DC
PUBLIC
CHARTER
SCHOOL
BOARD

December 19, 2017

Ms. Clara Bostein, Board Chair
Two Rivers Public Charter School – 4th Street
1227 4th Street NE
Washington, DC 20002

Dear Ms. Bostein,

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 (QSR) during the 2017-18 school year for the following reason:

  o School eligible to petition for 15-year Charter Renewal during 2018-19 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Two Rivers Public Charter School - 4th Street (Two Rivers PCS – 4th Street) between October 23 and November 3, 2017. 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 Two Rivers PCS - 4th Street.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: David Nitkin, Interim Executive Director

Qualitative Site Review Report

Date: December 19, 2017

Campus Information
Campus Name: Two Rivers Public Charter School – 4th Street (Two Rivers PCS – 4th Street)
Ward: 6
Grade levels: Prekindergarten (PK3)-8

Qualitative Site Review Information
Reason for visit: School eligible for 15-year Charter Renewal in SY 2018-19
Two-week window: October 23 – November 3, 2017
QSR team members: Three DC PCSB staff and three consultants including an English Learner (EL) specialist and special education (SPED) specialist
Number of observations: 27
Total enrollment: 527
Students with Disabilities enrollment: 93
English Learner enrollment: 20
In-seat attendance on the days the QSR team conducted observations:
Visit 1: October 23 – 94.5%
Visit 2: October 24 – 96.0%
Visit 3: October 25 – 96.0%
Visit 5: October 26 – 93.3%

Summary
Two Rivers PCS' mission is:

> To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Two Rivers PCS – Young uses the Expeditionary Learning (EL) model that "emphasizes interactive, hands-on, project-based learning" focusing on "the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence," (School Profile, school year 2016-17 Performance Management Framework Scorecard). During the two-week window, students had numerous opportunities to choose how they worked, what medium they worked through, and who they worked with. Teachers took special care to provide materials that engaged engage students at all levels. Students overwhelmingly participated in the lessons, and in

many observations students appeared eager to ask questions and explain content to their peers.

Observers noted strong relationships between students and adults in the building and teachers praised students for school's normed scholarly habits: "I care for our community. I am a team player. I work hard. I am responsible and independent." Students took ownership of their learning both in and out of the classroom. Before class, all students monitored their grades on computers in real time. An observer heard one student say, "I know my grade is going to go up because I did all my homework this week!" Reviewers also noted that Two River PCS – 4th Street uses the entire building for learning and productive work, providing opportunities both in an out of the classroom for students to engage with each other in small groups and individually with teachers.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 80% of observations as distinguished or proficient in the Classroom Environment domain. This is down slightly from Two Rivers PCS' 2014 QSR score of 87% in this domain[1]. Two Rivers PCS – 4th Street particularly excelled in *Establishing a Culture for Learning* and *Managing Classroom Procedures* components; in both components, multiple observations earned distinguished ratings. Teachers facilitated environments that allowed students to take an active role in their learning and observers noted multiple examples of student initiative and dedication. In these observations students executed classroom procedures seamlessly and required minimal to no teacher intervention. As a result classrooms functioned efficiently and maximized time for instruction.

The QSR team scored 74% of observations as distinguished or proficient in the Instruction domain, which is also slightly down from the 2014 QSR score of 84% in this domain. In all components, observers noted variability between classrooms. In *Using Questioning/Prompts and Discussion Techniques*, *Engaging students in Learning,* and *Using Assessment in Instruction* components, several teachers modeled exemplary techniques in soliciting higher-order thinking, maximizing all students' engagement, and assessing understanding of all students. In other observations students were not fully engaged. They responded to a single line of inquiry, and were not assessed. One-third of tobservations earned distinguished ratings in the *Communicating with Students* component for explaining content by connecting lessons to broader objectives.

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[1]http://www.dcpcsb.org/qualitative-site-review/2013-14-two-rivers-qsr

Governance

A DC PCSB staff member attended the Two Rivers PCS board meeting on October 2, 2017. A quorum was present. Chairs from the Development, Academic, Finance, and Governance committees gave updates on their current work, including securing new grants to improve board governance and build a sensory special education room. The Interim Executive Director shared plans to engage parents and staff to gain input from the school community on the proposed middle school. The Chief Academic Officer (CAO) gave a presentation on the school's Performance Management Framework (PMF) results and the Two Rivers model of deeper learning. The CAO announced plans to share the academic results in-depth with staff over coffee. Several board members asked probing, thoughtful questions throughout the meeting.

Specialized Instruction for Students with Disabilities

Observers scored 79% of special education observations as proficient or distinguished in the Classroom Environment domain, while 65% of special education observations scored proficient or distinguished in the Instruction domain. Prior to the two-week window, Two Rivers PCS – 4th Street completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. In most observations, teachers effectively provided SWD with access to the general education curriculum through the expert use of differentiated resources and instructional supports.

- The school explained that general and special education teachers co-plan to deliver instruction, differentiate materials, present in various modalities, and vary grouping. The special education observer saw evidence of co-planning in all classrooms with special and general education teachers, and its implementation consistently supported student engagement with the curriculum. A reviewer observed a general education and special education teachers analyze student errors and discuss how to adjust instruction accordingly. During group instruction in another classroom, the special education teacher pre-wrote questions and highlighted where the answer should go for a participating SWD. In multiple settings, students engaged with differentiated materials, including leveled texts on the same topic.

- The school reported that they provide resources such as Promethean Boards, iPads, intervention programs, manipulatives, and leveled text sets to promote student learning. Students had access to many appropriate and differentiated resources; however, the use of dedicated aides in several settings minimally supported the integration of SWD in the general education environment. One elementary teacher successfully used a variety of instructional resources – pen and paper, iPad applications, and student-

created visual aids – to practice counting. Another teacher provided a student with a multiplication table that s/he referenced to find compatible numbers during group work in a general education room. This student was effectively supported in this lesson as evidenced by him/her raising a hand to answer every single question. In two observations, students with dedicated aides worked on unrelated assignments from the rest of the class, and were not given opportunities for academic interaction with other students.

- The school explained that teachers select different co-teaching models based on the objective of the lesson. In co-taught observations, the use of co-teaching afforded greater instructional support to all students by allowing teachers to engage with more students and provide more feedback. In a middle school classroom, the teachers took turns leading content delivery, checking for student understanding, and circulating during independent work. In multiple elementary rooms, teachers utilized Station co-teaching to check for understanding during math and English Language Arts (ELA) centers.

- To provide accommodations according to the Individual Education Plans (IEPs) of SWD, the school stated that reviewers might see: graphic organizers, scaffolded notes, and student movement breaks. Most accommodations gave students greater access to the general education curriculum. In one observation all students wrote and supported a claim about the Industrial Revolution by completing a "note catcher" either in hard copy or on the computer, in preparation for a Socratic seminar. Many classrooms used this type of graphic organizer. A reviewer observed multiple instructors leading students through appropriate movement breaks. For example, a student with an aide in a hallway rolled a die to determine his "brain break" from a grid of quick activities.

- To provide modifications according to the IEPs of SWD, the school wrote that some students participate in reading intervention programs or attend intervention lab classes. Student engagement during intervention blocks was uneven. Students in one classroom enthusiastically completed vocabulary and decoding lessons from a reading intervention kit. In an intervention math class, almost all students were cognitively engaged in exploring the content by determining if each letter of the alphabet is a function and applying their understanding to solve multi-step word problems. The teacher invited students to explain their thinking. However, in another intervention block, the assignment challenged some to produce high-quality work, whereas others disengaged.

Specialized Instruction for English Learners (EL)
Prior to the two-week window, Two Rivers PCS completed a questionnaire about how it serves EL students. The school wrote that it uses a structured immersion model, and reviewers looked for evidence of its implementation. Overall the QSR Team observed evidence of Two Rivers PCS meeting the objectives outlined in the questionnaire and supporting EL students in a variety of ways.

- To help students work towards these goals, the school described that the EL teacher pushes-in to classrooms to support ELs and collaborates with the classroom teacher to plan this support. Reviewers observed the EL teacher pushing in to several classrooms. In two observations the teacher pulled small-groups of students and worked on language exercises including vocabulary building, listening, and speaking. At other parts of the observations the EL teacher rotated around the room and engaged with students by asking questions and supporting student work at centers. The EL teacher and general education teacher spoke briefly at the beginning of class to confirm the students who would be working in small groups and the teachers maintained a high degree of collaboration to support students. In another observation, the EL teacher rotated with a single student to provide one-on-one support as the student moved through centers.

- To provide support for EL students to participate in all aspects of the grade level curriculum, the school described that they use multiple strategies including differentiation of tasks, small group instruction, pre-teaching, visuals, picture dictionaries, and targeted language instruction. Observers noted evidence of teachers providing differentiated support to students. In multiple classrooms students worked in small groups led by a teacher and teachers provided students with choices for how they would complete their work. Teachers used visuals to support instruction and reviewers observed multiple examples of targeted language instruction.

THE CLASSROOM ENVIRONMENT[2]

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 80% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix III for a breakdown of each score.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 78% of the observations as distinguished or proficient in this component. In distinguished observations observers saw no disrespectful behavior. In one observation the student gave the teacher a hug and said, "Thank you for helping me" after a teacher clarified his question about the text.	Distinguished	4%
	In other observations teachers and students spoke respectfully to each other. Teachers greeted students by name and knelt to student level when speaking with students individually. Students also demonstrated care for each other and their classroom. A student picked up trash another student left from the previous class and a teacher said, "I sure do appreciate you caring for the community." Other students laughed and joked positively together when they made an academic mistake during a mini-lesson.	Proficient	74%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated 19% of the observations as basic in this component. Interactions among students and between students and teachers remained mixed, with occasional disrespect. In one observation a student mocked the teacher and other students occasionally yawned loudly or yelled during transitions to distract the class. The two teachers in the room did their best to respond to distractions but it remained a constant effort. Several students laughed when other students incorrectly answered questions, or were redirected by the teacher. The teacher addressed behavior among students by saying, "We don't mock mistakes in here." In other observations only select students participated in class chants or celebration of student answers. In some observations students held side conversations while their peers participated in class discussion.	Basic	19%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Establishing a Culture for Learning	The QSR team scored 81% of the observations as distinguished or proficient in this component. In distinguished observations students took ownership of their learning. Students monitored their grades in real time. A student said, "I got an 86!" Another said, "Mr. X, can I still make my grade better?" Students asked if they could extend the lesson by using sources from their other classes to prepare	Distinguished	23%

The Classroom Environment	Evidence	School Wide Rating	
	for their Socratic seminar. Teachers conveyed high expectations for all and students met them. One teacher stated that she expected students' best efforts at all times and then followed up with individual students as needed. Other teachers insisted that students work through challenging problems and did not permit students to opt out of answering. Teachers made comments like, "These questions were meant to challenge you" and "I need an educated guess. I know it's difficult, I need you to try." In one observation a student who was in the 'take a break' station rejoined the group because he was so eager to answer a question. A teacher said to a student, "You're right, but that's a surface level answer. I'm looking for a scholarly answer."	Proficient	58%
	The QSR team rated 19% of the observations as basic in this component. Teachers neither affirmed nor dismissed student participation and effort. Students exhibited limited commitment to completing work on their own. While reading an article together, only some students followed along with the teacher; others made faces at one another or otherwise disengaged. Other teachers provided answers when students struggled rather than helping them figure out the problem on their own. In one observation the teacher consistently prompted students' language with each other, telling students what to say to each other rather than allowing students time to formulate their own words.	Basic	19%
	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 distinguished or proficient in this component. In distinguished observations students took responsibility for classroom procedures. Students passed out materials without prompting or silently followed directions projected on a board. In several observations students read independently without prompting when they finished with work. At center work in multiple observations students knew where to go and how to complete the work without teacher help.	Distinguished	15%
	Students remained productively engaged in whole-group and small-group work. Teachers used chants or countdowns before transitions and students easily followed routines and transitioned without losing instructional time. Several teachers projected directions on a board or posted routines on classroom walls.	Proficient	78%
	The QSR team rated 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%
Managing Student Behavior	The QSR team scored 71% of the observations as distinguished or proficient in this component. In distinguished observations there was no misbehavior. Teachers employed multiple techniques to proactively support students throughout their lessons (e.g., hands on heads, counting down, eyes on me, body check). Teachers referred to standards of conduct proactively and when students needed	Distinguished	19%

The Classroom Environment	Evidence	School Wide Rating	
	reminders. Many teachers narrated positive student behavior, "I see that X is ready." When students needed additional support, teachers quietly pulled them aside or helped students navigate to a take-a-break station and quickly regroup to re-join the class. Teachers used the phrases such as "Please lower your tone… Let's control our reactions. That's not appropriate," and "It is your responsibility as part of our class democracy to pay attention."	Proficient	51%
	The QSR team rated 30% of the observations as basic in this component. Behavior in these observations remained uneven. Teachers responded to misbehavior with varied success. Many students continually needed redirection and received no consequence for misbehaviors. In one observation students purposely made noise to distract the teacher (yawning, singing, talking out of turn).

Teachers ignored some misbehavior completely. In one observations students laughed when a student fell over in his chair and the teacher ignored the exchange. Another student said, "shut up" to a peer without consequence. In other observations, the teacher responded inconsistently to student misbehavior. In one observation some students received redirections for calling out whereas others did not. Another teacher used a behavior tracker and gave one a student a deduction for "distracting the class" but other students doing the same did not receive a deduction. | Basic | 30% |
| | 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 74% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 86% of the observations as distinguished or proficient in this component. In distinguished lessons the teacher clearly explained the learning target and purpose for the lesson. One teacher said, "We are historians, so what do we do when we research something?" A student replied, "We look for clues and evidence." The teacher then previewed key vocab before releasing students to conduct research. Another teacher pointed out possible areas of misunderstanding related to what "quality" evidence should look like before releasing students to prepare note catchers for a debate. The teacher invited students to explain each of three possible claims to the class in the introduction.	Distinguished	30%
	Teachers developed deep understanding through scaffolding, connections with students, and modeling. In one observation the teacher first built on students' prior knowledge by using concrete manipulatives and a simpler example, and then asked students to make an estimate for the given math problem before solving. In another observation the teacher used multiple real-life situations to explain potential energy converting to kinetic energy. S/he used computer simulations to show her examples and then invited students to talk through the examples and ask questions.	Proficient	56%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 11% of the observations as basic in this component. Teachers explained content, but students did not transfer the explanation sufficiently to successfully complete their work without additional guidance. In these observations teachers took a primary role in speaking and did not solicit student participation. In one instance the teacher stopped mid lesson to make comments about a text but did not elicit student input.	Basic	11%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 67% of the observations as distinguished or proficient in this component. Teachers solicited student participation in a variety of ways. In one observation the teacher invited students to disagree and add onto each other's responses. A student said, "I agree with [student] because I think it will be easier if you round to the hundreds place." Another student responded, "If you're rounding to tens, would it land on 156?" The first student said, "Let me show you," and the student got up and drew her question on the board for the class to respond. Teachers asked open-ended questions to promote a deep understanding, such as, "How would you show that on the graph? What are we missing?" "What's another way to describe it?", "Are they both reasonable estimates?", "Which one will be closer? Why?" and "Why are we dividing by 13?" Teachers made effective use of wait time and helped student build upon each other's answers. One teacher said, "Is there anything else you want to add to that?" so students could contribute	Distinguished	17%

Instruction	Evidence	School Wide Rating	
	to their peers comments. Other teacher prompted students to justify their answers. One teacher asked, "How does your evidence support your claim?"	Proficient	50%
	The QSR team rated 33% of the observations as basic in this component. Teachers asked predominately single answer or recall questions (e.g., "Who is [the character's] sister?", "How many pencils does Daddy have?", "What are the three branches of government?"). In several instances the teacher asked a question, but did not wait for the student to respond. In other instances teachers attempted to ask questions and only a few students participated.	Basic	33%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 77% of the observations as distinguished or proficient in this component. Teachers provided materials and learning tasks aligned to stated objectives. In a distinguished observation, the teacher made clear how the day's lesson sequenced to larger learning outcomes. Teachers used real-life examples, modeling, and simulations to engage students. One teacher led the students on an exploration to reveal new materials for the lesson. Pacing provided sufficient opportunity for exploration, direct instruction, supported	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	guided practice, and independent work. In a distinguished observation students engaged in their assigned tasks; some students worked in differentiated small groups and others read independently from non-fiction text. In a math class, students appeared eager to share their ideas. Students had the opportunity to work individually, then discuss with partners, and then use an overhead projection to share answers and explain their work to the class. Most lessons provided freedom for students to make choices about whom they worked with, where they worked, and what materials they used. When students completed work, teachers provided additional follow-on activities.	Proficient	70%
	The QSR team rated 20% of the observations as basic in this component. Students in the observations showed mixed levels of engagement. Some students rotated between centers and enthusiastically played at multiple centers. Others drew on themselves, wandered around the classroom, or held side conversations. Some teachers monitored behavior while students worked and did not engage with students to extend learning or work directly with students.	Basic	20%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 64% of the observations as distinguished or proficient in this component. Teachers conducted continuous checks for understanding as a whole class, with small groups and with individual students when needed and invited students to participate in the process. In a distinguished observation the teacher clearly stated how students could receive full credit on their note catcher. Both teachers in the room constantly monitored student understanding and students monitored their own understanding using a graphic organizer. The students contributed to the assessment criteria in another observation by deciding as a class how many pieces of evidence would be needed for a debate. One student said, "If you have more than two, that's even better because you don't want someone making the same point as you during the debate."	Distinguished	20%
	Teachers adjusted their questions to monitor learning and address misunderstandings. One teacher broke down questions into smaller parts when a student struggled to answer. For another student, the teacher continued to rephrase the question using different vocabulary until the student could answer. Teachers also used exit tickets, quizzes, and tests to gauge student understanding. One teacher said, "The goal of this test is to see if you understood the reading." During the test students asked clarifying questions and the teacher circulated and addressed each student.	Proficient	44%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 36% of the observations as basic in this component. Teachers conducted few checks for understanding throughout the lesson or asked questions of the whole group with no probing for individual student understanding. Several teachers asked general questions such as "Do you see how I got my answer?" and "Any questions?" Several teachers corrected student responses but did not provide further explanation. In one observation the teacher asked the class comprehension questions at the end of the reading. S/he used equity sticks to call on students randomly but feedback was not given nor was the lesson adjusted to ensure all students understood the content.	Basic	36%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is 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	4%	0%	0%	0%	4%	0%	0%	0%
Basic	19%	19%	7%	30%	11%	33%	22%	36%
Proficient	74%	58%	78%	51%	56%	50%	70%	44%
Distinguished	4%	23%	15%	19%	30%	17%	7%	20%
Subdomain Average	2.78	3.04	3.07	2.89	3.11	2.83	2.85	2.84

	Domain 2	Domain 3
% of Proficient or above	80%	74%
Domain Averages	2.94	2.91