

**5 Dimensions of Teaching and Learning (5D) Instructional Framework
5D+ Rubrics for Instructional Growth and Teacher Evaluation**

adopted by:

Ludington Area School District



**Handbook for Instructional Growth and Evaluation
for Teachers and Administrators**

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Introduction

Ludington Area Schools has adopted the University of Washington's Center for Educational Leadership's (CEL) 5D+™ Rubrics for Instructional Growth and Teacher Evaluation System. With CEL's approach to redesigned teacher evaluation systems, school districts gain research based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning
- Develop a common language and shared vision for improving teaching and learning using an instructional framework
- Analyze and calibrate evaluation ratings across classrooms, schools and districts using an evaluation rubric
- Increase the expertise of school leaders to guide and support the professional growth of teachers

Evaluation goes hand-in-hand with deepening the expertise of teachers to engage students in high-quality learning while simultaneously increasing the expertise of school leaders to guide and support teachers in this improvement process. Two foundational ideas guide this work:

- Quality teaching matters: if students are not learning, they are not being afforded powerful learning opportunities.
- Quality instructional leadership matters: if teachers do not afford students powerful learning opportunities, this is ultimately an issue for school leaders.

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5 Dimensions of Teaching and Learning™ instructional framework, and 5D+™ Rubrics for Instructional Growth and Teacher Evaluation – a growth oriented tool for improving instruction.

CEL's redesigned evaluation system contributes to and supports the formative development of expertise for teachers and instructional leaders, in order to improve the quality of teaching, which ultimately impacts the quality of education for all students.

Definitions

- **Dimensions of Teaching and Learning:** Instructional framework that summarizes the research on the core elements that constitute quality instruction.
- **5D+ Inquiry Cycle:** 4-step growth process for engaging teachers and principals as colearners around a teacher's area of focus - self-assessment, determine a focus, implement and support, and analyze impact. 5D+ Teacher Evaluation Rubric: A growth-oriented tool for improving instruction. Performance language within the 4-tier performance levels for each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient, and distinguished.
- **Continuing Tenure:** A teacher who has satisfactorily completed a probationary period and has been employed continuously by the controlling board under which the probationary period has

been completed.

- A teacher on continuing tenure shall be provided an annual year-end performance evaluation.
- If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time-period, not to exceed 180 days. The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and shall include, at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan
- Continuing tenure does not apply to an annual assignment of extra duty for extra pay or in any capacity other than a classroom assignment.
- **Efficacy:** capacity to produce a desired result or effect; effectiveness.
- **Evaluation:** the annual summative rating of an educator based on the 5D+ Rubric, student growth and assessment data, observation data, and Michigan Revised School Code (“MRSC”) Section 1248 factors not addressed by the 5D+ rubric, and the teacher’s progress on any identified goals.
- **Evaluator:** The principal, assistant principal or designee of the superintendent who has completed framework training and been assigned to conduct observation, provide formative feedback, and evaluate teachers.
- **Growth Plan:** A formalized plan that enables teachers who have been rated effective or highly effective on their most recent year-end evaluation to be more strategic about professional goals — or areas of focus, in order to have a greater impact on student learning. A growth plan includes specific indicators from the rubric the teacher wants to refine their practice and receive coaching, anticipated impact on student learning, and action steps to implement.
- **Individualized Growth Plan (IDP’s):** A performance improvement plan for probationary teachers and teachers who were rated ineffective or minimally effective on their most recent year-end evaluation, that is developed by appropriate administrative personnel in consultation with the teacher. An IDP shall include specific performance goals, and any recommended professional development, instructional support and/or coaching to achieve performance goals.
- **Mentor:** A teacher who has been rated effective or highly effective that is assigned by the district to provide coaching and support to a teacher new to the profession (during his/her first 3 years of employment), or a teacher new to the district that received tenure in another Michigan district (during his/her first year of employment), or a teacher rated minimally effective or ineffective on their most recent year-end evaluation (duration as determined necessary by evaluator), in order to assist the teacher in developing professional competencies and effectiveness.
- **Observation:** the collection of evidence (i.e., classroom, conversation, perception, artifacts, PD/meeting). Observer: A person who has completed CEL’s framework training, been designated to collect evidence of a teacher’s practice (including the review of lesson plans, state standards and student engagement), and provide formative feedback. While there is one evaluator, there may be more than one observer.
- **Probationary Period:** Teachers new to the district shall be required to serve a period of probation as defined in the Teacher Tenure Act:
 - A teacher shall be in a probationary period during his or her first 5 full school years of

employment.

- A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations and has completed at least 5 full school years of employment in a probationary period.
- Exceptions:
 - If a teacher was on continuing tenure in a previous district, the teacher shall serve a probationary period during the first 2 full years of employment in the district.
 - If a teacher has been rated highly effective on 3 consecutive annual year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.
 - Each probationary teacher shall be provided an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and provided an annual year-end performance evaluation. The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.
 - Before the end of each school year, the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his or her work has been effective.
 - A probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that his or her services will be discontinued.
- **Reliability:** the degree to which an assessment tool produces stable and consistent results.
- **Student Growth:** the change in student achievement for an individual student between two or more points in time.
- **Student Growth Measure:** district approved instrument used to evaluate/measure the extent of student growth.
- **Teacher:** For purposes of PA 173, a teacher is defined by the MDE as an individual holding a valid Michigan teaching certificate or authorization and who is employed (or contracted) and assigned by an ISD, LEA, or PSA to deliver direct instruction to K-12 students as a teacher of record, including general (core and elective) and special education teachers (self-contained, resource and co-teaching).
- **Teacher of Record:** a teacher who holds a valid MI teaching certificate who, where applicable, is endorsed in the subject area and grade of the course; and is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
- **Tested Grades and Subjects:** Grades and subjects that the Michigan Department of Education requires administration of state assessments (M-STEP and MME)
- **Validity:** the accuracy of an assessment; whether or not it measures what it is supposed to measure.

5D+ Inquiry Cycle

Each teacher is expected to engage in a minimum of two inquiry cycles annually. The first Inquiry Cycle is typically September through January. The second Inquiry Cycle typically takes place between February and May. A final summative evaluation shall be written and provided to the teacher by the end of May.

Note: These timelines are guidelines only and may vary in application depending upon a variety of factors, such as teacher and evaluator attendance, and observer availability.

Teachers shall engage in the following 4-step growth process with their observer and/or evaluator, as co-learners around a teacher's area of focus.

1. Self-Assessment: Teachers shall self-assess in Pivot by October 1 to assist in identifying areas of focus. As part of self-assessment, the teacher shall:
 - a. Examine student work, classroom-based assessment data, feedback from students, etc.
 - b. Consider building and district learning goals and instructional initiatives.
 - c. Assess instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Rubric for Instructional Growth and Teacher Evaluation, citing evidence from day-to-day classroom practice to support rating for each rubric indicator.
2. Determine a Focus (Growth Plans, including IDP's and IGP's): A teacher rated effective or highly effective on their most recent evaluation, or the evaluator, in consultation with a probationary teacher or a teacher rated less than effective on their most recent evaluation shall establish or revise a growth plan in Pivot by November 1 of a school year that includes:
 - a. Summary of teacher's analysis of evidence from a self-assessment, student learning strengths/needs, and building/district initiatives in the opening "Growth Plan General Comments" text box.
 - b. Performance goals: Select 3-5 specific indicators from the 5D+ rubric from 2 or more dimensions to focus learning. In the "Comments" text box for each area of focus, specify the specific performance goals, reason for selecting indicators, and/or vision statements and guiding questions.
 - c. Student growth goals: Articulate the anticipated impact of areas of focus during inquiry on student learning in the "Goal" text box. Each teacher shall have two or more student growth goals based on district adopted student growth measures identified in the Assessment Matrix. Effectiveness in reaching student growth goals will be measured by a preponderance of evidence.
 - d. Action Steps: Articulate the specific teacher action steps grounded in the instructional framework and rubric, administrative support, as well as recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals in the "Action Steps" section of the Growth Plan.
3. Implement and support (including observation and feedback): Teacher and principal engage in study and learning around teacher's areas of focus.
 - a. Formative Feedback Cycle: The principal will conduct 2-3 informal observations for the first

inquiry cycle that includes collecting evidence, analyzing evidence, and providing formative feedback, as defined:

- b. Each observation shall include, at minimum, a review of lesson plans, the state curriculum standard being used in the lesson, and pupil engagement. At least one observation must be unannounced by statute.
- c. Each observation is typically 15 minutes in length, unless a longer duration is determined necessary by the observer and/or evaluator.
- d. Formal Observations will be conducted during the second inquiry cycle (between December and April). Formal observations will be longer in length with the goal of observing an entire lesson but not necessarily an entire class period. Each teacher being evaluated will have at least one formal observation. Probationary teachers or teachers with IDPs or IGPs will have two formal observations.
- e. All observations should be followed by an in-person post-observation within three days of the observation.
- f. Additional support may be provided a teacher, as determined by the teacher's observer or evaluator, including:
 - i. Targeted feedback cycles
 - ii. Professional collaboration
 - iii. Professional development
 - iv. Release time to observe and reflect
 - v. Mentor - A mentor shall be assigned to teachers during their first 3 years of probation and may be assigned to any teacher rated ineffective or minimally effective on their most recent evaluation, or any other teacher in need of support. Teachers that are new to the district that received tenure in another Michigan district shall be assigned a mentor during their first year.

4. Analyze Impact:

(Mid-Year and End-of-Year Post-Inquiry Conferences) a. At the end of the first inquiry cycle (typically in January), each teacher and his/her evaluator shall meet for a mid-year inquiry conference. As part of the mid-year inquiry conference, the teacher and evaluator: 1) Review the Growth Plan (IDP, PGP, etc) 2) Examine student and teacher data. 3) Analyze the impact of the data. 4) Discuss teacher growth using the 5D+ rubric. 5) Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle. • For teachers with an IDP, Michigan law requires that the evaluator, in consultation with the teacher, provides a mid-year progress report that includes specific performance goals for the remainder of the year, a written improvement plan, and any recommended professional development, instructional support and/or coaching to achieve performance goals. b. At the conclusion of the second inquiry cycle (typically in May), evaluators meet with each teacher for an evaluation conference. As part of the end-of-year inquiry conference, the teacher and principal: 1) Review the growth plan (IDP, PGP, etc.) 2) Examine student and teacher data. 3) Analyze the impact of the data. 4) Discuss teacher growth using the 5D+ rubric. 5) Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle. • Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated ineffective or minimally effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the evaluator recommends the teacher not continue.

Teacher Goal Setting Procedures (Goal setting meeting)

- Using the Pre-Inquiry Conference Planning document from the 5D materials as a reflective tool, collaboratively (teacher/administrator) establish professional goals.
- Teachers will self-assess based on their previous year's evaluation.
- Teachers will choose focus areas consisting of 3 indicators from 2 different dimensions.
 - Evaluator will choose focus areas for those teachers with an IDP.
- Use IDP form for all probationary teachers.
 - Evaluators will conduct a Mid-Year Report for all 1st year teachers and other probationary teachers rated minimally effective or ineffective, which includes an in-person meeting and must include review of student growth data and suggestions for teacher instructional improvement for the remainder of the school year.
 - Tenured teachers will follow the same process but use an IGP form.

Teacher Evaluation Procedures

Procedures are compliant with Section 1249 of the Revised School Code.

- Staff will be notified by their building administrator who will serve as their evaluator. If a second observer is needed, staff will be notified who will serve as the second observer.
- Teachers who are rated highly effective for three (3) consecutive years (while maintaining the same position) will be evaluated on a biennial basis (every other year).
 - Student growth data will still be collected by these teachers.
- For teachers on a growth plan, two of the observations will be done by a second administrator. This opportunity will also be provided to teachers who are at risk of being minimally effective.
- Evaluators will provide teachers with written observations to be discussed at the post-observation meeting.
- Each indicator will be given a score on a 4.0 scale. Indicator scores will be averaged to develop the dimension score. Dimension scores will then be averaged to determine the professional practice score entered in the final summative evaluation in Pivot.
- Teacher evaluations will be finalized by the end of May. Paper copies of evaluations (including the Final Evaluation of Professional Practice, Final Summative Evaluation and Student Growth Overview page) will be placed in teachers boxes by the end of the first week of June.

Student Growth Evaluation Components

Assessment Matrix

The assessments found within the assessment matrix below are eligible to be used in Individualized Development Plans and Growth Plans. The Curriculum Councils will work in an ongoing fashion to assure common assessments are current and make revisions as needed with the feedback of departments and grade levels. Elective teachers will establish common assessments where appropriate and all will engage in the review process to assure high quality with the support of their administrator.

Grade	Math	Reading	Writing	Social Studies	Science
K	NWEA, Math Expressions	NWEA, DRA	CCSS Checklists using the MAISA Rubrics for two Genres (Narrative and Informational)	Citizenship--I'm a good citizen when...Pre/Post; and differences between Needs/Wants Pre/Post	Battle Creek Science Units My Earth and Living and Non-Living Pre/Post
1	NWEA, Math Expressions	NWEA, DRA	CCSS Checklists using the MAISA Rubrics for two Genres (Narrative and How-To)	Calendar--pre/post and Market Unit (Economics) pre/post	Battle Creek Science Units Weather and Animal Life Pre/Post
2	NWEA, Math Expressions	NWEA, DRA	CCSS Checklists using the MAISA Rubrics for two Genres (Narrative & Opinion)	Unit Assessments - Economics & Government: pre/post tests	Battle Creek Science Units Earth's Land and Water and A Plant's Life Pre/Post
3	NWEA, Math Expressions	NWEA, STAR Enterprise	CCSS Checklists using the MAISA Rubrics for two Genres (Personal Narrative & Opinion)	Unit Pre/Post for Two Units--Growth of MI; Government--last two units (likely next year to choose two others).	Battle Creek Science Units Organisms Have Character and Earth and Me Pre/Post
4	NWEA, Math Expressions End of the Year Test as Pre and Post	NWEA, STAR Enterprise	CCSS Checklists using the MAISA Rubrics for two Genres (Personal Narrative & Persuasive Letter)	Unit Pre/Post for Two Units -human geography: underground rr, migration; economics: market econ/incentives/specialization/competition.	Battle Creek Science Organisms in their Environment and Energy and Waves Pre/Post
5	NWEA, Math Expressions End of the Year Test as Pre and Post	NWEA, STAR Enterprise	CCSS Checklists using the MAISA Rubrics for two Genres (Personal Narrative & Opinion)	Mapping Pre/Post; Concept/Vocabulary Pre/Post in various strands	Battle Creek Science Units Systems & Survival and Objects in the Sky Pre/Post
6	NWEA, Big Ideas,	NWEA, Close Reading	Common Rubrics; Argumentative Writing, Expository Writing	Essential Questions with Common Rubric for each Unit Pre/Post, DBQ (data gathering and apply)	Essential Question with Common Rubric, Rube Goldberg Project
7	NWEA, Big Ideas,	NWEA, Close Reading	Common Rubrics; Argumentative Writing, Expository Writing	Essential Questions with Common Rubric for each Unit Pre/Post, multiple DBQs (data	Essential Question with Common Rubric, Lab Performance & Data Communication

				gathering and apply)	
8	8th Regular Math: NWEA, Big Ideas , Algebra: NWEA, Big Ideas	NWEA, Close Reading	Common Rubrics; Argumentative Writing, Expository Writing	Essential Questions with Common Rubric for each Unit Pre/Post, DBQ (data gathering and apply)	Essential Question with Common Rubric, Research Projects on Alternative Energy and Human Impact on the Environment
9	Big Ideas Pre/Post Chapter Tests, Final Exam Pre/Post	Essential Questions Pre/Post Test, Pre/Post Test based on student Goals (SLOs)	Rough and final drafts of media argument essay evaluated using PETS+ rubric	End of Course Assessment--DBQ--(same issues and sources); Writing Assessment--before the final exam;	Essential Question and a pre/post Final Exam
10	Big Ideas Pre/Post Chapter Tests, Final Exam Pre/Post	Essential Questions Pre/Post Test, Pre/Post Test based on student ach. Goals(SLOs)	Rough and final drafts of style essay evaluated with common style rubric	End of Course Assessment--DBQ--, Writing Assessment (SAT Style Analytical); U. S. HST I/II--political cartoons; graphs).	Essential Question and a pre/post Final Exam
11	Big Ideas Pre/Post Chapter Tests, Final Exam Pre/Post	Essential Questions Pre/Post Test, Pre/Post Test based on student ach. Goals(SLOs)	Pre/post test covering grammar, mechanics, and organization knowledge, Pre/post using PETS+ rubric (Pre is first draft of narrative essay; post is final draft of argument analysis essay)	End of Course Assessment, Writing Assessment (SAT Style Analytical); (CIVICS: SAT Style Analytical--multiple choice about quotes);	Essential Question and a pre/post Final Exam
12	Big Ideas Pre/Post Chapter Tests, Final Exam Pre/Post	Essential Questions Pre/Post Test, Pre/Post Test based on student ach. Goals(SLOs)	Pre/Post Final Exam covering citation and career skills, Pre/Post Research Writing Sample (including integrating and citing source material)	End of Course Assessment, Writing Assessment (SAT Style Analytical)	Essential Question and a pre/post Final Exam

Frequently Asked Questions

1. It seems critical that we use the same pre/post for teachers teaching the same class. Is this true?
 - a. **Having high quality common assessments is a necessity. This is the only way to ensure equitable comparison data for teacher evaluation. It also creates an opportunity for collaboration with colleagues based on common data.**

2. Do measurements have to be trimester measurements or can they be unit/level in length?
 - a. Data should show growth over the course of the trimester.
3. Can we curve the pre/post test?
 - a. No

ADD 5D Rubrics-

https://www.psdschools.org/sites/default/files/forms/5D%2BRubric%20v3_COLORADO_secured.pdf

School Code on Evaluations

[http://www.legislature.mi.gov/\(S\(fxpzn5lbb0khwon5m3trzvuz\)\)/mileg.aspx?page=getObject&objectName=mcl-380-1248&highlight=revised%20school%20code](http://www.legislature.mi.gov/(S(fxpzn5lbb0khwon5m3trzvuz))/mileg.aspx?page=getObject&objectName=mcl-380-1248&highlight=revised%20school%20code)

5D presentation that Brian made-

https://docs.google.com/presentation/d/1V9wuSxKx-5lK3s0wK7Xf6e5Z3RVAv8tgYV6YS5N2Zq4/edit#slide=id.g473d8f9a00_0_17

Folder from Brian with more info-

https://drive.google.com/drive/u/1/folders/0B7HEz2wN34KzRmxSa1IVU3ZaUWM?resourcekey=0-ahi4fikHaqt8_LnzR6grg

**Percent Growth
Growth Rating**

100.0%
Highly Effective

Growth Criteria

Highly Effective	90% +
Effective	70-89.9%
Minimally Effective	60-69.9%
Ineffective	< 60%

**Achievement Perce
Rating**

91%
Highly Effective

Achievement Criteria

Highly Effective	78% +
Effective	60-77.9%
Minimally Effective	50-59.9%
Ineffective	< 50%