An Overview of the 5D+™ Teacher Evaluation Indicators

CODE	SUBDIMENSION	INDICATOR	WA*
PURPOSE dimension			
P1	Standards	Connection to standards, broader purpose and transferable skill	1
P2	Standards	Connection to previous and future lessons	4
P3	Teaching Point	Teaching points(s) are based on students' learning needs	3
P4	Learning Target	Communication of learning target(s)	1
P5	Learning Target	Success criteria and performance task(s)	1
STUDENT ENGAGEMENT dimension			
SE1	Intellectual Work	Quality of questioning	2
SE2	Intellectual Work	Ownership of learning	3
SE3	Engagement Strategies	High cognitive demand	1
SE4	Engagement Strategies	Strategies that capitalize on learning needs of students	3
SE5	Engagement Strategies	Expectation, support and opportunity for participation and meaning making	2
SE6	Talk	Substance of student talk	2
CURRICULUM & PEDAGOGY dimension			
CP1	Curriculum	Alignment of instructional materials and tasks	4
CP2	Teaching Approaches &/or Strategies	Discipline-specific conceptual understanding	4
CP3	Teaching Approaches &/or Strategies	Pedagogical content knowledge	4
CP4	Teaching Approaches &/or Strategies	Teacher knowledge of content	4
CP5	Teaching Approaches &/or Strategies	Differentiated instruction	3
CP6	Scaffolds for Learning	Scaffolds the task	2
CP7	Scaffolds for Learning	Gradual release of responsibility	2
ASSESSMENT FOR STUDENT LEARNING dimension			
A1	Assessment	Self-assessment of learning connected to the success criteria	6
A2	Assessment	Demonstration of learning	6
A3	Assessment	Formative assessment opportunities	6
A4	Assessment	Collection systems for formative assessment data	6
A5	Assessment	Student use of assessment data	6
A6	Adjustments	Teacher use of formative assessment data	3
CLASSROOM ENVIRONMENT & CULTURE dimension			
CEC1	Use of Physical Environment	Arrangement of classroom	5
CEC2	Use of Physical Environment	Accessibility and use of materials	5
CEC3	Classroom Routines & Rituals	Discussion, collaboration and accountability	1
CEC4	Classroom Routines & Rituals	Use of learning time	5
CEC5	Classroom Routines & Rituals	Managing student behavior	5
CEC6	Classroom Culture	Student status	5
CEC7	Classroom Culture	Norms for learning	5
PROFESSIONAL COLLABORATION & COMMUNICATION dimension			
PCC1	Professional Learning & Collaboration	Collaboration with peers and administrators to improve student learning	8
PCC2	Professional Learning & Collaboration	Professional and collegial relationships	8
PCC3	Communication & Collaboration	Parents and guardians	7
PCC4	Communication & Collaboration	Communication within the school community about student progress	7
PCC5	Professional Responsibilities	Supports school, district, and state curriculum, policy and initiatives	8
PCC6	Professional Responsibilities	Ethics and advocacy	8

*Key to Washington State Teacher Evaluation Criteria on page 2 (reverse side).

Washington State Criteria:

1. Centering instruction on high expectations for student achievement

2. Demonstrating effective teaching practices

3. Recognizing individual student learning needs and developing strategies to address those needs

4. Providing clear and intentional focus on subject matter content and curriculum

5. Fostering and managing a safe, positive learning environment

6. Using multiple student data elements to modify instruction and improve student learning

7. Communicating and collaborating with parents and school community

8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning