



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning Public Charter School – Lincoln Park
138 12th Street NE
Washington, DC 20002

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of AppleTree Early Learning Public Charter School–Lincoln Park (AppleTree PCS–Lincoln Park) between March 31 through April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree PCS–Lincoln Park. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree PCS–Lincoln Park is in compliance with its charter.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School – Lincoln Park (AppleTree PCS – Lincoln Park) serves 61 students in pre-kindergarten-3 (PK3) through pre-kindergarten-4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at all campuses because the school is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window from March 31 through April 11, 2014. A team of two PCSB staff members (including a PCSB staff member with extensive special education experience) and one consultant conducted six observations of AppleTree PCS – Lincoln Park’s three classrooms. In each of the classrooms, there was a lead teacher, teaching assistant and teaching fellow. For the purpose of this report, an adult delivering instruction to children will be referred to as a “teacher.” All of the observations are based on the student-teacher interactions among all of the teaching staff in the classroom. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including the one Special Education teacher observed in the inclusion and pull-out settings. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms primarily in the morning. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team scored 100% of the observations as “proficient” or “exemplary” in the Classroom Environment domain. Teachers created warm and caring classroom environments. Students worked collaboratively together in centers. Transitions from learning centers were seamless and required little to no mediation by the teachers. Student behavior was generally appropriate across classrooms. Teachers preempted misbehavior by moving around the classrooms, praising students for positive behavior, and responding gently to cases of misbehavior.

The QSR team scored 92% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain. Teachers presented content clearly, using rich and sophisticated language while ensuring that students were following along. Teachers asked a combination of lower and higher order questioning to establish a knowledge base before pushing students to think more deeply. Students had ample opportunities to interact with each other at centers and completed a range of learning tasks, such as puzzles, art related to the theme of paleontology, dramatic play involving dinosaurs and observers, and reading at the class library. In small groups, teachers clearly presented lessons around rhyming words, phonemes, and letter sounds, assessing students individually to gauge knowledge.

The school has extensive strategies in place to meet the needs of all learners. The student-to-teacher ratio at this campus was approximately six-to-one, giving students access to individualized instruction where needed. The review team saw teachers continuously checking in with individual students and providing feedback. Teachers differentiated instruction by providing students with a range of centers and learning tasks, many of which focused on the theme of paleontology, which the students had been studying. Teachers leveraged students’ different learning styles, providing time for singing songs, tactile learning (as by drawing numbers in pretend sand), and visual learning (as by showing words on

flash cards and asking students to match the word with its beginning letter sound). There was one student identified as having a disability at this campus and the student's dedicated aid provided opportunities for this student to stay engaged in the general class setting and to be successful at the learning tasks.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree PCS – Lincoln Park’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

| Mission and Goals | Evidence |
|---|---|
| <p>Mission: The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p> | <p>The QSR team observed robust evidence that AppleTree PCS – Lincoln Park is meeting its mission.</p> <p><i>Social and emotional foundations:</i> Teachers consistently emphasized social skills in interactions with students by modeling respectful behavior and by praising students for positive interactions with peers. One teacher had a conversation with a student about the difference between tattling on a child misbehaving but not harming anyone versus telling an adult when a student is putting himself or others in danger. A small group of students worked in a small “social skills” group where they learned about age-appropriate social skills and had the opportunity to practice and demonstrate what they learned.</p> <p>Teachers supported emotional development by (1) having students watch other students follow directions in a “Sit and Watch” chair in order to get the student back on track, (2) praising students for staying on task and paying attention to the teacher’s directions, and (3) allowing the students to choose their own activities during center time. Students demonstrated social and emotional proficiency as they transitioned smoothly from center to center and through the absence of serious misbehavior.</p> <p><i>Cognitive foundation:</i> Teachers supported students in building their cognitive foundation by</p> |

| Mission and Goals | Evidence |
|--|--|
| | <p>asking open-ended questions requiring students to think beyond memorization, to draw on background knowledge, and to explain their thinking. One teacher practiced rhyming words with a small group of students and asked students to explain how they knew that one word rhymed with another. In another observation the teacher asked a student the best place for sea creatures and the student responded, “a bed.” Rather than correct the student or dismiss the remark, the teacher proceeded to help the child rationalize why a bed would not be the best place for a sea creature.</p> |
| <p>PMF Goal #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress and achievement in reading and math.</i></p> | <p>Teachers presented literacy instruction by emphasizing isolated letter sounds, modeling combining sounds to form words, and leading small groups of students in practicing beginning, ending and medial sounds. Teachers worked with small groups to identify words in a group that rhymed and asked students to explain to peers how they knew that the words rhymed. During Morning Meeting students looked at the words of a song on a monitor as they sang. One teacher presented a lesson on phonemes to a small Guided Reading group. Teachers used advanced vocabulary with students across all observations.</p> <p>The QSR team predominantly saw literacy instruction during the observations, however the team noticed the integration of math concepts at various points during the observed lessons. A few teachers asked students to count as they transitioned from one activity to another.</p> |
| <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math</i></p> | <p>Teachers provided differentiated instruction in reading and assessed students to determine progress. Teachers pulled small, homogeneous groups of students to work at their skill-level and asked each student to demonstrate the particular skill that they were working on e.g., choosing pairs of rhyming words, identifying beginning, ending, and</p> |

| Mission and Goals | Evidence |
|---|--|
| | <p>medial sounds, and naming words that began with a certain sound. Teachers provided timely and constructive feedback to students and retaught when students had trouble answering questions. In one classroom in the Dramatic Play center, a student demonstrated knowledge of advanced vocabulary by telling an observer that he was an herbivore meaning, “I don’t eat meat!”</p> <p>The teachers generally used all time for instruction. One teacher asked students to count to 20 while she searched for a song they had requested to sing. The teacher gave the students a choice in how they wanted to count: doing jumping jacks, clapping their hands, or jumping. This teacher also asked students what day it was based on the date from yesterday, asking one student to explain this to the rest of the class. The teacher then had all of the students practice drawing the date in sand. The QSR team did not see differentiation or assessment beyond counting and practicing drawing numbers. One of the three members of the QSR team did not notice any math instruction.</p> |
| <p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p> | <p>See evidence described in the reading and math goals above.</p> |
| <p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p> | <p>Teachers promoted a strong culture of learning and support in classrooms. Teachers waited for all students to be ready to learn, making sure students’ heads were not on the table during small group and ensuring that students were tracking the teacher during whole group instruction. Teachers supported time on task, praising students as they followed directions, and gently refocused those students who were not.</p> |

| Mission and Goals | Evidence |
|-------------------|--|
| | <p>Teachers provided a strong culture of support across classrooms. Teachers demonstrated genuine caring for students, asking them questions about life beyond school. Teachers asked students about their doctor's appointments and their family members. Teachers addressed students' individual needs. When a student entered the classroom with a hurt knee from the walk to school; a teacher attended to the student while the rest of the class began Morning Meeting. Teachers supported students by scaffolding instruction in small groups i.e., giving students an appropriate amount of time to answer challenging questions.</p> |
| Board Governance | <p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute's board but not the charter school's. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p> <p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two</p> |

| Mission and Goals | Evidence |
|-------------------|--|
| | <p>sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board’s business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p> |

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 100% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

| Classroom Environment | Evidence Observed | School Wide Rating | |
|--|---|--------------------|-----|
| <p>Creating an Environment of Respect and Rapport</p> | <p>The QSR team rated 100% of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport, with the vast majority of these observations rated as exemplary! Teachers demonstrated caring and knowledge of students’ lives beyond school. Teachers respected students’ incorrect responses by helping students come to the correct answer on their own. Teachers promoted a warm and caring environment by greeting students when they entered the classroom and by having students greet each other during Morning Meeting.</p> | Exemplary | 83% |
| | <p>Students exhibited respect for each other, working collaboratively in centers without mediation by the teachers. In one observation students demonstrated respect for their classmate who had a disability by not reacting negatively when the student called out of turn. Students showed respect for the teacher by listening, tracking, and following directions.</p> | Proficient | 17% |
| | <p>The QSR team did not rate any observations as below proficient.</p> | Satisfactory | 0% |
| | | Limited | 0% |

¹ Teachers may be observed more than once by different review team members.

| Classroom Environment | Evidence Observed | School Wide Rating | |
|--|---|--------------------|-----|
| Establishing a Culture for Learning | <p>The QSR team rated 100% of the observations as proficient or exemplary in Establishing a Culture for Learning. Teachers demonstrated high regard for student ability, praising them for work on their song and for responses to questions about the date and about sea creatures, and saying, “You guys are so smart and you’re getting smarter every day!” Teachers explicitly told students how to show they were ready to learn, e.g., tracking the teacher, keeping their heads off their desks, keeping their hands to themselves in their laps, and sitting up on the carpet.</p> | Exemplary | 33% |
| | <p>Teachers told students that they expected their best work, saying, “You are going to sing this song in your best voice.” Teachers recognized student effort in small groups as they asked each student a question related to the skill they were learning. Teachers said, “I like how you are repeating the words that you heard,” and “Nice job!” Students praised each other for good work, saying, “Super, good job!” and “You’re doing a great job!”</p> <p>Teachers were highly passionate and enthusiastic as they presented content to students related to word sounds and rhyming words. Students helped each other be successful in learning activities such as matching a picture to the beginning letter.</p> | Proficient | 67% |
| | <p>The QSR team did not rate any observations as below proficient.</p> | Satisfactory | 0% |
| | | Limited | 0% |

| Classroom Environment | Evidence Observed | School Wide Rating | |
|--------------------------------------|---|--------------------|-----|
| Managing Classroom Procedures | <p>The QSR team rated 100% of the observations as proficient or exemplary in Managing Classroom Procedures. Across all classrooms students transitioned smoothly without assistance from the teacher during center time. Teachers established routines and rituals effectively throughout all classrooms, as students quietly entered classrooms at the beginning of the day and sat on the carpet, walked up the stairs quietly with their hands on the railing for safety, and cleaned up from snack on their own. Students responded consistently to cues and transition techniques, such as, “Everybody stop, hands on top,” which caused all students to quiet down and raise hands to show they were listening.</p> <p>In one exemplary observation, a student led the transition to writing time; with little prompting from the teacher, the student told the group, “Put your Ws up.” The students chanted, “It’s writing time, it’s writing time!” Additionally, teachers effectively used a bell to get students to stop and listen to directions for the next transition. Teachers ensured that no instructional time was lost in transitions, encouraging students to count to a certain number while moving to the next activity.</p> | Exemplary | 33% |
| | | Proficient | 67% |
| | The QSR team did not rate any observations as below proficient. | Satisfactory | 0% |
| | | Limited | 0% |

| Classroom Environment | Evidence Observed | School Wide Rating | |
|----------------------------------|---|--------------------|-----|
| Managing Student Behavior | <p>The QSR team rated 100% of the observations as proficient or exemplary in Managing Student Behavior. In half of the observations, student behavior was entirely appropriate with no evidence of misbehavior. Standards of conduct throughout classrooms were well established. Teachers monitored student behavior effectively and gently, moving around the classroom to use proximity to get students back on track, entering conversations at learning centers to note what students were doing, praising artwork, noticing writing, and acting as the audience during Dramatic Play.</p> | Exemplary | 50% |
| | <p>In one observation a teacher used a subtle technique to help the student with a disability understand appropriate times to whisper or be loud; the teacher carried pictures with examples (e.g., inside voice, loud, and whisper) of the behavior most appropriate at any given time. If the student yelled out during a quiet activity or circle time, the teacher would point to one of the pictures to indicate that the student should whisper or use an inside voice.</p> <p>In instances of misbehavior teachers responded effectively by telling students, “It is not time to be laying on the floor.” A teacher also asked a student to go to the “Sit and Watch” chair to learn from other students who were following directions. Teachers acknowledged students for appropriate behavior, calling on students with a “nice quiet hand.”</p> | Proficient | 50% |
| | The QSR team did not rate any observations as below proficient. | Satisfactory | 0% |
| | | Limited | 0% |

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 92% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

| Instructional Delivery | Evidence Observed | School Wide Rating | |
|------------------------------------|---|--------------------|-----|
| Communicating with Students | <p>The QSR team rated 100% of the observations as proficient or exemplary in Communicating with Students. Teachers explained content clearly, using advanced vocabulary, particularly around the paleontology theme. Explanations of content were error-free and age-appropriate. Teachers were explicit in describing the purpose for learning, particularly in small groups where students learned about phonemes, rhyming words, and parts of the word and their sounds.</p> | Exemplary | 17% |
| | <p>Students consistently demonstrated their understanding of the learning task as they worked in small groups and centers. With little to no mediation from the teacher, students read in the library center, completed art work related to their dinosaur theme, participated in dramatic play by pretending they were dinosaurs, and worked puzzles on their own or with peers. Teachers invited students to explain content to the class and to small groups. Teachers also asked students to draw on their background knowledge about sea creatures to tell their peers where sea creatures lived. Students demonstrated their understanding of learning tasks as they responded appropriately during small group lessons and story time.</p> | Proficient | 83% |
| | <p>The QSR team did not rate any observations as below proficient.</p> | Satisfactory | 0% |
| | | Limited | 0% |

| Instructional Delivery | Evidence Observed | School Wide Rating | |
|--|---|--------------------|-----|
| Using Questioning and Discussion Techniques | <p>The QSR team rated 83% of the observations as proficient in Using Questioning and Discussion Techniques. Teachers generally used a mix of open-ended and single-path questions, inviting students to think and offer multiple possible answers after establishing their base knowledge. Teachers asked students to brainstorm a list of words that began with a certain sound, types of sea creatures, and ways that they could greet fellow students.</p> | Exemplary | 0% |
| | <p>Teachers asked open-ended questions during story time related to students' prior knowledge of dinosaurs as well as questions related to the plot of the book. Students extended the discussion by asking their own higher order questions, like why dinosaurs lived before humans. During snack time teachers walked around the classroom, asking students what they were learning and if their snacks were healthy, prompting students to freely discuss with both teachers and peers.</p> <p>Teachers called on all students, including a student with a speech delay and students who did not volunteer to participate. Discussions among students happened organically throughout centers.</p> | Proficient | 83% |
| | <p>The review team rated 17% of the observations as below proficient in Using Questioning and Discussion Techniques. In one observation students had little opportunity to respond directly to one another. During one activity, only a few students consistently responded to the teacher's questions.</p> | Satisfactory | 17% |
| | | Limited | 0% |

| Instructional Delivery | Evidence Observed | School Wide Rating | |
|--------------------------------------|---|--------------------|-----|
| Engaging Students in Learning | <p>The QSR team rated 100% of the observations as proficient or exemplary in Engaging Students in Learning, with the majority rated as exemplary. Student engagement was universally high across classrooms. Teachers gave students hands-on learning tasks at centers allowing them to manipulate letter cubes, play with plastic dinosaurs, build using blocks, create art projects, practice writing their names on sentence strips, and write their name on the board next to their idea.</p> | Exemplary | 67% |
| | <p>Students had choice in learning tasks as teachers permitted them to move around learning centers with little mediation. Students changed grouping patterns at centers, sometimes transitioning to another center with a student they had been working with previously or joining a new group of students at a different center. The pacing of lessons was effective, as teachers continuously rotated small groups to their tables during center time, ensuring that students had enough time for other centers.</p> | Proficient | 33% |
| | <p>During a read aloud in a whole group setting, a student with a disability had an individual book and the student's dedicated aid remained at the student's side to support engagement by pointing out key pictures and asking general questions about the story. The student demonstrated engagement by calling out the names of the dinosaurs that other students were discussing.</p> | Satisfactory | 0% |
| | <p>The QSR team did not rate any observations as below proficient.</p> | Limited | 0% |

| Instructional Delivery | Evidence Observed | School Wide Rating | |
|--|---|--------------------|-----|
| Using Assessment in Instruction | <p>The QSR team rated 83% of the observations as proficient or exemplary in Using Assessment in Instruction. Teachers monitored student understanding continuously in small groups, rotating many small groups through targeted work with the teacher during center time. During the small group instruction, teachers asked each student to respond to questions in order to gauge understanding.</p> | Exemplary | 17% |
| | <p>Teachers provided timely feedback and scaffolding. Teachers praised the students for correct answers and persistence and helped students get to the correct answers when needed. In one observation of a small group doing targeted work on social skills, the teacher asked each student to say one thing that he or she learned and every student was able to do so.</p> <p>Students commented on each other's work in a group that was tracing letters with markers. Students had the opportunity to assess themselves as they scored their own bingo cards, working on letter and sound tasks.</p> | Proficient | 66% |
| | <p>The QSR team rated 17% of the observations as below proficient in Using Assessment in Instruction with no observations rated as limited. One teacher monitored student understanding using only one method by asking students globally to help spell certain words on a flip chart in front of the class. It was unclear which students were able to sound out the words and which students may have needed additional practice.</p> | Satisfactory | 17% |
| | | Limited | 0% |

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

| Classroom Environment | Limited | Below Proficient | Proficient | Exemplary |
|---|--|---|---|--|
| 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. |

| Classroom Environment | Limited | Below Proficient | Proficient | Exemplary |
|----------------------------------|---|--|--|--|
| 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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

| Instructional Delivery | Limited | Below Proficient | Proficient | Exemplary |
|--|---|--|--|--|
| 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. |

| Instructional Delivery | Limited | Below Proficient | Proficient | Exemplary |
|--|---|--|--|---|
| 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. |