



April 23, 2018

Ms. Ty Johnson, Board Chair
National Collegiate Preparatory Public Charter School
4600 Livingston Road, SE
Washington, DC 20032

Dear Ms. 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 2017-18 school year for the following reason:

- School eligible for 10-year Charter Review during 2018-19 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of National Collegiate Preparatory Public Charter School (National Collegiate PCS) between February 26, 2018 and March 16, 2018. 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 National Collegiate PCS.

Sincerely,

A black rectangular redaction box covering the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures

cc: Jennifer Ross, Executive Director

Qualitative Site Review Report

Date: April 23, 2018

Campus Information

Campus Name: National Collegiate Preparatory Public Charter School (National Collegiate PCS)

Ward: 8

Grade levels: 9-12

Qualitative Site Review Information

Reason for visit: School eligible for 10-year Charter Review during 2018-19 school year

Two-week window: February 26, 2018 – March 16, 2018 (extended for additional special education observations)

QSR team members: Three DC PCSB staff including one special education specialist, and one consultant

Number of observations: 21

Total enrollment: 276

Students with Disabilities enrollment: 41

English Language Learners enrollment: <10

In-seat attendance¹ on observation days:

Visit 1: February 28, 2018 – 92.0%

Visit 2: March 1, 2018 – 88.4%

Visit 3: March 5, 2018 – 86.1%

Visit 4: March 15, 2018 – 88.4%

Visit 5: March 16, 2018 – 85.2%

Summary

National Collegiate PCS' mission is:

To offer a rigorous, standards-based college preparatory curriculum to maximize our students' academic achievement, provide an interdisciplinary curriculum that combines international studies themes that would offer an opportunity for an International Baccalaureate (IB) education, and prepare our students to be self-directed, life-long learners equipped to be engaged citizens of their school, community, country, and world.

¹ The floor for in-seat attendance on the Performance Management Framework is 82% and the target is 92%.

The QSR team observed a rigorous, standards-based college preparatory curriculum concentrated in the IB and a select few other select classes. In the vast majority of classes, however, the team noted a striking lack of rigor. While students in IB classes participated in highly engaging Socratic seminars and scientific experiments, the majority participated in activities that were significantly below grade level or did not require them to engage intellectually. For example, Algebra 2 classes spent a significant amount of class time working on multiplying and simplifying polynomial expressions, which is a foundational Algebra 1 skill. Other students were given activities that lacked an evident instructional purpose and were neither rooted in a standards-based nor college preparatory curriculum. One class responded to a writing prompt without any writing instruction, feedback, or assessment criteria. In another observation students were instructed to create a presentation about a topic without any instructions or instructional purpose. Students spent the entire class simply copying and pasting text from the internet onto their presentations. The QSR did not see any evidence of an interdisciplinary curriculum or explicit instruction around citizen engagement. In several observations students demonstrated an ability to work independently and guide their own work, but students did not always persevere through academic challenges.

During the QSR observation window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 59% of observations as distinguished or proficient in the Classroom Environment domain. This score is slightly higher than the 51% proficient or distinguished National Collegiate PCS earned during their last QSR in June of 2017, but still below the average for high schools, which is 68%. About a fourth of observations earned the highest rating, distinguished, in the component of *Creating an Environment of Respect and Rapport*. Students and teachers were generally respectful of one another, with a few notable exceptions. *Managing Classroom Procedures* was the lowest rated component, with just over half (53%) of observations earning a proficient score and none distinguished. The QSR team observed a trend of students not coming to class on time or prepared with their necessary materials. In several observations students needed to go back to their lockers after class had begun, resulting in a significant loss of instructional time.

The QSR team scored 50% of observations as distinguished or proficient in the Instruction domain. While an improvement from the 35% the school received in June of 2017, this score is still below the average for high schools, which is 57%. The highest rated component was *Communicating with Students* with just 53% of the observations rated as proficient or distinguished for clearly communicated lesson purpose instructions. The rest of the components in this domain earned a weighted

score of 2.35 (see Appendix III) indicating most teachers are slightly above basic, the second lowest level of performance on the Charlotte Danielson *Framework for Teaching*.

In-School Suspension (ISS)

A QSR team member observed ISS during the observation window. Five students and one adult were in the room. Three students worked on class assignments, one drew, and another filled out a self-reflection worksheet. After a few minutes, one student put his head down on his desk and another stopped working and began staring into space. Another adult came into the room and dropped off additional work for one of the students. By the end of the observation, two of the five students completely stopped working on their assignments. At no time did the teacher attempt to re-engage them.

Governance

DC PCSB staff reviewed National Collegiate PCS' most recently approved minutes from their December 11, 2017 board meeting. A quorum was present via teleconference. The Executive Director provided a management update on National Collegiate PCS' finances and academic data. The board then voted to go onto executive session for the remainder of the meeting.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, National Collegiate PCS completed a questionnaire about how it serves its students with disabilities (SWD) and reviewers looked for evidence of the school's articulated program. During the original QSR window, the school reported that two of its three special education teachers were out on temporary or long-term leave. One of its special education teachers was on long-term leave that began prior to the QSR, and a second special education teacher was on short-term leave during the same time as the original two-week observation window. As a result, DC PCSB staff completed the special education observations in two parts over an extended three-week observation period.

During the initial special education observation, DC PCSB learned that National Collegiate PCS had not made alternative arrangements for SWD to continue receiving their services, despite two-thirds of the school's special educators being out. DC PCSB staff called the school to inquire about the matter, and following the call the school noted it hired at least one long-term substitute who is certified in special education to cover for the staff member on long-term leave. As a result, DC PCSB's special education observer focused the second visit to the school on observing any special education instruction that was not previously observed during the initial visit. Upon completing the second observation, DC PCSB staff confirmed the school had hired a long-term substitute to cover for a special education staff

member on long-term leave. However, DC PCSB's observer was unable to observe the substitute because s/he wasn't conducting any direct instruction on the unscheduled observation day. The teacher stated that s/he "only helps students as needed," and because they were completing a quiz on the observation day s/he didn't plan to conduct any support or direct instruction.

Therefore, questions remain about whether students with disabilities are getting their required service hours, and DC PCSB shared this information with the Office of the State Superintendent of Education.

Overall, DC PCSB staff observed two special educators providing direct instruction at National Collegiate PCS during the extended three-week observation window. Of the special education classes observed, DC PCSB staff found special education teachers demonstrated strong rapport with SWD and provided direct, immediate support in classes where direct instruction was happening. However, the level of instructional rigor was uneven across observations and SWD were not consistently engaged.

- To support the learning of SWD, the school reported that each grade level (9-12) has an assigned special educator who is responsible for conducting push-in and/or pull-out services for students to support them in a particular content area. While DC PCSB's special education observer saw both push-in and pull-out services at the school, instruction was more rigorous during the inclusion class where the special educator pushed into the classroom. During individualized pull-out sessions, the assigned activities (e.g., copying vocabulary words) were not rigorous or engaging to students.
- Per the school's responses to the questionnaire, special education teachers and general education teachers co-plan across disciplines to discuss strategies of differentiation and ways to modify assignments for SWD. DC PCSB staff observed evidence of co-planning between the special educator and general education teacher in an inclusion class where both teachers actively participated in facilitating the lesson and supporting students as they worked in small groups. While the teachers did not directly interact with each other during the observation, it was clear that students respected them both and adhered to both teachers' instruction. During other observations there was little evidence that students' assignments had been modified, but teachers were available to support them if they needed assistance with an assigned task. The school reported that differentiation may be observed in the form of students using technology during assignments, which DC PCSB staff observed more than once. However, in each instance, students used

laptops to look up vocabulary definitions as opposed to a more rigorous learning activity.

THE CLASSROOM ENVIRONMENT²

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 59% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team rated 65% of the observations as distinguished or proficient in this component. In distinguished observations classroom interactions between and among the teacher and students were highly respectful, reflecting genuine warmth, care, and sensitivity to student as individuals. One teacher called on students by their professional aspirations, such as, “Mr. X, my future lawyer, how would you respond to that question?” Another teacher built rapport with students by joking with them in a positive and productive manner. When correcting students who were not properly using hair nets during a dissection, the teacher exclaimed, “Whoa! You don’t want to get frog juices in there!” Students in these observations offered suggestions and encouragement to help one another.</p>	Distinguished	24%
	<p>In proficient observations teachers and students demonstrated uniform respect for one another. At times, students helped each other and collaborated to solve problems. In history classrooms teachers held candid and honest conversations about the legacy and impact of race and discrimination. In a math class students provided encouragements to their peers who were presenting explanations for triangle congruence. Some teachers made academic jokes that made students smile.</p>	Proficient	41%

² Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 29% of the observations as basic in this component. In these observations some students were rude and disrespectful to the teacher and to each other by making inappropriate comments and using profane language. In one observation students clapped after the teacher announced that class was almost over. Teachers attempted to correct their behavior, but students continued to act inappropriately.</p>	Basic	29%
	<p>The QSR team rated than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	6%
Establishing a Culture for Learning	<p>The QSR team rated 65% of the observations as distinguished or proficient in this component. In the distinguished observation the teacher set very high expectations for student dialogue and work, framing instructions in the content of the end-of-year IB exam and consistently challenging students to use rigorous and academic vocabulary. As a result, students corrected one another during class activities.</p> <p>In proficient observations students participated and completed assignments enthusiastically. Teachers often gave students verbal praise for their efforts and repeatedly encouraged them to keep trying. One teacher quickly intervened when a student put her head down, seemingly to give up. The teacher said, "We don't quit. That's not in our vocabulary. Just step up. I know you can do it." In math classrooms teachers regularly asked students to support answers or even show work in from of the class to prompt discussion. In one observation a student said, "Can I please do a hard problem? I think I can do it."</p>	Distinguished	6%
		Proficient	59%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 29% of observations as basic in this component. In some observations students who were not working directly with the teacher disengaged from the learning task. One student said, "I forgot how to do this," and put down his writing utensil. In this observation only a handful of students asked questions, and one had his head down for most of the lesson. In another observation several students spent the majority of class time socializing while the three adults in the room worked with students individually. In another observation students worked on presentations, but were permitted to copy and paste research from the internet instead of generating their own thinking.</p>	Basic	29%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	6%
Managing Classroom Procedures	<p>The QSR team rated 53% of observations as proficient and none as distinguished in this component. Transitions happened quickly and smoothly across classrooms. For partner or small group activities, students knew who they should be working with and how to access materials. During long work blocks, teachers provided frequent reminders about time, often using technology to manage the pace of lessons.</p>	Distinguished	0%
		Proficient	53%
	<p>The QSR team rated 29% of observations as basic in this component. Some instructional time was lost due to partially effective classrooms routines and procedures. During small-group and partner work, students lost focus and began talking out of turn. A few teachers struggled with technology. One teacher spent ten minutes attempting to connect to the SmartBoard. Another teacher asked students to type in extremely long URLs to access online articles, which took several attempts and resulted in loss of instructional time.</p>	Basic	29%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 18% of observations as unsatisfactory in this component. In one observation students in a history classroom were working on their Spanish presentations despite the teacher repeatedly pleading with them to put their other class work away. In a few observations students did not come to class with the materials they needed and students had to be released to go back to their lockers multiple times in a given class period.</p>	Unsatisfactory	18%
Managing Student Behavior	<p>The QSR team rated 47% of observations as proficient or distinguished in this component. In one distinguished observation students remained 100% on-task and engaged throughout the lesson. In another distinguished observation students themselves corrected each other's behavior. One student said, "Get yourself together, man. You need to get focused and show how much you really know."</p>	Distinguished	12%
	<p>In proficient observations teachers positively narrated correct behavior and monitored and addressed misbehavior quickly and effectively. One teacher said, "There is just a little bit too much talking in here. I want to thank the following people for focusing on their assignment." The class immediately quieted and re-focused. Students responded to teacher corrections promptly and respectfully. One teacher whispered, "You with us?" to a student with his head down. The student promptly sat up and engaged with the work.</p>	Proficient	35%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 35% of observations as basic in this component. There were no egregious behaviors. Rather, in these observations teacher attempts to redirect behavior were only partially successful. Several teachers reminded students to work quietly. Some students complied with directions, while others expressed objection and continued to talk. Students frequently hit one other in a playful way. One teacher had students move their seats and correct students for off-task behavior, but students continued off-task behaviors in their new seats after a short amount of time.</p>	Basic	35%
	<p>The QSR team rated 12% of observations as unsatisfactory in this component. In these observations there was no established standard of conduct. In both observations the students were challenging the teachers and in turn, the teachers addressed misbehavior inconsistently. Students used profanity freely. In one observation a student said, "Shut up y'all, we have a visitor." The student responded, "I don't give a **** about a visitor. They should see what it's like here." The teacher attempted to explain the lesson and a student responded, "I didn't ask you nothing... damn." In the other observation students came in late, laughed over their teacher, got into disagreements, refused to work, yelled at the teacher, and one student left the classroom without permission.</p>	Unsatisfactory	12%

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 50% of classrooms as “distinguished” or “proficient” for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team rated 53% of the observations as proficient or distinguished in this component. In distinguished IB observations teachers set rigorous expectations for student dialogue and work. Teachers demonstrated clear content mastery through questioning and regular references to assessment techniques, and students demonstrated both scientific and factual recall and evidence-driven presentations in history.</p> <p>In proficient observations the purpose of the lesson was clear and students indicated they understood their teachers’ instructions by remaining engaged in the activities and quickly complying with the teacher’s prompts. When students expressed confusion, teachers modeled how to do the assignment before releasing students to work on their own or in groups.</p>	Distinguished	12%
		Proficient	41%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 35% of the observations as basic in this component. In these observations the lesson purpose was unclear and unstructured. In one observation the teacher asked students to write what they would do if they won the lottery. Students asked several follow-up questions trying to understand the purpose and criteria for success: "How much money did we win? Are we supposed to write a whole page?" Some students stopped writing after a few minutes.</p> <p>In another observation students were instructed to make a PowerPoint presentation about cyber-bullying. The teacher did not explain why they were making the presentation or what should be included. Students simply copied and pasted arguments from the internet. In another observation the teacher provided accurate instruction, but referred to triangle congruence as a "shortcut" rather than investing students in the rationale of the postulates or requiring them to use them in developing proofs.</p>	Basic	35%
	<p>The QSR team rated 12% of the observations as unsatisfactory in this component. In one observation students continually asked what they were supposed to be doing, but because other students talked over the teacher and refused to comply, it was impossible to ascertain the lesson purpose or directions. In another unsatisfactory observation the teacher provided unclear instructions about what students needed to do: "You should be finishing up in the next... so we can get on with..." Students spent the second half of this extended independent work block socializing.</p>	Unsatisfactory	12%

Instruction	Evidence	School Wide Rating	
Using Questioning/ Prompts and Discussion Techniques	<p>The QSR team rated 47% of the observations as distinguished or proficient in this component. While some teachers used some low-level questioning, the questions were designed to promote student thinking and understanding. Overall, teachers created genuine discussion among students, providing adequate response time and challenging students to justify their answers. Students participated willingly but the dialogue was predominantly teacher-driven.</p>	Distinguished	0%
	<p>The QSR team rated 41% of observations as basic in this component. Across math classrooms, teacher asked students mainly procedural or process questions (e.g., the next steps in simplifying an expression). Students offered suggestions to peers presenting or working out problems but did not engage with one another through productive dialogue. In a few observations teachers did not effectively manage their classrooms, so questions did not lead to meaningful discussions among peers.</p>	Basic	41%
	<p>The QSR team rated 12% of the observations as unsatisfactory in this component. In these observations there were no academic questions. As previously described, one teacher simply asked students what they would buy if they won the lottery. Another teacher asked every student what their computer passwords were, but did not explain how the exercise fit into the broader lesson topic of cyber bullying.</p>	Unsatisfactory	12%
Engaging Students in Learning	<p>The QSR team rated 53% of observations as proficient and none as distinguished in this component. During proficient observations students were actively engaged and invited to explain their thinking. The pacing of the lessons was appropriate and the groups were</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>productive. In one observation students effectively engaged in a historical Socratic seminar. In another observation the lesson had a clear progression from dialogue/presentations to practice to teacher-led review to exit ticket. In another students completed hands-on activities that had students consistently engaged.</p>	Proficient	53%
	<p>The QSR team rated 29% of observations as basic in this component. In these observations students were simply compliant in passive activities. In one observation students were seated around the SmartBoard looking for synonyms of a worksheet words on thesaurus.com. The lesson purpose was unclear and lacked rigor.</p> <p>In another observation some students were working on a geometry worksheet. The teacher did not intervene even though several of the students did not work on the problems. In another observation students made jokes about disengagement when the teachers urged them to work. One student said, "I don't want to be a star student, I want to be an average student. Another student said, "I'm quitting because sometimes you have to fail to succeed."</p>	Basic	29%
	<p>The QSR team rated 18% of observations as unsatisfactory in this component. In one observation no students engaged in the assignment. In another observation only one or two students were attempting to understand what they should do. It was clear the students were eager to discuss the topic, but the teacher was incapable of facilitating conversation that involved all students. Several students worked on assignments for other classes. A few teachers also had trouble adjusting their lessons to the needs of the students. Lessons lacked appropriate flow and the students were not engaged as a result.</p>	Unsatisfactory	18%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team rated 47% of observations as proficient or distinguished in this component. In the distinguished observations the teacher cold-called nearly every student in class during content review, consistently holding students to expectations for correct vocabulary and supporting evidence for why certain facts were true. The same teacher provided clear criteria for successfully labeling diagrams in accordance with IB assessment expectations. Across proficient observations in all subjects, teachers had students come up to the board to work out problems and receive feedback from their peers.</p>	Distinguished	6%
	<p>The QSR team rated 35% of observations as basic in this component. In these observations teachers checked for understanding inconsistently and did not involve all students. In one observation the students asked for help and the teacher simply did all of the problems on the board without soliciting student involvement or feedback. In other observations teachers did not check for understanding or progress during long work blocks.</p>	Basic	35%
	<p>The QSR team scored 18% of observations as unsatisfactory in this component. In these observations there was no assessment or monitoring of student learning. Lessons lacked assessment criteria and teachers made no efforts to determine whether students understood the learning tasks.</p>	Unsatisfactory	18%

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	6%	6%	18%	12%	12%	12%	18%	18%
Basic	29%	29%	29%	35%	35%	41%	29%	35%
Proficient	41%	59%	53%	35%	41%	47%	53%	41%
Distinguished	24%	6%	0%	18%	12%	0%	0%	6%
Subdomain Average	2.82	2.65	2.35	2.59	2.53	2.35	2.35	2.35

	Domain 2	Domain 3
% of Proficient or above	59%	50%
Domain Averages	2.60	2.40