DC PUBLIC CHARTER SCHOOL BOARD

May 22, 2019

Dr. Teresa Curristine, Board Chair
Washington Global Public Charter School
525 School Street SW
Washington, DC 20024

Dear Dr. Curristine:

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 2018-19 school year for the following reason(s):

- School eligible for 5-year charter review during 2019-20 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Washington Global Public Charter School between March 18 – 29, 2019. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Global Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Elizabeth Torres, CEO and Co-Founder

Qualitative Site Review Report

Date: May 22, 2019

Campus Information
Campus Name: Washington Global Public Charter School (PCS)
Ward: 6
Grade levels: 6-8

Qualitative Site Review (QSR) Information
Reason for Visit: School eligible for 5-year charter review during 2019-20 school year
Two-week Window: March 18-29, 2019
QSR Team Members: One DC Public Charter School Board (DC PCSB) staff member and three consultants including a special education (SPED) specialist
Number of Observations: 15 including one unscored (Korean Enrichment Program)
Total Enrollment: 216
Students with Disabilities Enrollment: 56
English Language Learners Enrollment: n<10
In-seat Attendance on Observation Days:
Visit 1: March 22, 2019 – 92.8%
Visit 2: March 25, 2019 – 93.7%
Visit 3: March 28, 2019 – 94.7%

Summary
According to its mission, "Washington Global Public Charter School is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens." The QSR team observed strong evidence of the school's rigorous academic program along with the school's integration of technology to develop enterprising, competitive global citizens.

The QSR team observed evidence of the school's academic program to develop competitive global citizens. As described further below, the QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. Students engaged in complex tasks in a range of content areas. In science class, they conducted gene-trial experiments simulating gene expression and teachers asked them to compare this to expected results. In English classes students practiced deducing word meaning from word roots, read texts about the Civil Rights era, and wrote argumentative essays about which medium successfully conveys meaning. In

math classes, students learned how to use ratio tables to find whole numbers based on percents, completed algebraic expressions, and advocated for their method to solve math problems.

While teachers integrated technology in ways typical in most schools, they seamlessly used different technologies at the same time to enhance learning. Classrooms used smartboards to project class work and presentations of new concepts to small groups while other students worked independently at computers, practicing math skills using programs like IXL (described below in the Special Education section). Students watched a video about water scarcity in South Africa. Students logged into Google Classroom to watch video clips and listen to audio files (news broadcasts from the Civil Rights era) as evidence for their essays, while a small group of other classmates listened to audio recordings of a text as they followed along in their books. Teachers referred to students' use of IXL and iReady[1] to target skills for improvement.

The QSR team observed the school's commitment to an "internationally based and cultural curriculum" through its Korean enrichment program (described below). Students were highly engaged in the foreign language observation and had ample opportunities during class to practice language skills. Some classes incorporated global issues such as water usage and scarcity around the world.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teachin*g to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 96% of observations as distinguished or proficient in the Classroom Environment domain. In the component of *Creating an Environment of Respect and Rapport,* the QSR team scored 100% of observations as proficient or distinguished. These are very strong results. Teachers and students were respectful and warm to each other, with teachers using endearing words to address students and greeting them enthusiastically when they entered the room. Teachers addressed minor instances of disrespectful behavior with subtle cues like a hand on the shoulder or by saying a student's name. Students demonstrated respect for each other and teachers by saying "Excuse me," "Please," and "Thank you."

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. In the component of *Communicating with Students,* the QSR team scored 85% of observations as proficient or distinguished. Teachers presented

[1] Standards-based instruction and practice for reading and mathematics.

content clearly, allowing students to participate in explanations to classmates, particularly in math. Teachers made the instructional purpose clear by writing it on the board and referring to it throughout classes as students engaged in learning activities tied to objectives.

Governance

Teresa Curristine chairs the Washington Global PCS Board of Directors. The school's bylaws require the board to meet quarterly and the School Reform Act[2] (SRA) requires public charter schools to have two parent representative and a majority of DC residents on the Board. Washington Global PCS has been compliant with its bylaws and the SRA for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Washington Global PCS completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. Overall, the school implemented its stated program with fidelity as evidenced by engaging students in learning in most of the observations described below. In total, 95% of SPED observations scored proficient or distinguished in Classroom Environment, while 60% of SPED observations scored proficient or distinguished in Instruction. Specific aspects of the school's program along with the evidence observed are as follows:

- To demonstrate that co-planning occurred, the school explained it uses differentiated instruction to meet the needs of all students. This could take place in a variety of forms, including employing Universal Design for Learning (UDL) methods[3]. Reviewers observed multi-modal representation of information and content in four of the five SPED classroom settings. The teachers used smartboards, visual representations, and videos to allow SWD to access the content in a variety of ways. In two math classrooms, the teacher drew on the board to explain concepts. In another classroom, the teacher had the students draw the Pythagorean Theorem on mini-white boards as they discussed the concept. The teacher employed guided notes to support student learning as s/he presented the topic to the whole group in another classroom. Students were able to follow along with notes as needed as the teacher explained to students, "It is in your notes if you need it. Use it as a resource."

[2] https://www.dcpcsb.org/policy/school-reform-act

[3] Universal Design for Learning is a framework to allow access to content and multiple learning entry points for all people based on scientific insights into how humans learn. (see cast.org for more information)

- The school reported that they offer a multi-modal differentiated curriculum to meet the needs of all students. When possible, Washington Global PCS also incorporates research-based, multi-modal interventions into its curriculum. According to the school, all classrooms at Washington Global PCS have smartboards and access to Chromebook laptops and iPads with access to information in a UDL approach. The reviewers observed students with access to these resources. In two of the five classrooms, the students engaged in the IXL platform, a research-based program through which students can receive modified instruction and practice dependent upon the concept and skill objectives, on their Chromebooks. The students used IXL in small groups of six to eight students. Students were productively engaged while working on IXL on their laptops. In one classroom a student walked around the room answering questions for the small group of students on the laptop. It was unclear whether or not he had been assigned a specific role, but he was very helpful and the teacher of the group smiled at him and gave him a thumbs up as he traversed the room. The teachers in all SPED classrooms used their smartboards to engage students in learning activities by projecting Do Now activity instructions, displaying videos, and projecting on-line multiple-choice quizzes on Kahoot. A paraprofessional effectively used redirection and positive behavior incentives to keep a student on task completing a worksheet while watching a video in one classroom.
- The school reported that reviewers would observe evidence of co-planning through co-teaching to meet the needs of all students. The school listed the following types of co-teaching models that it uses in its general education classrooms: Station Teaching, Alternative Teaching, Team Teaching and One-Teach-One-Assist. DC PCSB observed all types of co-teaching except One-Teach-One-Assist. In all SPED observations, the co-teachers were fully responsible for delivering content and did so effectively. Students enthusiastically participated in the learning activities. Students demonstrated high levels of engagement, and they were alert and eager to participate in the lessons. In three of five observations, small groups of students rotated through stations seamlessly with little direction or lost instructional time.
- To provide accommodations according to the Individualized Education Plans (IEPs) of SWD, the school included an extensive list of accommodations. The reviewers observed the following accommodations from the list: calculation devices, assistive technology through IXL, frequent breaks, small group testing, clarification/repetition of directions and redirection. Washington Global PCS stated that it uses a blended learning model in its math courses which uses IXL. Students were grouped by ability level and received support via small collaborative groups and direct instruction. Students made use of the previously listed accommodations independently in three of five SPED observations. In one classroom a teacher prompted, “If you need a calculator ask for it; advocate for

yourself." Three students raised their hands to ask for a calculator. In another classroom, a student took a break in a designated area with a rug and cushion and returned to work after five minutes. Overall, teachers used clear language and procedures that allowed all students to access the lesson with little need for clarification and high levels of student engagement.

- To provide modifications according to the IEPs of SWD, the school wrote that the general education teachers and special education teachers worked together to implement modifications. Washington Global PCS stated that it moved to a blended learning model in math courses. The school stated that the researched-based programs used in these classes include iReady and IXL. Reviewers observed students grouped by ability level and the students received support in small collaborative groups and direct instruction.

Korean Language Program

A Korean Embassy staff member teaches Washington Global PCS's elective Korean enrichment course. During the unscored observation, DC PCSB saw nine students in the class. As a part of the course students learned foundational symbols, words, and sayings in Korean. The teacher used a mix of worksheets and classroom discussion to help students learn the language. Student engagement was high throughout the 30-minute observation with all students attempting to decode unfamiliar symbols and sound out words. The teacher encouraged student persistence by scaffolding and helping students sound out words when they got stuck. The teacher was complimentary and often cheered loudly when students correctly pronounced words. Students also cheered for their classmates and were eager to provide peer support when appropriate.

THE CLASSROOM ENVIRONMENT[4]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 96% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 100% of the observations as distinguished or proficient in this component. Interactions between the teacher and students were highly respectful in the distinguished observation. Students contributed to high levels of civility by helping the teacher hand out papers, listening intently to instruction, and taking turns cooperatively during a classroom game. Students joked with each other warmly. The teacher showed genuine warmth and care in response to a student's disappointment at their IXL results, reassuring the student that they would work together on it during class and after school if needed. Teachers and students demonstrated high levels of respect for each other in proficient observations. Teachers greeted students warmly as they entered classrooms with exclamations of, "Good morning!" and "It's a pleasure to see you!" Teachers also referred to students as "Sweetie" and "My love." Students demonstrated respect for teachers by following directions the first time asked. Teachers responded effectively to minor instances of disrespectful behavior like inappropriate language or talking over classmates, saying "Let's make sure we're working together," and "In order to get respect, we have to give it first." Teachers responded respectfully to incorrect responses, encouraging the student to explain answers to figure out where the mistake was. Students used respectful language such as "Please," "Thank you," and "Excuse me," with teachers and classmates.	Distinguished	8%
		Proficient	92%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 92% of the observations as distinguished or proficient in this component. Classrooms were cognitively vibrant in the two distinguished observations; teachers and students were laser-focused on academic tasks. Students enthusiastically advocated for their method of solving math problems. Teachers conveyed high expectations for all students, insisting on hard work by narrating positive academic behaviors they saw, telling students "Let's pick up the pace because you all can do this in your sleep!" and "You can do it, stretch yourself," and "Hey, you know in this class we never let anyone feel bad for getting something wrong, so get started, you're better than that!" Teachers encouraged students to help peers, telling students that struggled "Want to phone a friend?" and "There are five other brains you can call on!" In proficient observations, classroom interactions supported learning and hard work as students worked productively (with and without direct teacher supervision), answering questions enthusiastically, and calling on each other to help when needed. Teachers encouraged hard work and perseverance, saying "Keep pushing," "Finish strong," "Let's be scholars," and "We need to keep the struggle up to get to grade level." Teachers rewarded student effort and interest in the subject matter by distributing points for students who worked hard and told students, "I am so glad to see we have a lot of questions and that we are curious."	Distinguished	15%
		Proficient	77%
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	8%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	The QSR team scored 93% of the observations as proficient and none as distinguished in this component. Classroom routines functioned smoothly, with students immediately starting Do Now activities upon entering classrooms, and transitioning from independent work to small groups without incident. Teachers used countdowns and clear directions to support transitions, telling students exactly which materials they should have out as they began a new task. Co-teachers supported classroom routines effectively, leading small groups, walking around to ensure students had necessary materials, answering questions, and encouraging students to finish academic tasks. Small groups and students working independently stayed engaged even when not directly supervised, with one teacher noting "I hear a lot of talking but I see a lot of good work." Teachers had PowerPoint presentations, whiteboards, and materials prepared before students came into their classrooms, resulting in effective management of instructional time.	Distinguished	0%
		Proficient	93%
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	7%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	The QSR team scored 100% of the observations as distinguished or proficient in this component. Student behavior was entirely appropriate in the distinguished observation. Students settled into their seats within seconds of the starting bell and remained focused on the teacher anytime s/he spoke. The teacher gave preventive reminders and praise, telling students "Of course, as we move around our space, please make sure you keep hands to yourself and use your courtesies," before a gallery walk. Student behavior was generally appropriate in proficient observations. Teachers narrated positive behavior, telling students "I love how the voice level went down when you saw the lights went off and you knew I was about to get started." Teachers circulated throughout classrooms to monitor behavior, effectively responding to minor instances of misbehavior with a stern word, a light hand on a shoulder, and quiet redirection. They encouraged peaceful collaboration, telling students "Guys, let's make sure we're working together," and "We're not arguing about this because it's not that serious." Students followed behavior norms, including those written in classrooms, raising quiet hands to answer questions and listening respectfully as others spoke. Teachers used incentives such as raffle tickets, check marks on a chart, and promises of donuts to encourage staying on task.	Distinguished	7%
		Proficient	93%
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

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 75% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

<table>
<tr><th>Instruction</th><th>Evidence</th><th colspan="2">School Wide Rating</th></tr>
<tr><td rowspan="2">Communicating with Students</td><td rowspan="2">The QSR team scored 85% of the observations as distinguished or proficient in this component. In distinguished observations teachers explained content clearly, modeling how to solve algebraic expressions and ratio tables. They asked students questions in a way that allowed students to explain content to classmates. Teachers found opportunities to solidify students' vocabulary, praising a student's use of "like terms" over another student's use of "match up." In proficient observations teachers clearly communicated the instructional purpose, writing it on the board and referring to it verbally and through the lesson activities, pointing to the objective and saying, "Remember what we are about today." Teachers invited intellectual engagement, asking students to justify their answers about word meanings from context clues, provide examples to classmates using Spanish prepositions, and explain powers of the legislative branch. Teachers' spoken and written vocabulary was clear and correct as they used words like heterozygous, homozygous and phenotype in a lesson about gene selection, uses of articles in Spanish (La Niña vs. El Niño), and branches of government.

Students indicated that they understood what to do by completing learning tasks such as simulating gene selection trials by choosing different colored Skittles from a bag, writing argumentative essays about the best medium to convey meaning, and figuring out the meaning of words based on their roots.</td><td>Distinguished</td><td>14%</td></tr>
<tr><td>Proficient</td><td>71%</td></tr>
</table>

Instruction	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. The teachers' explanation of content and learning tasks were purely procedural, discouraging student intellectual engagement. In one observation, the teacher asked students to copy and color code a chart on the board. In another observation students placed sticky notes next to quotes or pictures they wondered about during a gallery walk without examples or explanations to focus their observations. As the class discussed their observations later in the class, vocabulary seemed too advanced, as students stumbled over these words in a text and the teacher provided no further explanations.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 54% of the observations as proficient and none as distinguished in this component. Discussions enabled students to speak directly to each other as students worked in small groups to solve ratio tables, called on classmates as they solved algebra problems, and asked classmates for help determining word meaning based on roots. Most students actively engaged in discussions, and teachers called on students who did not initially volunteer. Teachers used open-ended questions, asking students to compare an author's feelings before and after events, describe how gene selection simulations mimicked expected results, and share "wonderings and noticings" on water use around the world based on a gallery walk. While most discussions were heavily mediated by teachers, active participation by most students resulted in proficient ratings.	Distinguished	0%
		Proficient	54%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 46% of the observations as basic in this component. Most questions led students down a single path of inquiry with one word answers, such as, “What is biodiversity?”; “Is that a perfect square?”; “What is the formula?” and “Which side is the longest?”, with no addition of open-ended or thought-provoking questions to balance these. Teachers encouraged students to respond directly to each other by giving a thumbs up or down if they agreed or disagreed, but this did not result in genuine discussion.	Basic	46%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored 78% of the observations as distinguished or proficient in this component. In distinguished observations virtually all students were highly intellectually engaged. In one, students worked at three stations: two in teacher-led small groups (working on algebraic expressions and positive and negative numbers) and one independently at laptops completing IXL skill work. Instruction moved at a comfortable pace, allowing students time to be intellectually engaged with no downtime. Teachers gave students choice in solving their problems, providing additional resources such as manipulatives (counters representing positive and negative numbers) to complete academic tasks. Students were actively engaged in proficient observations. Teachers used various groupings as students rotated through stations such as independent work on a computer program, teacher-led small groups, small unsupervised groups practicing skills learned with the teacher, and a Bingo game to practice Spanish prepositions. Academic tasks were aligned with learning objectives as students practiced finding whole numbers based on percentages, simulated gene selection by choosing Skittles at random and compared actual and expected results, and learned how to determine definitions through context clues and word roots. Students demonstrated engagement by answering questions enthusiastically, listening attentively to classmates, and working productively on academic tasks.	Distinguished	14%
		Proficient	64%
	The QSR team rated 14% of the observations as basic in this component. Students had no choice in how they completed learning tasks. Student engagement was largely passive as a teacher coaxed them to follow along with the completion of math problems.	Basic	14%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	7%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 79% of the observations as proficient and none as distinguished in this component. Teachers used a variety of methods to assess learning such as asking students to explain their thought process, reading individual student responses as they circulated through classrooms, and reviewing quiz answers as a whole class. Teachers adjusted instruction when they noticed mistakes or misconceptions, clarifying math concepts, providing short vocabulary lessons, and pointing students to clues in texts. Students had opportunities to assess themselves and peers and advocate within small groups for a particular method for solving problems. Students also worked on independent assessments at computers in programs like Kahoot and IXL.	Distinguished	0%
		Proficient	79%
	The QSR team rated 14% of the observations as basic in this component. The teacher monitored student understanding through a single method in one observation, asking students questions as they completed a worksheet, with no opportunities for self or peer assessment. The teacher offered general feedback to all students, asking them to ensure they had adequate supporting details. The teacher in another observation checked that students understood directions, not content, asking for a volunteer to describe what students would be doing. Feedback was general as the teacher told students “I love our focus” and “X is reading each choice carefully before he picks an answer.”	Basic	14%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	7%

APPENDIX I: CLASSROOM ENVIRONMENT RUBRIC

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

APPENDIX II: INSTRUCTION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation 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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	0%	0%	7%	7%
Basic	0%	8%	7%	0%	14%	46%	14%	14%
Proficient	92%	77%	93%	93%	71%	54%	64%	79%
Distinguished	8%	15%	0%	7%	14%	0%	14%	0%
Subdomain Average	**3.08**	**3.08**	**2.93**	**3.07**	**3.00**	**2.54**	**2.86**	**2.71**

	Domain 2	Domain 3
% of Proficient or above	96%	75%
Domain Averages	**3.04**	**2.78**