

# **5D+™ Rubric for Instructional Growth and Teacher Evaluation**

## **Evaluation Tool**

P1	Purpose Learning targets connected to standards			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Lessons are not based on grade level standards and there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning targets in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning targets in their own words. Students can explain why the learning target(s) are important.



P2	Purpose Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.

P3	Purpose Design of performance task			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learning/understandings to engage new performance tasks.

P4	Purpose Communication of learning targets			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher rarely states or communicates with students about learning target(s).	Teacher states or the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

P5	Purpose Success criteria			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	The success criteria for the learning target(s) are nonexistent or vague.	The success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.



SE1	Student Engagement Quality of questioning			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.

SE2	Student Engagement Ownership of learning			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with the teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.





SE3	Student Engagement Capitalizaing on student strengths			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of how students' strengths (academic background, life experiences and culture/ language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/ language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/ language) and applies this knowledge in a variety of ways connected to the unit goals.



SE4	Student Engagement Opportunity and support for participation and meaning making			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	The teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	The teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	The teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	The teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.



SE5	Student Engagement Student talk			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mixture of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.



CP1	Curriculum and Pedagogy Alignment of instructional materials and tasks			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support learning of content and transferable skills. Materials and tasks align with students' levels of challenge.



CP2	Curriculum and Pedagogy			
	Teacher knowledge of content			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
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CP3	Curriculum and Pedagogy			
	Discipline-specific teaching approaches			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.



CP4	Curriculum and Pedagogy			
	Differentiated instruction for students			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure, or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure, and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure, or materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.



CP5	Curriculum and Pedagogy			
	Use of scaffolds			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.





A1	Assessment for Student Learning			
	Student self-assessment			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for learning target(s) in ways that may not deepen student understanding of progress toward the target(s). Students use success criteria for improvement.



A2	Assessment for Student Learning			
	Student use of formative assessments over time			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two or three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two or three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two or three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.



A3	Assessment for Student Learning			
	Quality of formative assessment methods			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.



A4	Assessment for Student Learning			
	Teacher use of formative assessments			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or make in-the-moment instructional adjustments based on completion task(s).	Teacher uses formative assessments to modify future lessons, make in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with learning target(s).	Teacher uses formative assessments to modify future lessons, make in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with learning target(s) to individual students.



A5	Assessment for Student Learning Collection systems for formative assessment data			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.



CEC1	Classroom Environment & Culture			
	Classroom arrangement of resources			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	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 safe. 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. Students use resources and the arrangement of the room for learning.



CEC2	Classroom Environment & Culture			
	Learning routines			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	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 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	Classroom Environment & Culture			
	Use of learning time			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	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. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.





CEC4	Classroom Environment & Culture			
	Student status			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns 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.



CEC5	Classroom Environment & Culture			
	Norms for learning			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	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 or students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk taking, collaboration, respect for divergent thinking or students' cultures. Students self-monitor or remind one another of the norms.



PCC1	Professional Collaboration & Communication			
	Collaboration with peers and administrators to improve student learning			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.

PCC2	Professional Collaboration & Communication			
	Communication and collaboration with parents and guardians			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of the parents or guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of the parents or guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.

PCC3	Professional Collaboration & Communication			
	Communication with the school community about student progress			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.

PCC4	Professional Collaboration & Communication			
	Support of school, district and state curricula, policies and initiatives			
	Unsatisfactory 1 Point	Basic 2 Points	Proficient 3 Points	Distinguished 4 Points
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.

PCC5	Professional Collaboration & Communication			
	Ethics and advocacy			
	Unsatisfactory	Basic	Proficient	Distinguished
	1 Point	2 Points	3 Points	4 Points
	Teacher's professional role towards adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role towards adults and students is friendly ethical, and professional and supports learning for all students, including the historically undeserved.	Teacher's professional role towards adults and students is friendly ethical, and professional and supports learning for all students, including the historically undeserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role towards adults and students is friendly ethical, and professional and supports learning for all students, including the historically undeserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

# Goals:

**All Goals must be SMART goals that have been approved by your building administration. Remember SMART stands for:**

**S** - Specific – Who, What, When, Where, Which & Why

**M** - Measurable – What metrics are you going to use to determine if you meet your goal? This makes a goal more tangible because it provides a way to measure progress. You may want to set some milestones throughout the school year for considering specific points of accomplishment as the year progresses.

**A** - Achievable – Focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes.

**R** - Relevant – Relevance focuses on something that makes sense to the bigger vision of the school or district. This is incredibly important to setting goals because the outcome is to make you a better educator and provide a higher quality of instruction to the students.

**T** – Time-Bound -- Obviously your target date for the completion of the goal is by the end of the school year. You might want to once again set some target dates for achievement points throughout the school year. Check with your building principal for guidance



**Smart Goal #1:** \_\_\_\_\_

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<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
<b>Comments:</b>			
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**Smart Goal #2:** \_\_\_\_\_

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<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
<b>Comments:</b>			
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Evaluations Factors					
	Rating	Weight	Weighted Rating		
Professional Practice	0	60.00%	0		
Student Growth	0	40.00%	0		
Total Evaluation Score	0				
Scoring Rubric	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	
	1.0-1.49	1.5-2.49	2.5-3.49	3.5-4.0	

Final Tabulation Score =

Final Evaluation Label =

Comments: