Intro to CEL's 5D/5D+ Teacher Evaluation System
Facilitation Guide

TEACHER+ LITE

CENTER *for*
EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

massp
Leadership Lives Here.

Module Description
How can I use CEL's 5D/5D+ Teacher Evaluation System to
grow my instructional practice and positively impact student learning? By exploring these modules, participants develop a better understanding of the 5
Dimensions of Teaching and Learning™ and the related indicators in the 5D+™ Rubric for Instructional Growth and Teacher Evaluation. The modules also provide an overview of the 5D+ inquiry cycle, including self-assessment, determining areas of focus, and an introduction to the electronic tool (PIVOT).

Module Objective
Through the exploration of these lessons, educators develop a clear understanding of the 5D+ tools and what a strength and inquiry-based observation and evaluation system looks like, given the ultimate goals of improving instructional practice and closing achievement gaps.

7 Module Titles (each module will take between 30-120 minutes)
• Overview of the Center for Educational Leadership's (CEL) 5D/5D+ Tools for Instruction
• Classroom Environment and Culture
• Student Engagement
• Purpose
• Assessment for Student Learning
• Curriculum & Pedagogy
• Professional Collaboration & Communication

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 nee to Lin knot he content
• Participants my want access to a printer.
• Participants may want access to their Pivot account

Think About…
• Establish timeline for starting, progress monitoring and completing the modules.
• DetermineApproach to the module: individual self-paced no check-ins, self-paced with periodic check-ins, as a cohort with regularly scheduled check-ins, etc.
• Identify evidence the new teachers, mentor and/or supervisor might collect to ensure understanding and clarify misconceptions.

Module #1: Understanding the Various 5D/5D+ Instructional Tools

Content	Facilitation

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.

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.

Foundational Beliefs

VISION ~ MISSION ~ FOUNDATIONAL IDEAS ~ EQUITY

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

VISION   MISSION   FOUNDATIONAL IDEAS   EQUITY

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?

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.

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 realties teaching and learning.

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: Reflections & Foundational Ideas

Content	Facilitation

Content

OVERVIEW: In this module, participants will explore reflections from teachers and content related to the Foundational Beliefs (Vision, Mission, Values, and Ideas) of the Center for Educational Leadership's (CEL) Teacher Evaluation System.

LEARNING TARGET: What are you hearing and noticing that aligns or conflicts with your beliefs surrounding teaching, learning, observation, and feedback?

SUCCESS CRITERIA: I can connect what was heard to the Foundation Beliefs.

CONTENT: 1) Reflections from the Field, 2) Connecting Patterns to Foundational Ideas, 3) Putting It All Together

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.

Reactions from the field (video #1)

Prior to watching the 3 videos:
1) View the 3 recordings below.
2) Listen for patterns between each of the recordings.
3) Compare and contrast what you hear and notice with your experience(s) teaching, learning, observation, feedback and evaluation.

After watching video #1: Stop and Think...
What do you notice about how this teacher talks about his teacher observation and evaluation experiences?
What role did the students play in the teacher's learning?
What role did the principal play in the teacher's learning?
What role did the principal's strengths-based stance play in the teacher's learning?

Two more Videos
Feedback Experience: Jenn and Carrie & Jenn and Kellie

Optional: Connect your experiences and district process to the video content.

Stop and think
What do you notice about Carrie and Kellie's thinking related to their feedback experiences?
How might engaging in cycles of observation and targeted feedback support your professional learning and impact student learning?

Foundational Ideas

- 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 analysis and critique.

Connect new learning and exploration back to the Foundational Ideas
Stop and Think…
What are some keywords or phrases that resonate with you? How do these words/phrases live within the recordings you just listened to?

Module #3: Dimension Rubrics & Key Ideas

Content

OVERVIEW: In this module, participants will explore the 5D+ rubrics and take note of the key ideas that live within each dimension.

LEARNING TARGET: In what ways might these rubrics be used as a guide to strengthen my teaching and student learning?

CONTENT: 1) Rubric Language, 2) Rubric Exploration 3) Key Ideas, 4) Putting It All Together

SUCCESS CRITERIA: I can name explain the architecture (format/organization) of the rubric and key ideas that live within each dimension.

CENTER for EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON · COLLEGE OF EDUCATION

5D+™ Rubric for Instructional Growth and Teacher Evaluation

VERSION 3   © 2012, 2016 UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP   6

Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them to think about the connect between this module and the content of previous modules or open up a conversation with, "What are some things you might be noticing or wondering in relation to the overview of Module #3?"

Rubric Language: Architecture of the 5D+ Rubric. *Note: Each of the 6 rubrics are designed in the same way.*

Review the architecture by naming the components:
1) DIMENSION- there are 5 instructional dimensions and 1 professional dimension; the dimension is located at the top of each rubric.
2) INDICATOR- each of the 6 rubrics have 5 indicators. This is the single "best practice"
3) INDICATOR CODE- This is a short-hand tool when labeling evidence from artifacts (used by your observer).
4) PERFORMANCE LEVELS- The 4 levels name the proficiency of practice, cognitive demand, roles of students, and/or frequency of use.
5) PROGRESSIVE PERFORMANCE LEVEL LANGUAGE- something might be added or deleted to each proficiency, however is directly linked to the proficiency before and after it.

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).

Module #4: 5D+ Inquiry Cycle

Content

OVERVIEW: In this module, participants gain clarity around the 5D+ Inquiry Cycle, in which teachers and their supervisors engage as co-learners to grow their practice and strengthen student outcomes. This includes teacher and administrators roles within each phase of the inquiry cycle.

CONTENT: 1) Inquiry Cycle, 2) Self-Assessment, 3) Choosing Areas of Focus, 4) Putting It All Together

LEARNING TARGET: In what ways can on-going observation, self-assessment and feedback support my teaching and student learning?

SUCCESS CRITERIA: I can order the big ideas surrounding the 5D inquiry cycle. I name ways to determine my areas of focus.

ANALYZE IMPACT: Teacher and principal analyze the results of their work. Based on your inquiry, what did you learn about your practice as it impacts student learning?

SELF-ASSESS: Teacher self-assesses to identify an area of focus.

DETERMINE A FOCUS: Teacher and principal analyze evidence to identify an area of focus. Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?

IMPLEMENT & SUPPORT: Teacher and principal engage in study and learning around area of focus.

Inquiry Cycle: Teacher and Principal Roles

	Teacher	Principal
Self-assess	The teacher looks at student work and assesses his/her practice using a rubric. The teacher considers his/her practice and what he/she wants to work on, connected to building and district initiatives.	The principal creates time and supports teachers with resources to self-assess.
Determine a Focus	Together, the teacher and principal engage in a pre-inquiry cycle conference, where they discuss the alignment between the teacher's area of focus and school goals. They also set instructional practice goals and student learning goals.	
Implement and Support	Working with colleagues: Teachers work independently and collaboratively to study new practices and student work around their areas of focus. Structures may include PLCs, grade-level teams, or other structures that are currently part of building practice.	Working with colleagues: The principal supports teachers to work collaboratively and independently by providing time and resources.
	Targeted feedback cycles: Teacher receives feedback around his/her area of focus. Teacher may engage in feedback cycles with colleagues.	Targeted feedback cycles: Principal observes and provides feedback around teacher's area of focus.
Analyze Impact	Together, teacher and principal engage in a post-inquiry cycle conference where they discuss what has been learned about the teacher's practice and how changes in the teacher's practice have had an impact on student learning. The teacher and principal do this by: • Examining student and teacher data. • Analyzing the impact of the teacher's new practice on student learning as evidenced by the data. • Discussing teacher growth using an instructional rubric. • Deciding whether to continue the same inquiry or to identify a new area of focus.	

Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them how this overview of the module connects with their launching of daily lessons. What information is provided? Why is this important? How is it similar and different from their practice or how might this influence their practice?

Prompt teachers to review each step of the Inquiry Cycle and think about the roles of the teacher and the administrator in each step. Explicitly communicate that this is a strength-based tool that requires teachers and administrators to engage in collaborative inquiry focused on teacher growth and closing achievement gaps.

Stop ~ Jot ~ Share:
How is the 5D+ Inquiry Cycle similar and/or different from their prior experience with supervision and evaluation? What are the benefits of this approach? What might it look like locally?

What connections are you making between this module and the content of previous modules? and/or What are some things you are noticing and wondering in relation to Module #3?"

Read about the roles of the Teacher and Principal for each phase of the inquiry process. Discuss how this supports collaborative inquiry.

Read about the roles of the Teacher and Principal for each phase of the inquiry process. Discuss how this supports collaborative inquiry.

Self-Assessment & Determine a Focus

Reflection is essential when growing teaching practices. Consider what evidence a teacher might examine to self assess and determine a focus. Some ideas include:

• Recording and viewing a lesson, paying close attention to both teacher and student moves, responses, and environment.

•Inviting a coach into classroom to observe, debrief and provide feedback

•Invite a colleague or administrator into classroom to take notes during lesson and debrief afterward

•Meet with a mentor before a lesson to reflect on goals, review the lesson plan, then meet after the lesson to reflect on how it went, including: what teacher might continue to do, stop doing or adapt in the next lesson.

*Dependent on your district, a teacher may be required to complete a self-assessment within pivot. Includes in this module is a PDF of how to complete the self-assessment within Pivot.

Things to Note
•You will be observed 4-6 times per school year; each observation is typically unannounced and approximately 15 minutes in length.
•After each observation, the observer will send a script of the observation that includes evidence of what the teacher said and did, what the students said and did, and what was within the environment.
•Each observer will pose "Noticings and Wonderings."
•Teachers receive formative feedback connected to the observation and the areas of focus you have chosen.

Module #5: Pivot

Content	Facilitation

OVERVIEW: In this module, participants gain an understating of the 5D+ electronic tool, PIVOT.

**CONTENT:** 1) Logging into Pivot, 2) Self Assessment 3) Growth Plan, 4) Putting It All Together

LEARNING TARGET: In what ways might I use the electronic tool to set goals, work from evidence/monitor my progress toward the defined goals, and assess performance?

SUCCESS CRITERIA: I can log into Pivot and explore the self-assessment and growth plan.

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

You might ask them to compare and contrast this information to the last system that was used to observe and evaluate. With a goal of deescalating any stress.
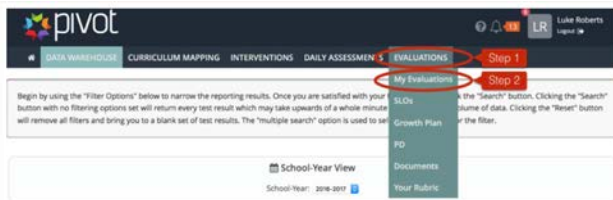
Exploring the Self-Assessment Growth Plans
As you think about the needs of your teachers, consider how you might support their understanding the purpose, district expectations, and how to navigate pivot. Consider the following:
Show authentic samples of a completed self-assessment, growth plan, and observation.
Prompt mentor(s) to share their local experience with the system.
Invite the mentor and protege to a meeting to discuss self assessment, growth plans and how you can work together to support teacher growth and student learning.
By doing this, you may model and might discover ways in all parties grow through inquiry and reciprocal accountability.

Remember that the key idea is to increase student achievement. The tools and processes are designed to grow practice, and were not, and are not, designed to become a compliance driven checklist.

NOTE: there are PDF screenshots of how to use Pivot within the module.