



June 7, 2017

Dr. Julie Johnson, Board Chair  
Maya Angelou – Young Adult Learning Center  
5600 E. Capitol St, NE  
Washington, DC 20019

Dear Dr. Johnson:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 20-year Charter Review during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Maya Angelou – Young Adult Learning Center between March 27, 2017 – April 7, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Maya Angelou – Young Adult Learning Center.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Dr. Heather Wathington, CEO

## Qualitative Site Review Report

**Date:** June 7, 2017

### **Campus Information**

**Campus Name:** Maya Angelou – Young Adult Learning Center

**Ward:** 7

**Grade levels:** Adult

### **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 20-year Charter Review during 2017-18 school year

**Two-week window:** March 27, 2017 – April 7, 2017

**QSR team members:** 1 DC PCSB staff member, 3 consultants including one special education specialist and one adult education specialist

**Number of observations:** 6

**Total enrollment:** 128

**Students with Disabilities enrollment:** 27

**English Language Learners enrollment:** 0

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** March 29, 2017 – 45.7%

**Visit 2:** March 30, 2017 – 54.0%

### **Summary**

The mission of Maya Angelou Public Charter School – Young Adult Learning Center (Maya Angelou PCS – YALC) is

to create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Maya Angelou PCS – YALC offers a variety of classes including General Education Diploma (GED) preparation courses, carpentry, and cabling for young adults ages 17-28 who do not have a high school credential.<sup>2</sup>

During the QSR two-week window, the team used the Charlotte Danielson Framework for Teaching to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 100% of observations as distinguished or proficient in the Classroom Environment domain. In the components of *Creating an Environment of Respect and Rapport*, *Establishing A Culture for Learning*, and *Managing Classroom Procedures*, 100% observations were rated as proficient. In the component of *Managing Student Behavior*, 83% of observations were rated as proficient and 17% of observations were rated as distinguished because there was no misbehavior. Overall rapport between students who attended school and teachers was very strong and these students were

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<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in May 2017.

<sup>2</sup> <http://www.seeforever.org/maya-angelou-public-charter-schools/young-adult-learning-center/>

motivated to put forth their best effort and support one another. No observations were rated as basic or unsatisfactory in the Classroom Environment domain.

The QSR team scored a high 92% of observations as distinguished or proficient in the Instruction domain with no observations rated as unsatisfactory. In the components of *Communicating with Students* and *Using Assessment in Instruction*, 100% of observations were rated as proficient. In the components of *Using Questioning and Discussion Techniques* and *Engaging Students in Learning*, only one observation was rated as basic. 83% of observations in these components were proficient. Overall teachers effectively communicated lesson expectations and students were actively engaged in learning activities and discussions throughout the observation window. These are exceptionally high scores and mark an improvement from the school's last QSR. In SY2014-15, 95% of observations were rated as proficient or distinguished in the Classroom Environment domain, and 70% of observations as proficient in the Instruction domain.

However, it is important to note that attendance on one observation day was just 45.7% and the other was 54%. When students are not present in school, they are not learning.

#### Governance

A DC PCSB staff member attended the Maya Angelou PCS Board Meeting on October 13, 2016 for one hour of a three-hour meeting. Eight board members were present and one member participated via video conferencing. The meeting was led by Dr. Julie Johnson, the school's newly appointed Board Chair. Dr. Johnson noted that Jane Dimyan-Ehrenfeld recently stepped down as chair, and Dr. Johnson and Michael Vu will now serve as Board Chair and Vice Chairman, respectively. Dr. Heather Wathington gave a CEO Report that included details about the school's current enrollment and the outcome of the Office of the State Superintendent of Education's (OSSE) count day for the high school for SY 2017-2018. The board asked several questions regarding student recruitment and retention efforts, to which Dr. Wathington provided details of the school's efforts to date. Other topics discussed during the meeting included improving teacher benefits, a newly implemented teacher evaluation system, revisions to the staff handbook and plans to sublet part of its vacant space at the high school facility.

#### Specialized Instruction for Students with Disabilities

Prior to the two-week window, Maya Angelou PCS – YALC provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities. There was mixed evidence regarding the effectiveness of specialized instruction for students with disabilities. The special education teachers supported the delivery of content by clarifying process questions and monitoring student understanding through circulation and proximity. However, special education teachers provided few strategies to support students with special needs. The reviewer who conducted special education-specific observations noted the following evidence:

- All of the academic classrooms follow a co-teaching model where each class has both a content area instructor and a SPED instructor. The SPED teacher served in a support role. In four of the observations, the SPED teacher circulated the classroom to answer questions and clarify procedures. In two observations the SPED teacher

- worked one-to-one with a student in the back of a classroom of fifteen-eighteen students.
- The school stated that teachers co-plan to differentiate lessons based on the process, content, product or environment. While DC PCSB did not observe planning sessions, in all but one observation students were engaged in the same process, accessing the same content in order to produce the same product. In one observation, a student was given an alternate assignment because the student had already mastered the skill the class was working on for the lesson.
  - The school explained that general educators know how to provide specific accommodation and modifications based on the IEPs of students with disabilities. As stated, DC PCSB did not observe content modifications but there was evidence that the school adequately provides process accommodations as needed. In all observations students had opportunities to process information individually with the special educator as needed.
  - Each core subject was split into skill levels, which allowed for intentional grouping. Students frequently solicited help and support from classmates. In multiple observations students chose to work in groups or with a partner. Students had strong rapport among themselves and were eager to help one another in a productive manner.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

| Mission and Goals   | Evidence  |
|---|---|
| <p>Mission: To create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.</p> | <p>DC PCSB observed evidence that Maya Angelou PCS – YALC is preparing some students to grow academically and socially in order to gain employment. (Low attendance prevented the quality instruction from reaching more students.) In each core class teachers explained how the lesson objective would bring students closer towards their goal of passing the GED.</p> <p>Teachers taught specific test-taking skills within the content. Teachers clearly conveyed that they believed in the students’ abilities and students actively encouraged one another. In the workforce development classes, students were actively working towards earning credentials in carpentry, OSHA, and cabling. Some students shared that they were earning second and third credentials at Maya Angelou PCS – YALC.</p> |
| <p>Goals:</p>   |   |
| <p>Student Progress: 50% of pre and post testing students will make one or more EFL gains by the end of the program year.</p>   | <p>On average 15 students attended each of the core content classes and were engaged in standards-based curriculum that is aligned to the GED test. Each core class is offered at two levels, suggesting students progress through core classes aligned to their past performance on TABE, GED Ready, and Performance Series Tests. DC PCSB also observed tutors in classrooms working individually with students. In one observation the teacher said, “You’ve already mastered angles so today I want you to work with Ms. X on constants today.”</p>   |

| Mission and Goals  | Evidence  |
|--|---|
| <p>Student Achievement: 65% of students will pass the official GED exam.</p>   | <p>Students at Maya Angelou PCS – YALC were working on GED skills in all core classes. In one observation the teacher exclaimed, “Hey guys, today we are going to do some calculating!” When no one moved she repeated the statement twice more. She then said, “Please ask for a calculator! Remember when you take the GED test they will not give you a calculator unless you ask for it.” In another observation the teacher explicitly taught an annotation strategy to help students use process of elimination when answering multiple choice questions.</p> <p>Information about the GED was posted throughout the school. GED residency information and notary forms for proof of residency were available in the hallways. A bulletin board in the hallway highlighted students who had passed at least one portion of the GED during the most recent term.</p> |
| <p>Workforce Readiness: 50% of students exiting a workforce program will attain the relevant credential.</p> <p>N= student who attended for 12 hours or more of instruction.</p> | <p>The QSR team observed two workforce readiness classes. In the Cabling Communications course, students practiced correcting wiring scenarios in preparation for the C-tech certification exam, which is needed to obtain jobs in cable, home security, and smart home technology fields. The teacher asked students to explain how they fixed various short circuits. The QSR team also observed the carpentry class in which five students took an end-of-unit assessment and later discussed meeting with the Secondary Work Transition Specialist.</p> <p>Maya Angelou PCS – YALC has a system of payment for attending classes that mirrors the workplace. Each student receives \$10 per day to attend class. If a student is tardy or leaves early twice they lose a day’s pay. The students receive the money in a gift</p>                                      |

| Mission and Goals  | Evidence  |
|--|---|
|  | card at the end of the week. The teachers reinforce this system by encouraging students to sign in. Several teachers stated, "If you don't sign in, you can't get paid."  |
| College and Career Readiness: 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter post-secondary education. | DC PCSB will review quantitative data to assess if the school made this goal.   |
| <p>Leading Indicator: 65% In-seat attendance (calculated by # present/ # of students enrolled)</p> <p>N= students who attended for 12 hours or more of instruction.</p>                | <p>The school committed to an in-seat attendance rate of 65%. On the two observation days, fewer than 65% of the students attended school. The school motivates attendance by compensating students \$10 per full day attendance. On average 15 students were present in academic classes, but in the CTE classes, on average five students were present.</p> <p><b>In-seat attendance on the days the QSR team conducted observations:</b></p> <p><b>Visit 1:</b> March 29, 2017 – 45.7%<br/> <b>Visit 2:</b> March 30, 2017 – 54.0%</p> |
| Leading Indicator: 60% retention rate of students that pre and post test.  | DC PCSB will review quantitative data to assess if the school made this goal.   |

### THE CLASSROOM ENVIRONMENT<sup>3</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 100% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

| The Classroom Environment                             | Evidence  | School Wide Rating |      |
|---|---|--------------------|------|
| <b>Creating an Environment of Respect and Rapport</b> | <p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. Relationships between teachers and students were respectful and polite in each observation. Students and staff greeted one another by first name and said things like “excuse me,” “pardon me,” and “may I please...” In one observation the teacher greeted a new student with a handshake. After some time the teacher forgot the new student’s name. She said, “What is your name? I apologize. I promise I will get it!” The teacher checked in with the student by name later in the observation.</p> | Distinguished      | 0%   |
|   | <p>Students were very caring towards each other. They shared paper, gave high fives, and helped each other with their work. In one observation a teacher asked a student to read the objective. The student struggled with one word and another student chimed in to help the student pronounce the word correctly.</p>   | Proficient         | 100% |
|   | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Basic              | 0%   |
|   | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%   |

<sup>3</sup> Teachers may be observed more than once by different review team members.



| The Classroom Environment                  | Evidence  | School Wide Rating |      |
|--|---|--------------------|------|
| <b>Establishing a Culture for Learning</b> | <p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. In each observation teachers communicated the importance of the content and their belief in the students' capabilities. One student came to the school just to tell his teacher that he was on his way to take the GED that day. The teacher said, "Do your best, man. You got it. No second guessing. This is what you've been working so hard for!" The student nodded and left the room with a smile.</p> <p>In another observation the teacher said, "You can do this. It is exactly what we did yesterday. If you did the work yesterday you can do it today." The student agreed and immediately began to work on a math problem. One student was so excited about the rough draft of her essay that she said to the teachers, "I want my paper to go up on the board over there!" while pointing to a bulletin board with exemplary work.</p> <p>Teachers in all observations demonstrated enthusiasm for the content. In one observation a teacher sat with two students as they worked on a reading task. The teacher shared, "When I read this yesterday this quote really hooked me and I started paying attention." Most students were not afraid to take academic risks, and in a few observations students freely admitted that they needed more help. One student said to the teacher, "I don't get it for real. I'm just being honest with you." The teacher walked him through the concept, asked for the students help in defining the word "meditate," and then painted a picture of what the character might look like in the reading comprehension excerpt.</p> | Distinguished      | 0%   |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component</p>   | Proficient         | 100% |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component</p>   | Basic              | 0%   |

| <b>The Classroom Environment</b>     | <b>Evidence</b>   | <b>School Wide Rating</b> |      |
|--------------------------------------|---|---------------------------|------|
|                                      | The QSR team scored none of the observations as unsatisfactory in this component  | Unsatisfactory            | 0%   |
| <b>Managing Classroom Procedures</b> | The QSR team scored 100% of the observations as proficient and none as distinguished in this component. There was little loss of instructional time due to effective classroom routines and procedures in each class the QSR team observed. During one observation two students walked in late. They knew exactly how to follow the established procedure of signing in, picking up their binders, and beginning the warm-up. Students took initiative to share classroom materials such as paper and pens with one another. In one observation two tutors were present and worked individually with students. One of the students had already mastered the day's objective and the tutor was prepared to teach an alternative concept. | Distinguished             | 0%   |
|                                      | The QSR team scored none of the observations as unsatisfactory in this component.   | Proficient                | 100% |
|                                      | The QSR team scored none of the observations as unsatisfactory in this component.   | Basic                     | 0%   |
|                                      | The QSR team scored none of the observations as unsatisfactory in this component.   | Unsatisfactory            | 0%   |
| <b>Managing Student Behavior</b>     | The QSR team scored 100% of the observations as distinguished or proficient in this component. In the distinguished observation behavior was entirely appropriate. Students attended to their work and were polite to one another. The teacher's monitoring of behavior was subtle and preventative. When students seemed discouraged, the teacher would walk over to the student, get down on their level and give a silent pep talk such as, "Don't be alarmed. It's just a review of what we've been doing. If you   | Distinguished             | 17%  |

| <b>The Classroom Environment</b> | <b>Evidence</b>   | <b>School Wide Rating</b> |     |
|----------------------------------|---|---------------------------|-----|
|                                  | <p>remember yesterday, you'll do well today."</p> <p>In proficient observations the teachers swiftly resolved minor behavior infractions. In one observation a teacher asked a student to put away his phone, and the student immediately complied. In another observation two students got into a quiet argument. The student apologized to the teacher for her language and the class continued without any further loss of instructional time.</p> | Proficient                | 83% |
|                                  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Basic                     | 0%  |
|                                  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory            | 0%  |

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 92% of classrooms as “distinguished” or “proficient” for the Instruction domain.

| Instruction                               | Evidence   | School Wide Rating |      |
|---|--|--------------------|------|
| <p><b>Communicating with Students</b></p> | <p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. In each of these observations the learning objective was clear and all learning tasks were aligned to the stated outcome. Students were able to engage in the learning tasks, indicating that they understood what they were to do.</p> <p>One teacher used descriptive language to help define key academic terms, saying, “Remember we talked about acute and obtuse angles. Think of ‘a cute’ little baby when you remember acute and of a ‘big obnoxious’ person for obtuse.” The teacher made her voice go lower and higher as she shared this strategy with the students. Another teacher shared specific strategies students might use for determining the meaning of a word using context clues.</p> <p>In another observation students worked independently on comprehension questions related to a reading passage. Both teachers circulated the classroom to clarify individual student misunderstandings.</p> | Distinguished      | 0%   |
|   |  | Proficient         | 100% |
|   | <p>The QSR team scored none of the observations as basic in this component.</p>  | Basic              | 0%   |
|   | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>   | Unsatisfactory     | 0%   |

| Instruction  | Evidence  | School Wide Rating |     |
|--|---|--------------------|-----|
| <b>Using Questioning/Prompts and Discussion Techniques</b> | <p>The QSR team scored 83% of the observations as proficient and none as distinguished in this component. Most of the questions were designed to promote student thinking and understanding. During one observation the teacher challenged students to justify their answers, asking, "How did you come up with that one?" One student struggled to justify his answer and invited another student into the conversation to add to the discussion. In another observation the teacher frequently said, "How do you know?" and "Do you agree with that? Who disagrees?" to invite students to respond directly to one another.</p> | Distinguished      | 0%  |
|  | <p>The QSR team rated one observation as basic because the teacher asked a series of questions but did not wait for students to participate and did not allow time for discussions to evolve. The teacher asked whole class questions with limited participation: "Do you guys see how we had some differences in the beginning and the rising action?" and "Raise your hand if you think the bird hitting the plane was the climax of the story." The other teacher in the room asked more specific questions to gauge understanding such as, "What is going on in the story?" and "What do you mean by that?"</p>               | Basic              | 17% |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%  |

| Instruction                          | Evidence  | School Wide Rating |     |
|--------------------------------------|---|--------------------|-----|
| <b>Engaging Students in Learning</b> | <p>The QSR team scored 83% of the observations as proficient and none as distinguished in this component. Students were actively engaged in the learning task. In two observations students gave presentations to their class. Students actively listened and asked questions of their peers. One student said to the presenting student, "Wait, wait. Speak clearly because I want to hear what you are saying."</p> | Distinguished      | 0%  |
|                                      | <p>In another observation a student took the initiative to explain the concept of plate tectonics to his peers. He referred the students to the articles and used gestures to explain. After he finished the group thanked him and he returned to his seat. In each observation students took notes and asked questions when they were unsure.</p>  | Proficient         | 83% |
|                                      | <p>The QSR team scored one observation as basic in this component. In this observation the pacing of the lesson was uneven. The teacher set a timer for fifteen minutes for students to read a passage and respond to reading comprehension questions. Some students did not have an opportunity to finish, but were told to move on to writing a rough draft of the essay.</p>                                       | Basic              | 17% |
|                                      | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%  |

| Instruction                            | Evidence   | School Wide Rating |      |
|--|--|--------------------|------|
| <b>Using Assessment in Instruction</b> | <p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. In all observations teachers circulated during work time and gave immediate feedback to students to help them correct mistakes on the spot. One math class took an open-note mid-unit assessment. In another observation the teacher checked in on each student during independent work time and gave specific feedback to improve student understanding. To one student, the teacher said, "Oh good! You put the characters and the setting but what else can you add for rising actions?"</p> <p>In another observation students were struggling with the concept of the equator. The teacher amended the lesson to review a prior lesson on hemispheres to help students understand.</p> | Distinguished      | 0%   |
|  |  | Proficient         | 100% |
|  | <p>The QSR team scored none of the observations as basic in this component.</p>  | Basic              | 0%   |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>   | Unsatisfactory     | 0%   |

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

| The Classroom Environment                             | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
|---|--|---|---|--|
| <b>Creating an Environment of Respect and Rapport</b> | Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.                               | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.   | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.  | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.  |
| <b>Establishing a Culture for Learning</b>            | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.   |
| <b>Managing Classroom Procedures</b>                  | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.   | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.  | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.  | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.   |
| <b>Managing Student Behavior</b>                      | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.  | Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.  | Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.                                  | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs. |



## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

| Instruction  | Unsatisfactory  | Basic  | Proficient   | Distinguished   |
|--|---|--|--|---|
| <b>Communicating with Students</b>                 | Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.                           | Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.                         | Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.  | Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.  |
| <b>Using Questioning and Discussion Techniques</b> | Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.   | Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.   | Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.   | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.  |
| <b>Engaging Students in Learning</b>               | Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.   | Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.  | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.   | Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.  |
| <b>Using Assessment in Instruction</b>             | Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner. | Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness. | Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality. | Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning. |

