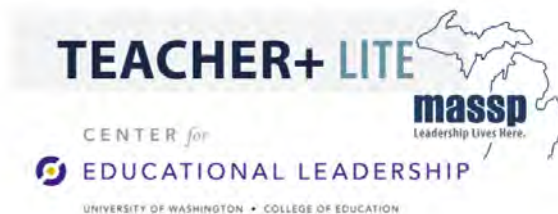


5D+ Indicators of High Quality Instruction

Facilitation Guide



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 may 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

(Click on the image below to enlarge click on the PDF below to download and print)



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.

Subdimension	The Vision	Guiding Questions
Standard	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant to students' lives, and addresses a real-world problem or challenge. The lesson is continuously linked to other lessons and units in support of student learning goals. 	<ul style="list-style-type: none"> How do the standards and learning target relate to the existing work of this classroom? To the instructional base of students beyond this classroom? To broader standards or problem solving, etc.? How do the standards and learning target relate to the existing work of this classroom? To the instructional base of students beyond this classroom? To broader standards or problem solving, etc.?
Learning Target and Teaching Form	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in lessons, and accessible to students. The learning target is measurable. The target for success is stated in students' and the performance looks possible evidence that students are able to understand and apply learning in context. The teaching plan is based on knowledge of students' learning needs, academic background, the resources, culture and language in relation to the learning target(s). 	<ul style="list-style-type: none"> How do the standards and learning target relate to the existing work of this classroom? To the instructional base of students beyond this classroom? To broader standards or problem solving, etc.? How do the standards and learning target relate to the existing work of this classroom? To the instructional base of students beyond this classroom? To broader standards or problem solving, etc.? How do the standards and learning target relate to the existing work of this classroom? To the instructional base of students beyond this classroom? To broader standards or problem solving, etc.?
Assessment	<ul style="list-style-type: none"> Students' classroom work includes collaborative, individual engagement, thinking, writing, writing, problem-solving, and meaning-making. Students have ownership of their learning in terms of what they are doing. Assessment strategies include in- and out-of-classroom assessment. Background, the resources, culture and language to support rigorous and culturally responsive learning. A rigorous, strategic, knowledge accessible and personally relevant. 	<ul style="list-style-type: none"> What is the frequency of teacher (or teacher-student) questions, student-student questions, student-student feedback, student observations of work, etc.? What does student talk reveal about the culture of student thinking? When is the focus of student work learning in the classroom? What evidence do you observe of student engagement in individual, assessment work? What is the nature of that work? What is the best and quality of the instructional work to which students are engaged? (e.g., "I want to...")

Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. 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, extend, and/or challenge your thinking? How might you explain the vision, mission, foundational ideas, and equity to a colleague?

Prompt participants to download and/or print the Instructional Framework.

Direct participants individually review the vision statements and guiding questions to build awareness of the vision of high quality instruction. Encourage teachers to underline key words/phrases and note important content. read the vision statements and guiding questions to build awareness of each dimension. Add a star next to 3-5 vision statements and/or guiding questions you might need/want to further explore.

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? instruction?

Process

What connections do you see between the 5 dimensions and your teaching practice. place a star next to the ideas they might wish to focus on realities teaching and learning.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation—a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below, the dimension is Purpose and the indicator is Learning targets (or) connected to standards. The pages are color-coded by dimension.

Dimension	Indicator	Description
Purpose	Learning targets (or) connected to standards	...

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The application of teaching practice and the risk of student increase across the levels of performance. The language identifying each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.cel.uw.edu/teaching/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

Prompt participants to download and/or print the 5D+ Rubric and the Dimensions & Indicators at a Glance Overview.

Stop and Think

What connections do you see between the 5D instructional framework and the 5D+ Rubric? 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.

Classroom Environment & Culture

Use of Physical Environment

- Set up to promote and scaffold independence and ownership.

Classroom Routines and Rituals

- Promote community, equity and accountability for learning.

Classroom Culture

- Based upon relationships that promote high expectations and inclusivity while reducing issues of status.
- Promote risk-taking and collaboration

Classroom Environment & Culture	Use of Physical Environment	Classroom Routines and Rituals	Classroom Culture
	<ul style="list-style-type: none">• The physical arrangement of the room (e.g., seating area, resources, student seating, etc.) is conducive to student learning.• The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).• Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	<ul style="list-style-type: none">• Classroom systems and routines facilitate student responsibility, ownership and independence.• Available time is maximized in service of learning.	<ul style="list-style-type: none">• Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.• Classroom norms encourage risk taking, collaboration and respect for thinking.

Facilitation

Take a moment to have participants to examine the Overview, Content, Learning Target, and Success criteria.

Ask participants to think about the learning target, why it is important, and how it connects to their values and beliefs. Their responses will provide 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 and 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...

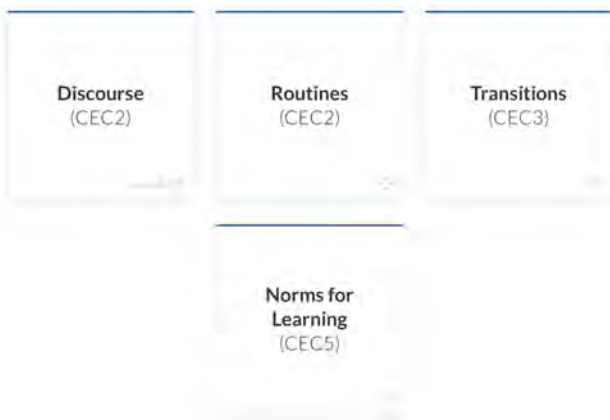
Analyze the language. What are two or more vision statements and/or guiding questions that might best support your lesson planning and the learning culture? How might you monitor your progress in these areas?

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?



Classroom Environment & Culture		Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is unsafe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.
CEC2	Learning routines Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Rubric Exploration and Unpacking

The rubric performance language serves as the success criteria for each of the indicators of high quality instruction. The purpose of this task is to support teachers in identifying shift in practice along a continuum of expertise, so that they might better visualize 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

Click on the indicator title to view the language from the "Distinguished" level as well as authentic examples that might support your continued focus on the specific indicator.

CEC1: Classroom Arrangement & Resources

CEC2: Learning Routines

CEC3: Use of Learning Time

CEC4: Student Status

CEC5: Norms for Learning

Indicator Examples

The examples are provided as a sample, and are not intended to be a single right way. Secondly, each example may be connected to other indicators depending 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 needs? 3) What ideas reaffirmed your current practice?

Indicator Focus	Role of Teacher	Role of Student
CEC1 Classroom arrangement and resources How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?	Reflect on the learning target(s) and the tasks chosen for the lesson and determine the best arrangement of the room to support purpose of the lesson. Identify what materials need to be accessible to scaffold learning - for whom and why. Teach students where and for what purpose materials and resources are for their use in learning. Encourage students to rearrange the room and access materials, as needed. Monitor how the physical arrangement of the classroom, as well as the availability of resources, visual structure, sensory supports and space to both the teacher and students, purposefully support and scaffold student learning which may include small groups and individual instruction.	Know when and for what purpose they should move and/or rearrange space for learning. Knowing when and for what purpose to use materials and how to use safely.
CEC2: Learning Routines: How and to what extent do the routines encourage discussion, collaboration, and reflect values of community, inclusivity, equity and accountability for learning?	Identify visible thinking. Explicitly teach routines criteria. Provide 5a opportunity! Provide support as student accountable.	
CEC3 Use of Learning Time: How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?	Nurture pro-social behavior. Explicitly teach expectations and routines of the classroom facilitate student ownership and independence? Provide adequate time prepared to discuss the student ownership and independence? Ensure all students engaged. Monitor transitions, seek to facilitate student focus.	

Indicator Self-Assessment and Documentation

The purpose of this task is for teachers to examine possible actions they might take to fully implement each indicator in their daily practice in preparation for developing a growth plan in consultation with their supervisor.

Prompt participants to examine and annotate the text:

HIGHLIGHT tasks that are 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.

Classroom Environment and Culture	
<ul style="list-style-type: none"> Use of Physical Environment Use of Resources and Space Classroom Arrangement Classroom Culture Classroom Norms Classroom Routines Classroom Transitions Classroom Management Classroom Safety Classroom Security Classroom Accessibility Classroom Inclusivity Classroom Equity Classroom Accountability Classroom Ownership Classroom Independence 	<p>Strengths</p> <hr/> <p>Needs</p>

Although the content of each module is different, the structure, flow and processing are the same. By maintaining the same process and structure, individuals are 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

