Development of the
5D+™ Rubric for Instructional Growth and Teacher Evaluation

Based on the Center for Educational Leadership's Instructional Framework:
The 5 Dimensions of Teaching and Learning™ (5D™)

The research on teacher quality as the primary correlate for student achievement is unequivocal – teaching matters above all else, including family income and education (Haycock, 1998; Peske & Haycock, 2006). A close examination of variance in student achievement across the country yields once again that differences among students, as well as schools, are but a small factor compared to differences in the quality of teaching from classroom to classroom (Rowan, Correnti, & Miller, 2002). There is also a growing body of research evidence that suggests leadership is only second to teaching as the highest correlate to student achievement (Leithwood, Louis, Anderson & Wahlstrom, 2004) and that clarifies the important relationship school district central office leaders can play in supporting student learning across a system (Copland & Knapp, 2006; Honig, 2008; Wahlstrom, Seashore, Leithwood & Anderson, 2010). These realities drive CEL's mission and focused its work on an instructional framework to help educators identify and strengthen effective instruction.

Instructional Framework

An instructional framework is a set of descriptions of teaching behaviors, based on research and the work of practitioners, linked to improved student learning. Its purpose is to emphasize continuous improvement and support teachers and principals to enhance their instructional expertise. The instructional framework creates a common language and vision for high quality instruction that is shared by everyone in a school district.

A common language of instruction is foundational to powerful discourse about effective teaching, instructional feedback, and the collection and use of formative and summative assessment data across a system. An instructional framework is key to improving teaching practice and thus learning for all students.

The 5 Dimensions of Teaching and Learning Instructional Framework

CEL's instructional framework was derived from an extensive five-year effort to mine research on what constitutes quality instruction, informed by the experiences of practitioners identified as possessing demonstrated expertise with observing in classrooms and providing feedback to teachers. CEL's instructional framework was created as part of a research study that asked the following questions: What do expert observers of instruction pay attention to in classrooms? How do experts make sense of what they observe? How do experts use what they see in classrooms to craft feedback to teachers?

Three types of sources were investigated which included (1) empirically based studies of teaching and coaching practice, (2) practitioner-oriented prescriptions and frameworks for instructional and coaching practice, and (3) descriptions of practice from an identified panel of

expert observers who included instructional coaches and school administrators working daily with teachers on improving practice. A panel of experts was convened to engage in a multi-stage process of watching videos and visiting classrooms, compiling what they were noticing and wondering about instructional practice.

Five dimensions of teaching and learning emerged from these studies and descriptions, leading to the term *5 Dimensions of Teaching and Learning*. A sample of the research supporting each of the dimensions is provided in the appendix. The five dimensions encompass a total of thirteen sub-dimensions as follows:

Purpose	Standards
	Teaching Point
Student Engagement	Intellectual Work
	Engagement Strategies
	Talk
Curriculum & Pedagogy	Curriculum
	Teaching Approaches and Strategies
	Scaffolds for Learning
Assessment for Student Learning	Assessment
	Adjustments
Classroom Environment & Culture	Use of Physical Environment
	Classroom Routines and Rituals
	Classroom Culture

The 5D+ Teacher Evaluation Rubric – Version 1

Passage of E2SSB 6696 in Washington state prompted CEL to examine the 5D instructional framework as the basis for a teacher evaluation rubric. The Five Dimensions of Teaching and Learning is a close match to the state criteria that focus specifically on instruction – the interaction at the classroom level with students and content. The state criteria expand to include professional roles of teachers outside the classroom, including communication and collaboration. Professional Collaboration and Communication was added to the evaluation rubric, giving rise to the descriptor 5D+.

Using its ten-year knowledge base working with teachers and leaders, and in partnership with the Anacortes school district pilot, CEL developed a four-tier rubric for the existing five dimensions and the professional dimensions required in the law. A University of Washington assessment expert was then hired to review the rubric and ensure language consistency, validity, and measurability.

Review and Revision – 5D+ Teacher Evaluation Rubric – Version 2

During the 2011-12 school year, CEL's 5D+ Teacher Evaluation Rubric was used with principals and teacher leaders in two districts in Washington state. A mid-point revision was also used to gather feedback on how preliminary changes addressed the questions and needs for careful ratings. Meanwhile, the review of research on effective teaching and learning was ongoing and many additional sources were studied and reflected in the training and development work.

After a year of piloting and gathering feedback, the CEL team began revision of the 5D+ Teacher Evaluation Rubric with five goals in mind:

- To increase clarity and simplicity.

- To avoid rating the same teaching behaviors more than once within the rubric.

- To reduce the use of frequency descriptors; e.g., rarely, frequently.

- To assure clear distinctions between the four levels of performance.

- To deepen understanding of the levels of performance with possible teacher and student observables to illustrate some types of evidence an observer would see and hear.

In addition to the feedback from the participating districts, additional focus groups of practitioners from urban and rural districts who had no previous experience with the rubric were convened to review and react to the proposed revisions. The University of Washington assessment expert also conducted a second evaluation of the rubric and provided suggestions for clarity and descriptive language in place of frequency descriptors. The psychometric review also checked for assurance that a specific teaching behavior was addressed within only one indicator to avoid the risk of double rating.

As a part of a Tier I research university, the Center for Educational Leadership continually engages in the review of research on effective teaching and learning.

Review and Revision
5D+ Rubric for Instructional Growth and Teacher Evaluation – Version 3

Version 3 of the 5D+ Rubric for Instructional Growth and Teacher Evaluation is a result of the commitment of the Center for Educational Leadership (CEL) / University of Washington, and also of our partner practitioners within the state of Washington and across the nation, to continually improve and streamline instructional leadership practice.

The development process included: (1) Collecting feedback from practitioners during the pilot year as well as the first three years of implementation. (2) Utilizing instructional practice experts to review the feedback, to review instructional practice research, and to consolidate the rubric. (3) Getting feedback on the revised rubric from Washington state Instructional Criteria and Framework Feedback Specialists (ICFFS). (4) Testing the revised rubric in two K-12 school districts. (5) Incorporating the test feedback into the rubric.