

PEAK Learning Systems

Mapping Teaching for Excellence™

to U of Washington, Center for Educational Leadership's
5D™ - 5 Dimensions of Teaching and Learning™

The purpose of this document is to provide a map showing which of the *Teaching for Excellence™* concepts, principles, approaches, tools, strategies and techniques are components supporting success with meeting the expectations represented by the 5 Dimensions of Teaching and Learning™. For an in-depth knowledge of what is meant by an entry in either model, investigate it further through the resources provided by each group. Because so many terms, such as “feedback” for example, can mean different things to different readers, we encourage further exploration for critical attributes.

PEAK Support of the University of Washington's Center for Educational Leadership's 5 Dimensions of Teaching and Learning™

Mapping *Teaching for Excellence™* to the 5 Dimensions of Teaching and Learning™

5D™	5D™ Subdimension	PEAK Learning Systems' <i>Teaching for Excellence™</i> Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Purpose	Standards	Domain 3: General Teaching Tools & Techniques Domain 5: Classroom Curriculum Alignment, Design and Flow Tools Domain 6: Classroom Assessment for Learning: On-Going/Formative, Summative, & Culminating Domain 7: Implementing New Higher Standards and Assessments
	Learning Target and Teaching Points	
Student Engagement	Intellectual Work	Domain 3: General Teaching Tools & Techniques Domain 4: Participation, Interaction & Engagement Tools/Strategies, etc. Domain 8: Research Findings & Deep Conceptual Frameworks as Tools
	Engagement Strategies	
	Talk	
Curriculum & Pedagogy	Curriculum	Domain 5: Classroom Curriculum Alignment, Design and Flow Tools Domain 7: Implementing New Higher Standards and Assessments Domain 8: Research Findings & Deep Conceptual Frameworks as Tools
	Teaching approaches and/or Strategies	
	Scaffolds for Learning	
Assessment for Student Learning	Assessment	Domain 3: General Teaching Tools & Techniques Domain 6: Classroom Assessment for Learning: On-Going/Formative, Summative, & Culminating Domain 7: Implementing New Higher Standards and Assessments Domain 8: Research Findings & Deep Conceptual Frameworks as Tools
	Adjustment	
Classroom Environment & Culture	Use of Physical Environment	Domain 1: The Physical Learning Environment Domain 2: The Human Learning Environment Domain 3: General Teaching Tools & Techniques
	Classroom Routines and Rituals	
	Classroom Culture	
Not Addressed in 5D		PEAK Teaching for Excellence Components Not Addressed by 5D™ Domain 9 and various elements from each of Domains 1 through 8

Mapping *Teaching for Excellence™* to the Purpose Dimension of the 5D™

5D™	5D™ Subdimension	PEAK Learning Systems' <i>Teaching for Excellence™</i> Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Purpose	Standards Learning Target and Teaching Points	<p>Domain 3: General Teaching Tools & Techniques</p> <p>Effective teachers draw upon a large repertoire of tools and techniques to increase the effectiveness and efficiency of their instructional activities, methods and strategies. These include feedback, guided and independent practice timing, support methods, voice, presence, word choice, positioning, questioning techniques, instruction and direction tools, instructional material management, ways of teaching and maintaining appropriate procedures, and the many aspects of what is commonly thought of as classroom management.</p> <p>a. Agendas</p> <ul style="list-style-type: none"> i. Posted and/or processed by students ii. Reviewed and understood by students <p>b. NA</p> <p>c. NA</p> <p>d. NA</p> <p>e. NA</p> <p>f. NA</p> <p>g. NA</p> <p>h. Criteria-for-Credit</p> <ul style="list-style-type: none"> i. Criteria-for-Credit (C4C) is used to ensure work adheres to quality criteria ii. C4C does not require complete or correct unless adequate iterations and support stations and systems are provided iii. C4C is consistently applied, i.e., if it is said, it is followed through <p>i. NA</p> <p>j. NA</p> <p>k. NA</p> <p>l. Essential questions or objectives</p> <ul style="list-style-type: none"> i. They are posted for and/or processed by students ii. They are understandable to students iii. They convey purpose, value and/or benefit of the learning <p>m. NA</p> <p>n. NA</p> <p>o. NA</p> <p>p. NA</p>

5D™	5D™ Subdimension	PEAK Learning Systems' Teaching for Excellence™ Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Purpose	Standards Learning Target and Teaching Points	<p>q. NA r. NA s. NA t. NA u. NA v. NA w. NA x. Rubrics</p> <ul style="list-style-type: none"> i. Exemplars and anchors are used to develop rubrics ii. Rubrics are used to coach students to standards iii. Rubrics are appropriately analytical during learning and assessment to ensure mastery of important dimensions of targeted performance abilities iv. Student-developed rubrics and criteria from exemplars and anchors with appropriate levels of facilitation <p>Domain 5: Classroom Curriculum Alignment, Design and Flow Tools Curriculum is aligned with standards. In addition, classroom curriculum is incrementally developed and then revisited through distributed practice and continued incremental development.</p> <ul style="list-style-type: none"> a. Alignment to Standards b. Instructional Activities Alignment c. Pre-instruction d. Distributed Practice e. Incremental Development Over Time f. Prioritized Curriculum g. Three Part Lesson Plans h. Topic Planners i. Delayed Practice <p>Domain 6: Classroom Assessment for Learning: On-Going/Formative, Summative, & Culminating</p> <p>Formative Assessment is On-Going Assessment throughout the teaching and learning process leading up to Summative Assessment at the end of a unit of instruction. Culminating (or End of Course/End of Grade Level) Assessment is at the end. Formative Assessment provides feedback to the teacher throughout the unit as to the effectiveness of the teaching and learning activities. Formative assessment tools are found in Domain 4.</p>

5D™	5D™ Subdimension	<p align="center">PEAK Learning Systems’ Teaching for Excellence™ Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™</p>
Purpose	Standards Learning Target and Teaching Points	<p>Summative Assessment occurs at the end of the unit and provides the means to assess the unit objectives and the distributed practice objectives, providing corrective loops focused on those objectives, and finally re-assessment ensuring the objective are met.</p> <p>Culminating Assessment occurs at the end of the course or grade level and is used to assess, correct and re-assess until mastery of each of the essential course/grade level objectives or standards.</p> <p>a. Formative Assessment – See Domain 4</p> <ul style="list-style-type: none"> i. Activities are not graded ii. Activities are used to provide knowledge (not grades or marks) to the teacher as to the levels of learning iii. Adjustments are made to instruction based on observations by the teacher <p>b. Summative Assessment</p> <ul style="list-style-type: none"> i. Parallel forms for re-assessment ii. Parallel forms and/or study guides for preparation and for corrective loop practice iii. Corrective instruction focused on assessment objectives iv. Constructed for assessment of individual current objectives v. Constructed for assessment of cumulative distributed practice practiced during the unit vi. New objectives cover approximately one week’s worth of content vii. Mastery lock is built in viii. Items and objectives are aligned to the standards ix. Multiple-choice, true/false, and matching are not used without students being accountable for all their work/process, explanation, defense, etc... x. Where feasible and appropriate, answers are provided that students check against xi. Timing – assessments are administered after ample distributed practice and evidence to ensure high success at increased standards xii. Performance assessment is used as appropriate for standards with coaching until mastery xiii. Rubrics are provided with clarifying anchors for appropriate prompts xiv. Mastery of objectives is expected, supported and required <p>c. Culminating Assessment</p> <ul style="list-style-type: none"> i. Accurately assesses the major, culminating objectives/standards at the end of course or grade level ii. Parallel forms for re-assessment iii. Parallel forms and/or study guides for preparation and for corrective loop practice iv. Corrective instruction focused on assessment objectives v. Mastery lock is built in

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<p align="center">Purpose</p>	<p align="center">Standards Learning Target and Teaching Points</p>	<ul style="list-style-type: none"> vi. Items and objectives are aligned to the standards vii. Multiple-choice, true/false, and matching are not used without students being accountable for all their work/process, explanation, defense, etc... viii. Where feasible and appropriate, answers are provided that students check against. ix. Performance assessment is used as appropriate for standards with coaching until mastery x. Rubrics are provided with clarifying anchors for appropriate prompts xi. Mastery of objectives is expected, supported and required <p>Domain 7: Implementing New Higher Standards and Assessments</p> <ul style="list-style-type: none"> a. Scaffolding - is provided to ensure enabling skills, understandings and abilities are learned b. Communication In Content Language - Students are required to read, write, listen and speak in the language of the content c. Describe, Explain, Defend, Justify, Connect, Apply

Mapping *Teaching for Excellence™* to the Student Engagement Dimension of the 5D™

5D™	5D™ Subdimension	PEAK Learning Systems' <i>Teaching for Excellence™</i> Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Student Engagement	Intellectual Work Engagement Strategies Talk	<p>Domain 3: General Teaching Tools & Techniques Effective teachers draw upon a large repertoire of tools and techniques to increase the effectiveness and efficiency of their instructional activities, methods and strategies. These include feedback, guided and independent practice timing, support methods, voice, presence, word choice, positioning, questioning techniques, instruction and direction tools, instructional material management, ways of teaching and maintaining appropriate procedures, and the many aspects of what is commonly thought of as classroom management.</p> <ul style="list-style-type: none"> a. NA b. NA c. Communication in subject matter language <ul style="list-style-type: none"> I. Students are taught, practice and progress in reading in the language of the subject II. Students are taught, practice and progress in writing in the language of the subject III. Students are taught, practice and progress in speaking in the language of the subject d. Complete sentence responses <ul style="list-style-type: none"> I. Students respond to questions and prompts during instruction in complete sentences that convey meaning II. Teachers use choral repetition with complete sentences to follow-up word and phrase responses e. Content concept posters <ul style="list-style-type: none"> I. Posters are interpretable from every student location II. Posters address major, foundational concepts for pre-instruction, focused instruction and post-instruction III. Posters adhere to criteria for effective visuals IV. Icons or pictures are used as appropriate for conceptualization V. Posters are designed and developed by students f. Copying, replicating, emulating <ul style="list-style-type: none"> I. Copying, replicating or emulating is used as a tool for pre-instruction II. Copying, replicating or emulating is used and monitored until skills are learned III. Copying as a learning tool is not discouraged, it is encouraged and monitored until students are capable of success on their own g. Cool Downs - closure <ul style="list-style-type: none"> I. Active engagement of the learners' minds/muscles in bringing closure to the learning II. Cause students to leave with a feeling of success III. Fast and simple

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Student Engagement	Intellectual Work Engagement Strategies Talk	<p>h. NA</p> <p>i. NA</p> <p>j. NA</p> <p>k. Effort recognized</p> <ol style="list-style-type: none"> I. Manage by time, not completion with recognition given for consistent hard work II. Recognition is given for great effort, hard work, diligence ... not level of achievement or mastery III. encouraged, identified, monitored, recognized, reported and documented IV. Recognition symbols <p>l. NA</p> <p>m. Every, Every, Every</p> <ol style="list-style-type: none"> I. Every student articulates the or a correct response to every question/prompt/problem during instruction II. Every student records/processes every correct “thing” that is to be recorded in collaborative/group learning III. Every student does and completes every learning activity correctly IV. Corrections happen during processes, not after it is completed or later. <p>n. Feedback, criticism, praise and critiquing tools</p> <ol style="list-style-type: none"> I. Students are provided regular opportunity for feedback which is learning through self-reflection, thought, discovery II. Criticism is avoided, but provided when and how it is appropriate III. Praise is provided equally to all IV. Feedback and critiques are both understood and used <p>o. Learning Support Stations (LSS)</p> <ol style="list-style-type: none"> I. Appropriate Solution, Answer, Hint, Information, Exemplar, One-on-One Coaching are provided and monitored to ensure correct practice and processing II. LSS are places and means for double checking, not seeking help III. Codes are used as needed for increased participation <p>p. Manage by Time, NOT Numbers or Completion</p> <p>q. NA</p> <p>r. Model exactly – Ask students first to replicate what’s modeled</p> <ol style="list-style-type: none"> I. Start by showing a procedure completed and facilitate conversation II. Model a procedure or skill as a part of instruction III. Have students do exactly what was modeled, not something similar or a similar one, until they can do it themselves IV. Lastly have student perform the procedure or skill on a “similar” one <p>s. NA</p>

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Student Engagement	Intellectual Work Engagement Strategies Talk	<p>t. Next-step processing</p> <ol style="list-style-type: none"> I. Process in scaffolding steps to ensure all students reach greater depth and rigor. II. After a question, students are asked a next step question to prompt correct, more complex and deeper perspectives III. After tasks and activities, students are asked to process further, e.g. compare, explain, summarize, predict, argue for, etc... <p>u. Practice and interaction tools Build Proficiency, Speed, Automaticity and Understanding</p> <ol style="list-style-type: none"> I. Practice is always supported so it is done correctly II. Learning Support Stations are provided for each developmental level III. Distributed practice of varying topics before memory is gone occurs daily IV. Distributed practice of topics about to be needed as background knowledge as appropriate V. Distributed practice with incremental development happens almost daily VI. Distributed practice accountability occurs through inclusion on unit and culminating assessments <p>v. NA</p> <p>w. Questioning tools</p> <ol style="list-style-type: none"> I. Open-ended questions used effectively , fully supported, scaffolded, every student learns correct responses II. Questions that effectively provide checks for understanding through observation, and yet all students learn correct responses III. Effective use of Choral Repetition and Choral Response IV. Effective use of TRQ and/or TDL V. Effectively requiring complete sentence responses VI. Evidence of effective use of Reflection Journals VII. Effective use of Deflected questions VIII. Point Processing is effectively and consistently used IX. Reflection prompts <p>x. Rubrics</p> <ol style="list-style-type: none"> I. Exemplars and anchors are used to develop rubrics II. Rubrics are used to coach students to standards III. Rubrics are appropriately analytical during learning and assessment to ensure mastery of important dimensions of targeted performance abilities IV. Student-developed rubrics and criteria from exemplars and anchors with appropriate levels of facilitation <p>y. Show Me You Understand</p> <ol style="list-style-type: none"> I. Whenever possible, students are given correct answers/responses to practice problems/prompts

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Student Engagement	Intellectual Work Engagement Strategies Talk	<p style="text-align: center;">requiring process and told to use the appropriate processes to show they are correct</p> <p>II. Where appropriate with assessments, students are asked to follow correct process to prove a given response to a prompt is correct</p> <p>z. Standards maintained</p> <p>I. Students are required to re-assess after two part corrective loops until standards are met (alternative approaches ensuring standards are fine.)</p> <p>II. Extra Credit is not available</p> <p>III. Averages and point totals cannot be used to permit students “completing” without having mastered essential standards</p> <p>aa. Stress reducers, energizers and attention acquisition</p> <p>I. Students are taught to pause for “effective” deep breathing during assessments and other stressful experiences to reduce stress</p> <p>II. Students are verbally encouraged to take a deep breath before they are given directions as a means of gaining attention, energizing, and reducing stress</p> <p>III. Students are encouraged to write for 7 to 10 minutes “venting” their frustrations and fears before events such as assessments they are concerned about</p> <p>bb. Transitions</p> <p>I. If music is used, the criteria are followed</p> <p>II. Transitions are fast and smooth</p> <p>III. Gaps when the teacher is busy but the students could be idle are filled with transitions</p> <p>cc. Vocabulary</p> <p>I. Vocabulary is taught before using games for reinforcement and depth</p> <p>II. Six plus two steps are followed in teaching vocabulary</p> <p>III. Descriptions, explanations and examples are used before definitions</p> <p>dd. Warm ups – preparation</p> <p>I. Last about 3 to 5 minutes</p> <p>II. Are typically managed by time and not numbers or completion, thus keeping all students busy interacting with the subject matter for the duration</p> <p>III. Are not graded or gone over</p> <p>IV. Are NOT material from previous days they have not mastered</p> <p>V. Are easy enough and differentiated enough that all students warm-up effectively, do them correctly without help or support</p> <p>VI. Cause students to warm-up their brains, and muscles when appropriate, in subject matter by interacting with either a variety of material they have all totally mastered, or material they have not yet learned about in order to foreshadow (e.g. having students trace over and over again,</p>

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Student Engagement	Intellectual Work Engagement Strategies Talk	<p>until time is called, a diagram they will be learning about.)</p> <p>VII. Warm-ups cause all student to be in a position of starting in the challenges of the lesson having just been successful functioning within the area of the subject matter just as in warm ups in athletics and the performing arts</p> <p>Domain 4: Participation, Interaction & Engagement Tools/Strategies: Including Learning Strategies/Activities, Methods and On-Going/Formative Assessment and Adjustment</p> <p>Learning requires students interact and engage with the content. There are many different and appropriate ways to do this depending on the nature of the subject matter, the needs of the students, the standards being taught and the alignment with them.</p> <p><i>Teaching for Excellence™</i> has many good activities and strategies for causing interaction and engagement from which to choose. Though the strategies/activities are considered by many to be the most valuable, how they are used is just as important.</p> <p>a. Strategy/Activity Tools Effectiveness – Critical Attributes</p> <ol style="list-style-type: none"> I. Strategies align with the content standard and performance levels II. Developmental, capacity-building, scaffolding steps are used III. Next-Steps Processing Loops to consistently extend and deepen IV. Strategies are modeled and explained effectively and efficiently V. Everyone records, processes all the embedded content VI. The activities are used as on-going/formative assessment VII. The Tools in Dimensions 1, 2 and 3 are used effectively VIII. The strategies critical attributes are applied <p>b. Strategies/Activity Variety</p> <ol style="list-style-type: none"> i. All Talk ii. Alphabet and other boxes for categorization and classification iii. Back Tracks iv. Balloon Toss v. Bracket Buster vi. Carousel Graffiti and extended vii. Cartoon Conversation

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Student Engagement	Intellectual Work Engagement Strategies Talk	<ul style="list-style-type: none"> viii. Concept Attainment ix. Concept Bundles x. Concept Cards and Posters, Student-Developed xi. Conceptual T-Charts xii. Core Races xiii. Copy Me Teaching xiv. Defending Preferences xv. Depictions xvi. Dice Game xvii. Door Passes xviii. Dump Lump Clump xix. Face Space xx. Final Countdown xxi. First Looks xxii. Five Liners xxiii. Four Square xxiv. Four-Two-One xxv. Four Ways xxvi. Frisbee and Snow Ball Quizzes xxvii. Gallery Walk Notes xxviii. Give ‘n Get xxix. Instant Reply and Instant Replay Extended xxx. Interactive Notes xxxi. M-4-2-1 and 4-2-1 xxxii. Museums xxxiii. Musical Madness xxxiv. No Peeking Extended xxxv. Partner Review xxxvi. Non-linguistic Representations xxxvii. Numbered Call Out xxxviii. Search and Rescue xxxix. Similes and Metaphors xl. Stop and Jot xli. Student-developed rubrics xlii. Summary Slips

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Student Engagement	Intellectual Work Engagement Strategies Talk	<ul style="list-style-type: none"> xliii. Survey with Your Feet xliv. Survivor xlv. Swap Meet xlvi. T and π Charts for Procedures xlvii. Table Jam xlviii. Table Races xliv. Timed Olympics <ul style="list-style-type: none"> I. Total Recall ii. Triple Jeopardy iii. Turn and Talk iiii. Vanishing Content lv. Vocabulary Development – 6 + 2 step process lv. Vocabulary Power Grid lvi. Walk About Quiz lvii. Wall Drills – Fact Tracks lviii. Wall Drills – Skill Builder lix. Wall Drills – Pattern Finder lx. Word Splash lxi. Other _____ <p>Domain 8: Research Findings & Deep Conceptual Frameworks as Tools</p> <p>Key to maximum achievement is using the best possible knowledge, skills and practices available. This includes understanding the nature and timing of learning, the impact of motivation drivers and “flow,” and essential concepts and research findings that enable the most effective selection of approaches, methods, tools and techniques for each student. Specifically, a deep and working understanding of the following provides critical decision screen tools.</p> <ul style="list-style-type: none"> a. Framework for Understanding Poverty b. Effective Schools c. Anderson’s Curve – Learning Time d. 6 Keys for High Motivation

Mapping *Teaching for Excellence™* to the Curriculum and Pedagogy Dimension of the 5D™

5D™	5D™ Subdimension	PEAK Learning Systems’ <i>Teaching for Excellence™</i> Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Curriculum & Pedagogy	Curriculum Teaching approaches and/or Strategies Scaffolds for Learning	<p>Domain 5: Classroom Curriculum Alignment, Design and Flow Tools Curriculum is aligned with standards. In addition, classroom curriculum is incrementally developed and then revisited through distributed practice and continued incremental development.</p> <ul style="list-style-type: none"> a. Alignment to Standards b. Instructional Activities Alignment c. Pre-instruction d. Distributed Practice e. Incremental Development Over Time f. Prioritized Curriculum g. Three Part Lesson Plans h. Topic Planners i. Delayed Practice <p>Domain 7: Implementing New Higher Standards and Assessments</p> <ul style="list-style-type: none"> d. Scaffolding - is provided to ensure enabling skills, understandings and abilities are learned e. Communication In Content Language - Students are required to read, write, listen and speak in the language of the content f. Describe, Explain, Defend, Justify, Connect, Apply <p>Domain 8: Research Findings & Deep Conceptual Frameworks as Tools Key to maximum achievement is using the best possible knowledge, skills and practices available. This includes understanding the nature and timing of learning, the impact of motivation drivers and “flow,” and essential concepts and research findings that enable the most effective selection of approaches, methods, tools and techniques for each student. Specifically, a deep and working understanding of the following provides critical decision screen tools.</p> <ul style="list-style-type: none"> e. Framework for Understanding Poverty f. Effective Schools g. Anderson’s Curve – Learning Time h. 6 Keys for High Motivation

Mapping *Teaching for Excellence™* to the Assessment for Student Learning Dimensions of the 5D™

5D™	5D™ Subdimension	PEAK Learning Systems’ Teaching for Excellence™ Domains with Associated Tools, Strategies, Findings and Concepts that Support each Dimension of 5D™
Assessment for Student Learning	Assessment Adjustment	<p>Domain 3: General Teaching Tools and Techniques</p> <p>Effective teachers draw upon a large repertoire of tools and techniques to increase the effectiveness and efficiency of their instructional activities, methods and strategies – including assessments. These include feedback, guided and independent practice timing, support methods, voice, presence, word choice, positioning, questioning techniques, instruction and direction tools, instructional material management, ways of teaching and maintaining appropriate procedures, and the many aspects of what is commonly thought of as classroom management.</p> <ul style="list-style-type: none"> a. through h: NA w. Delayed assessment and practice <ul style="list-style-type: none"> I. Assessments are administered after adequate distributed practice and incremental development to ensure success with rigorous and challenging standards II. Practice is used only after adequate repetitions in class over enough days to ensure the practice will be done correctly since practice makes permanent j. through n: NA o. Learning Support Stations (LSS) – to facilitate self-assessment, feedback, and higher standards <ul style="list-style-type: none"> I. Appropriate Solution, Answer, Hint, Information, Exemplar, One-on-One Coaching are provided and monitored to ensure correct practice and processing II. LSS are places and means for double checking, not seeking help III. Codes are used as needed for increased participation x. Standardized tests, multiple choice – Research-supported preparation <ul style="list-style-type: none"> Design analysis and test-taking skills are taught, utilized for instruction and not used for assessment y. through v: NA w. Questioning tools <ul style="list-style-type: none"> I. Open-ended questions used effectively , fully supported, scaffolded, every student learns correct responses II. Questions that effectively provide checks for understanding through observation, and yet all students learn correct responses III. Effective use of Choral Repetition and Choral Response IV. Effective use of TRQ and/or TDL V. Effectively requiring complete sentence responses VI. Evidence of effective use of Reflection Journals

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Assessment for Student Learning	Assessment Adjustment	<ul style="list-style-type: none"> VII. Effective use of Deflected questions VIII. Point Processing is effectively and consistently used IX. Reflection prompts x. Rubrics <ul style="list-style-type: none"> v. Exemplars and anchors are used to develop rubrics vi. Rubrics are used to coach students to standards vii. Rubrics are appropriately analytical during learning and assessment to ensure mastery of important dimensions of targeted performance abilities viii. Student-developed rubrics and criteria from exemplars and anchors with appropriate levels of facilitation y. Show Me You Understand <ul style="list-style-type: none"> i. Whenever possible, students are given correct answers/responses to practice problems/prompts requiring process and told to use the appropriate processes to show they are correct ii. Where appropriate with assessments, students are asked to follow correct process to prove a given response to a prompt is correct z. Standards maintained <ul style="list-style-type: none"> i. Students are required to re-assess after two part corrective loops until standards are met (alternative approaches ensuring standards are fine.) ii. Extra Credit is not available iii. Averages and point totals cannot be used to permit students “completing” without having mastered essential standards <p>Domain 6: Classroom Assessment for Learning: On-Going/Formative, Summative, & Culminating</p> <p>Formative Assessment is On-Going Assessment throughout the teaching and learning process leading up to Summative Assessment at the end of a unit of instruction. Culminating (or End of Course/End of Grade Level) Assessment is at the end. Formative Assessment provides feedback to the teacher throughout the unit as to the effectiveness of the teaching and learning activities. Formative assessment tools are found in Domain 4.</p> <p>Summative Assessment occurs at the end of the unit and provides the means to assess the unit objectives and the distributed practice objectives, providing corrective loops focused on those objectives, and finally re-assessment ensuring the objective are met.</p> <p>Culminating Assessment occurs at the end of the course or grade level and is used to assess, correct and re-assess until mastery of each of the essential course/grade level objectives or standards.</p>

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		<ul style="list-style-type: none"> x. Formative Assessment – See Domain 4 y. Activities are not graded z. Activities are used to provide knowledge (not grades or marks) to the teacher as to the levels of learning aa. Adjustments are made to instruction based on observations by the teacher bb. Summative Assessment cc. Parallel forms for re-assessment dd. Parallel forms and/or study guides for preparation and for corrective loop practice ee. Corrective instruction focused on assessment objectives ff. Constructed for assessment of individual current objectives gg. Constructed for assessment of cumulative distributed practice practiced during the unit hh. New objectives cover approximately one week’s worth of content ii. Mastery lock is built in jj. Items and objectives are aligned to the standards kk. Multiple-choice, true/false, and matching are not used without students being accountable for all their work/process, explanation, defense, etc... ll. Where feasible and appropriate, answers are provided that students check against mm. Timing – assessments are administered after ample distributed practice and evidence to ensure high success at increased standards nn. Performance assessment is used as appropriate for standards with coaching until mastery oo. Rubrics are provided with clarifying anchors for appropriate prompts pp. Mastery of objectives is expected, supported and required qq. Culminating Assessment rr. Accurately assesses the major, culminating objectives/standards at the end of course or grade level ss. Parallel forms for re-assessment tt. Parallel forms and/or study guides for preparation and for corrective loop practice uu. Corrective instruction focused on assessment objectives vv. Mastery lock is built in ww. Items and objectives are aligned to the standards xx. Multiple-choice, true/false, and matching are not used without students being accountable for all their work/process, explanation, defense, etc... yy. Where feasible and appropriate, answers are provided that students check against. zz. Performance assessment is used as appropriate for standards with coaching until mastery aaa. Rubrics are provided with clarifying anchors for appropriate prompts

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		<p>bbb. Mastery of objectives is expected, supported and required</p> <p>Domain 7: Implementing New Higher Standards and Assessments</p> <ul style="list-style-type: none"> a. Scaffolding - is provided to ensure enabling skills, understandings and abilities are learned b. Communication In Content Language - Students are required to read, write, listen and speak in the language of the content c. Describe, Explain, Defend, Justify, Connect, Apply <p>Domain 8: Research Findings & Deep Conceptual Frameworks as Tools</p> <p>Key to maximum achievement is using the best possible knowledge, skills and practices available. This includes understanding the nature and timing of learning, the impact of motivation drivers and “flow,” and essential concepts and research findings that enable the most effective selection of approaches, methods, tools and techniques for each student.</p> <p>Specifically, a deep and working understanding of the following provides critical decision screen tools.</p> <ul style="list-style-type: none"> a. Framework for Understanding Poverty b. Effective Schools c. Anderson’s Curve – Learning Time d. 6 Keys for High Motivation

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<p>Domain 1: The Physical Learning Environment</p> <p>a. Classroom lighting</p> <ol style="list-style-type: none"> I. Light is bright and yet comfortable II. The room has natural light or full spectrum lighting III. Window shades are open except when they must be closed for video or glare IV. Projected images and point sizes are enlarged to facilitate effective interpretation when lights are on and shades open V. Projections are bright enough to allow lights being on <p>b. Seating arrangements</p> <ol style="list-style-type: none"> I. Students face the speaker, teacher and projections and shift seating as necessary to maintain such II. Chairs/desks are arranged for ease of <i>appropriate</i> access III. Seating shifts to be appropriate for each activity or phase of instruction and learning as it happens and changes IV. Arrangements provide adequate space for movement and access to each student <p>c. General maintenance</p> <ol style="list-style-type: none"> I. Windows are clean and in good repair II. Window shades are clean and in good working order and alignment III. Light fixtures, furniture, walls, doors, cabinets, etc. are all in good repair and appearance IV. Floor and all surfaces are clean, neat and without trash V. There are trash containers spaced closely enough for ease of use VI. Wall postings are all in good shape and appearance VII. All electronic and mechanical equipment is in excellent working order and appropriate for the task <p>d. Climate</p> <ol style="list-style-type: none"> I. The temperature and humidity levels are comfortable II. The environment is free of unpleasant or excessive odors from excessive perfumes or noxious chemicals III. There are no distracting sounds such as from lawn mowers, air-conditioners, traffic or activities within hearing range <p>e. Visuals on walls, boards, projection areas and elsewhere</p> <ol style="list-style-type: none"> I. Future important concepts are displayed in advance II. Visuals are easily read and interpreted from anywhere in the room, including the back, middle or corner seats, without turning off the lights

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<ul style="list-style-type: none"> III. Visuals are neatly arranged and well-aligned IV. Visuals are high enough, including Smartboard™ images, that all can see without obstruction V. Fonts, point sizes, colors, graphics and other images are easily interpreted and correct for the purpose and age level <p>f. Instructional area layout and organization</p> <ul style="list-style-type: none"> i. All supplies and materials are immediately accessible without time gaps ii. The space between instructor and students is open and the instructor is clearly visible iii. Students are clearly visible to the instructor throughout instruction iv. Students' hands are visible v. Teaching positions including for instruction, stories, correction, and attention-getting are established and used vi. Platforms are appropriately used for visibility <p>g. Voice and other sounds</p> <ul style="list-style-type: none"> I. Sound is clear and comfortable II. Modulation and other auditory cues and devices are effectively used <p>Domain 2: The Human Learning Environment</p> <p>a. Command presence</p> <ul style="list-style-type: none"> i. Friendly, authoritative, not authoritarian voice tone ii. Gestures are open, strong, aligned with message iii. Steps forward into students when addressing them iv. Stands with two feet together v. Attire is professional and a step above students' attire vi. Posture is strong and straight vii. The teacher uses movement for effective emphasis, attention, respect, caring and impact with content and learners viii. Choice of words is polite and direct ix. There are no unnecessary "frames" and words such as, "I would like to ask you ..." x. Respectful, inviting, inclusive language is used xi. There are no instances of sarcasm or put downs xii. Expressions convey comfort, confidence and competence without fear or nervousness xiii. Everything said is reasonable, supported, and followed through ... no back downs xiv. Mistakes are admitted readily and apologized for xv. Responsibility is taken for error and confusion

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<p>xvi. Fast and smooth</p> <p>b. With-it-Ness</p> <ul style="list-style-type: none"> i. The teacher is aware of <ul style="list-style-type: none"> 1. all student’s actions and behaviors 2. disengaged student activity, actions and behaviors 3. hidden disruptions/activity 4. energy levels and adjusts to maintain appropriate levels ii. Students are aware of teacher’s awareness or with-it-ness iii. Students’ respect and appreciation is drawn iv. The teacher is respected, effective and cared about by the students. <p>c. Instructional positions</p> <ul style="list-style-type: none"> i. There is one place in the front of the room for information dissemination/direct instruction ii. The teacher enters into student space to increase awareness/attention iii. There are purposeful side spots for stories/conversational times iv. There is one spot for general correction <p>d. Energy management</p> <ul style="list-style-type: none"> i. Energy levels/waves are observed and managed ii. Energy waves are purposely and effectively used iii. Time during energy troughs/lows is effectively created, managed and used iv. Energizers and re-energizers are effectively used <p>e. Voice: volume, tone, and other auditory tools</p> <ul style="list-style-type: none"> i. Pauses are effectively used for attention ii. Shifting volume is effectively used for emphasis or attention iii. Voice variations are used effectively for emphasis or meaning iv. Tone variations are effectively used to access emotion <p>f. Inviting and inclusive language</p> <ul style="list-style-type: none"> i. Purposeful use of “we,” “our” and “us” to share ownership and responsibility ii. Avoidance of “you” when referencing projections of self <p>g. Sarcasm, put downs and bullying absence</p> <ul style="list-style-type: none"> i. Sarcasm is unacceptable, not used, and effectively and protectively eliminated because of potential direct and collateral harm ii. Put downs are not used nor allowed iii. All forms of bullying by all members of the environment are not permitted

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<p>h. The 6 Keys</p> <ul style="list-style-type: none"> i. Appropriate levels of safety from fear of embarrassment or loss of dignity are maintained ii. Ensured success and evidence toward success (including challenging, rigorous curriculum and assessment with essential scaffolding and support) are always present iii. Feelings of acceptance and belonging are fostered and protected iv. Fun and enjoyment are monitored and supported v. Meaningful and appropriate relationships are fostered and supported vi. Appropriate autonomy in goal setting and on-going decisions is incorporated <p>i. Student involvement from interaction to engagement The teacher’s management of instruction and learning involvement is effective for each learner through options, structure, support and process.</p> <p>j. Focus cycles – Day Dream Adjustments The teacher deliberately and effectively manages timing, voice, visuals and activities to support and utilize the reality that people day dream, lose focus, 40% to 70% of the day.</p> <p>Domain 3: General Teaching Tools and Techniques Effective teachers draw upon a large repertoire of tools and techniques to increase the effectiveness and efficiency of their instructional activities, methods and strategies. These include feedback, guided and independent practice timing, support methods, voice, presence, word choice, positioning, questioning techniques, instruction and direction tools, instructional material management, ways of teaching and maintaining appropriate procedures, and the many aspects of what is commonly thought of as classroom management.</p> <p>aa. Agendas</p> <ul style="list-style-type: none"> iii. Posted and/or processed by students iv. Reviewed and understood by students <p>bb. Call Back and Steps Back procedures</p> <ul style="list-style-type: none"> i. Taught, practiced, automatic and consistent ii. Teacher begins after all students are ready iii. Teacher uses compassionate and consistent tools to remind, practice and keep automaticity iv. Alternative procedures match varying circumstances <p>cc. Communication in subject matter language</p> <ul style="list-style-type: none"> i. Students are taught, practice and progress in reading in the language of the subject ii. Students are taught, practice and progress in writing in the language of the subject

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<ul style="list-style-type: none"> iii. Students are taught, practice and progress in speaking in the language of the subject <p>dd. Complete sentence responses</p> <ul style="list-style-type: none"> i. Students respond to questions and prompts during instruction in complete sentences that convey meaning ii. Teachers use choral repetition with complete sentences to follow-up word and phrase responses <p>ee. NA</p> <p>ff. Copying, replicating, emulating</p> <ul style="list-style-type: none"> i. Copying, replicating or emulating is used as a tool for pre-instruction ii. Copying, replicating or emulating is used and monitored until skills are learned iii. Copying as a learning tool is not discouraged, it is encouraged and monitored until students are capable of success on their own <p>gg. NA</p> <p>hh. NA</p> <p>ii. NA</p> <p>jj. The 7 Tools for Directions and instructions</p> <ul style="list-style-type: none"> i. The students’ attention is obtained before beginning directions ii. When appropriate, the teacher tells about how long it will take to explain the direction before the students are told to start iii. Launch buttons are clarified as appropriate iv. Directions are stated one-step-at-a-time (completion by the fastest and slowest students of the single or multi-sub-step direction will be within 10 seconds – the 10 second gap rule.), deflected when appropriate v. The launch button or start signal is effectively used vi. The teacher pauses until the last student completes the step, which should be within 10 seconds of the first student vii. Progress is monitored through completion until “steps back” are used <p>kk. Effort recognized</p> <ul style="list-style-type: none"> i. Manage by time, not completion with recognition given for consistent hard work ii. Recognition is given for great effort, hard work, diligence ... not level of achievement or mastery iii. Encouraged, identified, monitored, recognized, reported and documented iv. Recognition symbols <p>ll. NA</p> <p>mm. Every, Every, Every</p>

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<ul style="list-style-type: none"> i. Every student articulates the or a correct response to every question/prompt/problem during instruction ii. Every student records/processes every correct “thing” that is to be recorded in collaborative/group learning iii. Every student does and completes every learning activity correctly iv. Corrections happen during processes, not after it is completed or later. <p>nn. Feedback, criticism, praise and critiquing tools</p> <ul style="list-style-type: none"> i. Students are provided regular opportunity for feedback which is learning through self-reflection, thought, discovery ii. Criticism is avoided, but provided when and how it is appropriate iii. Praise is provided equally to all iv. Feedback and critiques are both understood and used <p>oo. Learning Support Stations (LSS)</p> <ul style="list-style-type: none"> q. Appropriate Solution, Answer, Hint, Information, Exemplar, One-on-One Coaching are provided and monitored to ensure correct practice and processing r. LSS are places and means for double checking, not seeking help s. Codes are used as needed for increased participation <p>pp. Manage by Time, NOT Numbers or Completion</p> <p>qq. NA</p> <p>rr. NA</p> <p>ss. NA</p> <p>tt. Next-step processing</p> <p>Process in scaffolding steps to ensure all students reach greater depth and rigor.</p> <ul style="list-style-type: none"> i. After a question, students are asked a next step question to prompt correct, more complex and deeper perspectives ii. After tasks and activities, students are asked to process further, e.g. compare, explain, summarize, predict, argue for, etc... <p>uu. Practice and interaction tools</p> <p>Build Proficiency, Speed, Automaticity and Understanding</p> <ul style="list-style-type: none"> i. Practice is always supported so it is done correctly ii. Learning Support Stations are provided for each developmental level iii. Distributed practice of varying topics before memory is gone occurs daily iv. Distributed practice of topics about to be needed as background knowledge as appropriate v. Distributed practice with incremental development happens almost daily

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<ul style="list-style-type: none"> vi. Distributed practice accountability occurs through inclusion on unit and culminating assessments vv. Procedures – Teaching, Coaching and Maintaining <ul style="list-style-type: none"> i. Students are given reasons (benefits) they value for procedures ii. Procedures are taught, practiced, and corrected as needed iii. Procedures are consistently followed iv. Procedures are established as needed to ensure safety, efficiency, effectiveness and orderly structure ww. Questioning tools <ul style="list-style-type: none"> i. Open-ended questions used effectively , fully supported, scaffolded, every student learns correct responses ii. Questions that effectively provide checks for understanding through observation, and yet all students learn correct responses iii. Effective use of Choral Repetition and Choral Response iv. Effective use of TDL v. Effectively requiring complete sentence responses vi. Evidence of effective use of Reflection Journals vii. Effective use of Deflected questions viii. Point Processing is effectively and consistently used ix. Reflection prompts xx. Rubrics <ul style="list-style-type: none"> ix. Exemplars and anchors are used to develop rubrics x. Rubrics are used to coach students to standards xi. Rubrics are appropriately analytical during learning and assessment to ensure mastery of important dimensions of targeted performance abilities xii. Student-developed rubrics and criteria from exemplars and anchors with appropriate levels of facilitation yy. Show Me You Understand <ul style="list-style-type: none"> iii. Whenever possible, students are given correct answers/responses to practice problems/prompts requiring process and told to use the appropriate processes to show they are correct iv. Where appropriate with assessments, students are asked to follow correct process to prove a given response to a prompt is correct zz. Standards maintained <ul style="list-style-type: none"> iv. Students are required to re-assess after two part corrective loops until standards

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Classroom Environment & Culture	Use of Physical Environment Classroom Routines and Rituals Classroom Culture	<p>are met (alternative approaches ensuring standards are fine.)</p> <ul style="list-style-type: none"> v. Extra Credit is not available vi. Averages and point totals cannot be used to permit students “completing” without having mastered essential standards <p>aaa. Stress reducers, energizers and attention acquisition</p> <ul style="list-style-type: none"> i. Students are taught to pause for “effective” deep breathing during assessments and other stressful experiences to reduce stress ii. Students are verbally encouraged to take a deep breath before they are given directions as a means of gaining attention, energizing, and reducing stress iii. Students are encouraged to write for 7 to 10 minutes “venting” their frustrations and fears before events such as assessments they are concerned about <p>bbb. Transitions</p> <ul style="list-style-type: none"> i. If music is used, the criteria are followed ii. Transitions are fast and smooth iii. Gaps when the teacher is busy but the students could be idle are filled with transitions <p>ccc. NA</p> <p>ddd. Warm ups – preparation</p> <ul style="list-style-type: none"> i. Last about 3 to 5 minutes ii. Are typically managed by time and not numbers or completion, thus keeping all students busy interacting with the subject matter for the duration iii. Are not graded or gone over iv. Are NOT material from previous days they have not mastered v. Are easy enough and differentiated enough that all students warm-up effectively, do them correctly without help or support vi. Cause students to warm-up their brains, and muscles when appropriate, in subject matter by interacting with either a variety of material they have all totally mastered, or material they have not yet learned about in order to foreshadow (e.g. having students trace over and over again, until time is called, a diagram they will be learning about.) vii. Warm-ups cause all student to be in a position of starting in the challenges of the lesson having just been successful functioning within the area of the subject matter just as in warm ups in athletics and the performing arts

Domains and Tools from *Teaching for Excellence™* Outside but Benefiting the 5D™

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Not Addressed in 5D		PEAK Teaching for Excellence Components Not Addressed by 5D™ Domain 9 and various elements from each of Domains 1 through 8