

# CEL 5D+™ Teacher Evaluation Rubric 2.0 At a Glance

For Use in the 2012-13 School Year – Version 1.0

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Criterion 1	Criterion 2	Criterion 3
<p><b>Centering instruction on high expectations for student achievement.</b></p>	<p><b>Demonstrating effective teaching practices.</b></p>	<p><b>Recognizing individual student learning needs and developing strategies to address those needs.</b></p>
<p><i>Purpose</i>  <b>P1:</b> Connection to standards, broader purpose and transferable skill  <b>P4:</b> Communication of learning target(s)  <b>P5:</b> Success criteria and performance task(s)</p> <p><i>Student Engagement</i>  <b>SE3:</b> Work of high cognitive demand</p> <p><i>Classroom Environment &amp; Culture</i>  <b>CEC3:</b> Discussion, collaboration and accountability</p>	<p><i>Student Engagement</i>  <b>SE1:</b> Quality of questioning  <b>SE5:</b> Expectation, support and opportunity for participation and meaning making  <b>SE6:</b> Substance of student talk</p> <p><i>Curriculum &amp; Pedagogy</i>  <b>CP6:</b> Scaffolds the task  <b>CP7:</b> Gradual release of responsibility</p>	<p><i>Purpose</i>  <b>P3:</b> Teaching point(s) are based on students' learning needs</p> <p><i>Student Engagement</i>  <b>SE2:</b> Ownership of learning  <b>SE4:</b> Strategies that capitalize on learning needs of students</p> <p><i>Curriculum &amp; Pedagogy</i>  <b>CP5:</b> Differentiated instruction</p> <p><i>Assessment for Student Learning</i>  <b>A6:</b> Teacher use of formative assessment data</p> <hr/> <p><i>Student Growth</i>  <b>SG 3.1:</b> Establish Student Growth Goal(s)  <b>SG 3.2:</b> Achievement of Student Growth Goal(s)</p>
Criterion 4	Criterion 5	Criterion 6
<p><b>Providing clear and intentional focus on subject matter content and curriculum.</b></p>	<p><b>Fostering and managing a safe, positive learning environment.</b></p>	<p><b>Using multiple student data elements to modify instruction and improve student learning.</b></p>
<p><i>Purpose</i>  <b>P2:</b> Connection to previous and future lessons</p> <p><i>Curriculum &amp; Pedagogy</i>  <b>CP1:</b> Alignment of instructional materials and tasks  <b>CP2:</b> Discipline-specific conceptual understanding  <b>CP3:</b> Pedagogical content knowledge  <b>CP4:</b> Teacher knowledge of content</p>	<p><i>Classroom Environment &amp; Culture</i>  <b>CEC1:</b> Arrangement of classroom  <b>CEC2:</b> Accessibility and use of materials  <b>CEC4:</b> Use of learning time  <b>CEC5:</b> Managing student behavior  <b>CEC6:</b> Student status  <b>CEC7:</b> Norms for learning</p>	<p><i>Assessment for Student Learning</i>  <b>A1:</b> Self-assessment of learning connected to the success criteria  <b>A2:</b> Demonstration of learning  <b>A3:</b> Formative assessment opportunities  <b>A4:</b> Collection systems for formative assessment data  <b>A5:</b> Student use of assessment data</p> <hr/> <p><i>Student Growth</i>  <b>SG 6.1:</b> Establish Student Growth Goal(s)  <b>SG 6.2:</b> Achievement of Student Growth Goal(s)</p>

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Criterion 7	Criterion 8
<p><b>Communicating and collaborating with parents and the school community.</b></p>	<p><b>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</b></p>
<p><i>Professional Collaboration &amp; Communication</i></p> <p><b>PCC3:</b> Parents and guardians</p> <p><b>PCC4:</b> Communication within the school community about student progress</p>	<p><i>Professional Collaboration &amp; Communication</i></p> <p><b>PCC1:</b> Collaboration with peers and administrators to improve student learning</p> <p><b>PCC2:</b> Professional and collegial relationships</p> <p><b>PCC5:</b> Supports school, district, and state curriculum, policy and initiatives</p> <p><b>PCC6:</b> Ethics and advocacy</p> <hr/> <p><i>Student Growth</i></p> <p><b>Student Growth 8.1:</b> Establish Student Growth Goals, Implement, and Monitor Growth</p>

