APPENDIX 10-A 5 Dimensions of Teaching and Learning
Certificated Classroom Teachers

I. Centering instruction on high expectations for student achievement
a. Based on standards and is linked to a broader purpose or builds transferable skills (P1)
b. Communicates learning target(s) through verbal and visual strategies (P4)
c. Makes success criteria clear to students and performance tasks are aligned (P5)
d. Learning routines for discussion and collaborative work are present (CEC2)

II. Demonstrating effective teaching practices
a. Utilizes quality questioning that deepens student understanding (SE1)
b. Opportunity and support for participation and meaning making (SE4)
c. Provides engagement strategies that result in quality student talk (SE5)
d. Use of scaffolds and gradual release of responsibility (CP5)

III. Recognizing individual student learning needs and developing strategies to address those needs
a. Facilitates student ownership of learning (SE2)
b. Capitalizing on students' strengths (SE3)
c. Differentiated instruction for students (CP4)
d. Teacher use of formative assessments (A4)
e. Establishes student growth goal(s) for subgroups (SG3.1)
f. Achieves student growth goal(s) for subgroups (SG3.2)

IV. Providing clear and intentional focus on subject matter content and curriculum
a. Connects learning to previous and future lessons (P2)
b. Aligns curriculum materials and tasks to learning targets and to students' level of challenge (CP1)
c. Delivers instruction consistent with content knowledge (CP2)
d. Uses teaching strategies that develop discipline specific understanding (CP3)
e. Design of performance task (P3)

V. Fostering and managing a safe, positive learning environment
a. Physical arrangement of the room is safe and students access resources (CEC1)
b. Learning time is maximized in service of learning (CEC3)
c. Positive student-teacher relationships are evident (CEC4)
d. Classroom norms are evident (CEC5)

VI. Using multiple student data elements to modify instruction and improve student learning
a. Students self-assess learning relative to the success criteria (A1)
b. Students use formative assessments to assess their learning (A2)
c. Assessment opportunities allow students to demonstrate learning (A3)
d. Teacher has an observable system for data collection and uses it to inform instruction (A5)
e. Establishes classroom student growth goals (SG6.1)
f. Achieves classroom student growth goals (SG6.2)

VII. Communicating and collaborating with parents and the school community
a. Communication and collaboration with parents and guardians (PCC2)
b. Communicates within the school community about student progress (PCC3)

VIII. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning
a. Collaborates with peers and administrators to improve student learning (PCC1)
b. Supports school, district and state curricula, policies and initiatives (PCC4)
c. Professionally supports all students (PCC5)
d. Establishes student growth goals and monitors student achievement as a collaborative team (SG8.1)