



January 5, 2024

Mr. Jack McCarthy, Board Chair
Ms. Jamie Miles, Executive Director
AppleTree Early Learning Public Charter School – Parklands at THEARC

Dear School Leaders:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. DC PCSB identified AppleTree Early Learning Public Charter School – Parklands at THEARC for a Qualitative Site Review because the school is eligible for its 20-year charter review during school year 2024 – 25.

A Qualitative Site Review team conducted on-site reviews of AppleTree Early Learning Public Charter School – Parklands at THEARC from October 2 – 13, 2023. The team observed 75.0% of the campus's core content classes. Observers evaluated classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. See the team's findings in the enclosed Qualitative Site Review report.

DC PCSB conducted all classroom observations in accordance with the [Qualitative Site Review Protocol](#). See page 7 of the protocol for information about the disputing Qualitative Site Review findings.

Sincerely,

Melodi Sampson
Chief School Performance Officer

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Qualitative Site Review (QSR) Report

AppleTree Early Learning Public Charter School – Parklands at THEARC (AppleTree PCS – Parklands)			
Year Opened	2018 – 19	Ward	8
Grades Served	PK3 – PK4	Total Enrollment	99 ¹
Students with Disabilities Enrollment	6	Emerging Multilingual Learners Enrollment ²	1
Mission Statement			
“To provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school.”			
Observation Window		In-Seat Attendance Rate on Observation Day(s)	
10/02/23 through 10/13/23		Visit 1. 10/02/23: 76.8% Visit 2. 10/12/23: 83.8%	

OBSERVATION SUMMARY

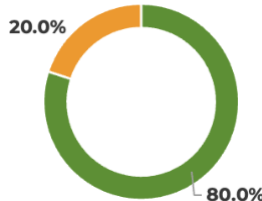
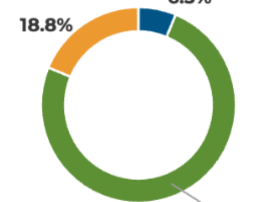
During the two-week observation window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction at AppleTree PCS – Parklands. The QSR team comprised three DC PCSB staff members and consultants, including one special education expert.

In the Classroom Environment domain, the average was 2.80, indicating an overall rating just below proficient. The QSR team scored 80.0% of observations as proficient in the classroom environment domain. The highest performing components in this domain were 2a, “Creating an Environment of Respect and Rapport,” and 2e, “Organizing Physical

¹ This enrollment figure is based on preliminary, unvalidated data as of the QSR document submission date, September 15, 2023.

² DC PCSB updated its terminology referring to charter students learning a new language. Emerging Multilingual Learner (EML) replaces the term English Learner (EL). For more information, see the DC PCSB announcement linked here: <https://bit.ly/44plsmB>.

Space,” with 100% of observations rated as proficient. Across classrooms, talk between teachers and students and amongst students was uniformly respectful. Classrooms were also safe, and all students were able to see and hear the teacher and the board. See below for a breakdown of scores by component:³

Domain	Classroom Environment					
Component	2a	2b	2c	2d	2e ⁴	
	Creating an Environment of Respect and Rapport	Establishing a Culture for Learning	Managing Classroom Procedures	Managing Student Behavior	Organizing Physical Space	
Distinguished	0%	0%	0%	0%	0%	SY23 – 24 Average 
Proficient	100%	80.0%	80.0%	60.0%	100%	
Basic	0%	20.0%	20.0%	40.0%	0%	
Unsatisfactory	0%	0%	0%	0%	0%	
Component Average	3.00	2.80	2.80	2.60	3.00	SY18 – 19 Average 
Domain Average	2.80					
% Proficient or above	80.0%					
						<div><div></div>Distinguished</div> <div><div></div>Basic</div> <div><div></div>Proficient</div> <div><div></div>Unsatisfactory</div>

³ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

⁴ Component 2e, “Organizing Physical Space” is not included in the “Domain Average,” nor is it included in the “% Proficient or above” rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 2e. DC PCSB expects to evaluate component 2e beginning in SY 2024 – 25 officially.

In the Instruction domain, the average was 2.39, indicating an overall rating just above basic. The QSR team scored 47.4% of observations as proficient in the instruction domain. The highest performing components in this domain were 3a, “Communicating with Students,” and 3e, “Demonstrating Flexibility and Responsiveness,” with 100.0% of observations rated as proficient. Across classrooms, teacher stated clearly what students would be learning. Teachers also adjusted lessons when needed. See below for a breakdown of scores by component:⁵

Domain	Instruction					
Component	3a	3b	3c	3d	3e 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⁵ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

⁶ Component 3e, “Demonstrating Flexibility and Responsiveness,” is not included in the “Domain Average,” nor is it included in “% Proficient or above” rate. While this component has been part of the 2013 edition of the Charlotte Danielson *Framework for Teaching*, SY 2023 – 24 is the first year in which DC PCSB pilots the evaluation of 3e. DC PCSB expects to evaluate component 3e beginning in SY 2024 – 25 officially.

Specialized Instruction for Students with Disabilities

Before the two-week observation window, AppleTree PCS – Parklands completed a questionnaire about how it serves students with disabilities. According to the school, “students with disabilities receive interventions in an inclusive classroom.” DC PCSB observed specialized instruction in the inclusion setting. Reviewers looked for evidence of the school’s articulated program. Overall, DC PCSB found the school implements its stated special education program with fidelity.

In the Classroom Environment domain, the special education observations’ average was 3.00, indicating an overall rating of proficient. In the Instruction domain, the special education observations’ average was 2.00, indicating an overall rating of basic. See below for a breakdown of scores by component:⁷

Domain	Classroom Environment					Instruction				
Component	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e
Component Average	3.00	3.00	3.00	3.00	3.00	3.00	1.00	2.00	2.00	3.00
Domain Average	3.00					2.00				

Key trends from the special education observations are summarized below.

- **Inclusion:** The special education teacher pushed into the general education classroom with resources aligned to the daily morning meeting lesson. As the general education teacher and paraprofessional led the lesson, the special education teacher sat with a student, providing verbal and non-verbal prompts aligned with the general education teacher's instruction. During centers, the special education teacher accompanied the student to the art center and prompted the student to draw their feelings. The special education teacher allowed the child to utilize tactile resources such as photos, play dough, fidgets, and moldable sticks. In centers, the student used paint to model their feelings.

⁷ Each component score is out of four. See Appendices I and II for a detailed description of each level of performance.

Classroom Environment⁸

This table summarizes the school's performance in the Classroom Environment domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.⁹ The QSR team scored 80.0% of classrooms as "distinguished" or "proficient" in the Classroom Environment domain.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
2a. Creating an Environment of Respect and Rapport	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 100% of observations as proficient in this component. In the proficient observations, interactions between teachers and students and amongst students were uniformly respectful. In one observation, a student hugged their teacher and said, "I love you," to which the teacher responded, "I love you, too." In another observation, the teacher said "Thank you, [Student name], for following directions the first time." Further, when the teacher said, "I see food on the floor in your make-believe café," a student immediately responded, "I'll get it up." In another the observation, the teacher consistently referred to students as "friends." During a "wiggle break" on the carpet, some students held hands with one another while dancing to the "peanut butter jelly" song.
	The QSR team rated none of the observations as basic in this component.
	The QSR team rated none of the observations as unsatisfactory in this component.
2b. Establishing a Culture for Learning	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 80.0% of observations as proficient in this component. In the proficient observations, teachers conveyed an expectation of high levels of student effort. In one observation, all students had the opportunity to find an upper or lowercase "T." The teacher did not move on until each student identified the letter. In another observation, when students set the table in a make-believe restaurant with incorrect materials, the teacher said, "Look at the placemat and try it again. What does the

⁸ The QSR team may observe teachers more than once by different review team members.

⁹ For details, see the framework's "Classroom Environment Observation Rubric," available in Appendix I.

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>placemat tell you to put on the table?" Teachers also insisted on students' precise use of language. Teachers introduced text-based vocabulary words and held students accountable to using these words when discussing the text. Students used vocabulary words such as "sea," "numbers," "spotted," and "scales." Across observations, students expended good effort to complete high-quality work, and teachers affirmed their effort. Teachers commented, "You did a great job today. Pat yourself on the back," and "Kiss your brain."</p>
	<p>The QSR team rated 20.0% of observations as basic in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
2c. Managing Classroom Procedures	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 80.0% of observations as proficient in this component. In the proficient observations, classroom routines functioned smoothly. In one observation, when the timer went off, students knew to clean up their centers and prepare to rotate. In another observation, the teacher reviewed directions and classroom rules before students moved to centers. As a result, students remained productive and on-task during centers. Additionally, teachers used pre-taught phrases such as, "Catch a bubble," to ensure quick and silent transitions between different areas in the classroom. Transitions between large -and small-group activities were also smooth. In one observation, the teacher utilized a clean-up song to indicate transitioning from centers to the read-aloud area. Teachers and students danced as they put away their materials. By the end of the song, all students were sitting at the carpet on their square. Across most classrooms, teachers maximized instructional time through efficient classroom routines.</p>
	<p>The QSR team rated 20.0% of observations as basic in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	The QSR team rated none of the observations as unsatisfactory in this component.
2d. Managing Student Behavior	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 60.0% of observations as proficient in this component. In the proficient observations, teachers responded effectively to student misbehavior. In one observation, when a student had difficulty sharing with peers, the teacher said, "You can't just take them all. You need to share." The student then gave a few toys to their peer, and the two classmates shared. In another observation, when students talked over the teacher, the teacher paused the read-aloud and said, "I'm going to wait because you are all making me sad right now because I want to read, and some of you are crossing your arms and talking over me." Students then quickly stopped talking, and the teacher continued reading. Standards of conduct also appeared to have been established. In one observation, the teacher greeted students and prompted them to repeat the classroom rules. Across most observations, student behavior was generally age-appropriate.
	The QSR team rated 40.0% of observations as basic in this component. In the basic observations, teachers attempted to maintain order in the classroom, but had uneven success. In one observation, the teacher repeatedly redirected students during learning activities saying, "Put your body down. That's safer;" "Put your body in the orange square;" and, "Please don't move your bodies while we're reading." However, students did not correct their behavior. In another observation, a student threw themselves on the floor because they could not have a toy car. Rather than address the behavior, the teacher ignored it.
	The QSR team rated none of the observations as unsatisfactory in this component.
2e. Organizing Physical Space	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 100% of observations as proficient in this component. In the all observations, classrooms were safe and students were able to see the teacher and all instructional materials. In one observation, the timer was placed in the middle of the room for all students to visibly keep track of their time at centers. In another observation, the teacher paused instruction to ensure that everyone was sitting in a position where they were able to

CLASSROOM ENVIRONMENT COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	view the read-aloud text. Classrooms were also arranged to support learning activities. Across classrooms, centers were set up at individual tables and materials were organized for student use prior to beginning of the lesson.
	The QSR team rated none of the observations as basic in this component.
	The QSR team rated none of the observations as unsatisfactory in this component.

Instruction

This table summarizes the school's performance in the Instruction domain during the unannounced visits. The rating categories—"distinguished," "proficient," "basic," and "unsatisfactory"—come from the *Framework for Teaching*.¹⁰ The QSR team scored 47.4% of classrooms as "distinguished" or "proficient" in the Instruction domain.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
3a. Communicating with Students	The QSR team rated none of the observations as distinguished in this component.
	The QSR team rated 100% of observations as proficient in this component. In the proficient observations, teachers stated clearly what students would be learning. Teachers stated the following objectives for the day: <ul style="list-style-type: none"> • "Today, we will read 'Mama Do You Love me.'" • "Today, we will explore new centers, learn new letters, and listen to a story." • "Today, we will work with the letter 'N'." Teachers' vocabulary was also appropriate to students' ages and levels of development. Vocabulary words were reviewed prior to classes beginning read-aloud and teachers also provided students with a visual image for each word. Vocabulary words were also age-appropriate such as, "love," "tail," "scared" and "forever." When appropriate, teachers modeled the process to be followed in a task. In one observation, the teacher modeled using geometric shapes to make a pattern prior to having students make their own.
	The QSR team rated none of the observations as basic in this component.
	The QSR team rated none of the observations as unsatisfactory in this component.
	The QSR team rated none of the observations as distinguished in this component.
3b. Using Questioning and Discussion Techniques	The QSR team rated none of the observations as proficient in this component.
	The QSR team rated 75.0% of observations as basic in this component. In the basic observations, teachers framed some questions designed to promote student thinking, but many had a single correct answer. Teachers posed questions such as: <ul style="list-style-type: none"> • "How does a sentence start?"

¹⁰ For details, see the framework's "Instruction Observation Rubric," available in Appendix II.

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<ul style="list-style-type: none"> • “How does a sentence end?” • “What do we call the words on the cover of a book?” <p>Questions did not allow for discussion nor did the teacher encourage student-to-student conversations. Further, few students participated in classroom discussions. After receiving an answer to a question, the teacher quickly moved onto the next, leaving no room for various student voices.</p>
	<p>The QSR team rated 25.0% of observations as unsatisfactory in this component. This represents one observation. DC PCSB only reports qualitative evidence for a single observation when the performance is rated distinguished or proficient.</p>
3c. Engaging Students in Learning	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 60.0% of observations as proficient in this component. In the proficient observations, materials and resources required intellectual engagement, as appropriate. Students participated in planting flowers and building highways containing traffic signs, cars, and trucks. Learning tasks also had multiple correct approaches. Students had the opportunity to choose activities during centers. Further, most students were intellectually engaged.</p>
	<p>The QSR team rated 40.0% of observations as basic in this component. In the basic observations, only some students were intellectually engaged in lessons. In one observation, students roamed the room rather than participating in centers and others engaged in off-task behaviors. Further, few materials and resources required student thinking or asked students to explain their thinking. Students spent majority of time at centers, yet they were not given an instructional task to complete. As a result, many students spent their time playing and having conversations with their peers.</p>
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
3d. Using Assessment in Instruction	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 20.0% of observations as proficient in this component. In the proficient observations, the teacher elicited evidence of student understanding. In one observation,</p>

INSTRUCTION COMPONENT	SCHOOL WIDE RATING AND EVIDENCE
	<p>while reading the text aloud, the teacher paused to ask questions focused on comprehension. The teacher asked the following checks for understanding:</p> <ul style="list-style-type: none"> • “What is scared? Let me see your scared face!” • “Where do we feel love?” • “Are the eggs breaking a big or little problem?” <p>Students’ responses elicited evidence of their understanding.</p>
	<p>The QSR team rated 80.0% of observations as basic in this component. In the basic observations, feedback was vague and not oriented toward future improvement of work. In one observation, when students were tracing the letter “N” the teacher solely repeated, “Up, down, up, down.” In another observation, the teacher only offered verbal praise such as, “Good job.” There was also little evidence that students understood how their work would be evaluated. When students were tasked with identifying a letter, some identified the uppercase, others the lowercase, and others the sound.</p>
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>
3e. Demonstrating Flexibility and Responsiveness	<p>The QSR team rated none of the observations as distinguished in this component.</p>
	<p>The QSR team rated 100% of observations as proficient in this component. In the proficient observations, the teacher incorporated students’ interests and questions into the lesson. Teachers asked students what they were thankful for, and then incorporated their responses in the lesson. Teachers also conveyed to students that they had other approaches to try when students experienced difficulty. In one observation, a student demonstrated their understanding of a letter using playdoh. When necessary, teachers adjusted the lesson. In one observation, the teacher provided a student the opportunity to express their emotions through a picture before beginning an instructional task.</p>
	<p>The QSR team rated none of the observations as basic in this component.</p>
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC¹¹

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c. 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.

¹¹ Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2d. 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.
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC¹²

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

¹² Danielson, C. (2014). *The Framework for Teaching: Evaluation Instrument* (2013 ed.). The Danielson Group.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.