

5D Alignment with 8 State Criteria	
State Criteria	5D Competency
1. Centering instruction on high expectations for student achievement	<ul style="list-style-type: none"> • Student Engagement: Work of high cognitive demand • Student Engagement: Quality of questioning • Student Engagement: Ownership of learning
2. Demonstrating effective teaching practices	<ul style="list-style-type: none"> • Purpose: Communication of standards and learning target • Student Engagement: Participation and meaning making • Student Engagement: Access to quality talk • Curriculum & Pedagogy: Discipline-specific habits of thinking and communication • Curriculum & Pedagogy: Effective use of technology
3. Recognizing individual student learning needs and developing strategies to address those needs	<ul style="list-style-type: none"> • Purpose: Use of differentiated instructional approaches • Student Engagement: Use of student background to plan lessons and units • Curriculum & Pedagogy: Relevance of tasks to student background and culture • Curriculum & Pedagogy: Scaffolds for individual and group learning needs • Curriculum & Pedagogy: Planning for student learning and independence
4. Providing clear and intentional focus on subject matter content and curriculum	<ul style="list-style-type: none"> • Purpose: Design of learning targets • Purpose: Connection to standards and broader purpose • Student Engagement: Substance of student talk • Curriculum & Pedagogy: Alignment of

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	<p>instructional materials and tasks</p> <ul style="list-style-type: none"> • Curriculum & Pedagogy: Planning reflects discipline habits of thinking • Curriculum & Pedagogy: Follows the district curriculum • Curriculum & Pedagogy: Use of supplemental materials
5. Fostering and managing a safe, positive learning environment	<ul style="list-style-type: none"> • Classroom Environment & Culture: Physical arrangement of classroom • Classroom Environment & Culture: Accessibility of classroom materials • Classroom Environment & Culture: Relevance of displayed materials • Classroom Environment & Culture: Routines for discussion and collaboration • Classroom Environment & Culture: Routines for accountability • Classroom Environment & Culture: Routines for effective transitions • Classroom Environment & Culture: Routines for use of learning time • Classroom Environment & Culture: Routines for managing student misbehavior • Routines for student and teacher safety • Classroom Environment & Culture: Classroom norms • Classroom Environment & Culture: Student status • Concern for student emotional and physical well being • Approachable towards all students

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6. Using multiple student data elements to modify instruction and improve student learning	<ul style="list-style-type: none"> • Purpose: Self-assessment of learning • Assessment for Student Learning: Demonstration of understanding • Assessment for Student Learning: Formative assessment opportunities • Assessment for Student Learning: Collection of formative assessment data • Assessment for Student Learning: Use of formative assessment information • Assessment for Student Learning: Creation and use of summative assessment information
7. Communicating and collaborating with parents and school community	<ul style="list-style-type: none"> • Communication about student progress with parents and caretakers • Culturally relevant communication with parents and caretakers • Goals of instruction are communicated to parents and caretakers • Communication about instructional programs with community • Communication within the school community about student progress
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	<ul style="list-style-type: none"> • Collaboration with peers to improve student learning • Collaboration with peers to improve instructional practice • Professional and collegial relationships • Supports school, district, or state initiatives