5D+™ Guiding Questions for Teachers and Principals
Working with Profoundly Involved Students on an Individual Learning Plan

This document is intended to support the growth of teaching practice, the collaboration between teacher and principal, and the teacher evaluation process for teachers who work with students with more profound types of disabilities. The guiding questions can be used to help the principal and teacher identify evidence for indicators on the 5D+ Teacher Evaluation Rubric specific to their student population that would align with proficient and distinguished performance levels on the 5D+ Rubric. This evidence is identified as part of the process for determining an area of focus outlined in the 5D+ Inquiry Cycle.

PURPOSE

5D+ Rubric Indicator	Guiding Questions
P1, P2	How do the IEP goals and daily learning targets relate to the ongoing work of this classroom, to the daily lives of students beyond this classroom, to broader ideals such as problem solving and increasing independence over time?
P3	How do the IEP goals and daily learning targets relate to foundational skills (e.g. daily routines, communication styles and self-regulation), generalized skills and students' assessed needs as learners?
P3	How do IEP goals directly relate to student needs based on performance and assessment?
P4	How are the IEP goals and daily learning targets communicated and made accessible to all staff and individual students?
P5	How does what the students are actually engaged in doing help them achieve the desired outcomes? How will you know your student has accomplished the learning target?
P5	How do students demonstrate their understanding about what they are learning and how they are learning it?

These guiding questions were developed by CEL in collaboration with the Beaverton, Bellingham, Enumclaw and Kent School Districts.

STUDENT ENGAGEMENT

5D+ Rubric Indicator	Guiding Questions
SE1	How does the teacher use questions to engage the para-educator and/or the student in the student's learning?
SE2	How is the focus of learning regulated in the classroom?
SE2	What is the level and quality of intellectual work in which students are engaged (e.g. factual, recall, procedure, organization, self)?
SE3	What are the expectations of the student learning activity? How are they furthering student learning?
SE4	What specific strategies and structures are in place to facilitate participation and meaning making by all students (e.g. visuals, communication devices, small grouping)?
SE4	Is each student engaged in an activity? What does engagement look like for this student/group of students?
SE5	Do all students have access to participation? Why/why not?
SE5	What questions, statements, and actions does the teacher use to engage students to demonstrate participation with others?
SE6	Are students encouraged to and able to use multi-model communication to interact in the learning environment (verbal, word approximations, sign language, communication devices, gestures, eye gaze)?

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CURRICULUM AND PEDAGOGY

5D+ Rubric Indicator	Guiding Questions
CP1	Are instructional materials aligned with the IEP goals that are relevant to the individual student?
CP1	How is the students' learning supported through the teacher's intentional use of instructional strategies and materials?
CP2	Are teaching approaches aligned with the IEP goals that are relevant to the individual student?
CP3	How does the learning in the classroom reflect knowledge needed for real life experiences at home and in the community?
CP3, CP4	What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking and of content knowledge?
CP5	How does the content of the lesson provide opportunities for making progress on IEP goals?
CP5	How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture, language and ability?
CP6	How does the teacher scaffold learning to support the student's participation in meaning making?
CP6	How does the teacher scaffold learning to provide all students with access to participation in academic and social learning opportunities?
CP7	How does the teacher support the increasing independence of the student?

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ASSESSMENT FOR STUDENT LEARNING

5D+ Rubric Indicator	Guiding Questions
A1	In what appropriate ways is the student made aware of their learning progress?
A2	How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?
A2	How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?
A3	Are the assessment criteria, methods and purposes transparent and do they match IEP goals, objectives and/or learning target?
A3	How does the teacher's instruction reflect planning for assessment?
A3	How does the teacher use multiple forms of assessment, including teacher-created assessments, to inform instruction and decision making?
A4	How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?
A4	Are data-gathering strategies such as token boards, formal data sheets and visuals in place to support tracking data?
A5	Are goals and behavior plans clear to all staff and to the student?
A6	How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
A6	How do teachers reinforce mastery of skills?

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CLASSROOM ENVIRONMENT AND CULTURE

5D+ Rubric Indicator	Guiding Questions
CEC1	How does the physical arrangement of the classroom, as well as the availability of resources, visual structure, sensory supports and space to both the teacher and students, purposefully support and scaffold student learning which may include small groups and individual instruction?
CEC1, CEC2	How and to what extent do the systems and routines of the classroom facilitate student safety and independence?
CEC2	How and to what extent do the systems such as visual schedules, token boards, and sensory supports, as well as routines and transitions and within and out of the classroom, facilitate student focus and independence?
CEC3	How does the teacher develop learning routines for the teacher? How are they supported over time?
CEC4	Does the teacher or staff engage students in IEP-related learning throughout the school day?
CEC4	Does the teacher or staff allow for processing and wait time?
CEC5	How is the teacher supporting student academics, behavioral and social interactions with a planned response to fade prompts?
CEC6	What is the climate for learning in the classroom? How do relationships (teacher-student, student-student, classroom staff-student, staff-staff) support or hinder student learning?
CEC6	What do focus and interactions reveal about what is valued in the classroom?
CEC6, CEC7	How does the teacher manage other staff in a way to support a positive and appropriate classroom culture?
CEC7	How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?

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