



December 8, 2016

Le Roy (Terry) Eakin, Board Chair  
DC Prep PCS- Edgewood Middle  
701 Edgewood St. NE  
Washington, DC 20002

Dear Mr. Eakin:

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

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

### **Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of DC Prep PCS- Edgewood Middle between October 17, 2016 through October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep-Edgewood Middle.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## Qualitative Site Review Report

**Date:** December 8, 2016

### **Campus Information**

**Campus Name:** DC Prep PCS - Edgewood Middle

**Ward:** 5

**Grade levels:** 4-8

### **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** October 17, 2016 - October 28, 2016

**QSR team members:** 1 DC PCSB staff, 3 consultants, SPED specialist

**Number of observations:** 23

**Total enrollment:** 330

**Students with Disabilities enrollment:** 49

**English Language Learners enrollment:** 0

**In-seat attendance on the days the QSR team conducted observations:**

**Visit 1:** October 19, 2016- 97.6%

**Visit 2:** October 25, 2016- 96.1%

**Visit 3:** October 25, 2016- 96.1%

**Visit 4:** October 26, 2016- 94.8%

### **Summary**

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where Prep Skills are embedded in instruction, and where strong teacher presence creates positive classroom momentum. DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called "Prep Sessions" where students receive reading or math intervention tailored to their individual needs.

DC Prep - Edgewood Middle offers students in grades 4-8 the opportunity to learn and practice academic and social skills in a warm and nurturing environment. School-wide initiatives provided students with necessary structure, feedback, and supports to be successful. Teachers overwhelmingly demonstrated the belief that all students can be successful through good effort and persistence. The QSR team conducted 23 observations over the two-week window. The team's findings are detailed in this report.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I).

The QSR team scored 82% of observations as distinguished or proficient in the Classroom Environment domain. Teachers created welcoming and safe learning environments where students demonstrated willingness to take academic risks. Students in most observations eagerly participated in learning tasks with little misbehavior. In instances when the team observed off-task student behavior administrators coached teachers through modeling and side-by-side techniques. Teachers and students smiled throughout most observations and appeared to genuinely care about each other.

The QSR team scored 88% of observations as distinguished or proficient in the Instruction domain. The team scored 95% of observations as distinguished or proficient in the *Using Assessment in Instruction* component. Teachers utilized a variety of assessment strategies ranging from informal questioning to daily exit tickets. Teachers referenced exit tickets and observers saw re-teaching of academic skills in multiple classrooms. Students did not require frequent reminders in order to complete work and appeared to be interested and invested in their learning. Overall the academic program was strong and teachers employed effective strategies to push student thinking and engage all students in learning tasks.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

### Special Education

Prior to the two-week window, DC Prep - Edgewood Middle provided answers to specific questions regarding the provision of instruction to students with disabilities in the Special Education Questionnaire.

- The school described having 1-2 special education teachers assigned to each grade level in 1<sup>st</sup>- 8<sup>th</sup> grade. The Special Education specialist conducted six observations across grade-levels and content areas. In these observations students received specialized and differentiated direct instruction in math and English language arts.
- As stated in the Special Education Questionnaire, the specialist on the QSR team observed Special Educators co-teaching in ELA and math with general educators. In these observations the special education teacher parallel co-taught (same standards and objectives) with small groups in the general education classroom. Additionally the special education teacher co-taught the entire class prompting students to think deeper about novels and in one observation explaining new strategies to solve a math problem.
- The school described that teachers differentiate lessons by adapting instructional materials and integrating multi-sensory learning strategies for students with disabilities. The Special Education specialist observed the following interventions/strategies: appropriate wait time following directives, praise

statements, repetition of expectations, scaffolded questioning, and 1 on 1 check-in with students. Visuals supplemented orally presented material and special educators focused student thinking with prompts and think alouds. Teachers differentiated instruction in multiple observations that included 1 on 1 feedback, students working on different tasks within the same setting, students working collaboratively, instructors maintained good proximity to students. Teachers monitored student body language, such as slouching or fidgeting, and effectively engaged students as needed.

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

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>Our mission is to provide middle school students in Washington, D. C. with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.</p>	<p>The QSR team observed strong evidence that DC Prep - Edgewood Middle is meeting its mission. Students demonstrated a commitment to learning and to the community of their school. Student character is emphasized across the campus through the use of Prep Notes, motivational quotes in the hallways, and positive feedback from teachers and staff. Classrooms are organized and teachers maximized time using established routines and procedures. Students demonstrated leadership and strong character as they moved through the instructional day focused, engaged and respectful. Teachers displayed high-quality work throughout the building.</p> <p>DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called Prep Sessions where students receive reading or math intervention tailored to their individual needs. The QSR team observed intervention sessions during the two-week window at DC Prep PCS - Edgewood Middle and saw students engaged in re-teaching lessons as well as enrichment lessons to push the highest performing students.</p>
<p>Goals:</p>	
<p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed evidence that the school is meeting this goal. In almost all observations more than one adult was present. Teachers worked collaboratively in</p>

Mission and Goals	Evidence
	<p>lesson delivery, assessment of student learning, and managing behaviors. Administrators pushed into classrooms to assist with behavior management and actively coached teachers through modeling and side-by-side coaching strategies. Observers scored 88% of observations as distinguished or proficient in the Instruction Domain of the Danielson rubric. Teachers across the school utilized a variety of high-leverage instructional strategies that created opportunities for students to successfully complete rigorous academic tasks.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>The QSR team observed evidence that the school is meeting this goal. With very few exceptions student behavior was entirely appropriate. Every student had a weekly Prep Note to monitor and record daily progress related to Prep Skills. Prep Skills include (1) speaking and listening to others, (2) persevering, (3) contributing to group activities, (4) advocating for oneself, and (5) using emotional management strategies.</p> <p>Teachers displayed and reinforced these skills in most observations. Students were given additions for each of the Prep Skills. Teachers encouraged students to track each other when speaking and reinforced this with addition points under the listening to others Prep Note component. Additionally teachers gave additions for perseverance and improvement on academic tasks. In one observation a student did not get his question answered before class was out, and the teacher said, “I see you have a strong need. Thank you for advocating for yourself.”</p> <p>In addition teachers provided students opportunities to assess and manage their own behavior. Classes had calm-down reflection stations and in a few observations</p>

Mission and Goals	Evidence
	<p>student moved to these stations without prompting. Classrooms were organized, student-centered, and litter-free. In one observation a student entered a classroom and noticed some garbage on the floor. He picked up the trash and took it to the garbage. Students walked quietly and purposefully in the halls on their way to classes. When students do not demonstrate "Prep Skills" they are assigned deductions or invited to a "silent lunch."</p>
<p>Students graduate with an eighth grade level of academic competency or better.</p>	<p>The QSR team scored 88% of observations as distinguished or proficient in the Instruction Domain of the Danielson rubric. The QSR team observed frequent assessments and teachers provided students with opportunities to reflect on their academic performance. Students attend Math and ELA "prep sessions" to bolster their academic performance in the core subject areas. These sessions provide targeted support to small groups of students. In one session students critiqued each other's essays and offered advice for how to improve work. In another session the teacher re-taught specific standards based on areas of student weakness. Good reading habits are promoted and inspired through reading competitions. Classrooms are well stocked with books and close reading techniques are encouraged through the literature. Teachers engaged students in rigorous lessons with effective questioning techniques that led to rich discussion based on critical thinking. Overall student engagement was high and with few exceptions instruction was strong.</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable</p>

<b>Mission and Goals</b>	<b>Evidence</b>
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

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

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 82% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team scored 83% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were universally respectful and warm. Classmates encouraged and praised each other with snaps, silent gestures, claps and cheers. In one distinguished observation students got up and hugged the teacher when she walked into the classroom. The same teacher praised students, “You are doing such a good job. I am so proud of you. I appreciate you.”</p>	Distinguished	4%
	<p>In another observation after students completed a task early, they shared “roses and thorns” about their personal life. Students listened attentively to each other and tracked each other when speaking. The teacher asked follow-up questions about their lives. In another observation students struggled with words in a novel as they read aloud. When a student struggled classmates offered support and encouragement and celebrated when the student could correctly read the word.</p>	Proficient	79%

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

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
	The QSR team scored 17% of the observations as basic in this component. In a few observations students showed inconsistent respect for the instructor. Students did not adhere to multiple requests to be on task and questioned teacher directives to get quiet during instruction.	Basic	17%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations teachers held all students to high standards and demonstrated a belief in student ability. Students took ownership of their work. In one observation students encouraged one another to engage with group work. One student said: "Come on, let's just take a deep breath and brainstorm for a second." In another observation students volunteered to have essays critiqued by the class and said "thank you" when classmates gave constructive feedback. After completing "challenge questions" in one observation a student broke into dance and others asked for more challenge questions to complete. In a distinguished observation a student asked why they needed to look at examples of narrative writing because he was, "excited to start drafting." Students demonstrated eagerness to complete learning tasks and teachers articulated the belief that every student can succeed through hard work and determination.	Distinguished	4%
		Proficient	87%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	9%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 83% of the observations as proficient in this component. In these observations there was little to no loss of instructional time. Classrooms operated smoothly with effective use of management strategies, e.g., silent hands, echo clapping, and timers.</p>	Distinguished	0%
	<p>Students in many observations took ownership of their time and demonstrated knowledge of procedural expectations. In one observation a student went to get a drink of water and returned quickly after noticing a small line at the drinking fountain. In another class students took turns getting up to get tissues. Teachers maximized student work time when handing out materials. In many classrooms teachers distributed materials quickly while students completed warm-up activities. Students entered and exited classrooms in a quiet and orderly manner moving quickly to their next classes.</p>	Proficient	83%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations instructional time was lost due to uneven implementation or lack of procedures. In one observation significant time was lost while students waited for feedback from the teacher. In other observations teachers had to repeat directions. While some teachers in these observations attempted to use attention getting signals and timers students did not respond.</p>	Basic	17%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team scored 71% of the observations as distinguished or proficient in this component. In these observations student behavior was entirely appropriate or in instances of minor misbehavior teachers responded quickly and effectively. Teachers in these observations encouraged and recognized positive student behavior. In one observation when students did not follow a direction the teacher said, "Let's try again. We're going to do this right." In one observation two teachers circulated throughout the lesson using their proximity to redirect student behavior. At one point the teacher put a gentle hand on the back of an off-task student and he immediately corrected his behavior. In these observations teachers redirected behaviors but maintained student dignity by doing so quietly or marking deductions on Prep Notes without pausing instruction.</p>	Distinguished	9%
		Proficient	62%
	<p>The QSR team scored 22% of the observations as basic in this component. In these observations students did not modify their behavior despite many attempts to redirect by teachers and interrupted the instruction. In one observation the teacher and an administrator spent the majority of the class repeating directions and expectations but many students remained off task. One student in this observation was told to go to detention at lunch and she responded, "No!" Students in these observations received deductions for having their heads down and side talking. In one observation some students intentionally hit rulers to the bottom of the desks causing a disruption to the rest of the class.</p>	Basic	22%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	9%

**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 88% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 83% of the observations as distinguished or proficient in this component. In these observations teachers clearly articulated objectives and in some classes teachers explained the reason for the lesson. In one distinguished observation the teacher explained why students need to annotate their text: “One piece of feedback is that most people are marking up the text. The reason it is important is it helps me know what you're thinking.” Additionally teachers used rich and appropriate vocabulary when delivering content and giving directions.</p>	Distinguished	13%
		Proficient	70%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations students did not demonstrate that they knew what was expected of them. Teachers repeated directions multiple times with inconsistent success. Some students in these observations continued to be on the wrong page or problem. In one observation the teacher mispronounced the name of an important historical figure multiple times. In another observation the teacher attempted to use a modern day example to help students understand the content however the comparison did not enhance student understanding and led to an off-task conversation.</p>	Basic	17%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 87% of the observations as proficient in this component. Activities included a variety of questions requiring critical thinking. Teachers asked open-ended questions that led to student discussion. In one observation the teacher asked, "What lesson from Ghanaian culture can we apply to our own classroom environment?" and "What did the characters learn?" and "How do you know?" In multiple observations teachers asked questions that required students to give textual evidence or justify their thinking: "Everyone re-read this paragraph. What does it suggest about why immigrants came over?" and "Tell your partner how you react to America being called The <i>Land of Opportunity</i>." Teachers in these observations used student responses to generate new questions and allowed for discussion to take place when student interest was high.</p> <p>Students in most classrooms were eager to participate in discussions and teachers looked for opportunities to involve all students. One teacher asked, "Why do you think we have never had a female president?" A few students responded and the teacher said, "Interesting! That was a very detailed answer and I love your perspective. We have now heard three male perspectives. Can I hear from some females?"</p>	Distinguished	0%
		Proficient	87%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 13% of the observations as basic in this component. In these observations questions required basic recall of information and few students participated. In one observation the teacher only asked procedural questions. In another observation all questions required a simple yes or no response. A few students dominated discussion and teachers did not attempt to draw other students into the conversation.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 87% of the observations as distinguished or proficient in this component. Most students appeared intellectually engaged in all observations. In one observation the teacher randomly called on students to read aloud from a class novel and all 12 students called on began reading immediately. The QSR team saw frequent use of turn and talks to engage students prior to questioning and discussion. Students eagerly and efficiently completed turn and talk sessions being on-task and respectful of noise volume. In one observation students worked in table groups to represent a system of the</p>	Distinguished	17%

Instruction	Evidence Observed	School Wide Rating	
	<p>human body. Some students researched on computers, and others made posters. Students had choice in how to represent their project and work in teams to create a final project. Students showed enthusiasm by smiling and using phrases like, "Oh, I have a good idea for this." and "Do you think we should add this note here?"</p> <p>Teachers used appropriate learning materials and activities for achieving lesson objectives. Students read age-appropriate novels and teachers made connections to the real world. In one observation the teacher asked students how the novel would change if it took place today. Students eagerly made connections to their own lives. The QSR team saw effective use of Smart Boards to focus attention and promote interactive learning.</p>	Proficient	70%
	<p>The QSR team scored 13% of the observations as basic in this component. In these observations student misbehavior interfered with instructional momentum. Many students appeared ready to learn but teachers frequently had to stop instruction to give redirection. Some students had their heads down and some sat passively waiting for content delivery or direction.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<p><b>Using Assessment in Instruction</b></p>	<p>The QSR team scored 95% of the observations as distinguished or proficient in this component. In these observations teachers used both informal and formal assessments and frequently addressed misconceptions on the spot. In one observation the teacher noticed that students did not know how to skim a text to look for significant events. After the first section she stated, "What I just learned is that we need to work on skimming. When we skim we don't read in as much detail. Let me show you." She then modeled how to skim and scaffolded the remainder of the observation giving students frequent opportunities to practice.</p>	Distinguished	4%
	<p>Teachers in these observations circulated during work time giving specific and individual feedback to students. In one observation the teacher said, "We're not adding zeros, we're regrouping. I know you know that, but it's important to get in the habit of explaining it correctly as well as solving it correctly."</p> <p>In many observations students evaluated their own work or the work of their peers against a rubric. Students in one observation took turns putting their essays on the interactive whiteboard and then offered critiques. In another observation students demonstrated knowledge of how they are assessed. Students worked in groups and said, "We have to include a summary here." The teacher circulated and gave feedback on each group's visual representation.</p> <p>The QSR team observed the frequent use of exit tickets and teachers referenced exit tickets from the previous day in many observations.</p>	Proficient	91%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of observations as basic in this component.	Basic	4%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</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>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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	Students are intellectually engaged only partially, resulting from activities or	Students are intellectually engaged throughout the lesson, with	Students are highly engaged throughout the lesson and make material contribution to the representation

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
	learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.