

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

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

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