March 5, 2014

Dr. Carla Bailey, Board Chair
Cedar Tree Academy Public Charter School
701 Howard Road, SE
Washington DC 20020

Dear Dr. Bailey:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

o   School is eligible to petition for 15-year Charter Renewal during the 2014-2015 school year.

Qualitative Site Review Report
A QSR team conducted on-site review visits of Cedar Tree Academy Public Charter School between January 13 and January 24, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused 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 Cedar Tree Academy Public Charter School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Cedar Tree Academy Public Charter School is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Cedar Tree Academy Public Charter School ("Cedar Tree PCS"), formerly known as Howard Road Academy Public Charter School, serves approximately 302 students in prekindergarten (PK)-3 through kindergarten. DC Public Charter School Board ("PCSB") conducted a Qualitative Site Review ("QSR") at all campuses in January 2014 because Cedar Tree PCS is eligible for 15-year Charter Renewal during the 2014-15 school year.

PCSB conducted observations over a two-week window, from January 13 through January 24, 2014. A team of three PCSB staff members and two consultants (including one Special Education Consultant) conducted observations of 23 classrooms, including classrooms where more than one teacher was present. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including the one Special Education teacher observed in seven different pull-out and inclusion settings. Observers visited the school on multiple days throughout this two week window and saw classes in the morning and in the afternoon. In some instances, the review team may have observed one teacher twice. In addition to this two-week window, PCSB also attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

In 2013, as part of a school-initiated restructuring that resulted in the school closing grades 1-8 and focusing on offering a high quality early childhood program, Cedar Tree PCS chose the Performance Management Framework as its goals for student achievement expectations. The review team saw various ways in which the school was making progress towards meeting its goals. The review team saw the teaching of early literacy skills throughout classroom observations through modeling fluency and reading left to right in read-alouds, explicit vocabulary development, and frequent activities (both group and individual) focused on letter recognition. Math instruction included teachers reading math stories and asking math-related questions, whole-class counting, math centers using math manipulatives, and through independent student work. In the vast majority of observations, the review team noted that classroom activities required only recall. Teachers assessed individual student learning in about half of the observations.

Overall, observers rated just above two-thirds of classroom observations as proficient or above in the domain of Classroom Environments. The highest rated element within the Classroom Environments domain was Creating an Environment of Respect and Rapport with 78% of classroom observations rated as proficient or exemplary. Teachers and students were generally warm and kind to each other. Additionally, teachers throughout observations recognized and expected student effort. Routines and procedures were well-established, and transitions from activities

were generally smooth. Teachers addressed rare instances of student misbehavior on an individual basis, and did so in a way as to correct future behaviors by telling students explicitly how to work better together.

Observers rated under half (43%) of classroom observations, overall, as proficient or above in the domain of Instructional Delivery. This is extremely low for a school in its 14th year of operation and of concern to PCSB staff. The highest rated element within the Instructional Delivery domain was Communicating with Students, with 56% of observed classrooms rated as proficient or exemplary. Teachers presented content in clear ways, often modeling learning tasks for students. In some classrooms, students participated in presentations of content as they explained their thought processes to fellow classmates. Students throughout observations enthusiastically participated in classroom activities and were highly motivated to share thoughts with the class as a whole. The lowest rated element within this domain was Using Questioning and Discussion Techniques, with only 13% of observed classrooms rated as proficient. The review team noted that most questioning and discussion happened between teachers and students, with few lessons giving students opportunities to talk to each other and most questions requiring only recall.

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

This table summarizes Cedar Tree PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit. Cedar Tree PCS adopted the goals of the Performance Management Framework for school year 2013-2014.

Mission and Goals	Evidence
Mission: The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. No exception, No excuses!	The QSR team observed various ways that Cedar Tree PCS was making progress on meeting its mission. The school's safe learning environment was evident throughout observations, with roughly two-thirds of the teachers scoring proficient or exemplary on the Classroom Environment. Teachers throughout these observations fostered social and emotional growth by helping students interact positively with classmates, as in one observation where the teacher redirected a student by asking the student to think of a nicer way to play with blocks. Additionally, teachers enhanced social and emotional growth by warmly greeting students as they entered classrooms, connecting with them at eye level, and encouraging them to resolve turn-taking issues on their own in respectful ways. Teachers fostered cognitive and creative development in a number of ways and many presented content clearly, through well-organized lessons that followed a clear structure. Learning tasks were a mix of those requiring recall and higher-order thinking; however, the majority of tasks required only recall-level thinking, such as letter, animal, or color recognition. With regard to creative development, observers saw student artwork throughout the school. In some observations, students had choice in participating in learning centers and in how they fulfilled the learning task, as in the observation noted above where students had to choose and draw what they would make with apples. Teachers fostered independent learning by modeling learning tasks for students before having them attempt tasks on their own, by establishing clear procedures for learning tasks,

Mission and Goals	Evidence
	and by establishing clear standards for classroom routines (such as transitions and lining up to leave the classroom).
PMF Goal # 1: Student Progress – Academic Improvement over time *Effective Instruction supporting student academic progress and achievement in reading.* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in reading.*	The review team saw a range of literacy instruction. Observers saw a content-related vocabulary lesson, a discussion on multiple problem-solving thought-processes to tackle a math problem, and phonemic awareness and fluency strategies. In terms of moving students to advanced levels of proficiency in reading, the review team saw differentiation and assessment in about half of the observations. Students in some observations worked in small, heterogeneous groups to do literacy activities. Students frequently answered direct questions from teachers around letter recognition, what they saw in read-alouds, and what they played with in centers. However, in about half of the observations, assessment was primarily global or relied only on student volunteers to gauge individual learning.
PMF Goal #1: Student Progress – Academic improvement over time *Effective instruction supporting student academic progress and achievement in math* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in math*	The review team noted in about half of the observations of math instruction that learning tasks were a mix of those requiring recall and deeper thinking. Students in one observation used manipulatives with math problems, and then wrote out those same math problems on post cards. In another observation, the teacher read students a math story and asked the students math-related questions, such as "How many bears do you see? How many bears is that all together?" In another observation, students completed worksheets where they matched two sets of objects (such as pencils and erasers) In terms of moving students to advanced levels of proficiency in math, the review team saw differentiation and assessment in about half of the observations. Students in one observation collectively chose what

Mission and Goals	Evidence
	number they would count by and which counting method: snap, clap, or stomp, hey would use. One teacher asked students, "Can I challenge you? Let's see if you can do it. Count to 100." The review team saw some teachers assess students one-on-one as other students worked in learning centers. In another class, the teacher provided feedback to individual students working at a learning center on a math worksheet.
PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success *Promotion of reading proficiency by third grade and math proficiency by eighth grade*	See evidence described in literacy and math goal above.
PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement *Culture of learning and support in the classrooms*	The review team observed teachers promoting a culture of learning and support in classrooms. Teachers created warm and welcoming environments for students, greeting them and talking to them at eye level. Teachers encouraged and taught kind behaviors to students by explaining to them better ways to ask students to play with them and by telling students explicitly how to resolve turn-taking issues. Students greeted each other as they walked into classrooms. Please refer to the Classroom Environment domain of Establishing a Culture for Learning for additional information.
Board Governance	A PCSB staff member observed the Cedar Tree PCS Board of Trustee's meeting on January 30, 2014. Eight board members were in attendance and some school staff members. School leadership presented information on the school's assessments, compliance reviews, and MySchoolDC applications. The school is also focusing on a behavior mental health initiative and reading 50,000 books. EdOps

Mission and Goals	Evidence
	presented the financial report to the board.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 64% of classroom observations received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Observers rated 78% of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Teachers encouraged respectful talk among students. In a few classrooms, teachers privately addressed students who had been disrespectful to classmates. In one particular observation, the teacher told the student that s/he could ask another student nicely to help build a tower. This teacher also said, "Sharing is caring," as a reminder for how students work at centers. Students were generally warm and kind to each other. In one observation, a student entered late and multiple students greeted him warmly. Teachers were also kind to students. In one observation, a student who was having a hard time getting on task was invited to sit on the teacher's lap; in another, where one student was laying their head on the table, the teacher called the student over and felt their head to make sure they did not have a fever and asked the student what was wrong. This teacher eventually got the student to participate by joking around and encouraging the student to complete the learning task. Teachers in many observations created personal connections with students by asking them what they did the evening or day before.

Interactions were uneven between teachers and students in approximately 20% of the observations, displaying little familiarity. In one classroom, the teacher's tone with two students was louder and more negative than with the rest of the class. In another classroom, the teacher's interaction with students focused on correcting their behavior for the entire class period. | Limited | 0% |
		Satisfactory	22%
		Proficient	74%
		Exemplary	4%

---

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

Class Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	Observers rated just 61% of the observations as proficient or exemplary in Establishing a Culture for Learning. On the positive side, teachers often communicated the importance of learning. In one observation, a student was finishing breakfast and the teacher told the student they hoped the student would be finished by the time centers started because, "We don't want you to miss anything!" Teachers praised students for completing work of high quality and students took pride in their work. In one classroom, after the teacher had modeled an activity for a small group, the student told the teacher, "I can do it because I'm very smart!" and the teacher responded, "You *are* very smart!" In another observation, a student showed pride in their work by saying, "I did it! Look!" after completing a learning task. Teachers generally demonstrated high regard for student ability, as in one classroom observation where the teacher told students, "You can do anything. I believe in you." In another classroom observation, the teacher told students, "You can do anything you put your mind to. Say, 'I can do it.'"

In roughly 40% of the classrooms, however, teacher expectations were not universally high, and teachers appeared to have low energy for the learning task. When teachers in these classrooms requested student participation, only some students complied and raised hands to answer questions or participate in reading activities like the Morning Meeting message. Students in another observation continued to socialize as the teacher sent them back to their tables to practice writing, indicating little commitment to the learning task. In another observation, a teacher or aide asked students to select a book for read-aloud; but when the students selected a book, the teacher didn't read it, saying that the book was too long for them. | Limited | 17% |
		Satisfactory	22%
		Proficient	57%
		Exemplary	4%

Class Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	Observers rated 57% of the observations as proficient in Managing Classroom Procedure, with none rated exemplary. Teachers and aides collaborated to ensure smooth transitions. Paraprofessionals and teachers took separate groups of students to the bathroom, with clear standards for lining up and how students should behave in lines, such as with their fingers on their mouths to hold in bubbles and by maintaining space between them and their neighbors in line. In one classroom, students waited quietly as the teacher called them to the carpet by table to transition from independent work to group story time. In other observations, teachers used students as clean-up helpers to transition from one activity to another. Teachers throughout these rooms used songs and chants to help with routines and transitions, such as "criss cross applesauce," to get students to sit on the carpet correctly. Teaching aides throughout classrooms also supported instruction by leading small groups. However, in almost half of the observations, routines functioned unevenly, leading to a loss of instructional time. In one classroom, students needed several reminders to respond to the teacher's request to transition. Procedures in other classrooms were chaotic, as demonstrated by students chatting with other students when they were supposed to be independently working, moving to areas of the classroom where they had not been assigned, and using materials beyond those intended for the learning task.	Limited	13%
		Satisfactory	30%
		Proficient	57%
		Exemplary	0%
Managing Student Behavior	Observers rated 61% classroom observations as proficient in Managing Student Behavior, with none rated exemplary. These teachers established standards of conduct in the classroom. Student behavior was generally appropriate. Teacher attempts to correct rare instances of negative behaviors were gentle and effective, as teachers gave reminders such as, "Use your walking feet, please,"	Limited	13%

Class Environment	Evidence Observed	School Wide Rating	
	and, "Bubbles in your mouths, please." Teachers also monitored student behavior by moving around the room during learning tasks. They used wide-ranging, inventive strategies to respond to student misbehavior, such as breathing exercises, puppets, class discussion, and behavior tracking. In one classroom, the teacher used a gentle voice to guide the student from under the table back to his seat. Teachers consistently recognized positive student behavior by naming the specific action students took, such as listening to classmates, helping clean up, tracking the teacher with their eyes, staying "frozen" at their tables until called to the carpet, and by keeping their finger on their mouth to "hold in the bubble" in line.	Satisfactory	26%
		Proficient	61%
	Behavior management was not effective in roughly 40% of the observations, leading to a loss of instructional time. In one classroom, the teacher appeared to be unaware of student misbehavior. In a few classrooms, the teachers attempted to address an individual student's misbehavior, though the negative behaviors continued. The teacher in one observation seemed to have a different response for the same misbehaviors among different students, as the teacher ignored behaviors with some students but gave a consequence (moving the student's clothespin down to a more negative color on a pole) to another student who had the same misbehavior. In another observation, the teacher threatened a student with a consequence, but failed to follow through.	Exemplary	0%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, less than half (43%) of classroom observations received a rating of proficient or exemplary for the Instructional Delivery domain. This is extremely low for a school entering its 15th year of operation.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	Observers rated just over half (56%) of the observations as proficient or exemplary in Communicating with Students. These teachers clearly explained content and invited student participation. In one classroom, the teacher described rhyming words and asked students how they knew that a certain word rhymed with another word, leading students to answer that the words have the same ending. Teachers in several classrooms invited students to explain content to other students, such as in one classroom observation when the teacher asked, "Can someone raise a silent hand and remind us what a plus sign means?" Teachers used rich vocabulary, appropriate to students' level of development, and repeated new words throughout lessons. In one classroom where the teacher was reading a story about the jungle, the teacher frequently reviewed the new vocabulary, including the different words for the levels of the jungle, showing students with hands the location of the levels relative to each other. In another classroom observation, the teacher emphasized the proper way to discuss differences in a subtraction problem, telling students, "There are three leftover, so we would say there are three fewer pencils." In another classroom, the teacher told students, "We're so excited about enlarging our brains! What does 'enlarge' mean?" However, the learning objective was unclear in almost half of the observations, with teachers referring only in passing to what students would	Limited	22%
		Satisfactory	22%
		Proficient	52%

Instructional Delivery	Evidence Observed	School Wide Rating	
	be learning or not at all. In one classroom the teacher appeared to switch activities based on student behavior, without clear indication of how the activities related to an instructional purpose. In another classroom, the teacher had students sing four songs and listen to a story about baby animals and did not tell students the purpose of the learning activities. Teachers in some classrooms provided no specific directions or procedures for the learning tasks. In a few classrooms, explanations consisted only of a monologue by the teacher, inviting minimal to no student participation.	Exemplary	4%
Using Questioning and Discussion Techniques	Observers rated just 13% of the observations as proficient in Using Questioning and Discussion Techniques, with none scoring exemplary. This is a particularly weak result. A small number of teachers varied between open-ended and recitation-style questions, such as in one classroom where the teacher asked, "What was the shape of the balls? What could I use from nature to make the snowman's eyes? What do you predict will happen next?"	Limited	17%
		Satisfactory	70%
	Observers rated the vast majority of observations (87%) below proficient. Across observations questioning required mostly recall on the part of students with a single correct response, such as questions around the recognition of letters, animals, and colors or the number of objects on a page. Many teachers favored asking questions that required only one-word responses. In most classrooms teachers did not encourage students to answer in complete sentences or elaborate on their answers, such as by asking how they knew that their answer was right. In many classroom observations teachers did not appear to have a system for ensuring that all students participated in the discussion and questions.	Proficient	13%
		Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Engaging Students in Learning	Observers rated 52% of classroom observations as proficient or exemplary in Engaging Students in Learning. Materials and resources throughout these classrooms generally supported the learning goals. Students enthusiastically participated in learning and free-play centers and in small groups with the teacher. In one observation, students were asked to isolate the beginning sounds (onsets) of words by matching a card with the last two letters of a word on it and its picture with the correct beginning letter from a pile of letters. These teachers connected learning tasks to real life and to other subject areas, such as in a manipulative center where a teacher told students that they needed to practice using zippers so that when the weather got warmer, they would be able to take their jackets off outside. In another classroom, the teacher asked students to draw on knowledge from their Spanish class by saying "white" in Spanish as the students learned colors in English.

However, observers rated approximately half of observations below proficient. In these classrooms, learning tasks were a mix of those requiring thinking and recall. In one classroom, students spent time generating a list of words that began with their letter of the day and moved on to a read-aloud without any closure or explanation. Students in some classrooms performed only rote, low-cognitive challenge tasks, such as singing songs for most of the class. Pacing in these classrooms was uneven, such as in one classroom where students were sitting on the carpet for the entire observation period of thirty minutes. Students in this classroom continued to lose focus, lie on the ground, and socialize with their neighbors around non-academic content. | Limited | 17% |
		Satisfactory	30%
		Proficient	48%
		Exemplary	4%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	Observers rated 52% of the observations as proficient or exemplary in Using Assessment in Instruction. Feedback to students included specific guidance on how students could improve. In one classroom students worked on writing the letter H; the teacher watched and gave students specific feedback on how to improve. The teacher modeled how to write "H" for some students. In another classroom, a student was able to self-correct with feedback from the teacher. In another classroom, as students played at centers, the teacher rotated individual students through a short math assessment. The teacher in one observation gauged how students represented math problems by asking the students to look at pictures and write the math problem that the picture represented on notecards; the teacher provided individual feedback. Students had the opportunity to provide feedback to each other in one observation where students had to cut objects out of paper along dotted lines; students corrected each other in respectful ways.

However, observers rated approximately half of classroom observation as below proficient. In these classrooms teachers requested only global indications of student understanding, without ensuring that all students understood the presentation. In some observations the teacher asked for volunteers to gauge understanding (such as letter recognition and math concepts) without eliciting that all students understood the presentation. Throughout these observations teachers made little attempt to adjust lessons based on student understanding. In some observations there was little to no monitoring of student learning, as students did not seem to be learning content—they were observed singing songs they knew or playing freely with minimal interaction by the teacher. | Limited | 22% |
		Satisfactory	26%
		Proficient	52%
		Exemplary	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is 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.

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