



November 9, 2017

Abigail Smith, Board Chair
E.L. Haynes PCS – High
2501 Kansas Avenue NW
Washington, DC 2011

Dear Ms. Smith,

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

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

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of E.L. Haynes Public Charter School – High (E.L. Haynes PCS – High) between September 25 – October 6, 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 E.L. Haynes PCS – High.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Hilary Darilek, CEO

Qualitative Site Review Report

Date: November 9, 2017

Campus Information

Campus Name: E.L. Haynes PCS – High

Ward: 4

Grade levels: 9-12

Qualitative Site Review (QSR) Information

Reason for visit: School eligible to petition for 15-year Charter Renewal during 2018-19 school year

Two-week window: September 25 – October 6, 2017

QSR team members: 4 DC PCSB staff including 1 special education (SPED) specialist and 1 English Learner (EL) specialist and one consultant

Number of observations: 31

Total enrollment: 430

Students with Disabilities enrollment: 94

English Learner enrollment: 78

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

Visit 1: September 25, 2017 – 92.5%

Visit 2: September 26, 2017 – 96.3%

Visit 3: September 27, 2017 – 94.9%

Visit 4: September 28, 2017 – 94.2%

Visit 5: October 3, 2017 – 88.4%

Visit 6: October 5, 2017 – 93.5%

Summary

E.L. Haynes Public Charter School’s mission is:

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

During the Qualitative Site Review (QSR) two-week window, observers saw a variety of classes including Advanced Placement (AP) Calculus and AP Biology, Ethics, Sociology, and Environmental Science. The QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instruction (see Appendix I). The team scored 44% of observations as distinguished or proficient in the Classroom Environment domain. This is down

slightly from the 2014 QSR in which observers scored 48% of observations as distinguished or proficient in this domain. While teachers and students generally demonstrated positive and respectful relationships with each other with 60% of observations scored as proficient or distinguished in *Creating an Environment of Respect and Rapport*, only 34% of the observations earned proficient or distinguished in *Managing Classroom Procedures*. Teachers lost significant instructional time in these observations due to starting classes late, off-task behavior, and student confusion.

The QSR team scored 41% of observations as distinguished or proficient in the Instruction domain. This is one percentage point higher than what the school earned in 2014. Scores across this domain varied widely. Observers scored 59% of observations as proficient or distinguished in *Communicating with Students*, as teachers clearly stated lesson objectives and modeled learning tasks. However student engagement was weak across observations, with 29% of observations scored as proficient or distinguished in the *Engaging Students in Learning* component. Students were frequently off-task and the teacher's attempts to refocus them were only partially successful as students continued to socialize, put their heads on their desks, or listen to music.

Governance

A DC PCSB staff member attended the E.L. Haynes PCS board meeting on September 21, 2017. A quorum was present. Before the meeting, teachers and staff had an opportunity to meet with the board over dinner. The chair announced that meetings would be more focused on rich discussions per the LEA's year-long focus on feedback. The CEO gave updates on the new volleyball team, homecoming spirit week activities, high school team building trips, and the formation of SPED and EL parent advocate groups. The finance committee reported on enrollment and the budget, and the governance committee noted they are making an effort to recruit a parent representative from each campus. The academic committee detailed E.L. Haynes' progress toward internal goals and the 2016-17 Performance Management Framework. The observer noted that board members were exceptionally engaged in discussion around strategic issues.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, E.L. Haynes PCS – High completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. The SPED observer scored 46% of special education observations as proficient or distinguished in the Classroom Environment domain of the Danielson rubric and 45% in the Instruction domain. Overall the school program unevenly applies strategies for engaging students in learning and managing student behaviors with fidelity. The level of rigorous instruction for SWD varied by class, with minimal evidence of differentiation in the inclusion classes.

- To demonstrate that co-planning has occurred with special education teachers, the school explained that both teachers would be actively engaged in each section of the lesson. In each special education observation for inclusion classes, observers saw some evidence of this. They saw special education teachers circulating the room to check for understanding and address misconceptions while the general education teacher facilitated the lesson. In some instances, during whole-group discussion and note-taking, the special education teacher clarified directions or provided key pieces of information. DC PCSB did not observe sentence stems or common vocabulary items selected for implicit and explicit instruction as the school's questionnaire stated, which may not have been appropriate for the lesson.
- The school reported that it offers resources such as Kindles, anchor charts, iPads and other assistive technology devices to support the learning of SWD. In addition teachers use Illuminate and Mastery Connect to create assessments that allow for ongoing progress monitoring. While DC PCSB observed evidence of engagement with assistive technology and the use of Illuminate in the small-group classes, there was little evidence of technology resources in the inclusion classes. The school also reported using class notes for note taking, as well as other visual presentations to display and explain information. In four of the six classrooms visited during the special education observations, DC PCSB observed mini-lessons posted on the white board for students to see while students used guided note-taking worksheets to complete notes at their desks. Additionally, in one of the small-group classrooms, DC PCSB observed the teacher using other forms of media such as video clips to help explain information to students during the lesson.
- To provide accommodations according to the Individualized Education Programs (IEPs) of SWD, the school stated observers would see students receive preferential seating, calculators, noise buffer headphones, and extended time. In each of the math classes visited, DC PCSB saw all students using calculators to check their work. Teachers allowed students additional time to complete their independent work primarily in the small-group lessons. However, in two of the classes the pacing of the lessons was uneven. Some students put their heads down, played with their cell phones or behaved off-task when they finished their classwork.

Specialized Instruction for English Language Learners

Prior to the two-week QSR window, E.L. Haynes PCS – High School completed DC PCSB's EL Questionnaire. The questionnaire captures critical aspects of the school's EL program. During the QSR window an EL specialist looked for evidence of fidelity to the school's self-reported English language acquisition program, which the school describes as a content-based English as a Second Language (ESL) and

Sheltered English Instruction (SEI) model. Overall DC PCSB staff found that the school is partially implementing its EL program with fidelity.

- The school primarily delivers English language instruction through content, either in the classroom or in small groups inside or outside of the classroom. The school said native language support is provided when needed and possible but that instruction is mostly in English. The QSR team observed content delivery through mostly whole group instruction in the general education classroom during the QSR visit and saw no native language support. The EL specialist observed one classroom with small group discussions, however the small group discussions did not have an observable language or content-based objective or learning task.
- The school uses sheltered English Language Arts (ELA) classes in the high school to support newcomers and other EL students, through “a deeper focus on language and literacy skills.” The QSR team observed a sheltered ELA class which focused on a graphic novel and a film based on the text. Though the instructional resources were aligned to the goal of building language and literacy skills, the teacher’s methods for monitoring student understanding did not ensure that all students understood the content of the lesson. For example after showing a short trailer for the film, the teacher asked, “What do you think this book is about? Who will be the main character?” and when no students responded, she answered her own question and moved on to a more complex one.
- The school said DC PCSB may see SmartBoards, translated or modified texts, graphic organizers, sentence stems, bilingual dictionaries and illustrated vocabulary in the classroom. During the observations the QSR team saw teachers using SmartBoards, graphic organizers, illustrated vocabulary to support English language acquisition. However DC PCSB staff did not see translated or modified texts or bilingual dictionaries.
- Finally, in the EL Questionnaire the school reported that differentiated lessons for EL students would look like “general content modifications, with emphasis placed on the development of the four language domains of listening, speaking, reading, and writing.” The QSR team observed many opportunities for EL students to speak and listen in class, both responding to teacher’s questions and participating in thoughtful discussions. The specialist also observed some opportunity for EL students to read in class, but did not observe any opportunities for EL students to develop writing skills during class.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 44% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 60% of the observations as distinguished or proficient in this component. Teachers and students were polite and greeted each other warmly saying “Good morning” and “Thank you” to each other for helping with the distribution of materials, and joked with each other appropriately. Teachers generally stood in the hallways during transitions to greet students by name as they entered classrooms.</p>	Distinguished	4%
	<p>In the distinguished observation students in a Socratic seminar demonstrated a high level of respect for each other by saying “If you don’t mind, I am going to change the subject,” and disagreed by listening attentively to each other’s arguments and explaining their rationale for disagreeing.</p>	Proficient	56%
	<p>The QSR team rated 37% of the observations as basic in this component. Students spoke disrespectfully toward peers without consequences from the teacher. Disrespectful behavior included name calling, profanity, and teasing. In a few observations students ignored teachers attempts to redirect behavior. Students put their heads down and/or continued to talk out of turn.</p>	Basic	37%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Establishing a Culture for Learning	<p>The QSR team scored 41% of the observations as distinguished or proficient in this component. Classroom interactions supported learning and hard work as teachers showed persistence in waiting for students to arrive at correct answers and asking students to add detail to written responses. In one observation a student demonstrated commitment to learning by saying, "I'm not stopping until all of my work is done." Teachers conveyed high expectations for hard work by telling students "The best way to prepare for tomorrow is to study", "You should all be following along", and "Your answers should include..."</p> <p>In a distinguished observation students indicated a desire to understand the content on a deeper level, discussing implicit bias, ways to recognize it, and experiences of passive racism, saying things like "I know I've done it before, but sometimes it doesn't register" and "What are the reasons you don't call out passive racism or racist jokes?"</p>	Distinguished	4%
	<p>In a distinguished observation students indicated a desire to understand the content on a deeper level, discussing implicit bias, ways to recognize it, and experiences of passive racism, saying things like "I know I've done it before, but sometimes it doesn't register" and "What are the reasons you don't call out passive racism or racist jokes?"</p>	Proficient	37%
	The QSR team rated 56% of the observations as basic in this component. In several observations teachers appeared to be focused on task completion rather than the quality of content, telling students correct answers without explanation, relying on a small number of students to answer all questions rather than explaining content to the class, and by telling students to "Come up with something, something is better than nothing" without regard to work product. Students showed little commitment to learning as they socialized, listened to music and ignored teachers' directions to complete work.	Basic	56%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Managing Classroom Procedures	<p>The QSR team scored 34% of the observations as distinguished or proficient in this component. Routines for the distribution and collection of materials operated smoothly, as students who entered classrooms late knew where to pick up work, put laptops away between learning tasks without incident, and distributed papers without directions. Teachers used timers and countdown strategies effectively to manage time in line with the posted agenda. In several observations students entered classrooms and immediately began their Do Nows without prompting from the teacher.</p> <p>In a distinguished observation students initiated transitions by saying "I'd like to pose a new question" without intervention from the teacher.</p>	Distinguished	4%
		Proficient	30%
	<p>The QSR team rated 63% of the observations as basic in this component. Teachers lost instructional time in several observations by starting class well after the bell rang or due to technology problems, as well as classroom disruptions like students getting out of their seats without permission and talking out of turn. Students had to ask for clarification of expectations during transitions and some tried to leave early. Teachers attempted to narrate positive behavior to support transitions in a few observations but did so inconsistently with mixed student responses. Students working in small groups were only partially engaged if the teacher was not working directly with them, listening to music or talking about non-academic subjects without working.</p>	Basic	63%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Managing Student Behavior	The QSR team scored 44% of the observations as distinguished or proficient in this component. Students paid attention to teachers' directions, and teachers responded consistently and effectively to instances of disrespect. Teachers explained and students complied with expectations for voice levels and actions during learning tasks. Teachers in several observations used proximity effectively to keep students on task. In a few distinguished observations student behavior was entirely appropriate with little or no redirection required by the teacher.	Distinguished	11%
		Proficient	33%
	The QSR team rated 48% of the observations as basic in this component. Teachers responded inconsistently to misbehavior, calling out one or two students for being off-task while ignoring other instances of off-task behavior. In several observations students ignored the teachers' directions to stay on task, looking at their phones, putting their heads down at times, socializing, playing video games or walking around the classroom without an academic purpose. Sometimes students complied with the teachers' directions to quiet down, other times they continued socializing despite the teachers' constant reminders to stay on-task (saying things like "I'll wait") and countdowns.	Basic	48%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	7%

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 41% of classrooms as “distinguished” or “proficient” for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 59% of the observations as distinguished or proficient in this component. Teachers stated the purpose of the lesson and its importance within the context of the unit in several classrooms. They modeled learning tasks before asking students to do so on their own, like filling out a graphic organizer on the political, cultural, and economic circumstances surrounding historic events, analyzing a primary source, and annotating a text for tone. Teachers presented content clearly with no errors, using rich, subject-specific language. Students participated in classroom discussions, responded to written prompts, and completed math problems during independent practice, indicating they knew what to do.</p> <p>In one distinguished observation the teacher facilitated students explaining content to each other saying he would “listen and not speak unless absolutely necessary.”</p>	Distinguished	7%
		Proficient	52%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 37% of the observations as basic in this component. Teachers referred in passing to lesson objectives without connecting to learning tasks throughout the lessons. They regularly had to clarify the purpose or expectations for learning tasks. The teachers' explanations of content consisted mainly of monologue with little participation from students, as in a math class where the teacher told the students steps to problem-solving without inviting their thinking. At times the learning tasks were unclear, as when the teacher handed out an assignment without explaining directions to the class.</p>	Basic	37%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 31% of the observations as distinguished or proficient in this component. Teachers used cold calling and small group discussion to engage most students in the lesson, particularly those who did not initially volunteer. Students enthusiastically participated in discussions as in an English class where students discussed their anger at an author for a cliff-hanger at the end of a story and in a math class where a student shared her solution to the Do Now problems with minimal teacher intervention.</p>	Distinguished	7%
	<p>In one distinguished observation students extended the discussion, asking each other higher-order questions like "Have you guys ever experienced passive racism?" In the second distinguished observation, the class discussion on the use of racial categorization continued without interruption from the teacher for over twenty minutes, with students making an effort to include all of their classmates.</p>	Proficient	24%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 68% of the observations as basic in this component. In many observations teachers invited students to respond or work directly with each other with uneven success. Students sometimes responded by discussing content with each other and sometimes ignored the teachers' directions and stayed silent or continued socializing when they were supposed to be completing small group work. Teachers attempted to start genuine discussions by asking questions like "What's happening in the news?" and "What's different about this book?" but did not follow up after a student responded. Students had few opportunities to respond directly to peers. In most observations only a handful of students were involved in genuine discussion about academic content.</p>	Basic	68%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Engaging Students in Learning</p>	<p>The QSR team scored 29% of the observations as distinguished or proficient in this component. Students were intellectually engaged in lessons, debating ways to improve work products in a couple of classes and reading independently or working on creative projects of their choosing in an English class.</p>	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	<p>Students had choice in how they completed work, using whiteboards or paper, working independently, in small groups, or with the whole group.</p> <p>In one distinguished observation students demonstrated high engagement by having a high-level discussion for over twenty minutes without intervention from the teacher. In another distinguished observation students discussed academic content by connecting current events as examples of cultural appropriation.</p>	Proficient	22%
	<p>The QSR team rated 59% of the observations as basic in this component. Most classrooms tasks required mostly recall, with students memorizing science terms or procedures to solve a math problem with little to no application, or recalling plot details like the names of different characters.</p> <p>Students in several observations were not intellectually engaged, particularly where they had long stretches of work blocks with little intervention or clarification of expectations by teachers. Teachers sometimes attempted to redirect student focus by asking what they were doing but were only partially successful in getting students to work. As mentioned in component <i>2d-Managing Student Behavior</i>, students engaged in off-task behavior like keeping their heads on their desks at times, playing video games on their phones, and socializing in several classrooms.</p>	Basic	59%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 11% of the observations as unsatisfactory in this component. Incorrect pacing left students with nothing to do for a significant amounts of time. Most students were not engaged as they had their heads on their desks, talked out of turn, and socialized. Teachers did not adjust instruction despite signs that students were not engaged.</p>	Unsatisfactory	11%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 41% of the observations as distinguished or proficient in this component. Teachers elicited evidence of individual understanding by asking students to identify angles on the board, calling on students to identify textual evidence for tone, and by reading individual responses to questions. Most math classes ended with an exit ticket and in some observations students had the opportunity to grade each other.</p>	Distinguished	4%
	<p>In one distinguished observation the teacher adjusted to individual students by saying that students who did not feel comfortable speaking could write down their thoughts and questions for him to review rather than speak out loud themselves. In another observation the teacher modeled high quality work to ensure students understood assessment criteria. One teacher re-taught a lesson concept quickly after noticing a common mistake among students.</p>	Proficient	37%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 48% of the observations as basic in this component. Teachers asked for only global or voluntary checks for understanding without eliciting evidence from individual students. Assessment criteria was unclear in several observations as in one observation where the teacher had written what half of students' grade would be comprised of with no indication of the other half.</p> <p>In another observation students worked on group projects during the entire class without reference to a rubric or elements of high quality work. In a couple of classrooms where teachers read student responses, feedback focused on task completion rather than improving the quality of work.</p>	Basic	48%
	<p>The QSR team scored 11% of the observations as unsatisfactory in this component. Teachers did not explain or give examples of high quality work, nor did they ask probing questions to determine individual student understanding. Teachers did not attempt to adjust lessons despite student confusion, as in one observation where the teacher simply told the student answers to a math problem rather than explaining how to get to the correct answer.</p>	Unsatisfactory	11%

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 situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
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 many 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%	4%	4%	7%	4%	0%	11%	11%
Basic	37%	56%	63%	48%	37%	68%	59%	48%
Proficient	56%	37%	30%	33%	52%	24%	22%	37%
Distinguished	4%	4%	4%	11%	7%	8%	7%	4%
Component Average	2.59	2.41	2.33	2.48	2.63	2.40	2.26	2.33

	Domain 2	Domain 3
% of Proficient or above	44%	41%
Domain Averages	2.45	2.41