

Vision of High Quality Teaching and Learning in an Early Learning Classroom

5D™	Subdimension	The Vision	
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> A measurable learning target is communicated visually and/or verbally. Students demonstrate understanding of target either with verbalization or modeling. Teacher and/or students referencing prior learning and making connections to the new target and future learning. Individual needs are supported through differentiated tasks/activities and strategic pairing.
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> Students demonstrate engagement in activity Students have a clear understanding and can verbalize goal of activity, lesson, or discussion
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> Engagement strategies could include: hands on manipulatives, storybooks, pretend play, painting, drawing, puzzles, and building Students have choice in their learning
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Students show understanding by pulling from personal experiences to connect to learning standards Student talk is more prevalent than teacher talk
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> Instructional materials include: picture books, dramatic play, songs, games, puzzles, sensory tables, blocks, art supplies, math manipulatives, pencil/paper Instructional materials support student progress toward content area standards
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	<ul style="list-style-type: none"> Teacher creates opportunities for student-directed learning. Teacher 'instructional time' is limited to short and transitional periods throughout the day. Direct instruction should last five minutes or less. There is evidence of whole group, small group, and teacher/student instruction.
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	<ul style="list-style-type: none"> Teacher challenges and support all students through differentiation and scaffolding

Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> • Students assess their own learning in relation to the learning target. • The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). • The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). • Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> • Students share work samples • Teacher conducts regular assessment with individual or small groups. • Alphabet inventory and sight word lists are used to assess • Students able to verbalize what they are doing and the purpose.
	Adjustments	<ul style="list-style-type: none"> • The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	<ul style="list-style-type: none"> • Teachers make “in-the-moment” adjustments and may modify the lesson based on body language and student engagement.
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> • The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. • The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). • Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> • Flexible seating-choices for play/work time • The teacher is available for student support • Posted schedule, rules with visual cues • Students have access to resources in the physical environment to support learning independence (e.g. toys, puzzles, art supplies, books, photos, games, math tools)
	Classroom Routines and Rituals	<ul style="list-style-type: none"> • Classroom systems and routines facilitate student responsibility, ownership and independence. • Available time is maximized in service of learning. 	<ul style="list-style-type: none"> • Students are actively engaged with each other during play/work time, teacher is asking questions, transitions are developing
	Classroom Culture	<ul style="list-style-type: none"> • Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. • Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> • Teacher compliments and supports positive student contributions • Students are encouraged to model the Christian Social Qualities...often described as “The Golden Rule” • Students are engaged in helping, problem solving, and collaborating with others

This tool was created by a group of Archdiocese of Seattle early childhood teachers. Teachers collaboratively defined observable teacher actions that support high quality early childhood instruction. This tool can be used by teachers and administrators when observing other teachers.