

Research and Resources to Support The 5D+[™] Teacher Evaluation Rubric

This bibliography is a sample of the research and resources that support the 5 Dimensions of Teaching and Learning instructional framework and the 5D+ Teacher Evaluation Rubric.

Purpose

- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Fink, S. & Markholt, A. (2011). Leading for instructional improvement: How successful leaders develop teaching and learning expertise. San Francisco, CA: Jossey-Bass.
- Hartigan, P. (2010, July/August). Learning progressions in science, *Harvard Education Letter*, *26*(4), 1-3.
- Moss, C.M. & Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In *Advancing Formative Assessment in Every Classroom* (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.
- Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A. (2010). *Culturally responsive* standards-based teaching: Classroom to community and back. Thousand Oaks, CA: Corwin Press.
- Saphier, J. & Gower, R. (1997). *The skillful teacher: Building your teaching skills* (5th ed.). Acton, MA: Research for Better Teaching.
- Schmoker, M. (2001). The results fieldbook: Practical strategies from dramatically improved schools. Alexandria, VA: Association for Supervision and Curriculum Development.
- Strong, R., Silver, H., & Perini, M. (2001). *Teaching what matters most: Standards and strategies for raising student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Student Engagement

- Allen, R. (2008). Analyzing classroom discourse to advance teaching and learning. *Education Update*, *50*(2), Alexandria, VA: Association for Supervision and Curriculum Development.
- Boaler, J. (2008). Promoting 'relational equity' and high mathematics achievement through an innovative mixed ability approach. *British Educational Research Journal*, *34*(2), 167-194.
- Boaler, J. & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, 110(3), 608-645.
- Boerst, T., Sleep, L., Ball, D., & Bass, H. (2011, December). Preparing teachers to lead mathematics discussions, *Teachers College Record*, *113*(12), 2844-2877.
- Cohen, E. & Lotan, R. (Eds.) (1997). Working for equity in heterogeneous classrooms: sociological theory in practice. New York: Teachers College Press.
- Cohen, E., Lotan, R. A., Scarloss, B. A., & Arellano, A.R. (1999). Complex instruction: Equity in cooperative learning classrooms. *Theory into Practice*, 38(2), 80-86.
- Costa, A. L. (2008). The school as a home for the mind: Creating mindful curriculum, instruction and dialogue (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Dweck, C. S. (2008, winter). Brainology: Transforming students' motivation to learn, *Independent School Magazine*. Retrieved from http://www.nais.org/publications/ismagazinearchive.cfm?sn.ltemNumber=145956&tn.ltemNumber=145958.
- Ephraim, R., Scruggs, L., LeMoine, N. & Maddahian, E. (n.d.). A strategies, reference, and resource manual for eliminating the achievement gap implementing culturally relevant and responsive instruction. Los Angeles, CA: Los Angeles Unified School District, Instructional Support Services.
- Fink, S. & Markholt, A. (2011). Leading for instructional improvement: How successful leaders develop teaching and learning expertise. San Francisco, CA: Jossey-Bass.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice.* New York: Teachers College Press.
- Michaels, S., Hall, M. W., O'Connor, M. C., & Resnick, L. (2010). *Accountable talk sourcebook for classroom conversations that work*. Pittsburgh, PA: University of Pittsburgh, Institute for Learning.
- Muller, R. D., & Chait, R. (2006). *Defining rigor in high school: Framework and assessment tool.* Washington, DC: National High School Alliance.

- Nash, R. (2008). The active classroom: Practical strategies for involving students in the learning process. Thousand Oaks, CA: Corwin Press.
- Saphier, J. & Gower, R. (1997). *The skillful teacher: Building your teaching skills* (5th ed.). Acton, MA: Research for Better Teaching.
- Wiske, M. (Ed.). (1998). *Teaching for understanding: Linking research with practice*. San Francisco, CA: Jossey Bass.
- Yatvin, J. (2004). A room with a differentiated view: How to serve all children as individual learners. Portsmouth, NH: Heinemann.

Curriculum & Pedagogy

- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Faltis, C. & Wolfe, P. (Eds.). (1999). So much to say: Adolescents, bilingualism, and ESL in the secondary school. New York: Teachers College Press.
- Fink, S. & Markholt, A. (2011). Leading for instructional improvement: How successful leaders develop teaching and learning expertise. San Francisco, CA: Jossey-Bass.
- Mooney, M. (1990). *Reading to, with, and by children*. Katonah, NY: Richard C. Owen Publishers.
- Richards, H., Brown, A., & Forde, T. (2006). Addressing diversity in schools: Culturally responsive pedagogy. Tempe, AZ: National Center for Culturally Responsive Education Systems.
- Saphier, J. & Gower, R. (1997). *The skillful teacher: Building your teaching skills (5th ed.)*. Acton, MA: Research for Better Teaching.
- Stein, M.K. & Nelson, B.S. (2003). Leadership content knowledge. *Educational Evaluation and Policy Analysis*, 25(4), 423-448.
- Stigler, J. & Hiebert, J. (1999). The teaching gap: Best ideas from the world's teachers for improving education in the classroom. New York: The Free Press.
- Strong, R.W.. Silver, H.F., Perini, M. J. (2008). Reading for academic success, grades 2-6: Differentiated strategies for struggling, average, and advanced readers. Thousand Oaks CA: Corwin Press.

- Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zwiers, J. (2008). Building Academic Language: Essential Practices for Content Classrooms. San Francisco, CA: Jossey-Bass.

Assessment for Student Learning

- Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2004, September). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, (86)1, 9-21.
- Black, P. & Wiliam, D. (1998, October). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan.* (80)2, 139-148.
- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Fink, S. & Markholt, A. (2011). Leading for instructional improvement: How successful leaders develop teaching and learning expertise. San Francisco, CA: Jossey-Bass.
- Leahy, S., Lyon, C., Thompson, M. & Wiliam, D. (2005, November). Classroom assessment: Minute by minute, day by day. *Educational Leadership.* (64)3, 19-24.
- Marzano, R., Pickering, D. & Pollock. J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Saphier, J. & Gower, R. (1997). *The skillful teacher: Building your teaching skills (5th ed.)*. Acton, MA: Research for Better Teaching.
- Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Stiggins, R.J., Arter, J.A., Chappuis, J. & Chappuis, S. (2007). Classroom assessment for student learning: Doing it right using it well. Portland, OR: Educational Testing Service.
- Stigler, J., & Hiebert, J. (1999). The teaching gap: Best ideas from the world's teachers for improving education in the classroom. New York: The Free Press.
- Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.
- Wiske, M. (Ed.). (1998). *Teaching for understanding: Linking research with practice*. San Francisco: Jossey Bass.

Classroom Environment & Culture

- Boaler, J. (2008). Promoting 'relational equity' and high mathematics achievement through an innovative mixed ability approach. *British Educational Research Journal*, *34*(2), 167-194.
- Boaler, J. & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, *110*(3), 608-645.
- Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Cambridge, MA: Harvard Education Press.
- Cohen, E. & Lotan, R. (Eds.) (1997). Working for equity in heterogeneous classrooms: Sociological theory in practice. New York: Teachers College Press.
- Cohen, E., Lotan, R. A., Scarloss, B. A., & Arellano, A. R. (1999). Complex instruction: Equity in cooperative learning classrooms. *Theory into Practice, 38*(2), 80-86.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Fink, S. & Markholt, A. (2011). Leading for instructional improvement: How successful leaders develop teaching and learning expertise. San Francisco, CA: Jossey-Bass.
- Lotan, R. (2006). Teaching teachers to build equitable classrooms. *Theory into practice*, *45*(1), 8.
- Martin, Sandra Home. (2006). The classroom environment and children's performance is there a relationship? In *Children and their environments: Learning, using, and designing spaces*. Cambridge, U.K.: Cambridge University Press, 91-107.
- Marzano, R., Pickering, D. & Pollock. J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Saphier, J. & Gower, R. (1997). *The skillful teacher: Building your teaching skills (5th ed.)*. Acton, MA: Research for Better Teaching.
- Stein, M.K. & Nelson, B. S. (2003). Leadership content knowledge. *Educational Evaluation and Policy Analysis*, *25*(4), 423-448.
- Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiske, M. (Ed.). (1998). *Teaching for understanding: Linking research with practice*. San Francisco, CA: Jossey Bass.
- Yatvin, J. (2004). A room with a differentiated view: How to serve all children as individual learners. Portsmouth, NH: Heinemann.

Professional Collaboration and Communication

- Barr, R. D. & Parrett, W. H. (2007). The kids left behind: Catching up the underachieving children of poverty. Bloomington, IN: Solution Tree Press.
- Brooks, J. G., & Thompson, E. G. (2005, September). Social justice in the classroom. *Educational Leadership 63*(1), 48-52.
- DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2010). Raising the bar and closing the gap: Whatever it takes. Bloomington, IN: Solution Tree Press.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R. & VanVoorhis, F. L. (2002). School, family and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Garmston, R. & Wellman, B.. (1999). *The adaptive school: Developing and facilitating collaborative groups*. Norwood, MA: Christopher-Gordon Publishers. *See especially "The 7 Norms of Collaboration" on page 45.*
- Hord, S. M., Roussin, J. L. & Sommers, W. A. (2010). Guiding professional learning communities: Inspiration, challenge, surprise and meaning. Thousand Oaks, CA: Corwin Press.
- Jackson, R. R. (2009). *Never work harder than your students and other principles of great teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Miramontes, O., Nadeau, A. & Commins, N. L. (1997). Restructuring schools for linguistic diversity: Linking decision making to effective programs. New York: Teachers College Press.

Rater Reliability

- Aspen Institute. (2011). Building teacher evaluation systems: Learning from leading efforts. Washington, DC: Aspen Institute. Retrieved from http://www.aspeninstitute.org/publications/building-teacher-evaluation-systems-learning-leading-efforts.
- Bell, C. A., Little, O. N., Croft A. J. & Gitomer, D. H. (2009). *Measuring teaching practice: A conceptual review.* San Diego, CA: American Educational Research Association.
- Curtis, R. (2011). District of Columbia public schools: Defining instructional expectations and aligning accountability and support. Washington, DC: The Aspen Institute. Retrieved from http://www.aspeninstitute.org/ publications/building-teacher-evaluation-systems-learning-leading-efforts.
- Donaldson, M. L. (2009). So long, Lake Wobegon? Using teacher evaluation to raise teacher quality. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/06/pdf/teacher evaluation.pdf.

- Goldstein, J. (2007). Easy to dance to: Solving the problems of teacher evaluation with peer assistance and review. *American Journal of Education*, *113*(3), 479-508.
- Humphrey, D. C., Koppich, J. E., Bland, J. A. & Bosetti, K. R. (2011). *Peer review: Getting serious about teacher support and evaluation.* Menlo Park, CA: SRI International. Retrieved from http://policyweb.sri.com/cep/publications/PAR PeerReviewReport 2011.pdf.
- MET Project. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from http://metproject.org/reports.php.
- Stuhlman, M. W., Hamre, B. K., Downer, J. T. & Planta, R. W. (2010). A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems to assess and improve teacher effectiveness. Charlottesville, VA: University of Virginia, The Center for Advanced Study of Teaching and Learning.

COPYRIGHT ©2012 UNIVERSITY OF WASHINGTON, CENTER FOR EDUCATIONAL LEADERSHIP. TO ORDER COPIES OR REQUEST PERMISSION TO REPRODUCE MATERIALS, EMAIL EDLEAD@U.WASHINGTON.EDU, CALL THE CENTER FOR EDUCATIONAL LEADERSHIP AT 206-221-6881, OR GO TO WWW.K-12LEADERSHIP.ORG. NO PART OF THIS PUBLICATION MAY BE REPRODUCED, STORED IN A RETRIEVAL SYSTEM, USED IN A SPREADSHEET, OR TRANSMITTED IN ANY FORM OR BY ANY MEANS—ELECTRONIC, MECHANICAL, PHOTOCOPYING, RECORDING, OR OTHERWISE—WITHOUT PERMISSION OF THE CENTER FOR EDUCATIONAL LEADERSHIP.

5D, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.