

5D+™ Teacher Evaluation Glossary

This glossary is provided to support common understanding of the language used in the University of Washington Center for Educational Leadership’s 5D+ Rubric for Instructional Growth and Teacher Evaluation.

Agency. Students developing a learning mindset, which includes identifying strategies and habits that make their own learning effective. Students understanding that they can have an effect on their own learning.

All. The emphasis for *all* students is that a preponderance of evidence from the available data shows that the teacher includes all students.

Broader Purpose. How the learning relates beyond the classroom and is relevant to the world beyond school. This includes the ability to work in teams and independently, to be creative in approaches to problem solving, and to make meaningful contributions to the public good, which are ultimately the foundations for citizenship in a democracy.

Conceptual Understanding. The application of knowledge and skills to produce discourse, products or performances that have value beyond school (Newman, 2007). The ability to think and act flexibly with what one knows (Perkins & Wiske, 1998).

Consistently. Unchanging in behavior or effect over time.

Content Knowledge. A deep understanding of the theories, principles and concepts of a particular subject.

Differentiation. The teacher creates learning opportunities for students that address their individual strengths and learning needs.

Dimension. The 5 Dimensions of Teaching and Learning™ (5D™) instructional framework is divided into five dimensions. Each dimension is derived from an extensive study of research on what constitutes quality instruction and is foundational to what expert observers pay attention to in classrooms. The first five dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation align exactly to the 5 Dimensions of Teaching and Learning. They are focused on instruction in the classroom. Professional Collaboration and Communication addresses the activities and relationships that teachers engage in outside of instruction. In the excerpt of the rubric shown in Figure 1, the dimension is Purpose.

Purpose		Unsatisfactory	Basic	Proficient	Distinguished
		P1	Learning target(s) connected to standards		
	Lessons are not based on grade level standards or 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 target(s) 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 target(s) in their own words. Students can explain why the learning target(s) are important.	

Figure 1

Discipline-specific Teaching Approaches and Strategies. The teaching approaches and strategies that are specific to a discipline, for example: shared reading in literacy, or inquiry in science.

Discipline-specific Habits of Thinking. The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers.

Formative Feedback Cycle. The formative feedback cycle provides comprehensive feedback to support the development of teaching practice over the course of a school year. The effectiveness of professional development and support for teacher learning is monitored. Evidence is collected for summative teacher evaluation.

Gradual Release of Responsibility. A learning model in which the responsibility for tasks and processes shifts over time from the teacher to the student.

High Cognitive Demand. This term is related to the subdimension Intellectual Work within the Student Engagement dimension of the 5D instructional framework. It emphasizes solving complex tasks through the use of higher-level thinking (for example: inferential thinking, analytical thinking, and meta-cognitive thinking) across all subject areas. High cognitive demand is a synonym for intellectual work in the 5D instructional framework.

Indicator. Indicators provide more specific information on each dimension. Each dimension includes five indicators. In the excerpt of the rubric shown in Figure 1, the indicator is *Learning target(s) connected to standards*.

Intellectual Work. This term emphasizes solving complex tasks through the use of higher-level thinking (for example: inferential thinking, analytical thinking, and meta-cognitive thinking) across all subject areas. Intellectual work is a synonym for high cognitive demand.

Learning Goal. A measurable achievement aim which is tied to a standard(s) and based upon an analysis of formative assessment data, and which individual students develop and work toward over time.

Learning Needs of Students. Encompasses all the following parts:

- Academic background: What students know and are able to do within a specific discipline.
- Life experience: Recognition of the events or series of events that the student has participated in or lived through.
- Culture: A set of shared attitudes, values and practices that characterizes a group.
- Language: Recognition of the development of a student's oral and written language(s).

Learning Target. What we want students to know and be able to do as a result of the daily lesson. A target is measurable and in support of unit goals and standards.

Norms for Learning. Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment, for example: "Listen for understanding." Norms are not the same as classroom rules, such as bringing a pencil to class.

Opportunity. A set of circumstances (tasks, scaffolds, norms, expectations, etc.) crafted by the teacher in such a way that students actually develop an understanding, skill or disposition.

Over Time. Over the course of a unit or several units.

Ownership. Students having choice over the ways in which they learn and make meaning of complex concepts, actively engaging with content through these choices.

Pedagogical Content Knowledge. The teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.

Performance Levels. Four performance levels are provided for each indicator. Moving from unsatisfactory to distinguished, the performance levels increase in specificity of practice, cognitive demand, roles of students, and/or frequency of use. The performance levels are:

- **Unsatisfactory:** The teacher demonstrates an unacceptable or poor level of instructional practice, resulting in delayed or little learning for some students.
- **Basic:** The teacher demonstrates an essential foundation for instructional practice, using research-based strategies and tools to create learning for all students.
- **Proficient:** The teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- **Distinguished:** The teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

Performance Task. Activity that requires students to use knowledge in new ways or situations (reshape, expand on, extrapolate from, apply and build on what they already know). Performance tasks help students to build as well as demonstrate their understanding. (Blythe and Associates, 1998)

Press. Requires reasoning that justifies procedures or thinking rather than simply describing procedures or statements.

Progress Over Time. The development of skills, knowledge and understanding across multiple units and grades.

Rarely. Absence of needed teacher action is associated with the unsatisfactory level. *Rarely* means that it is unusual to see evidence of the indicator in the teacher's daily practice.

Routines. Students use learning processes so frequently that they can use them with automaticity, with little or no support from the teacher.

Scaffolding. The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students develop automaticity.

Standard. An established level of performance for a specific grade level as described by a district or state standard.

Student Tasks. What students actually do (tasks) that helps them reach the learning target.

Subdimension. The five dimensions of the 5 Dimensions of Teaching and Learning instructional framework are divided into 13 subdimensions. The subdimensions guide the expert observer in seeing deeply into the craft of teaching and learning.

Success Criteria. What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.

Talk. This term is related to the subdimension Talk within the Student Engagement dimension. Effective student conversations are not simply about the frequency of verbal participation, but have specific attributes. Effective talk is equitable, purposeful and supports the construction of new meaning. It focuses on the rigor of student and teacher discourse, including articulating thinking and reasoning using discipline-specific academic language and content knowledge. Students share their thinking with one another, and build and reflect upon their own and one another's analysis and argument in order to create new learning.

Targeted Feedback Cycle. The targeted feedback cycle provides a structure for frequent, timely and specific suggestions to improve the teacher's practice immediately.

Teaching Point. The concepts or skills that individuals or groups of students need in order to achieve the learning target. Identifying these concepts and skills allows the teacher to make decisions about how a task will be structured for individuals and groups of students.

Transferable Skill. The skill being learned can be appropriately applied within and across disciplines.

Unit. Three or more related lessons that build toward one or more common objectives or standards, that are designed to be taught in sequence, and that are organized around a purpose, for example: a theme or question.

Unit Goals. Learning objectives in the context of standards (big ideas or essential understandings, skills, strategies) for the unit. A list of learning outcomes written as performance benchmarks.