

## 5D+™ Teacher Evaluation Glossary

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

**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. See the criteria for a *preponderance of evidence* below.

**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+ Teacher Evaluation Rubric 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
<b>P1</b>	<b>Standards: Connection to standards, broader purpose and transferable skill</b>			
	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.

Figure 1

**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 are monitored. Evidence is collected for summative teacher evaluation.

**Frequently.** This term conveys that evidence of the indicator is repeatedly used within a lesson and across lessons. A teacher may occasionally miss opportunities to use the described instructional practice appropriately.

**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 subdimension. Each dimension includes from five to seven indicators. In the excerpt of the rubric shown in Figure 1, the indicator is Connection to Standards, Broader Purpose and Transferable Skill.

**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 standard(s) and based upon an analysis of formative assessment data, that individual students develop and work towards 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.

**Observables.** Possible teacher and student observables are included to help teachers and principals understand the performance level. These are included for illustrative purposes and are not all-inclusive. They are not to be used as a checklist and are not to be counted as a numerical basis for rating the teacher.

**Occasionally.** This term is used in descriptors for the *Basic* performance level. It indicates that there has been evidence of this indicator, but that it was not present in all situations where it was needed.

**Over Time.** In the Curriculum and Pedagogy dimension, this means that the teacher understands the learning progression of a concept through several grade bands, for example K-8 or 6-12. In the Assessment for Student Learning dimension, it means 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:

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

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

**Quality Talk.** This term is related to the subdimension Talk within the Student Engagement dimension. The adjective “quality” means that effective student conversations are not simply about the frequency of verbal participation, but have specific attributes. Quality 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.

**Rarely or Never.** 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 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 the Common Core State Standards.

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

**Subdimension.** Subdimensions are research-based and guide the expert observer to see deeply into the craft of teaching and learning. In the excerpt of the rubric shown in Figure 1, the subdimension is Standards.

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

**Targeted Feedback Cycle.** The targeted feedback cycle gives 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.