

## Alignment of Washington State Teacher Evaluation Criteria with 5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3

1. Centering instruction on high expectations for student achievement.	<b>P1</b>	Learning target(s) connected to standards
	<b>P4</b>	Communication of learning target(s)
	<b>P5</b>	Success criteria
	<b>CEC2</b>	Learning routines
2. Demonstrating effective teaching practices.	<b>SE1</b>	Quality of questioning
	<b>SE4</b>	Opportunity and support for participation and meaning making
	<b>SE5</b>	Student talk
	<b>CP5</b>	Use of scaffolds
3. Recognizing individual student learning needs and developing strategies to address those needs.	<b>SE2</b>	Ownership of learning
	<b>SE3</b>	Capitalizing on students' strengths
	<b>CP4</b>	Differentiated instruction for students
	<b>A4</b>	Teacher use of formative assessments
4. Providing clear and intentional focus on subject matter content and curriculum.	<b>P2</b>	Lessons connected to previous and future lessons, broader purpose and transferable skill
	<b>CP1</b>	Alignment of instructional materials and tasks
	<b>CP2</b>	Teacher knowledge of content
	<b>CP3</b>	Discipline-specific teaching approaches
	<b>P3</b>	Design of performance task
	<b>CEC1</b>	Classroom arrangement and resources
5. Fostering and managing a safe, positive learning environment.	<b>CEC3</b>	Use of learning time
	<b>CEC4</b>	Student status
	<b>CEC5</b>	Norms for learning
	<b>A1</b>	Student self-assessment
6. Using multiple student data elements to modify instruction and improve student learning.	<b>A2</b>	Student use of formative assessments over time
	<b>A3</b>	Quality of formative assessment methods
	<b>A5</b>	Collection systems for formative assessment data
	<b>PCC2</b>	Communication and collaboration with parents and guardians
7. Communicating and collaborating with parents and the school community.	<b>PCC3</b>	Communication within the school community about student progress
	<b>PCC1</b>	Collaboration with peers and administrators to improve student learning
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<b>PCC4</b>	Support of school, district and state curricula, policies and initiatives
	<b>PCC5</b>	Ethics and advocacy