


Washington State Criteria CEL 5 Dimensions +

Criterion 1	Criterion 2	Criterion 3
<p>EXPECTATIONS: The teacher communicates high expectations for student learning.</p>	<p>INSTRUCTION: The teacher uses research-based instructional practices to meet the needs of all students.</p>	<p>DIFFERENTIATION: The teacher acquires and uses specific knowledge about students' cultural, intellectual, and social development to adjust their practice by employing strategies that advance learning.</p>
<ul style="list-style-type: none"> • Student Engagement: Ownership of learning • Student Engagement: Work of high cognitive demand • Purpose: Connection to standards and  broader purpose • Student Engagement: Substance of student talk • Purpose: Communication of standards and learning target 	<ul style="list-style-type: none"> • Student Engagement: Quality of questioning • Student Engagement: Participation and meaning making • Student Engagement: Access to quality talk • Curriculum & Pedagogy: Discipline- specific habits of thinking and communication 	<ul style="list-style-type: none"> • Student Engagement: Use of student background to plan lessons and units • Curriculum & Pedagogy: Relevance of tasks to student background and culture • Purpose: Use of differentiated instructional approaches • Curriculum & Pedagogy: Scaffolds for individual and group learning needs
Criterion 4	Criterion 5	Criterion 6
<p>CONTENT KNOWLEDGE: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.</p>	<p>LEARNING ENVIRONMENT: The teacher fosters and manages a safe and inclusive learning environment that takes into account physical, emotional, and intellectual well-being.</p>	<p>ASSESSMENT: The teacher uses multiple data elements (both formative and summative to plan, inform, and adjust instruction and evaluate student learning.</p>

CEL 5D Dimensions to Washington State Criteria Alignment

<ul style="list-style-type: none"> • Curriculum & Pedagogy: Planning reflects discipline habits of thinking • Curriculum & Pedagogy: Planning for student learning and independence • Purpose: Design of learning targets • Curriculum & Pedagogy: Alignment of instructional materials and tasks • Curriculum & Pedagogy: Follows the district curriculum • Curriculum & Pedagogy: Effective use of technology • Curriculum & Pedagogy: Use of supplemental materials • Classroom Environment & Culture: Relevance of displayed materials 	<ul style="list-style-type: none"> • Classroom Environment & Culture: Routines for accountability • Classroom Environment & Culture: Routines for effective transitions • Classroom Environment & Culture: Accessibility of classroom materials • Classroom Environment & Culture: Routines for discussion and collaboration • Classroom Environment & Culture: Routines for use of learning time • Classroom Environment & Culture: Routines for managing student misbehavior • Classroom Environment & Culture: Classroom norms • Classroom Environment & Culture: Student status • Concern for student emotional and physical well being • Approachable towards all students • Classroom Environment & Culture: Physical arrangement of classroom • Routines for student and teacher safety 	<ul style="list-style-type: none"> • Purpose: Self-assessment of learning • Assessment for Student Learning: Demonstration of learning • Assessment for Student Learning: Creation and use of summative assessment information • Assessment for Student Learning: Formative assessment opportunities • Assessment for Student Learning: Use of formative assessment information • Assessment for Student Learning: Collection of formative assessment data
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Criterion 7	Criterion 8
<p>FAMILIES and COMMUNITY: The teacher communicates and collaborates with students and families and all educational stakeholders in an ethical and professional manner to promote student learning.</p>	<p>PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.</p>
<ul style="list-style-type: none"> • Communication about student progress with parents and caretakers 	<ul style="list-style-type: none"> • Collaboration with peers to improve student learning
<ul style="list-style-type: none"> • Culturally relevant communication with parents and caretakers 	<ul style="list-style-type: none"> • Collaboration with peers to improve instructional practice
<ul style="list-style-type: none"> • Goals of instruction are communicated to parents and caretakers 	<ul style="list-style-type: none"> • Professional and collegial relationships
<ul style="list-style-type: none"> • Communication about instructional programs 	

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with community	
<ul style="list-style-type: none">• Communication within the school community about student progress	<ul style="list-style-type: none">• Supports school, district, or state initiatives