➢ How do you use assessment to motivate students and not become discouraged?
Engaging in Inquiry – Continuous Growth

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- Reflect
Purpose

- Key Ideas by Indicator.
- Highlight and Take Notes!
Applying Key Ideas

- Scripting
- Code
- Align noticings
Observation vs. Interpretation

<table>
<thead>
<tr>
<th>Observation and Interpretation Conflated = Judgment</th>
<th>Observation and Interpretation Separated = Authentic Wondering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation and Interpretation:</strong> I wonder why he has all the students facing him instead of each other. They could have more authentic conversations if they faced each other. It seems like he’s holding them back. The students are talking but he is not paying attention to all the students. He’s missing a lot of assessment opportunities. He clearly did not understand the part of the professional development about taking notes during turn and talks!</td>
<td><strong>Observation:</strong> The students are seated together, away from their desks, facing the teacher. Students turn and talk when prompted by the teacher and he listens in to a few of the student conversations. <strong>Interpretation:</strong> I wonder what information he is getting from listening in to the student conversations? What he is listening for? Is he checking for a certain level of understanding? I wonder if he is satisfied with what he hears students saying? I wonder in what other ways he gathers information from the students? How does he ultimately want students to engage with one another?</td>
</tr>
</tbody>
</table>
• Purpose video clip here
Purpose

- Coding.
- Aligning noticings to indicator – NOT performance level.
Table Talk

- What did you notice that might provide evidence aligned to each indicator?

- Where do you see connections / alignment between the 5D framework and the 5D+ rubric?
Student Engagement

- Key Ideas by Indicator.
- Highlight and Take Notes!
• Student engagement video clip here
Student Engagement

- Coding.
- Aligning noticings to indicator – NOT performance level.
Table Talk

- What did you notice that might provide evidence aligned to each indicator?
- Where do you see connections / alignment between the 5D framework and the 5D+ rubric?
Classroom Environment & Culture

- Key Ideas by Indicator.
- Highlight and Take Notes!
• CEC video clip here
Classroom Environment & Cultures

- Coding.
- Aligning noticings to indicator – NOT performance level.
Table Talk

- What did you notice that might provide evidence aligned to each indicator?

- Where do you see connections / alignment between the 5D framework and the 5D+ rubric?
Learning Targets

- Develop understanding of how CEL foundational ideas, the 5 Dimensions of teaching and learning and the 5D+ rubric connect.

- Describe how the new model for teacher evaluation is different from the old model.
Success Criteria

- I can describe key ideas that connect three dimensions to indicators within and across the 5D and 5D+.
- I can provide evidence from video scripting for 5D+ Rubric indicators.
- I can tell a colleague how the new teacher evaluation model is different from the old model.
Reflection / Evaluation Form
How can the 5 Dimensions of Teaching & Learning and the 5D+ Rubric lead to powerful instructional practice?
Reflections

• A summary of our thoughts from Day One
Seven Norms for Collaboration

- Read over the norms for collaborative learning.
- Pick one to focus on today.
- Share with a partner – what you picked and what you will do to focus on that norm.
Learning Targets

- Utilize the Habits of Thinking in an inquiry based teacher evaluation process.
- Identify strategies to introduce the new teacher evaluation model to teaching staff.
Success Criteria

• Frame an inquiry question for a teacher derived from the Habits of Thinking.
• Self-assess, reflect and plan for practice using the 5D+ student engagement rubric.
• Share strategies and rationale for introducing teaching staff to new teacher evaluation model.
Engaging in Inquiry – Continuous Growth

- **Self-assess using the 5D instructional framework and 5D+ rubric**
- *Identify areas of focus*
- *Observe / collect data*
- Notice / Wonder / Analyze / Feedback
- Set Goals
- Professional development and/or Implement
- Reflect
Self-Assessment Preparation: Chalk Talk

Before engaging in Chalk Talk:

- Review the Classroom Environment & Culture dimension on the smart card.
- Think of examples of what you do in a classroom.
- Write one example connected to the vision of the dimension on chart paper.
- No talking – speak with your pen!
Getting Started with CEL's 5D+ Teacher Evaluation Rubric

Self-Assessment

- Read through the 5D+ Classroom Environment & Culture Rubric one indicator at a time.

- Assess where your classroom practice fell on the rubric during the first month of school.

- Assess where your classroom practice fell on the rubric during the last month of school.

- Cite evidence for both formative assessments.
Partner Talk

- What areas of strength did I identify? Cite the evidence.

- What areas did I identify in which I would like to grow – including the use of public scrutiny and reciprocal accountability?
Learning Targets

- Utilize the Habits of Thinking in an inquiry based teacher evaluation process.

- Identify strategies to introduce the new teacher evaluation model to teaching staff.
Engaging in Inquiry – Continuous Growth

- Self-assess using the 5D instructional framework and 5D+ rubric
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Habits of Thinking for Instructional Leadership

Noticing
Teaching and Learning in the Classroom

Wondering

Analyzing
Considering my noticings and wonderings in light of my vision for powerful instruction and student learning in this content area...

Considering Implications for Leadership
What can I do to support teaching and learning?

Considering Implications for Further Study
What additional data do I need? How will I learn what I need to know?

Developing & Testing Theories
Based on my analysis, what are some initial theories about why this is occurring?
• What evidence supports or challenges my theories?
• What more do I need to know?

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Getting Started with CEL's 5D+ Teacher Evaluation Rubric

Scripting

- Descriptive.
- No judgment.
- No interpretation.

- Create your own style.
- Stamina!
• Student engagement video clip here
Getting Started with CEL's 5D+ Teacher Evaluation Rubric

Student Engagement

- Coding
How can the 5 Dimensions of Teaching & Learning and the 5D+ Rubric lead to powerful instructional practice?
Analysis & Feedback Preparation

- Notice
- Wonder
- Analyze – trends.
- Feedback.
  - Strengths
  - Short-term
  - Long-term
Engaging in Inquiry – Continuous Growth

- Self-assess using the 5D instructional framework and 5D+ rubric
- Identify areas of focus
- Observe / collect data
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- Professional development and/or Implement
- Reflect
How can the 5 Dimensions of Teaching & Learning and the 5D+ Rubric lead to powerful instructional practice?
Action / Next Steps

Think about the Action / Next Steps Questions as They Pertain To:

➤ Yourself

➤ Your building

➤ Your district
Back at Home

• Assessment for Student Learning Framework and/or Key Ideas
• Self-assessment on a second dimension
• Second inquiry cycle – CEC, Purpose or Assessment for Student Learning
Action / Next Steps

Think about the Action / Next Steps Questions as They Pertain To:

- Yourself
- Your building
- Your district
Action / Next Steps

Sharing your Plans!
Revisit Our Questions

• Check off questions that have been answered.
• Circle questions that you still have.
Learning Targets

- Utilize the Habits of Thinking in an inquiry based teacher evaluation process.
- Identify strategies to introduce the new teacher evaluation model to teaching staff.
Success Criteria

• Frame an inquiry question for a teacher derived from the Habits of Thinking.
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Reflection / Evaluation Form
Professional Collaboration & Communication

• Read through the PCC + part of the rubric
• Identify key ideas
• Share at your table how these are currently demonstrated in your school.
Back at Home

- Assessment for Student Learning Framework and/or Key Ideas
- Self-assessment on a second dimension
- Second inquiry cycle – CEC, Purpose or Assessment for Student Learning