This feedback report tool may be used throughout your implementation to support your school and your staff. This tool provides for the focus of feedback on various areas of implementation, describing the practices and work products which exemplify the Core Implementation Practices of Core Knowledge. This reporting tool can also be used to conduct a high-level self-evaluation of your implementation.

There are five constructs within this feedback report:

1. Collaborative Planning with the 4-C Characteristics of Core Knowledge
2. Effective Teaching
3. A Core Knowledge Approach to ELA and Literacy
4. A Core Knowledge Approach to Math
5. Strong Leadership

The feedback associated with each of these constructs is designed to be a helpful starting point for conversation and planning regarding your ongoing implementation of Core Knowledge.
1. Collaborative Planning with the 4-C Characteristics of Core Knowledge

**Description of an Exemplary School:** Teachers collaboratively plan to create a content-rich, coherent, cumulative, and context-specific approach to curriculum (the 4-C characteristics). They select rich Core Knowledge content, vocabulary, and skills, and they sequence these logically and coherently within and across grade levels. Teachers plan cross-curricular connections with input from other departments and special-area teachers, with the intent to establish mutual expectations and reinforce content and vocabulary. Grade-level teams collaborate to: (a) share instructional strategies that enhance learning, (b) design common objectives and assessments that build equity, and (c) revise planning to enhance instruction. Additionally, the staff collaborates annually to make necessary revisions to the planning documents described below.

The school has completed a curriculum plan that documents the school-wide, yearlong calendar of grade-by-grade domains and topics. The plan demonstrates that the order of domains and topics within and across grades considers the Filters for Coherence. Additionally, the curriculum plan reflects that content spirals cumulatively across grades. Where the school has moved or replaced Core Knowledge content, it has done so with the same consideration of coherence and knowledge building. It is clear from evidence observed or gathered that the curriculum plan is accessible to and acts as a guide for all teachers.

Grade-level teams have a set of domain maps—based on curriculum plan topics—that demonstrate an integrated approach to instructional planning. The domain maps are intentionally planned to provide context for teaching and learning concepts, language, and vocabulary. Further, domain maps, classroom observations, and input from staff indicate: (a) that teachers are aware of what prior and future knowledge is taught at grade levels above and below their own, and (b) that attention has been given to leveraging opportunities for cross-curricular instruction.

Schools that have completed a curriculum plan and a set of grade-level domain maps that demonstrate the 4-C characteristics have also begun the process of creating model domain-based units at each grade level. These units, designed for at least a two-week period, are comprised of lessons that coherently build knowledge and skills in the context of the domain, as outlined in the domain maps. Where possible, and frequently in the earliest grades, teachers plan to incorporate read-alouds strategically selected to develop the domain’s concepts and vocabulary. Lessons within each unit demonstrate that activities, assessment, and criteria for success (where applicable) align with clear and measurable lesson objectives.

**In this area, evidence gathered or observed indicates that implementation is:**

☐ Emerging  ☐ Developing  ☐ Exemplary

**Feedback**

**School Self-Reflection**

**Recommended Next Steps for Continuous Improvement**

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2. Effective Teaching

**Description of an Exemplary School**: Teachers engage in instruction that mirrors intentional, collaborative planning. For any given domain, instructional pacing is actively guided by the curriculum plan, and grade-level maps actively guide the focus and the integration of content.

During instruction, teachers communicate kid-friendly, measurable objectives to students and informally assess student progress toward the day’s objectives and to aid students who need support. The activities of instruction are designed to help students meet the lesson’s specific and measurable objectives. Criteria for success—where applicable—clearly define what students need to produce or perform in order to be considered successful on an assessment, formal or informal.

Teachers model concepts and skills for students. They provide students with opportunities for both assisted and independent practice. Additionally, teachers provide specific feedback that lets students know how to adjust or further enhance their work. Teachers use scaffolding and differentiation to provide an appropriate level of challenge and to meet the needs of various students as they work toward a common objective.

Teachers engage students in meaningful discourse that supports the lesson’s purpose. Opportunities are provided for both teacher–to-student and student–to-student discussions. Discussion is strategically structured: (a) to promote use of domain-based vocabulary, (b) to facilitate language development and elaboration, and (c) to promote higher-level thinking and deep conceptual understanding.

Teachers, through their words and actions, exhibit high expectations for all students, consistently communicating the message that all children can do challenging work and succeed. Teachers’ practices for calling on, giving attention to, and providing “wait time” for students are unbiased.

**In this area, evidence gathered or observed indicates that implementation is:**

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**Feedback**

School Self-Reflection

**Recommended Next Steps for Continuous Improvement**

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3. A Core Knowledge Approach to ELA and Literacy

Description of an Exemplary School: The school uses a comprehensive English language arts (ELA) program guided by a documented scope and sequence. It is clear from evidence observed or gathered that each grade level follows their program’s scope and sequence and uses supplementary materials primarily to provide additional student support as needed.

Intervention programs for ELA focus on providing short-term, targeted remediation, informed by data, with seamless transition back to the grade-level ELA classroom. Interventionists communicate frequently with classroom teachers to ensure use of intervention methods and activities that support classroom instruction. Intervention time is strategically scheduled to ensure that students do not miss Core Knowledge content addressed in their regular classroom.

Grades K–2

Teachers implement an ELA program that includes explicit, systematic phonics-based instruction in decoding (sounding out words) and encoding (handwriting, spelling, grammar, writing process). Teachers select independent reading texts that align with these specific ELA skills and that provide frequent opportunities for students to practice new and previously learned skills.

Teachers read aloud a variety of fiction and nonfiction texts that are above students’ independent reading level. Sets of read-aloud texts are selected around the Core Knowledge domains, so that a topic is read about and studied for a sustained period, exposing students to rich academic and domain-specific vocabulary. Additionally, these read-aloud texts are selected with attention to their qualitative dimensions of complexity, including purpose, structure, language conventionality, clarity, and knowledge demands. Text–based discussions are used as an opportunity to foster student understanding of the text’s complexity and for students to demonstrate comprehension and content knowledge.

Grades 3–8

Teachers explicitly teach grammar, usage, spelling, and writing, and frequently integrate instruction of these ELA skills with rich, domain-related content across academic subject areas.

Teachers select sets of domain related texts and passages, for both read-alouds and independent reading, so that a topic is read about and studied for a sustained period, exposing students rich academic and domain-specific vocabulary. Additionally, these texts are selected with attention to their qualitative dimensions of complexity, including purpose, structure, language conventionality, clarity, and knowledge demands. Text-based discussions, lessons, and activities provide an opportunity to foster student understanding of the text’s complexity and for students to demonstrate comprehension and content knowledge.

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Feedback

School Self-Reflection

Recommended Next Steps for Continuous Improvement

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4. A Core Knowledge Approach to Math

Description of an Exemplary School: The school uses a math program with a coherent scope and sequence, which builds concepts and skills within and across grades. The program promotes a balance of conceptual understanding, computational fluency, and application; in addition, the program provides opportunity and guidance to support teachers in fostering students’ mathematical ability in each area. In situations where the publisher of the primary math program changes from one grade to the next (e.g., elementary to middle school), the programs have been assessed for gaps, teachers are made aware of these gaps, and supplemental materials are used as needed. It is clear that each grade level follows its program’s scope and sequence and uses supplementary materials primarily to provide additional student support as needed.

Intervention programs in math focus on providing short term, targeted remediation, informed by data, with seamless transition back to the grade-level math classroom. Interventionists communicate frequently with classroom teachers to ensure use of intervention methods and activities that support classroom instruction. Intervention time is strategically scheduled to ensure that students do not miss Core Knowledge content addressed in their regular classroom. Teachers foster students’ abilities to understand concepts from a number of perspectives and move students beyond perceiving math as a set of mnemonics or discrete procedures. In order to develop students’ computational fluency, teachers provide opportunities for practice of core mathematical operations and procedures. Teachers use this computational foundation as a basis to help students understand more complex concepts and procedures. To ensure that students use math as a means of understanding and achieving a purpose, teachers provide opportunities for students to apply math in the context of real-world problems.

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Feedback

School Self-Reflection

Recommended Next Steps for Continuous Improvement

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5. Strong Leadership

**Description of an Exemplary School:** Core Knowledge school leaders can articulate what it means to be a Core Knowledge school, and data observed and gathered demonstrate their understanding of implementing the Core Knowledge curriculum with fidelity. School leaders provide vision, direction, and feedback to staff regarding their implementation.

Leaders model a commitment to Core Knowledge by ensuring its implementation in the school, by participating in Core Knowledge events, and by attending Core Knowledge professional development. School leaders collaborate with a designated Core Knowledge Coordinator to support staff growth regarding Core Knowledge implementation.

To accommodate an integrated approach to instruction, leaders schedule frequent planning time for teachers to meet within grade levels and occasional planning time for teachers to meet with special area teachers and across grade levels. Leaders ensure that the teachers integrate Core Knowledge content throughout the instructional day. Leaders ensure that the intervention time is strategically scheduled to ensure students do not miss Core Knowledge content addressed in their regular classroom.

Leaders support teachers with the material and/or human resources they need for a successful Core Knowledge implementation. They have established a system to assess needs and acquire additional resources.

Leaders identify the professional development teachers need, provide it, and create support structures to ensure that training transfers to practice. Leaders involve their staff in continuous improvement through the review of planning documents, best practices, and data analysis. Leaders develop and enact a school improvement plan, or an equivalent tool, that sets goals for the enhancement of teaching, learning, and achievement.

Leaders collaborate with staff and parents to educate the larger community about Core Knowledge. Outreach considers the total, diverse community. Parents are informed about what students are learning, are invited to be partners in supporting their children with the Core Knowledge curriculum, and are provided information and resources about how to do so.

In this area, evidence gathered or observed indicates that implementation is:

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**Feedback**

**School Self-Reflection**

**Recommended Next Steps for Continuous Improvement**

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