Module Description
Welcome to a 7 module course that is sure to grow your current teaching and learning practices, support student efficacy, and enhance achievement. We, at MASSP, are thrilled that you are part of the learning.

Please note that the modules are designed to meet the general needs of participants whose districts have adopted the Center for Educational Leadership’s (CEL) Teacher Evaluation System; we encourage you to think flexibility to ensure the content and tasks help you to meet your personal goals, the goals of your district, and the needs of your learners.

Module Objective
The Purpose of the modules are to provide an overview of each of the dimensions of the 5 Dimensions of Teaching and Learning™ and indicators within the 5D+™ Rubric for Instructional Growth and Teacher Evaluation. Learners will engage in learning through both content and applications. To get the most out of the learning, we encourage you to record yourself teaching a lesson. This may serve as a reflection tool as you engage in learning throughout the modules and/or analyze your practice after completing the modules.

Materials
• Participants will need something to write with and something to write on (this might be a journal, GoogleDoc, on the downloadable PDF document, etc)
• Participants will need a link to the content
• Participants my want access to a printer.
• Participants may want access to their Pivot account

Think About
• What is the time-line of the completion of the module?
• What will be completed individually, collectively, or with a group?
• What evidence might they/you collect to ensure understanding?

*Note: The content that follows is designed based on the research of the 5D/5D+ Teacher Observation and Evaluation tool and is the intellectual property of the Center for Educational Research and the Michigan Association of Secondary School Principals.
Module #1: Understanding the Various 5D/5D+ Instructional Tools

**Content**

**OVERVIEW:** In this module, participants gain an understanding of CEL’s foundational ideas, 5D instructional framework, and 5D+ rubric.

**CONTENT:** 1) Foundational Beliefs, 2) Instructional Framework, 3) Rubrics & Language, 4) Putting It All Together

**LEARNING TARGET:** What are some of the ways the 5D/5D+ tools may support my teaching and student learning?

**SUCCESS CRITERIA:** Match the tools with the purpose.

**Foundational Beliefs**

**VISION** – MISSION – FOUNDATIONAL IDEAS – EQUITY

STOP AND THINK

What are some words, phrases and/or key ideas that connect with, extend, and/or challenge your thinking?

How might you explain the vision, mission, foundation ideas, and equity to a colleague?

**Instructional Framework**

The 5D instructional framework is a research-based tool to help schools and districts create shared vision and common language for teaching and learning, scaffold the development of expertise and grow high-quality instructional practices.

Developed from a multiyear research effort at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework combines vision statements and guiding questions to help you reflect on the core elements of effective teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

STOP AND THINK

What are some things you are noticing about the Vision Statements and Guiding Questions? How might these support you when planning for a lesson or unit of instruction?

STOP AND THINK

How does the organization and content of the 5D+ rubric compare and contrast with observation tools and rubrics you have been exposed to in the past? How might the rubric support you in setting professional practice goals and progress monitoring?

**Facilitation**

Take a moment to have participates examine the overview, Content, learning Target, and Success criteria.

You might ask them to examine the structure, why this is important, and how it connects to their classroom practices.

STOP AND THINK

What are some words, phrases and/or key ideas that connect with, extend, and/or challenge your thinking?

How might you explain the vision, mission, foundation ideas, and equity to a colleague?

STOP AND THINK

Have participants download and/or print the Instructional Framework.

Optional: Invite participants to read the languge and highlight key words or phrases and place a start next to the ideas they might wish to focus on realities teaching and learning.

STOP AND THINK

What are some things you are noticing about the Vision Statements and Guiding Questions? How might these support you when planning for a lesson or unit of instruction?

STOP AND THINK

Stop and Think

How does the organization and content of the 5D+ rubric compare and contrast with observation tools and rubrics you have been exposed to in the past? How might the rubric support you in setting professional practice goals and progress monitoring?
Module #2: Classroom Environment and Culture

Content

OVERVIEW: In this module, participants explore ideas surrounding classroom design, learning routines, management and procedures, while thinking critically about how learners feel and interact within the environment.

CONTENT: 1) Key Ideas 2) Instructional framework, 3) Academic Vocabulary, 4) Rubric Analysis, 5) Indicator Examples, 6) Self-Assessment, 7) Areas of Strength & Opportunities to Grow

LEARNING TARGET: What is in place, might need to be adapted, or rethought to ensure all learners are on task, collaborate, take risks and responsibility for learning, and respect divergent thinking and cultures?

SUCCESS CRITERIA: Name the specific actions that may be taken to ensure optimal levels of learning for myself and the students I serve.

Facilitation

Take a moment to have participants examine the overview, Content, learning Target, and Success criteria.

You might ask them to think about the learning target and respond to it. Based on this you will be provided an insight into their thinking and how you might best support their growth.

The rubric has three main areas of focus: 1) the use of physical space, 2) classroom routines an rituals, and 3) classroom culture.

Stop and Think…
Looking at the content above, what might your students think needs the most attention in your learning environment? What evidence is leading you to that assumption? What will you do as a result?

Instructional Framework

Stop and Think…
Analyze the language. What are two or more vision statements and/or guiding questions that might best support your lesson planning and the learning culture? How might two monitor your progress in these areas?

Academic Vocabulary

Ensure there is clarity over what the words mean and what these terms might look like in planning and in practice. These are concepts to coach around, to model, and to focus upon.

Stop and Think…
What are some ways you, and the learners you serve, might monitor these ideas throughout a lesson, a unit, or throughout the school year?
Rubric Exploration and Unpacking
The rubric language is the success criteria. As such, the purpose of this task is to ensure educators can see the distinctions between each of the proficiency levels so they can gauge their progress.

PROCESS:
Start at Basic. Highlight ALL language in Basic. Identify what’s different in each level. Highlight what is different at Proficient, Distinguished and Unsatisfactory.

Pay attention to: frequency words, and, or, teacher, student (you may wish to circle the word “and”, underline the word “or”).

Reflect, visualize and discuss what each indicator might look like in practice (teacher, student, environment).

Indicator Examples
The examples are connected to each of the indicators and also go beyond the specific indicator dependent on how they are used, communicated, and focused upon. You might wish to have the individual record a lesson and view it through the lens of these ideas. You may also invite them into your classroom or another classroom to observe the ideas when student are and are not present.

Stop and think
1) What are some ideas that are new to you? 2) What are some ideas that you might adapt to fit your grade level, content, and student need? 3) What ideas reaffirmed your current practices?

Indicator Self-Assessment and Documentation
Indicator Descriptor Coding: HIGHLIGHT tasks you intentionally engage as part of a typical routine.
CIRCLE tasks you engage occasionally.
STAR the tasks you need to explore further and/or make part of instructional practice. By doing this task you and the individual(s) can have rich conversations. This will also support when choosing their areas of focus and naming the specific actions they will take to increase proficiency.

*Ensure that they save this document for future use.
Each of the following modules follows the same structure with a different dimension. By keeping to the same process and structure, individuals will be able to pay attention to the content vs the various strategies and processes. You and the individual(s) you support can complete the modules in any order that you wish.

Next Modules
Module #3: Classroom Environment and Culture
Module #4: Student Engagement
Module #5: Purpose
Module #6: Assessment for Student Learning
Module #7: Curriculum & Pedagogy
Module #8: Professional Collaboration & Communication