



April 2, 2014

Dennis Sawyers, Board Chair  
Early Childhood Academy PCS  
4301 9<sup>th</sup> Street, SE  
Washington, DC 20032

Dear Mr. Sawyers:

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 eligible for 10-year Charter Review during 2014-15 school year

#### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of Early Childhood Academy PCS between February 3 and February 14, 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. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the team also attended a board meeting via conference call 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 environment, and instructional delivery.

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

Sincerely,

  
Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Early Childhood Academy Public Charter School (Early Childhood Academy PCS) serves approximately 260 pre-kindergarten (PK) through third grade students in two facilities, one block apart, in Ward 8. In February 2014 the Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) of Early Childhood Academy PCS in advance of the school's ten-year charter review in 2014-15.

The QSR team conducted observations over the course of a two-week window from February 3 through February 14, 2014. A team of three PCSB staff members (including a PCSB staff member with an extensive special education background) and one consultant conducted observations of 16 classrooms using Charlotte Danielson's *Framework for Teaching* Rubric and observed classrooms in mornings and afternoons; some classrooms may have been observed twice. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments, including the two special education teachers observed in the resource settings and classrooms with more than one teacher present. In addition, a member of the QSR team also attended a Board of Trustees meeting via conference call to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR team scored over three-fourths of the observations as proficient or exemplary in the Classroom Environments domain. The highest scoring component in the domain was Establishing a Culture for Learning with over 90% of observations scoring proficient or above. Almost all of the teachers communicated the importance of hard work and celebrated success with their students. The lowest scoring component in this domain was Managing Classroom Procedures. The QSR team only scored 63% of the observations as proficient or above. At times, instructional time was lost due to ineffective routines and procedures.

The QSR team scored 85% of the observations as proficient or exemplary in the Instructional Delivery domain. The highest scoring component in this domain was Using Questioning/Prompts and Discussion Techniques with over 90% of observations rated as proficient or above. Teachers consistently asked open-ended questions to challenge student thinking and encourage discussion. The lowest rated component in this domain was Using Assessment in Instruction with approximately 70% of teachers scoring proficient or above. In a few classrooms, teachers globally assessed student understanding without offering specific feedback to improve student performance. While some observations scored below the level of proficient, it is worth noting that none of the observations scored in the lowest rating level (limited) on any component of the rubric.

The school was a welcoming place for the QSR team to visit. The leadership and staff maintained tight security at both facilities. The second facility houses many of the pre-kindergartners and third graders, one block away. The school utilized all available space (hallways, cafeteria, etc.) to work in small groups with students. While space is limited teachers have created a safe nurturing environment for all students.

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

This table summarizes Early Childhood Academy PCS’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>The mission of the Early Childhood Academy PCS is to partner with educators, families, and community members to form a strong school with a language- and literacy-rich academic environment in a setting that supports multiculturalism and values respect, compassion, curiosity, and first-hand experience in which students acquire a full range of skills that exceeds District of Columbia Public School standards.</p>	<p>The QSR team observed evidence that the school is substantially fulfilling its mission.</p> <p>The school is providing a language- and literacy-rich academic environment to its students, which is as further described in goal #5: The academic environment is language- and literacy rich. The teachers focused on literacy and language during the majority of the observations. Students read basal texts, leveled readers, and trade books. Teachers explained math vocabulary and students solved word problems during math instruction.</p> <p>Early Childhood Academy provides an environment that values respect, compassion, curiosity, and first-hand experience for all. The students and staff at Early Childhood Academy PCS are highly respectful to each other and to visitors. A bulletin board in one hallway lists these values with pictures to demonstrate each trait. The pictures show students working in a garden, sharing materials, working together, and cheering each other on. Students had access to hands-on experiences through technology, differentiated learning materials, and educational resources. The school’s technology lab, Promethean Boards, and I-Pads allowed the students to learn through first-hand experiences. Students used these resources for all subjects, independently and with the teacher. Please refer to goal #6: The school culture embraces respect and compassion for all for more evidence on the school meeting respect and compassion for all.</p> <p>The QSR team observed some evidence that the school supports</p>

Mission and Goals	Evidence
	<p>multiculturalism. The classroom books had characters from diverse backgrounds and a bulletin board in one hallway celebrated Black History. The QSR team observed an introductory Spanish class. The teacher spoke in both English and Spanish, and the students responded mostly in English.</p> <p>The QSR team was unable to observe if the school has partnered with families, educators, and community members to further implement the mission.</p>
<p>1. Students learn skills necessary for reading and writing in English language.</p>	<p>Every classroom worked on reading and writing skills during the QSR observations. The school has implemented Response to Intervention (RtI) work blocks every morning for reading and math. During the RtI reading block, kindergarten students rotated through different literacy centers and the teachers had prepared differentiated materials for each rotation. Teachers worked either one-on-one or with a small group of students while the other groups worked independently on writing and reading skills through multiple modalities, including: transparencies, worksheets, books, games on computers and iPads, and oral assessments with the teacher.</p> <p>Literacy strategies were evident in all subject areas and all classrooms. For example, in the resource room the special education teachers worked on student recognition of consonant and vowel sounds in small groups and through independent practice. During the designated literacy block, first grade students worked in centers, including one with the teacher, who worked with students on reading aloud and answering questions, and one group worked on writing from sentences to paragraphs. In all grades teachers asked students to write with appropriate sentence structure and complete sentences. Social studies and science classes were also heavily reading-intensive. The second grade geology lesson focused on reading definitions from the glossary of the textbook.</p>

Mission and Goals	Evidence
<p>2. Students learn scientific, mathematical, representational, and symbolic thinking.</p>	<p>The QSR team observed classroom lessons, student work displays, and hallway bulletin boards with evidence of students learning scientific, mathematical, representational, and symbolic thinking. In all grades teachers helped students explore math through manipulatives. Kindergarten students used circles and popsicle sticks to work on addition and subtraction problems. Second grade students used a pizza example to help them understand fractions. Special education teachers worked one-on-one with students to explain double-digit subtraction with carrying and borrowing. Teachers displayed math fact posters in many rooms. Some posters helped with number sense; the number was written, spelled as a word, and displayed in quantity. Students also used the interactive white boards to assist with math lessons. One teacher had students work through problems in front of the class and asked the class to give thumbs up or down to indicate if they agreed with the student's answer.</p> <p>Teachers taught science and posted evidence of previous work. Second grade students studied earthquakes, discussing the definitions of earthquake and erosion. Another class discussed the importance of brushing teeth and the factors that cause cavities. One bulletin board showed pre-kindergarten students exploring their shadows. The teacher posted student-drawn pictures of shadows in the sunlight and in the shade. Another display had students' bar graphs depicting different surveys of their class, one showed graphs on favorite ice cream flavors.</p>
<p>3. Students develop a sense of self, responsibility for self and others, and prosocial behaviors.</p>	<p>The QSR team observed evidence that the school is meeting this goal. Students were responsible for themselves and others, and the materials they used through positive behaviors. Teachers encouraged students to share, particularly with materials placed at tables. Students traded markers, pencils, and transparencies to complete tasks. Teachers asked students to keep track of their behavior. In one room the teacher used a computer program to track points for behavior. The student logged into</p>

Mission and Goals	Evidence
	<p>his or her account and added or deducted points as instructed.</p> <p>Students were able to work out their own differences and positively interact with each other. The QSR team observed two boys struggling over a marker. After talking to each other, the boys were able to share without teacher intervention. In another room when the teacher did not hand out enough supplies at one table, the first graders were able to figure out how to continue playing the game without materials. Teachers reminded students to take care of their books and other materials when putting them away.</p>
<p>4. A. Parents participate in the education of their children.</p> <p>B. There are opportunities for parents to participate in program activities; thereby enhancing their parenting skills and knowledge and understanding of the educational and developmental needs of their children.</p>	<p>The QSR team was unable to observe parents directly participating in the education of their children or enhancing their own parenting skills. Family information boards were present outside of each classroom. The displays contained information about upcoming field trips and parent meetings. One QSR team member observed a parent signing in to visit his child's classroom during the school day. This appeared to be a welcomed and common practice.</p>
<p>5. The academic environment is language- and literacy-rich.</p>	<p>The school has provided a language- and literacy-rich academic environment. Every classroom had bins full of leveled books for students to read. In a few classrooms, teachers encouraged students to read between activities. Teachers posted word walls and labeled objects (flag, window, desk, etc.) in every classroom. The school also uses technology to assist with this goal. iPads and interactive white boards had programs for students to work on spelling, literacy, and reading skills.</p> <p>Teachers posted student work and photographs of students learning in the classrooms and in the hallways. The teachers posted the appropriate standard for learning for each display. In the older grades teachers incorporated written materials into the lessons.</p>

Mission and Goals	Evidence
<p>6. The school culture embraces respect and compassion for all.</p>	<p>The QSR team observed the teachers and students embracing respect and compassion for all. In component 2a: Creating an Environment of Respect and Rapport, teachers were observed to be highly respectful about 75% of the time and students were observed to be universally respectful to students, teachers, and visitors.</p> <p>However, in about a quarter of the classrooms the teachers' response to misbehavior did not always respect students' dignity, such as addressing misbehavior in front of their peers or by using a sarcastic tone of voice when talking with students.</p> <p>Teachers were compassionate toward their students. Teachers checked in with students who were not feeling well. When two students were hurt, both of their teachers knelt down beside the students to make sure they were okay.</p>
<p>7. Major outcomes for the child and family contained in the Individualized Education Plan (IEP), for children with disabilities, are achieved through implementation of intervention strategies and services, and early identification, evaluation, and follow-up services for children suspected of having disabling conditions. Frequent data collection, daily contact notes, and monthly or quarterly progress are documented by clinicians (OTRIL, PT, SLP, Psychologist, Counselor) based on long-term goals and short-term objective achievement. Goals and objectives are modified upon mastery through IEP review meetings at least yearly or on an as needed/as requested basis.</p>	<p>Although the QSR team did not observed evidence of identification, evaluation, and frequent data collection for children with disabilities, the PCSB staff member with special education experience observed the school's special education teachers. In a pull-out resource room setting, the teacher worked with students learning vocabulary and sight words as well as reviewing math skills. The teachers used several instructional strategies that appeared appropriate for the students' ages and grade levels. The teachers paid attention to each student in the small groups, making sure every student contributed to the learning environment.</p> <p>The school has RtI reading and math blocks at the start of each day. The QSR team observed teachers and assistants working with small groups of students, in some cases one-on-one. In a kindergarten classroom, the teacher worked with one student on letters and sounds while the rest of the class rotated through RtI literacy centers.</p>

Mission and Goals	Evidence
Board Governance	<p>A member of the QSR team attended the Early Childhood Academy PCS Board of Trustees teleconference on Wednesday, February 26, 2014. A quorum attended. The board heard reports on the current Qualitative Site Review, the playground drive, and an upcoming visit by Councilmember David Catania. The principal's report included information on the new teacher hires and snow make-up days, financials, MySchoolDC, and facilities.</p>

**CLASSROOM ENVIRONMENT<sup>1</sup>**

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 77% of the observations as proficient or exemplary for the Classroom Environment domain and scored no observation as limited.

Classroom Environment	Evidence Observed	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team scored three-fourths of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport. In these observations talk between teachers and students and among students was uniformly respectful. Members of the class were respectful, compassionate, and friendly to each other. Students helped each other out. In one classroom, a student assisted another student with opening the door who was struggling. The QSR team scored 30% of the observations as exemplary in this component (the highest level). The teachers were caring and sensitive to the students as individuals. When one student was hurt, the teacher got down on one knee to inspect the “boo boo” and made sure the student felt okay. One teacher demonstrated understanding of one student’s confusion on a task by saying, “I forgot you weren’t here yesterday, so we will work more on that tomorrow.”</p>	Exemplary	31%
		Proficient	44%
	<p>The QSR team did not observe the same level of respect in 25% of the observations. The team saw a teacher disciplining a student in front of other students, which appeared demeaning to the student. Another teacher used sarcastic language with a student, saying, “It’s not that difficult to turn to page 200.” A classroom assistant was particularly harsh with only one student in the room, writing on her paper and singling her out although other students were also confused.</p>	Satisfactory	25%
		Limited	0%

<sup>1</sup> Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>Approximately 95% of the observations were proficient or exemplary in Establishing a Culture for Learning. Teachers clearly conveyed the importance of learning. Teachers “high-fived” students and acknowledged students when they were pushing themselves academically. One teacher told her class that after looking at recent spelling work, she was going to challenge them all to spell harder words because she knew they could do it. Another teacher said, “I am very impressed with the work you have been doing at the centers. We were taking pictures and getting excited.” Students put forth good effort to complete high quality work in small groups and in whole group work; at times students worked with other students to improve their work.</p>	Exemplary	13%
	<p>The QSR team scored fewer than 10% of the observations as below proficient.</p>	Proficient	81%
		Satisfactory	6%
	Limited	0%	
<b>Managing Classroom Procedures</b>	<p>Just over 60% of observations were proficient or exemplary in Managing Classroom Procedures. Teachers implemented smooth functioning rituals and routines, which minimized the loss of instructional time. Teachers used bells and timers to signal groups to rotate, students stood in the “Presidential Pose” with hands behind their backs to show the teachers they were ready. Teachers used clapping sequences to gain the group’s attention. Teachers let students know how much time was left for each activity during small group work. One teacher kept every student’s focus while explaining the centers by asking for examples and repeat-backs. Students were able to switch from center to center effectively.</p>	Exemplary	19%
	<p>The QSR team observed that teachers lost instructional time due to partially effective routines and producers in almost 40% of the observations. In some classrooms not all students would participate in the cleanup routines, lingering</p>	Proficient	44%
		Satisfactory	38%

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>on the iPads and causing the rest of the class to wait. The team observed one teacher lose the attention of the class while taking 12 minutes to explain the centers. When the students finally transitioned to the centers, many students were still confused.</p>	Limited	0%
<b>Managing Student Behavior</b>	<p>The QSR team scored 75% of the observations as proficient or exemplary in Managing Student Behavior. Teachers established and followed consistent standards of conduct. Teachers praised positive behavior saying, “I like how well you are working.” In a few classrooms, students respectfully intervened to ensure compliance with the standards of conduct. One student said to a classmate, “Would you please lower your voice?” One teacher utilized a point reward system on the classroom computer. Students were in charge of adding and deducting points on their individual account, based on their behavior during certain activities. In a few classrooms, student behavior was entirely appropriate.</p>	Exemplary	25%
		Proficient	50%
	<p>In one-fourth of the observations, the implementation of standards of conduct was inconsistent. The QSR team observed a few teachers isolate one student’s misbehavior instead of addressing the whole class. In one classroom, the teacher told a few students to lower their voices, but did not correct other students who were also noisy.</p>	Satisfactory	25%
		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 85% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	<p>Over 85% of observations were proficient or exemplary in Communicating with Students. Teachers clearly stated and reviewed the purpose of the lesson and provided clear directions for students. Prior to small group instruction, teachers took time to thoroughly explain the purpose of each center and the task to be completed and used age-appropriate, content-rich vocabulary. One first grade teacher asked each group questions to clarify the center’s procedures. Students then engaged in the learning task, indicating they understood what to do. Teachers clearly communicated the instructional purpose for both reading and math activities to the pre-kindergarten students. In two math classes exploring fractions using a pizza pie to help students visualize.</p>	Exemplary	31%
		Proficient	56%
	<p>The QSR team scored 13% of observations as below proficient. The purpose of the lesson was confusing in a few classrooms. In one classroom, the teacher said they would start with a turn-and-talk for literacy but then started talking about a math example without letting students complete the turn-and-talk exercise. One classroom assistant used incorrect grammar when working with a small group saying, “What number come next?” multiple times with the students.</p>	Satisfactory	13%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Using Questioning and Discussion Techniques</b>	<p>Almost 95% of observations were proficient or exemplary in Using Questioning and Discussion Techniques. Teachers asked open-ended questions allowing students to offer multiple possible answers. Second grade and pre-kindergarten teachers asked students to describe pictures in their own words and first grade students were asked to create sentences with words using the long “a” sound. Teachers also used effective wait time for students to process the questions and respond.</p>	Exemplary	6%
	<p>Additionally, teachers built on previous student responses to continue the discussion with the class. One teacher stated, “Think about the activities we are doing in centers and how does it related to our jungle animal study?” Students engaged in discussions at the centers about what they were doing. In older grades, teachers challenged students to think through questioning. One teacher asked, “Do these two books have anything similar between them?” Students began to point out the similarities in the books they read.</p>	Proficient	88%
	<p>The QSR team scored fewer than 10% of the observations as below proficient.</p>	Satisfactory	6%
		Limited	0%
<b>Engaging Students in Learning</b>	<p>The QSR team scored almost 90% of the observations as proficient or exemplary in Engaging Students in Learning. Across all grades students were focused and intellectually engaged in all learning activities. Teachers differentiated the content for students in small groups. Students used iPads to challenge themselves with math and reading games during the RtI block. Students worked with manipulatives while adding, subtracting, and</p>	Exemplary	13%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>representing fractions during math instruction.</p> <p>Students frequently used the interactive white boards to spell words and work out math problems as part of small group work. Student enthusiasm for the materials was strong across all grades. When one teacher placed a check on a student’s paper, the student gleefully exclaimed, “Yes!” Teachers worked with students while they reflected on incorrect answers and explained what the correct answer would be.</p>	Proficient	74%
	<p>Thirteen percent of the observations were below proficient. Two students were unable to participate in an activity because the teacher did not pass out enough materials. They had their hands raised for over ten minutes to get the teacher’s attention. Some groups of students, who were not directly working with the teacher, were off task for most of the small group time.</p>	Satisfactory	13%
		Limited	0%
<b>Using Assessment in Instruction</b>	<p>Almost 70% of observations were proficient in Using Assessment in Instruction. In these classrooms teachers asked specific questions to check for understanding and provided timely feedback to help students increase their understanding. Teachers asked specific questions to assess student reading and math levels of understanding during small group time. During one RtI block the classroom assistant assessed students individually on letter sounds. Every time the small groups switched, the assistant chose</p>	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>different books for the group to read while she assessed a student. In another classroom the teacher kept a list of students' names and marked a dot next to students who understood the lesson. The QSR team observed one teacher group students based on data from a previous assessment. The teacher highlighted the students' names in different colors.</p>	Proficient	69%
	<p>The QSR team scored 31% of the observations as below proficient. In some classrooms assessment was superficial such as, "Are you ready to move on?" When one student replied, "no," the teacher said, "I don't know why; we have to focus."</p>	Satisfactory	31%
	<p>In one classroom when students were confused, the teacher repeated the same directions without making adjustments to help the students understand the task.</p>	Limited	0%

## APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

## APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is 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.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.