

CEL 5D+™ Teacher Evaluation Implementation Specific Learning Environment Guidance

This document is designed to provide instructional framework specific guidance to evaluators of teachers assigned to the following learning environments:

- Alternative learning environments.
- Pre-school and kindergarten.
- Special education.

General Guidance

Effective teacher evaluations are established by selecting an instructional framework that includes a research-based definition of effective teaching. Once the instructional framework is selected by a school district, there are several prerequisites to a successful and reliable evaluation of a teacher who teaches within the learning environments described above.

1. Evaluators and teachers must have a deep level of understanding of the selected instructional framework. This understanding can be developed through state-sponsored training or through district-provided training. This understanding is crucial to being able to use the instructional framework with and for specific audiences and not assume a practice is either not in the framework or that the practice does not apply to a specific setting.
2. The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. For example, a teacher who works with severely medically involved students should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a distinguished performance level rating as a teacher working with academically gifted students.
3. Districts must determine which positions should be evaluated using the selected instructional framework and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the selected instructional framework. If the certificated teacher creates his/her own lesson plans either individually or with a collaborative team, instructs students, and assesses students both formatively and summatively, then the instructional framework should be used to evaluate the employee. If, however, the employee is a certificated teacher whose assigned job does not require instructional practice, that certificated employee should be evaluated using the previous evaluation process or another model chosen by the district. Possible examples of roles that would not be evaluated using the instructional framework: a

certificated teacher who manages student transition, an on-time graduation specialist who monitors progress towards a diploma, a media specialist who does not teach students, an instructional coach, a certificated teacher who monitors student progress in an online program.

Specific Learning Environment Guidance

Alternative Learning Environments

Online Learning: Districts determine the role of the certificated staff member. If a certificated teacher plans, instructs, and assesses students then the instructional framework is appropriate for evaluating the teacher. Use the full instructional framework and rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the online environment. This is most likely to occur when the district the teacher teaches in sponsors the online learning environment.

If a certificated teacher monitors progress, including calculating grades and communicating with students and parents/guardians without planning lessons and units, instructing and assessing those students, then the instructional framework is not the appropriate tool to evaluate that employee. This is most likely to occur when the district contracts with a vendor/school district to provide online learning to its students.

Juvenile Justice System:

Teachers of Short Term Students. It is up to the district to determine the most appropriate evaluation tool for teachers who work with students who are assigned to temporary juvenile justice placements while awaiting legal decisions. The instructional frameworks and rubrics were not designed to be used in settings where the majority of students are in attendance for a short period of time (1-15 days).

Teachers of Long Term Students. The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students who are incarcerated for extended periods of time. No adjustments to the instructional framework or rubric are necessary nor should they be made.

Home School: The district determines the role of the certificated staff member. Staff members who monitor materials and progress only should be evaluated using a different process. Their role is not a teacher role. Staff members who develop learning and engage in the learning (plan, instruct and assess) with their students should be evaluated using the full framework / rubric, even if they see their students once per week.

Pre-School / Kindergarten Learning Environments

The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with pre-school and kindergarten students. Developmentally appropriate expectations and evidence apply across the instructional framework / rubric. For example, content-driven student-to-student talk will look and sound different for kindergarteners than it does for high school seniors, but it should occur.

Special Education Learning Environments

Resource and inclusive learning: The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students on an Individual Learning Plan (IEP) in a resource or an inclusive educational setting. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.

Multiply involved self-contained: The evidence for instructional framework and rubric indicators / components is identified based on student learning needs for classrooms where students are on an IEP and have more severe or multiple conditions. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertain to the learning needs of students for each indicator / component. For example, a student who is non-verbal may be communicating through eye blinks or via computer with a paraeducator. Evidence that shows the teacher's growth in developing this practice would apply to the indicator for student-to-student talk.

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+ Rubric for Instructional Growth and Teacher Evaluation that is specific to their student population and 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 daily tasks the students are engaged in connect to IEP goals?
P3	How do the daily tasks the students are engaged in provide for a progression of learning towards accomplishing the IEP goals?
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	How do the IEP goals relate to foundational skills (e.g. daily routines, communication styles and self-regulation), generalized skills and students' assessed needs as learners?
SE3	How do IEP goals directly relate to student needs based on performance and assessment?
SE3	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	What are the expectations of the student learning activity? How are they furthering student learning?
SE4	Is each student engaged in an activity? What does engagement look like for this student/group of students?
SE4	Do all students have access to participation? Why/why not?
SE4	What questions, statements, and actions does the teacher use to engage students to demonstrate participation with others?
SE5	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)?

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	What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking and of content knowledge?
CP3	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?
CP4	How does the content of the lesson provide opportunities for making progress on IEP goals?
CP4	How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture, language and ability?
CP5	How does the teacher scaffold learning to support the student's participation in meaning making?
CP5	How does the teacher scaffold learning to provide all students with access to participation in academic and social learning opportunities?
CP5	How does the teacher support the increasing independence of the student?

ASSESSMENT FOR STUDENT LEARNING

5D+ Rubric Indicator	Guiding Questions
A1	In what appropriate ways is the student made aware of their learning progress?
A2	Are goals and behavior plans clear to all staff and to the student?
A3	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?
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?
A3	How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?
A4	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?
A4	How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
A4	How do teachers reinforce mastery of skills?
A5	Are data-gathering strategies such as token boards, formal data sheets and visuals in place to support tracking data?

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	How and to what extent do the systems and routines of the classroom facilitate student safety and independence?
CEC1	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?
CEC2	How does the teacher develop learning routines for the teacher? How are they supported over time?
CEC3	Does the teacher or staff engage students in IEP-related learning throughout the school day?
CEC3	Does the teacher or staff allow for processing and wait time?
CEC3	How is the teacher supporting student academics, behavioral and social interactions with a planned response to fade prompts?
CEC4	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?
CEC4	What do focus and interactions reveal about what is valued in the classroom?
CEC4, CEC5	How does the teacher manage other staff in a way to support a positive and appropriate classroom culture?
CEC5	How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?