

5D+™ Teacher Evaluation Rubric

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+ Teacher Evaluation Rubric – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Teacher Evaluation Rubric

The 5D+ Teacher Evaluation Rubric 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 – which are divided into 13 subdimensions. 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+ Teacher Evaluation Rubric

The 5D+ rubric is composed of 37 indicators of teacher performance, each appearing on a separate page of the rubric. In the example below: the dimension is Purpose, the subdimension is Standards, and the indicator is Connection to Standards, Broader Purpose and Transferable Skill. The pages are color-coded by dimension.

P1	Purpose	Standards: Connection to standards, broader purpose and transferable skill	Transferability	Basic	Proficient
	Possible Teacher Observables: The lesson is not based on grade-level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	Possible Teacher Observables: A 6 th grade teacher presents a lesson on revolutions in Africa. Content and learning targets are 6 th grade standard.	Possible Teacher Observables: The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	Possible Teacher Observables: In addition to basic, Teacher explains in the beginning and close of each lesson how the student of Africa.	Possible Teacher Observables: The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing 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.

Possible Observables

Possible Observables are examples of teacher or student behavior and are included to help teachers and principals understand the distinctions between performance levels. They are included for illustrative purposes only and are not intended to be used as a checklist during an observation or to determine the evaluative score.

Resources and Support

This 5D+ Teacher Evaluation Rubric is available as a pdf on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

P1	Purpose Standards: Connection to standards, broader purpose and transferable skill			
Unsatisfactory	Basic	Proficient	Distinguished	
<p>The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.</p>	<p>The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.</p>	
<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on the American Revolution. Content and skills are 5th grade standards. A 6th grade teacher presents a lesson on African geography that meets 6th grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economics of the continent or how the skills learned will apply to a subsequent geography lesson. There is no learning target.</p>	<p>Possible Teacher Observables: A 6th grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 6th grade standards. A 6th grade teacher only explains how geography skills are used at the beginning of the unit. Learning target(s) come from the teacher's manual and are aligned to standards.</p>	<p>Possible Teacher Observables: In addition to Basic: Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is repeated each-week of the unit. When reviewing the week, teacher explains how the skills learned in the current lesson will be used in subsequent geography lessons.</p>	<p>Possible Teacher Observables: In addition to Proficient: Teacher explains at the beginning, middle and end of the lesson how the study of African geography is relevant to American students. When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.</p>	

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5D, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.

P2	Purpose Standards: Connection to previous and future lessons			
	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The lesson is rarely or never linked to previous and future lessons.</p>	<p>The lesson is clearly linked to previous and future lessons.</p>	<p>The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression.</p>	<p>The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.</p>
<p>Possible Teacher Observables: After a writing lesson on interesting words, teacher has students work on a spelling worksheet on adding <i>-ing</i> to words. Possible Student Observable: Students complete a worksheet.</p>	<p>Possible Teacher Observables: After a writing lesson on interesting words, teacher has students work on the spelling of interesting words but does not tell them when or how they will be using the words. Possible Student Observable: Students complete a worksheet.</p>	<p>Possible Teacher Observables: Before a lesson on interesting words, teacher reminds students what they studied previously. Students work on adding interesting words to their writing. After the lesson, teacher tells students how they will be using interesting words the next day. Possible Student Observable: Students add interesting words to the spelling notebook they keep on an ongoing basis.</p>	<p>Possible Teacher Observables: Before a lesson on interesting words, teacher reviews the learning targets of the lesson, showing students what they studied previously and how the lesson on interesting words fits into their unit of study on revision. Students work on adding interesting words to their writing. After the lesson teacher reviews how today's learning will be used in future lessons. Possible Student Observable: Students go back to a prior piece of writing and revise to incorporate interesting words.</p>	

Purpose Teaching Point: Teaching point(s) are based on students' learning needs				
P3	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.
	<p>Possible Teacher Observables: The teaching point(s) are copied from a teacher's manual.</p>	<p>Possible Teacher Observables: The teaching point(s) address students' prior knowledge of the content.</p>	<p>Possible Teacher Observables: In addition to Basic: The teaching point(s) address students' prior understanding, experiences, and skills with the content. Teaching point(s) address students' ability to work together.</p>	<p>Possible Teacher Observables: In addition to Proficient: The teaching point(s) take into account the language proficiency levels of ELL students. There are teaching point(s) for specific language functions.</p>

P4	Purpose Learning Target: Communication of learning target(s)			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher rarely or never states or communicates with students about the learning target(s).</p>	<p>Teacher states the learning target(s) at the beginning of each lesson.</p>	<p>Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.</p>	<p>Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.</p>	
<p>Possible Teacher Observables: Teacher gives students an article about whale migration and asks students to take notes. Possible Student Observable: A student asks, "What are we learning today?" Teacher asks the student to get started on the reading.</p>	<p>Possible Teacher Observables: Teacher states the learning target at the beginning of the lesson before giving out an article about whale migration. Teacher states, "After reading and taking notes on your article, you will learn three ways scientists study the migration pattern of whales and how their method changed over the past 10 years." Possible Student Observable: A student asks, "What are we learning today?" Teacher repeats the learning target for the student.</p>	<p>Possible Teacher Observables: In addition to Basic: At the beginning of the lesson, teacher states as well as writes the learning target on the board and asks students to turn to a partner and explain the learning target in their own words. Possible Student Observable: Students turn to each other before starting the task and accurately explain the learning target in their own words.</p>	<p>Possible Teacher Observables: In addition to Proficient: As students read the article, teacher asks, "What are the three things we are trying to learn by reading this article?" "Are you finding this information?" At the end of the lesson, teacher asks students to share with a partner what they were focused on learning and their evidence from the reading. Possible Student Observable: A student explains to another student three ways scientists study the migration pattern of whales but does not talk about how the method has changed over the past 10 years. Another student says, "That is part of what we were supposed to learn. Here is what I found out about how the method has changed over the past 10 years."</p>	

P5	Purpose Learning Target: Success criteria and performance task(s)			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>The success criteria for the learning target(s) are nonexistent or aren't clear to students.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.</p>	<p>The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria and use them for improvement.</p>	
<p>Possible Teacher Observables: Teacher states what students will learn by writing personal narratives, but does not share what successful narratives look like. Possible Student Observable: A student asks teacher, "Is this good enough?" Teacher says, "You're getting close. Just keep trying."</p>	<p>Possible Teacher Observables: Teacher explains a four-point rubric for personal narratives and states that the success criteria is to meet level 4 on the rubric. Possible Student Observable: During independent writing time 5 or 6 students in the class ask teacher if their writing meets the expected success criteria. Teacher tells them to look at their rubric.</p>	<p>Possible Teacher Observables: Teacher shows students examples of exemplary personal narratives and has students describe why the writing is exemplary. Teacher states that the success criteria is to meet level 4 on the rubric. Possible Student Observable: Students create a four-point rubric for effective personal narratives. After their independent writing time, students are asked to compare their writing to the rubric they created.</p>	<p>Possible Teacher Observables: In addition to Proficient: The rubric with samples of student writing is posted in the front of the room. In the middle of independent writing, students are asked to reread the rubric before continuing. During the last five minutes of the lesson, students are handed an exit slip that each student has to complete before leaving class. Possible Student Observable: At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.</p>	