



December 19, 2017

Cynthia Brown, Board Chair
Perry Street Prep PCS
1800 Perry St NE
Washington, DC 20018

Dear Ms. Brown,

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 2017-18 school year for the following reason:


- School eligible for 20-year charter review during 2018-19 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Perry Street Prep Public Charter School (Perry Street Prep PCS) between October 23 and November 3, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Perry Street Prep PCS.

Sincerely,


Naomi DeVeaux
Deputy Director

Enclosures

cc: Rachel Crouch, Principal

Qualitative Site Review Report

Date: December 19, 2017

Campus Information

Campus Name: Perry Street Prep PCS

Ward: 5

Grade levels: Prekindergarten (PK3)-8

Qualitative Site Review Information

Reason for visit: School eligible for 20-year charter review during 2018-19 school year

Two-week window: October 23 – November 3, 2017

QSR team members: Three DC PCSB staff members including a special education (SPED) specialist and one English Learner (EL) consultant

Number of observations: 20 (including one pull-out observation not included in scoring)

Total enrollment: 346

Students with Disabilities enrollment: 46

English Language Learners enrollment: 34

In-seat attendance on observation days:

Visit 1: October 25, 2017 – 94.8% (multiple observers)

Visit 2: November 2, 2017 – 94.5% (multiple observers)

Summary

Perry Street Prep Public Charter School's mission is:

To be a community of diverse learners that builds relationships with families to empower students to become college-ready and to thrive in a global society.

The Qualitative Site Review (QSR) team saw evidence of strong relationships at Perry Street Prep PCS. The observers saw parents discussing their student's academic progress directly with the school leader during drop-off. Several teachers communicated with parents throughout the day using the ClassDojo¹ app to send pictures of students exemplifying positive character traits. Most students were

¹ www.classdojo.com: "ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behavior by adding or removing points from a student's profile."

enthusiastic about their work and were excited to receive feedback from their teachers. Overall the school culture was marked by patience and care.

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 and II). The QSR team scored 73% of observations as distinguished or proficient in the Classroom Environment domain, which is up from 58% when the school received its last QSR in SY 2012-13². The highest rated components were *Creating an Environment of Respect and Rapport* with 78% of observations scoring distinguished or proficient and *Managing Student Behavior* with 74% of observations scoring distinguished or proficient. With few exceptions, student-teacher interactions were caring and respectful and student behavior was appropriate.

The QSR team scored 67% of observations as distinguished or proficient in the Instruction domain, which is also up from its last QSR in SY 2012-13 in which less than one-third of observations were rated as distinguished or proficient. Notably, 89% of observations in the component of *Using Assessment in Instruction* were distinguished or proficient. Throughout the lesson teachers gave feedback geared toward future performance, and in some observations students were invited to provide feedback to one another. Scores in this domain varied widely, however. The QSR team rated 53% of the observations as proficient or distinguished in the components of *Using Questioning and Discussion Techniques* and *Engaging Students in Learning*. While it is clear that the school is using its curriculum purposely, the QSR team noted a teacher-centric instructional structure in about half of observations. In these observations there were few opportunities for students to actively engage in academic discussions or choose how they complete learning tasks.

Governance

DC PCSB staff reviewed Perry Street Prep's Board of Trustees meeting minutes from its first quarter meeting that took place on August 15, 2017. A quorum was present. The principal gave a presentation on city-wide PARCC scores, noting the current strengths and weaknesses of the school. The school is on track to complete the accreditation process in the winter. A representative from Ten Square updated the board on the Office of the State Superintendent of Education (OSSE) grants that Perry Street Prep PCS is currently pursuing. The principal reported that all staff positions are filled, and the Director of Operations noted that the school exceeded its enrollment target for SY 2017-18.

² <http://www.dcpsb.org/qualitative-site-review/2013-14-perry-street-prep-qsr>

Specialized Instruction for Students with Disabilities

Observers scored 75% of special education observations as proficient or distinguished in the Classroom Environment domain, while 60% of special education observations scored proficient or distinguished in the Instruction domain. Prior to the two-week window, Perry Street Prep PCS completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program, and observed three inclusion classrooms, one pull-out, and two self-contained classrooms. Overall, most observations supported the learning of SWD by providing fluid co-planned instruction in the inclusive setting to effectively achieve the quality special education program as described in the questionnaire.

- To demonstrate that co-planning occurred with special education teachers, the school reported that both teachers would engage students directly and have knowledge of the lessons, routines and expectations for all students. Teachers either use parallel teaching, or the special education teacher has a small pull out group in the back of the classroom. In one classroom the special educator was parallel teaching to a small group within the general education classroom mirroring the same content as the classroom teacher. Similarly, in the other classrooms, special educators circulated the classroom to provide remedial support to students, or a small group of students, while they worked alongside their peers on the same assignments. However, in one self-contained classroom an instructional assistant told an individual student how to complete an assignment and the observer later saw the teacher correcting the assistant on the actual requirements of the assignment.
- The school reported that they provide resources such as instructional assistants, internet based education programs, projectors, and curricular resources to support the learning of SWDs. The observer saw all described resources, including instructional assistants, behavioral assistants, aides/paraprofessionals, projectors, internet programs such as IXL³, and curricular resources such as grade-level appropriate Common Core Discussion maps.
- The school explained that reviewers may observe rotating station or small group parallel teaching during a lesson, depending on the grade, class, or

³ www.ixl.com: "IXL is an immersive K-12 learning experience that provides comprehensive, standards-aligned content for math, language arts, science, and social studies."

block of day. The SPED reviewer observed rotating station teaching in a self-contained classroom and parallel teaching within two inclusion classrooms. In the other three observed classrooms, the observer did not see the use of either of the two described methods of co-teaching, but saw the special educator either working one-one with individual students or circulating the classroom during instruction to ensure students were following along with the lesson.

- To provide accommodations according to the Individual Education Plans (IEP) of SWD, the school stated that reviewers might see: preferential seating, repetition of direction, read-a-loud, small group instruction, re-teaching of material, breaks as needed or scheduled, extended time, and chunked materials. The school explained that some students will have instructional assistants to redirect them, manipulatives (cushion seating, corrals, physical guides), and behavioral trackers or modifiers. The school program effectively provided all listed accommodations to SWD, and across many settings, teachers used a variety of accommodations to support differentiation with resources like individual white boards in small groups, manipulatives such as reading flashcards or rolling dice during math lessons, frequent breaks between transitions, and prickly seat cushions that students used while working on the floor.
- To provide modifications according to the IEPs of SWD, the school wrote that reviewers might see: modified curricula in the self-contained setting, and intensive remediation for reading (Wilson Reading Program and leveled literacy interventions). In both self-contained classrooms, the observer saw some students working on individual online programs (IXL) based on their literacy level and students completing differentiated worksheets on the same lesson. In the resource room a teacher reviewed reading words and reviewed nonsense word flashcards one-one with a student.

Specialized Instruction for English Learners (EL)

Prior to the two-week window, Perry Street Prep completed a questionnaire about how it serves EL students. The school wrote that it provides a continuum of services for students with EL students including one-to-one instruction, resource, and sheltered content instruction. Reviewers looked for evidence of its implementation. Overall the school is providing the one-to-one services to students as described in the questionnaire with fidelity and reviewers saw some evidence of general education teachers using strategies to support EL students in classrooms.

- To support students in the general education classroom, the school described that observers will see background knowledge and vocabulary building

strategies when starting lessons. Teachers will provide small group instruction and accommodations such as restating and re-teaching of information. Teachers will provide scaffolds for all students that need it as best practice. Reviewers observed a teacher introducing vocabulary to a small group in advance of beginning a new text. In another observation students worked on building words with letters in centers. The centers provided students choice and the activities appeared to provide scaffolds for students at different reading levels. The same teacher previewed each center saying, "Yesterday it seemed like some students weren't quite sure how to be successful at each center so we will go over each one again today."

- To support students with intermediate listening and speaking skills, the school described interventions such as Leveled Literacy Intervention and Wilson Reading Program as needed. The school also noted that other students might be using modified curricular materials. Reviewers observed several teachers gather small groups and adjust the lesson based on the student composition. In one observation different groups of students worked with various word pairs. Some groups worked on rhyming words and others worked on phonemes.
- During one-to-one instruction, the school wrote that observers would see a focus on listening and speaking skills as well as transition skills to the new school environment. In a one-to-one lesson, the student interacted with a text and vocabulary words in multiple ways. The student read aloud from the text and listened as the teacher also reread sections of the text. The teacher provided alternate words to the student as she read aloud. The teacher explained, "instead of skirted, we are going to use the word moved." Together they reread the sentence with *moved*, then tried again with *passed*. The teacher asked, "Does it make sense?" and they reread the passage again with *passed* and agreed that it made more sense. They then reread the sentence with the original word *skirted* and used it in a several scenarios. The student listened to the teacher read the words aloud and wrote them in a notebook. The teacher engaged the student throughout the lesson to answer questions and provide opportunities to speak.

THE CLASSROOM ENVIRONMENT⁴

This table summarizes the school’s performance on the Classroom Environment 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 73% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each score.

The Classroom Environment	Evidence	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 78% of the observations as distinguished or proficient in this component. Classroom interactions among the teacher and individual students were highly respectful and reflected genuine warmth and caring in these observations. Teachers crouched down next to students and made eye contact when they spoke. Students said, “excuse me,” and “thank you” when finding spots on the carpet or sharing materials. Teachers provided opportunities for students to practice taking turns, tracking the speaker, and responding to one another respectfully. In one observation a student started to cry because s/he missed his mom. The teacher said, “Would you like a hug and some time to write her a card?”</p> <p>In distinguished observations students initiated opportunities to build rapport. In one class several students presented get well cards for a teacher who had been out sick. In another observation a student said, “See I’m smart!” and the teacher responded, “Who said you weren’t smart?”</p>	Distinguished	28%

⁴ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	Of course you are!" The students smiled and laughed.	Proficient	50%
	The QSR team scored 11% of the observations as basic in this component. The teacher's interactions with students were inconsistent with warmth towards some and a curt tone towards other. In one observation a student tried to help his peer with a computer problem and the teacher yelled at the student for talking. In another observation the teacher took away ClassDoJo points from some students who were talking over one another while others talked without consequence. The students became frustrated and mocked the teacher.	Basic	11%
	The QSR team scored 11% of the observations as unsatisfactory. in this component. In one observation a teacher continuously yelled at students who were on-task and behaving. In another observation the teacher spent over 40 minutes attempting to control the class by taking away ClassDojo points. Students began protesting when they felt the process was unfair, and their body language indicated feelings of hurt or insecurity.	Unsatisfactory	11%

The Classroom Environment	Evidence	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 69% of the observations as distinguished or proficient in this component. Teachers held high expectations for learning by ensuring everyone had opportunities to answer questions and often provided additional wait time for students to respond. One teacher encouraged all students to share their thinking by saying, "Don't worry if you're stuck. I just want to see your thinking before we go over the answer."</p>	Distinguished	16%
	<p>During a whole class debrief in a distinguished observation, one student visibly covered his ears when the class called out an answer in unison because the student wanted to finish fixing his work before hearing the answer. In another observation the teacher addressed a student's non-answer by saying, "I'm not going to let you opt out here. Pick a classmate to help you out on this step, then keep going."</p>	Proficient	53%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. Students in multiple observations did not complete the assignment during centers. One teacher corrected students' use of materials but the student did not adjust their behavior and the teacher did not follow-up. Another teacher asked students questions in small groups but had to attend to classroom management issues before students could answer. Students moved about the classroom but only some students worked on the assignment. In other observations only some students contributed to classroom discussions while others asked their peers what should go on the worksheet to complete the assignment.</p>	Basic	21%
	<p>The QSR team scored 11% of the observations as unsatisfactory in this component. In these observations the entirety of the lesson was devoted to behavior management and students did not engage in a lesson. In another observation there was no expectation for students to participate. The teacher told the students what to write for every question during the mini-lesson and then the class listened to an audiobook on tape for the remainder of the class period.</p>	Unsatisfactory	11%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored 71% of the observations as distinguished or proficient in this component. Classroom procedures were established and efficient with little or no loss of instructional time during transitions or classroom routines. Teachers effectively described what students should do and used timers and count downs to carry out procedures. In several observations students distributed materials with little supervision.</p>	Distinguished	12%
	<p>In a distinguished observation students marked the transition between activities by saying "We are rocking and rolling!" and then 100% of students promptly followed instructions to move to the next activity with the help of numerous visual aids around the classroom including pictures of every student taped to their assigned seats on the carpet. In a math observation a student walked in late and immediately found his pre-assigned group and began working without teacher guidance.</p>	Proficient	59%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 29% of the observations as basic in this component. Classroom routines were established, but not all students followed them resulting in loss of instructional time. In one observation it took over ten minutes for students to choose a center. In another observation students entered the class late and the teacher had to repeat instructions. In another observation each student did not have a textbook and the class struggled to share. Some students were permitted to sharpen their pencils while another was told to "sit down" when he asked to sharpen his pencil in another observation. The student did not write anything down for the duration of the observation.</p>	Basic	29%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 74% of the observations as distinguished or proficient in this component. Teachers successfully awarded ClassDoJo points to reinforce positive student behavior. Teachers used acronyms such as SLANT (Sit up straight, Listen carefully, Ask and answer, Nod your head, Track the speaker) to clarify expectations and students consistently tracked and listened when the teacher explained content. There were many age-appropriate phrases to monitor</p>	Distinguished	21%

The Classroom Environment	Evidence	School Wide Rating	
	<p>behavior. When a student was play hitting on the carpet, the teacher said, "Oh no, tell that hand to stop!" Students quickly responded to redirections for minor behavior infractions such as talking out of turn or tapping their pencils.</p>	Proficient	53%
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations ClassDoJo points were unsuccessful. Teachers deducted points for talking from some students while others continued to talk with consequence. In another observation there were virtually no behavior infractions but the teacher continued to yell at students about how their desks were arranged and where they could sit. The students appeared confused about what they were doing wrong. As noted above, one student was reprimanded for helping a peer.</p>	Basic	21%
	<p>The QSR team scored less than 5% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	5%

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 67% of classrooms as “distinguished” or “proficient” for the Instruction domain. Please see Appendix III for a breakdown of each score.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 73% of the observations as distinguished or proficient in this component. Teachers explanation of content was clear, age-appropriate, and error-free. Several teachers reviewed examples in whole group before releasing students to work on their own. One teacher used equity sticks to call on students to share their responses to the journal prompt on the carpet before all students journaled independently. Another teacher previewed each center and explained both what the students would work on and how to handle the materials. In some observations teachers framed the lesson objective within broader learning goals. One teacher said, “Remember what our purpose is. We are finding important details so tomorrow we can find the central message.” In the distinguished observation the teacher anticipated possible student misunderstandings and gave a real-life example to highlight the importance remainders when dividing two numbers.</p>	<p>Distinguished</p>	<p>5%</p>
		<p>Proficient</p>	<p>68%</p>

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 26% of observations as basic in this component. In these observations the teacher’s explanation of content was marked by minimal student participation. In one observation the teacher read aloud from the textbook and stopped periodically to tell students what to write down on their notes (e.g., “Write ‘play’ on the first line. Write ‘character’ on the second line.”)</p> <p>In another observation it became clear that students did not understand the content. A student asked, “What is a simile?” and the teacher responded, “Look at the board. I just wrote the definition.” Students later asked the teacher again what this means and the teacher asked the students to chorally read the definition off the board without explanation.</p>	Basic	26%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 53% of observations as proficient and none as distinguished in this component. While teachers used some low-level questions, he or she posed questions to students designed to promote student thinking and create genuine discussion among students through turn and talks and small groups.</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>One teacher engaged almost all students in a discussion about the steps to simplify division problems: "How do you know it's the hundreds place? Are we using unit forms or factoring out the 10s? Ok, do we agree or disagree? Tell me why." Teachers paused during read-alouds to ask a mix of vocabulary and reading comprehension questions: "Do you think the character is going to make a thumbs down choice or a thumbs up choice? Whisper to your friend what could happen if [the character] throws those blocks."</p>	Proficient	53%
	<p>The QSR team scored 42% of observations as basic in this component. Teachers made efforts to ask questions, but at times could not wait to hear the student' answers due to behavior management. In some observations it was clear from student's answers that the class did not understand the learning objective, but the teacher did not address the misconceptions. Other teachers simply told students the answers. Another teacher projected the worksheet on the board and said, "Your paper should look like mine." Students participated minimally without opportunities to work out their misunderstandings.</p>	Basic	42%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	5%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 53% of observations as proficient and none as distinguished in this component. Students demonstrated high levels of motivation and enthusiasm across classrooms. In these observations students not working directly with the teacher remained on-task throughout the lesson. In multiple observations students used individual white boards to work out math problems and then discuss in partners how they arrived at their answer. Numerous students raised their hands to answer questions and volunteered to act out word problems. Many lessons were centered around workbooks for lesson activities. These materials ensured that the activities were aligned with the lesson objectives. Pacing in these lessons provided students the time needed to be intellectually engaged. One teacher cleaned up snack while the students watched a video clip on the carpet that previewed the target lesson for the day. In read-alouds students actively acted out emotions of certain characters, clapped out words, and answered comprehension questions.</p>	Distinguished	0%
		Proficient	53%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 37% of observations as basic in this component. The pacing of these lessons was inconsistent. While students were genuinely eager to follow along and answer questions, in multiple observations students finished center work before the time ended resulting in behavior issues as students became fidgety and began talking with each other and waiting for the signal to rotate. When SWD teachers left their assigned groups, some students checked out of the lesson until the teacher returned. Several students in another observation did not complete any work while the teacher worked with a small group in the front of a classroom. Some students walked aimlessly around the room.</p>	Basic	37%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 11% of observations as unsatisfactory in this component. In one observation several students had their hands raised because they were confused, but their questions went unaddressed as the teacher was preoccupied with behavior management issues. The teacher said, "If you have less than two sentences, you are off- task and I'm taking points away." Students expressed frustration and about one-third of the class stopped working and stared into space or talked to one another. In twenty minutes, the class was only able to get through the Do Now question. One student sent to the back table was singing to himself, others were playing with objects from their backpacks, and one colored his chair with a marker.</p> <p>In another observation all students were permitted to sit passively for over 30 minutes while they listened to a book on tape.</p>	Unsatisfactory	11%
Using Assessment in Instruction	<p>The QSR team scored 89% of observations as distinguished or proficient in this component. Teachers used engaging methods such as hand signals and white boards to gain a real-time sense of student understanding and provide timely feedback. Students had multiple opportunities during a lesson to reflect on and correct work, and teachers consistently circulated the classroom to monitor progress and provide suggestions for improving work.</p>	Distinguished	11%

Instruction	Evidence	School Wide Rating	
	<p>In a few observations the teachers provide students with checkmarks and stamps during work blocks to closely monitor student understanding and provide feedback.</p> <p>Several teachers used cold calling and the ClassDojo random select option to solicit answers and understandings from a wide range of students. Teachers occasionally called on other students when a student had trouble answering a question, but did not circle back to the original student to see if they had a clear understanding. Across the school, however, teachers were actively moving around the classroom to check student understandings and offer constructive feedback.</p>	Proficient	78%
	<p>The QSR scored less than 10% of observations as basic in this component.</p>	Basic	6%
	<p>The QSR scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	6%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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
Communicating with Students	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 situated 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.
Using Questioning and Discussion Techniques	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.
Engaging Students in Learning	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.
Using Assessment in Instruction	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.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	11%	11%	0%	5%	0%	5%	11%	6%
Basic	11%	21%	29%	21%	26%	42%	37%	6%
Proficient	50%	53%	59%	53%	68%	53%	53%	78%
Distinguished	28%	16%	12%	21%	5%	0%	0%	11%
Subdomain Average	2.94	2.74	2.82	2.89	2.79	2.47	2.42	2.94

	Domain 2	Domain 3
% of Proficient or above	73%	67%
Domain Averages	2.85	2.66