

# **Appendix I: EastSide Charter School Annual Report to DOE**

**DELAWARE CHARTER SCHOOL ANNUAL REPORT**

**CHARTER SCHOOL INFORMATION**

Charter School Name: EastSide Charter School

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Lamont W. Browne, Head of School/Principal

9/30/14

Date



Charles S. McDowell, Board President

9/30/14

Date

**SUBMISSION DEADLINE: December 1<sup>st</sup> (September 30<sup>th</sup> for renewing charter schools)**

**All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office**

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***Mission Statement***

The mission of EastSide Charter School is to educate each child in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as **individuals** and every effort is made to accommodate each child's unique gifts and talents.

***Vision Statement***

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society. By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character, knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

***Population***

EastSide Charter School currently serves 406 students on the east side of Wilmington, Delaware. 100% of our students are from historically underrepresented groups, typically between 92% and 99% African-American and 1%-8% Hispanic. Traditionally, 88%-90% of our students are from Low Income families.

***Timeline***

- 1997 - Initial charter authorized for three years serving 60 students in Pre-K -3<sup>rd</sup> grade
- 2000 – Charter extended for 5 years through the 2004-2005 school year; authorized expansion to grade 6 and up to 135 students.
- 2004 – Charter extended for 5 years through the 2009-2010 school year; authorized increased enrollment up to 144 students
- July 21, 2005 - Charter modification approved to authorize (1) relocating the School to the former Martin Luther King Elementary School at 3000 N. Claymont St.; (2) expand the School to add a 7th and 8th grades; and (3) increase the authorized enrollment to 336.
- June 19, 2008 - Charter modification approved to increase authorized enrollment by 15% to 386.
- January 10, 2010 – Charter extended 5 years through the 2014-2015 school year.
- February 24, 2010 - Minor modification approved to authorize the hiring of Renaissance School Services as an educational management organization
- December 19, 2012 - Minor modification approved to amend the School's contract with Renaissance School Services to eliminate their supervisory services.
- February 14, 2013 – Minor modification approved to increase authorized enrollment by 5.2% (20 students) to 406.
- September 18, 2013 – Minor modification to adopt alternative teacher evaluation system

## ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

EastSide Charter School has made significant gains in student achievement over the past three school years. Our academic performance framework score has increased drastically since 2011, rising from 37.5% to 71.9%, far above our goal and the “meets standard” benchmark of 63%. Of the metrics that factor in to our Academic Performance Framework score, 18 out of 18 increased from 2011, with 16 out of 18 cells having a higher rating than in 2011. This does not include our Mission Specific Goal which had a target of 1.15 years of academic growth each year, for our students. On average, EastSide students make 1.48 average years of academic growth in Math and 1.7 average years of academic growth in ELA, thus exceeding that standard as demonstrated on our Academic Performance Framework report. With an intense focus on personnel recruitment and staffing, professional development, and rigorous curriculum and instruction, our students have made significant strides. By continuing our intense focus on these areas, we expect to see further improvement in the quality of our instruction, the impact of our leadership, and the preparedness of our students.

Below are several tables that outline the significant improvement in our school's academic achievement followed by a brief narrative noting our strengths and opportunities for growth.

<b>DCAS Proficiency</b>			
	<b>2010-2011</b>		<b>2013-2014</b>
Math	37%		64%
ELA	28%		58%

We are thoroughly happy with these results and have exceeded our annual internal goals each year. While we are still below the state average and strive to “Exceed Standards”, our annual progress has been consistent and we expect to continue getting closer and eventually achieve that goal.

<b>DCAS Fall to Spring Growth Targets</b>			
	<b>2010-2011</b>		<b>2013-2014</b>
Math	39%		75%
ELA	27%		62%

For each of the past three years, we have seen a dramatic rise in the number of students meeting their growth targets. Between the '12-'13 and '13-'14 school years, a total of 14 educators earned the state's Retention Bonus for their instructional performance.

Year	AYP Status
2010-11	Meets
2011-12	Meets
2012-13	Meets
2013-14	Meets

### **2013-2014 Academic Performance Framework Summary**

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	F	F	M	F	D	F	F	F	D	F	F	F	D	F	M	N/A	N/A	N/A	F	37.5%
11-12	D	D	D	D	D	D	F	F	D	D	F	F	D	D	M	N/A	N/A	N/A	D	46.9%
12-13	M	D	M	M	M	M	D	F	D	D	D	D	M	M	M	N/A	N/A	N/A	D	61.9%
13-14	M	M	E	M	M	M	D	D	D	D	D	D	M	M	M	N/A	N/A	E	M	71.9%

Our strategic plan for the 2014-2015 school year was grounded around 4 key questions as listed below, each followed by our plan of action:

#### **Questions**

- A) How do we stop the cycle of needing to catch students up; what needs to be done to ensure that 100% of our starting students are “Kindergarten-ready?”
- B) How do we create a rigorous student-led learning environment that promotes critical thinking, grappling, and inquiry as a means of developing rigorous academically-oriented students?
- C) How can we best support our teachers to implement high quality instruction that is aligned to the Common Core Standards?
- D) How can we effectively shift from DCAS to the intensity of the Smarter-Balanced Assessment so that our students are adequately prepared and maintain an adequate level of confidence and success with the new assessment?

## **Plan of Action**

- I. Last year, we began a pre-kindergarten program for 4 year old students with a make-shift classroom of 22 students. We now have a brand new facility housing our Early Learning Academy that is the home to 66 students spread throughout three classroom, each one led by two full time certified teachers. Our goal is for at least 90% of our Pre-K students to feed our entire kindergarten program next school year. Our Pre-K program has been licensed by the Office of Early Childhood and has a 5-Star rating through Delaware STARS. By implementing a play-based, rigorous, and age-appropriate curriculum our expectation is that 100% of our Pre-K students will be ready for Kindergarten, beginning the process of closing the achievement gap.
- II. This year we partnered with Expeditionary Learning to support our design and implementation of student-engaged assessments and lessons. We sent 9 teachers to a 5 day professional development series in Boston (Lower School) and Baltimore (Middle School) in August. Leaders from Expeditionary Learning led a 3-day training for our staff on Learning Targets and Student responses and feedback, to support our goal of creating a school-wide environment of rigorous student-led classrooms.
- III. We continue to use the Teaching Excellence Framework as our evaluation and coaching model. This system has set an incredibly high bar for instructional design and implementation and student outcomes. This year, we have increased our goal from 8 coaching sessions per teacher to 12-15, ensuring that every teacher is observed and coached weekly during the first 8 weeks of school. We have committed to providing an additional 30 minutes of real-time coaching (live feedback) to all new teachers to promote their immediate growth. We continue to utilize frequent unannounced observations, followed by coaching sessions, 90% of which include video review and analysis.
- IV. In the spring of 2014, EastSide used funds received from the High Performing Charter School fund (shared with Kuumba Academy and partnered with Prestige Academy and Thomas Edison), to purchase a year's worth on Smarter Balanced-aligned Interim Assessments in math and reading for all students in grades 2-8. These computerized assessments match our scope and sequence, and provide teachers and students with formative and summative assessment and learning practice of the Common Core standards with a specific emphasis on technology-enhanced performance tasks as required by our new standards. Teachers use these exams to perform item and trend analysis, to create an individualized data analysis report written by each teacher followed by a 1-on-1 instructional action plan meeting led by a member of the instructional leadership team. During this meeting, an individual assessment analysis is undertaken, followed by a review of the 6 week instructional plan.

## **FINANCIAL PERFORMANCE:**

**WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.**

EastSide Charter was rated as “Meets Standard” in all areas tested under DOE’s Financial Performance Framework for the 2012-2013 year. The 2013-2014 Financial Performance Framework has not yet been released, but we fully expect to again be rated as “Meets Standard”.

Our strengths are a skilled financial management team assisted by competent outside consultants including auditors and by experienced, dedicated and vigilant Board Finance/Citizen Budget Oversight and Development Committees.

We have two particular financial challenges. The first is a 1960’s era facility that has a deferred maintenance need which now aggregates more than \$5 million. The second is our high needs student population requiring various supplemental education programs that are not funded or not fully funded by the government. We have addressed these problems with very successful fundraising – about \$8.1 million in charitable grants over the last 8 years. About \$6 million has been invested in capital facilities, including deferred maintenance items and about \$250,000 per year has been invested in supplemental education programs. Through a number of generous donations, totaling an estimated \$750,000, in the summer of 2014 our school was able to add a standalone building on campus to service children ages 3 and 4 in our Early Learning Academy.

Our long term plan (and opportunity) is to reduce or eliminate the need for philanthropy to subsidize the operating budget by continuing to improve the academic performance of our students so that (1) the need for supplemental programs will be reduced and (2) we can increase our revenue by increasing the average class size. This will permit us to concentrate our fundraising on capital projects.

## ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

EastSide Charter was rated as "Meets Standard" overall under DOE's Organizational Performance Framework for the 2013-2014 year, meeting standards in 11 of 13 categories measured with one yet to be determined. The area yet to be determined is pending the submission and evaluation of our annual audit report. The one area in which we did not "Meet Standards" was staff credentialing requirements. The shortcoming in credentialing was attributable to deficiencies in some record keeping which was presumed to be fixed, but continues to be an issue. Our operations team is working diligently to rectify this issue in the coming year. We fully expect to meet standards in all categories measured in future years.

The matters covered under the "organizational" framework include the academic program (including special ed), financial reporting, governance, attendance, credentialing, holding the School accountable, employee and student rights, transportation, facilities, and health and safety. Our strengths in these areas are an exceptionally experienced and talented School Leadership Team, a skilled administrative and business team, an experienced and dedicated Board, and generous assistance from pro bono attorneys.

Our challenge and opportunity going forward is to continue to develop in-house administrative talent in order to decrease the need to call on outside resources. EastSide has already begun working toward this goal as they have brought all technology and financial management back in-house with the additions of the Director of Technology and the Director of Operations.

### 2013-2014 Organizational Performance Framework Summary:

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	M	M	M	M	DNM	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	DNM	DNM	M	M	M	M	Meets
13-14	M	M	TBD	M	M	M	M	M	DNM	M	M	M	M	Meets

## STATUS OF CONDITIONS PLACED UPON THE CHARTER:

The following conditions were placed on the charter renewal for 2010-2015:

- 1) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation; all of which are imposed as conditions to approval of this charter.

Status: We believe we are, and have been, fully compliant with this condition with the exception of certain Board security checks and financial training which are in the process of being completed, pending, in part, DOE scheduling of training sessions.

- 2) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

Status: We are, and have been, fully compliant with this condition.

- 3) By September 1, 2010 and every September 1 thereafter, the Board of Directors shall submit to the Department in a form satisfactory to the Department a listing of its **members** including addresses and phone numbers, and indicating the names of the members representing the **teachers** employed at the school and the **parents** of students enrolled at the school. Anytime a **new director** is elected to the school's Board of Directors, the board shall provide written notice to the Department within ten days of such election. The notice shall include name, address and telephone number of the new director. Within ten days of any change in the address or phone number of any **existing member** of the board, the board shall provide written notice of the same to the Department including the new address and/or phone number of such board member.

Status: We are, and have been, fully compliant with this condition.

- 4) Each month the charter school financial reports shall be posted monthly on the charter school website and shall be provided in writing upon request pursuant to 14 Del. C. § 122(11).

Status: We are, and have been, fully compliant with this condition.

- 5) By August 1, 2010, and every August 1 thereafter, the Board of Directors shall submit to the Department copies of signed contracts for student transportation, food services, related services for students with special needs, or any organization or entity providing other services.

Status: As requested annually by the department, we have submitted our student transportation and food services contracts to the department each year. We currently have many other business relationships with therapists, community organizations, etc. but we do not understand that DOE expects these contracts to be submitted.

- 6) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements for background checks as stated in 11 Delaware Code, Chapter 85, Subchapter VI.

Status: We are, and have been, fully compliant with this condition with respect to all School employees.

- 7) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.

Status: For the 2013-2014 school year, EastSide surpassed the minimum threshold for meeting standard on the Academic Performance Framework report. Thus, we are fully compliant with this condition.

- 8) Throughout each school year, the school shall have continuously enrolled at least **90%** of the total number of students the school is authorized to enroll.

Status: We are, and have been, fully compliant with this condition.

- 9) On a daily basis during each school year, at least **90%** of the total number of students enrolled in the school must be in attendance.

Status: We are, and have been, fully compliant with this condition.

- 10) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with the timelines in the Department's Data Acquisition Calendar.

Status: We are, and have been, fully compliant with this condition.

- 11) By August 31, 2010, the School's Board of Director's will submit for review and approval

- ELA :
  - scope and sequence for 4-5 grade cluster,
- Mathematics:
  - Differentiate scope and sequence documents for grades K,1 & 2
  - Submit scope and sequence documents for grades 4 & 5
  - Align Grade 3 scope and sequence document to standards and GLEs
  - Differentiate scope and sequence documents for grades 6, 7, & 8
  - Align each unit of instruction to the Math Content
- Health Education:
  - Submit Scope and Sequence
  - "I am unique" no specific grade targeted.
- Physical Education:
  - Submit Scope and Sequence
  - "I am unique" no specific grade targeted.
- Visual and Performing Arts:
  - Submit 1 additional unit in Music in the 7-8 grade cluster
  - Revise units of instruction to include scaffolding, and quality of teaching and learning
  - Revise units of instruction to align learning targets with assessment and instructional practice

Status: We complied with this condition.

- 12) By June 30, 2010, the Board of Directors shall report to the Department that the by-laws of the Board have been reviewed to assure compliance with the recent opinions on the Public Integrity Commission and the use of bid laws for procurement.

Status: We complied with this condition.

- 13) By April 15, 2010, the Charter shall enter into a performance agreement with the Department of Education, in a form satisfactory to the Department, specifically requiring the Charter meet its student achievement requirement by school year 2010-2011.

Status: We complied with this condition.

- 14) By June 30, 2010, the Board of Directors shall submit an amendment to its corporate by-laws to the Department demonstrating consistency, to the satisfaction of the Department, with the requirements of 275 DE Admin Code § 4.1.3.3.

Status: We complied with this condition.

- 15) By June 30, 2010, the School shall submit to the Department for approval, a list of assessments, formative, benchmark, and summative, the School plans to use to indicate student academic achievement.

Status: We complied with this condition.

- 16) Beginning with the 2010-11 school year and every year thereafter, the School shall submit to the department once in the fall and again in the spring in a format set by the department, all benchmark data collected during the year and indicated in the Performance Agreement from their fall and spring assessment administrations. This Assessment report will contain a detailed data analysis including a narrative that addresses how students are performing in relation to the student achievement goals expressed in the School's current Performance Agreement. This plan shall be submitted to the Charter School office and forwarded to the Education Associate for Accountability.

Status: Prior to the 2012-2013 school year the Department had not made available a format for the submission of this information. Beginning with the 2012-2013 school year, MAP scores were used for each teacher's Component V evaluation rating, and thus was submitted to DOE as part of the Talent Retention program and DPAS II annual audit. The same test was included as the mission-specific metric in the school's Performance Agreement, and thus the 13-14 data was submitted to the state showing our students' fall to spring academic growth.

- 17) By June 30, 2010, the Board of Directors shall submit to the Department for review and approval a plan to increase the percentage of HQT classes to 100%.

Status: We complied with this condition.

- 18) By February 1, 2010, the Board of Directors shall submit a plan to DOE with the procedures the Board will put in place to track and conform that all charter conditions are being met in a timely and complete way.

Status: We complied with this condition.

- 19) Documents related to these conditions must be submitted through the Charter Schools Office at the Department of Education, which will be responsible for distribution within the Department.

Status: We complied with this condition.

- 20) Failure to comply with any condition of renewal or with the terms of the performance agreement or with any condition imposed in any subsequent modification of the charter shall result in the immediate placement of the charter on formal review to begin the charter revocation process.

Status: N/A

## STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

93% of all eligible students returned to EastSide for the 2013-2014 school year.

One student left before the school year ended. The student left because her family moved out of state. The other students either went to other schools or did not list their intention for leaving.

7 students were retained in their current grade, all of them were in Kindergarten.

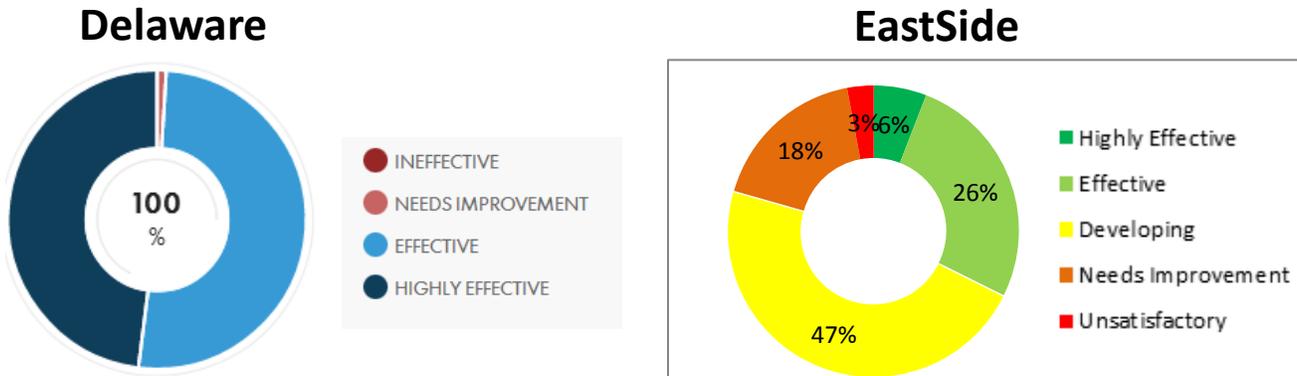
Our retention goal is 95% each year. The steps described in the Plan of Action on page 6 describe our plan for increasing student achievement and retention.

## INNOVATION:

### Teaching Excellence Framework

The most influential program of innovation we have implemented this school year is the Teaching Excellence Framework (TEF), which was approved by the Department of Education as an alternative instructional evaluation tool to replace DPAS II. This was motivated by the belief that educator observations are an opportunity to provide valuable, frequent, evidenced-based feedback to help teachers learn and grow. Therefore, we set out to transition our observation and feedback loop from an analysis of practice towards one that coaches teachers on how to improve.

This shift to a growth mindset allows all teachers to critically analyze and participate in their development. Below is a graph representing the teacher effectiveness ratings for teachers in Delaware versus EastSide.



The bar is set high at EastSide and we pride ourselves on pushing our teachers. The TEF has had a major impact on our teachers, which is evident from the below results.

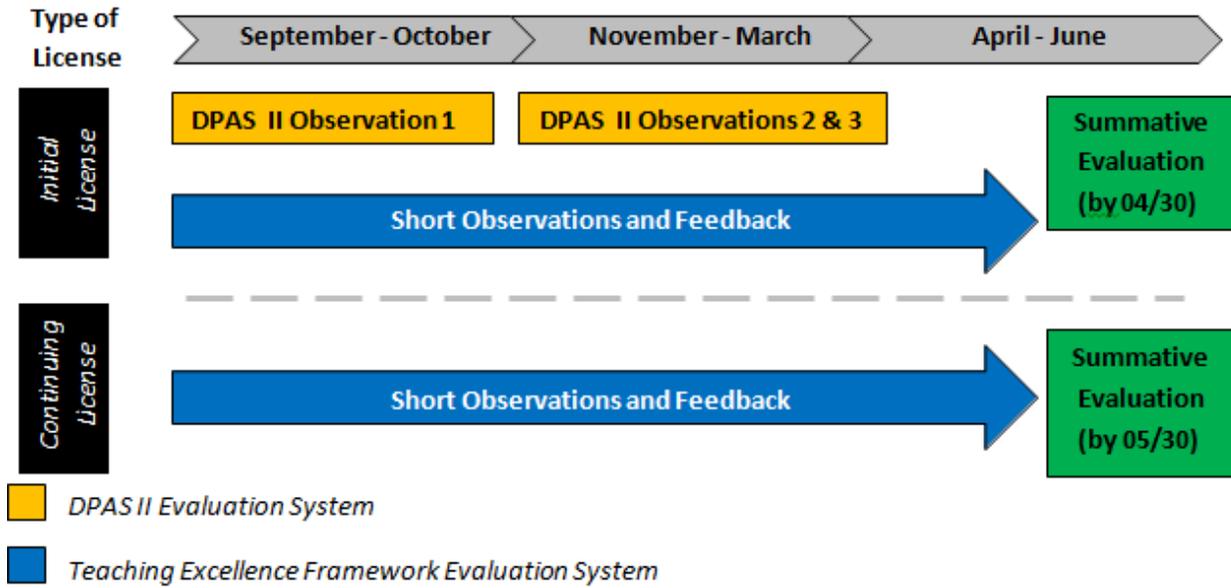
- ✓ 88% believed that the TEF helped teachers identify their own strengths and weaknesses
- ✓ 93% felt a common vision for teaching efficiency has been established
- ✓ 90% of teachers felt that the feedback and action steps they receive help to improve their instruction
- ✓ 96% believed the feedback from being observed helped them improve student outcomes
- ✓ 93% felt they received the support necessary to implement the changes suggested by evaluators
- ✓ 93% felt the school was committed to improving instructional practices
- ✓ 100% felt that their instructional leader was committed to improving their effectiveness

The shift from an evaluative to coaching model not only helps us improve the quality of our teachers, but also accomplish a more broad, and impactful goal – to dramatically improve staff investment in the culture of continuous growth to which we aspire. By opening our teachers' doors to the instructional leadership team on a frequent basis, the stigma of limited observations has been removed and investment in the idea of a veritable culture of improvement has been established.

## Educator Observation Cycle

Every educator throughout our school participates in the following evaluation process; while educators that currently hold an initial license will also complete all requirements as stipulated under Delaware Code as they relate to the DPAS II observation cycle (see figure below).

Educator Observation Cycle (by type)



Under this structure, teachers with an initial license will receive two annual evaluations, DPAS II and Teaching Excellence Framework. Based on this structure, educators with an initial license will be subject to two separate observation cycles, with three long, formal observations conducted in order to complete DPAS II requirements (in accordance with DPAS II rubric) and short observations in order to maximize the benefits of the Teaching Excellence Framework (utilizing our shared Teaching Excellence Framework rubric). Educators with a continuing license will receive one summative evaluation annually subject to the Teaching Excellence Framework requirements (see table below).

<b>Observation Components</b>		
<b>Component</b>	<b>DPAS II<sup>8</sup></b>	<b>Teaching Excellence Framework</b>
Observation Rubric	DPAS II rubric based on Charlotte Danielson	Teaching Excellence Framework rubric based on exemplary rubrics in national states, districts, and CMOs
Announcement	Two announced and one unannounced observation	All observations are unannounced
Length	Minimum of 30 minutes per observation	Minimum of 10 minutes per observation
Frequency	Three times annually	Bi-weekly (at least 10 per year)
Number of Observers	One observer	One observer for 85%-95% of observations (remaining observations will have 2 co-observers)
Observers	School leadership certified by DDOE as evaluators	School leadership certified by annual calibration assessment around the Teaching Excellence Framework rubric
Components	Components I-IV based upon DPAS II rubric	Differentiated focus based upon individual teacher's need; requirement for all teachers to have evidence from 5 observations for each rubric row annually
Pre-Work	Complete Pre-observation Form and conference	During debrief, timeline and required actions determined for subsequent observation
Follow-Up	Complete post-observation Conference	<ul style="list-style-type: none"> <li>• Face-to-face debrief within three school days</li> <li>• Teacher writes up summary of conversation and next steps</li> <li>• School leader records scores for relevant rows and action steps related to differentiated focus noted above</li> </ul>

### **Educator Observation Feedback Process**

The observation and feedback process mirrors the six steps outlined in Paul Bambrick-Santoyo's *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. These six steps include:

1. *Precise praise* – ensure that educators receive positive, genuine feedback in order to build confidence within the teacher and ensure the evaluator is looking for specific actions.
2. *Probe* – utilize open-ended questions to guide conversation towards identified need.
3. *Identify the problem and concrete action step* – guide teacher towards being able to articulate the problem and concrete action step on his/her own.
4. *Practice* – practice concrete action steps with teacher to help prepare for next lesson.
5. *Plan ahead* – write down items that will be undertaken in future lesson.
6. *Follow-Up* – determine timeline for implementation and follow-up within the following two weeks.