



November 21, 2013

John Goldman, Board Chair  
William E. Doar, Jr. PCS for the Performing Arts  
705 Edgewood Street, NE  
Washington, DC 20017

Dear Mr. Goldman:

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

- School eligible for 10-year Charter Review during 2013-14 school year

**Qualitative Site Review Report**

A QSR team conducted on-site review visits of William E. Doar, Jr. PCS for the Performing Arts (“WEDJ PCS”) between September 9 and September 20, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting to assess the school’s governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team’s report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at WEDJ PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that WEDJ PCS is in compliance with its charter.

Sincerely,

A solid black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Between September 9 and September 20, 2013, the Public Charter School Board (“PCSB”) Qualitative Site Review (“QSR”) team, consisting of two PCSB staff and three consultants, conducted a series of visits to William E. Doar, Jr. PCS for the Performing Arts (“WEDJ PCS”) to determine the extent to which the school is fulfilling its mission and goals as stated in its charter, as amended, and to assess the school’s quality of classroom management and instructional delivery. The QSR team visited approximately 30 classrooms in a mixture of morning and afternoon visits.

WEDJ PCS serves pre-kindergarten-3 through eighth grade students in Northeast DC’s Edgewood neighborhood. The school’s mission is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit. WEDJ PCS offers students access to many different modes of arts learning, from Suzuki violin to theater. The school has developed its character education program, the Promoting Arts and Leadership (“PAL”) Program, to prepare students to be successful leaders and artists by focusing on ten character traits: sharing, kindness, friendship, manners, sportsmanship, partnership, citizenship, teamwork, empowerment, and commitment.

WEDJ PCS’s education program is implemented inconsistently. In some classrooms, the review team observed evidence of WEDJ PCS’ mission of providing a college-preparatory academic and artistic learning environment. These classrooms were well managed, with teachers who seemed to establish a culture of learning and polite, respectful, well-behaved students. These classrooms also generally scored proficient or exemplary on the Instructional Delivery domain of the rubric; the team noted the teachers clearly stated their expectations for student learning, led discussions that allowed students to build upon each other’s ideas, and gave students opportunities to learn through multiple approaches. However, in many classrooms, teachers delivered instruction by asking recall-level questions with whole-class responses, making it difficult to gauge if any students were struggling with the content. Additionally, there was limited focus on lesson objectives and students were not engaged, which left some students without instructional tasks for up to ten minutes at a time; technical difficulties with SmartBoards halting instruction for several minutes at a time; and students in small groups not working on task with no intervention by teachers or teaching assistants.

The QSR review team observed this inconsistency of WEDJ PCS’s educational programming throughout the two-week observation window. The team observed much stronger classroom management than academic instruction, with 60% proficient or exemplary ratings in Classroom Environments but only 40% proficient or exemplary ratings in Instructional Delivery. The highest rated elements of the rubric were ‘Creating an Environment of Respect and Rapport’ and ‘Managing Student Behavior,’ which were rated 66% and 65% as proficient or exemplary, respectively. The QSR team noted that two-thirds of the observed classrooms were characterized by well-behaved, respectful students and warm, caring teachers who praised positive behavior and efficiently responded to misbehavior. The lowest rated element of the rubric was ‘Using Questioning and Discussion’ techniques: less than one-third of WEDJ PCS’s teachers were rated as proficient in this element of Instructional Delivery. The majority of teachers failed to use questioning or discussion to support student comprehension of content. Teachers did not pose

questions that required high cognitive engagement or that required students to develop their answers. Even “turn and talk” activities were ineffective in the observations; students tended to sit quietly without engaging in the lesson or talk off-task, often disturbing other students.

The school’s academic programming is implemented inconsistently across grade levels. The elementary program is noticeably weaker than the upper grades, as evidenced by the school’s DC CAS scores. Pre-kindergarten and kindergarten classes were not adequately rigorous to prepare students for success in literacy and numeracy. In these classrooms, lesson objectives were often unclear or entirely absent, being neither spoken nor written, and significant instructional time was lost to long transitions between instructional activities and technological challenges that interrupted instruction. The upper grades, however, received higher ratings in most elements of the rubric, though these classrooms also occasionally lacked clearly communicated lesson objectives.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes William E. Doar, Jr. PCS for the Performing Arts’s (“WEDJ PCS”) goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>The mission of William E. Doar, Jr. PCS is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.</p>	<p>WEDJ PCS has incorporated performing arts instruction into its students’ day-to-day schedules. Early childhood and elementary school students are exposed to many different artistic disciplines; middle school students choose their arts focus in an induction ceremony. The school’s Promoting Arts and Leadership (“PAL”) Program is designed to manage student behavior and provide character education by building qualities necessary for strong leaders and strong artists.</p> <p>The college-preparatory academic program was strong in some of the classrooms observed, particularly in the upper grades. Effective teachers prepared students for college with in-depth class discussions based on open-ended questions and comprehension-based learning objectives. However, the school has not consistently implemented a strong college-preparatory academic program. While the review team rated many teachers and classrooms proficient or exemplary on key elements of the Instructional Delivery <i>Framework for Teaching</i> rubric, about half were not. In these classrooms, instructional delivery was characterized by recall and choral responses rather than higher-order thinking demonstrated through discussions; insufficient diagnoses of student learning, with little communication around lesson objectives or standards for high-quality work; and low student engagement in the learning process or outcomes. Further analysis of the schools’ performance on the Instruction Delivery rubric is included below, starting on page 7.</p>
<p>Students will achieve the New Standards™ Performance Standards in English/Language Arts, Math, and Science by graduation.</p>	<p>The QSR team did not attempt to gauge students’ mastery of academic material, though this report comments on the quality of instruction in core and non-core academic classes, particularly the Instructional Delivery rubric, starting on page 7..</p>

Mission and Goals	Evidence
<p>Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.</p>	<p>English language arts (“ELA”) instruction was stronger in the older grades than in the younger grades. For example, grade 3-5 students wrote soliloquies; 7<sup>th</sup> grade students wrote and presented five minute speeches; 8<sup>th</sup> grade students practiced spoken English in debate format. In upper grade classes, students were encouraged to communicate and express their thoughts, ideas, and opinions with peers.</p> <p>However, observed ELA lessons at the early childhood grades were poorly managed, with instructional activities that were not connected to larger ideas or learning objectives. The youngest students appeared to generally use English effectively though their vocabulary was somewhat limited; in some cases, early childhood teachers missed opportunities to extend students’ vocabularies. For example, one teacher used a word beyond the students’ comprehension and indicated that she would teach them the word later, rather than using it as an opportunity to familiarize the students with the new word.</p> <p>Teachers throughout the grades modeled correct English and required students to pronounce words correctly. The QSR team observed a few teachers requiring students to answer questions in complete sentences.</p> <p>The QSR team neither looked for nor observed any evidence of formal oral assessments.</p>
<p>Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal as it is captured in the Performance Management Framework, which uses the DC CAS.</p>
<p>All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal but it is captured in the Performance Management Framework.</p>
<p>All students will pass all courses every year.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.</p>	<p>The QSR team saw little or no evidence that the school has specifically focused on intercultural respect.</p>
<p>Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.</p>	<p>The student population, as observed and as indicated in informal conversations with school staff, is not diverse with 100% being African American; in school, students have little opportunity to interact with students who are racially, socioeconomically, or culturally different. According to informal discussions with school staff, cultural celebrations are centered on Black History Month. Hallway decorations, particularly</p>

Mission and Goals	Evidence
Students will learn to work and play with those who are culturally different.	among the early childhood classrooms, focus on sports teams and behavioral expectations, rather than different cultures. The QSR team did not note any evidence of multicultural events, even in the display case with posters from past school-wide performances. Classroom activities did not focus on cultural respect or cultural differences.
Students shall attend school regularly.	The QSR team neither looked for nor observed any evidence related to this goal.
All special needs students will be evaluated and have an IEP written within 90 days of being identified.	The QSR team neither looked for nor observed any evidence related to this goal as it is covered by OSSE’s special education compliance reviews.
The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.	The QSR team neither looked for nor observed any evidence related to this goal.
To expose students to professional level instruction in the arts.	According to interviews with the administrative staff, the school exposes students throughout the grade levels to arts instruction. Pre-kindergarten students participated in music and movement every day and once a week when Shakespeare Theater Company teaches movement. They are also exposed to visual arts daily and once a week in a formal class. Grades 1-2 are taught dance, and kindergarten through 2 <sup>nd</sup> grade have daily Suzuki violin classes. Grades 3-8 participate in formal arts classes daily. The QSR team observed several of these activities during the site visits.
Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)	The QSR team observed arts instruction during the site visits, but could not assess students’ proficiency in their chosen arts.
Staff will integrate the arts with traditional content.	The QSR team did not observe direct integration of the arts with traditional content in any of the core academic classes, despite the school administration’s indication that this was a priority, supported by collaborative planning between the core content teachers and arts specialists.
All students will develop a positive ethical framework that will be applied to their personal and educational lives.	WEDJ PCS uses the Promoting Arts and Leadership (“PAL”) Program to manage student behavior and teach ten character traits. Each grade is assigned a specific character trait to work on: pre-kindergarten – sharing; kindergarten – kindness; grade 1 – friendship; grade 2 – manners; grade 3 – sportsmanship; grade 4 – partnership; grade 5 – citizenship; grade 6 – teamwork; grade 7 – empowerment; grade 8 – commitment. The school records teacher observations to assess students’ progress in
Students will demonstrate respect for themselves, their peers, families, and community.	
Students will learn to take responsibility for themselves and for their actions.	
Students will learn to share, respect others’ possessions and be part of a group.	

Mission and Goals	Evidence
Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor and establish independence.	adopting these character traits.  The QSR team generally observed respectful interactions between students and teachers. Sixty-five percent of the classrooms observed were proficient or exemplary in Managing Student Behavior; about half of the classrooms observed were proficient or exemplary in Creating an Environment of Respect and Rapport. During Morning Meeting, one teacher led her students in a discussion of appropriate classroom, hallway, and playground behavior, though the review team did not observe similar discussions in other classrooms.
Students will demonstrate appropriate large muscle development and small muscle development.	The QSR team neither looked for nor observed assessments of students' muscle development, but the team was able to gather evidence about how the school attempts to accomplish this goal.  <sup>1</sup> Students participate in physical education outside for half the school year, and may participate in dance inside. In observations, teachers occasionally directed students in physical activities, such as stretching or yoga; in violin class, the teacher led students in holding their bows correctly.
Parent shall support the school's program, staff and faculty.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.	A PCSB staff member observed the WEDJ PCS Board Meeting on September 18, 2013. Six Board members were present, with an additional Board member calling in. The Board discussed academic results on the 2013 DC-CAS and interim Achievement Network assessments. Specifically, the Board discussed the relative strength of the 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers and the impact of their staying with the same cohort of students for several years in a row. The Board discussed the importance of 3 <sup>rd</sup> grade DC-CAS scores on PCSB's Performance Management Framework and the possibility of redirecting the strongest teachers to 3 <sup>rd</sup> grade.
The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.	
The Board will implement an effective, efficient administrative structure for the operation and growth of the school.	
The Board will establish policies that will enable the school to achieve its goals.	
The Board will approve policies and procedures for the financial management of the school.	
The Board will approve policies and procedures for the educational management of the school.	The Board discussed the school's budget, specifically a 4.8% operating surplus and the budgeting effect of the school's contract with TenSquare, an education consulting

<sup>1</sup> Updated by PCSB on November 20, 2013 based on the request of the school leader to remove the following line: "WEDJ PCS does not have a gymnasium, though the school administration indicated that the school's Board has prioritized fundraising to build a gym."

Mission and Goals	Evidence
The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice™, quality professional development for staff, early identification of learning and physical disabilities of students and the supportive materials and resources necessary for the success of the school's staff and students.	<p>firm.</p> <p>The Board discussed its upcoming retreat at length.</p> <p>The Board also discussed fundraising; it is considering hiring a fundraiser and is actively seeking grants from arts-based institutions.</p>

## CLASSROOM ENVIRONMENTS<sup>2</sup>

*This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 59% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.*

Class Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The classrooms observed were generally adept at creating environments of respect and rapport. In observing interactions between teachers and students, the QSR team noted respect, kindness, courtesy, and warmth. Students were respectful of classroom materials and guests. Teachers mostly addressed disrespectful interactions effectively and consistently. Some teachers even drew on knowledge of students' lives outside the classroom.	Limited	6%
		Satisfactory	28%
	The QSR team observed some instances of poor listening between students or ineffective "turn and talk" activities; students tended to sit quietly without engaging in the lesson content or talk off-task, often disturbing other students. The team saw some classrooms where teachers and students were not consistently polite or caring. In several cases, teachers were respectful with their students but not warm in their tone.	Proficient	41%
		Exemplary	25%
<b>Establishing a Culture for Learning</b>	Half of the observed teachers set high expectations for their students, indicating that students were expected to work hard and that they could earn an A+ on their assignments. Many teachers recognized effort and persistence orally. In cases of misunderstanding, some teachers encouraged students to explain their thought processes or answers to one another.	Limited	16%
		Satisfactory	34%
	The QSR team observed more recognition of positive behavior than recognition of high quality work. Some teachers did not consistently express their confidence in students' abilities or indicate a high regard for the subject matters at hand. In many cases, teachers missed opportunities to	Proficient	50%

<sup>2</sup> Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
	connect classroom tasks to learning goals, such as when redirecting students to different learning centers or when expressing disinterest in the assigned task.	Exemplary	0%
<b>Managing Classroom Procedures</b>	About half of the classrooms observed had designed and implemented strong classroom procedures. Students had classroom duties and performed them as assigned. Transitions were effective and did not result in significant lost instructional time; students knew what to do and when.	Limited	16%
	However, about 40% of classrooms had no or ineffective classroom procedures in place. Systems to get students' attention or quiet, such as clapping or specific verbal cues, were ineffective, requiring the teachers to repeat themselves or speak over students who were still speaking. In these classrooms, transitions between activities were long, wasting instructional time; in one classroom, the transition from tables to the carpet took five minutes. In some cases, strategies that were intended to support effective classroom procedures were undermined by simple problems, like the carpet being too small or the line-up line being too short for the number of students.	Satisfactory	28%
		Proficient	47%
		Exemplary	9%
<b>Managing Student Behavior</b>	The quality of student behavior management was inconsistent across the school; 65% of observations scored proficient or exemplary. Behavior management systems were implemented inconsistently throughout the school; different teachers used different strategies, such as color-coded behavior charts or clapping routines.	Limited	13%
	The QSR team observed little or no evidence of student misbehavior in approximately two-thirds of the observations. Teachers circulated throughout their classrooms to prevent misbehavior before it started. In other classrooms, teachers responded to minor infractions quickly, quietly, and without incident. Teachers narrated their students' behavior and praised those who were well behaved.	Satisfactory	22%
		Proficient	56%
	In about a one-third of the classrooms observed, students did not obey teacher directions, particularly instructions to stop talking. Not all classrooms had standards of conduct posted. In these weaker classrooms, teacher response to misbehavior was inconsistent or absent altogether.	Exemplary	9%

## INSTRUCTIONAL DELIVERY

*This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 40% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domains.*

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	Fifty percent of the observations communicated their expectations for student learning and activities. They stated the purpose of the lesson and clearly explained directions.	Limited	9%
	However, in about half of the observations, the teacher did not communicate the lesson objectives, either orally or in writing. Many teachers never explained the goals of the lessons to the students or situated the current lesson in the larger framework of students' education. In the lowest scoring observations, even immediate directions were unclear, requiring repetition of instruction and causing student confusion.	Satisfactory	41%
		Proficient	44%
		Exemplary	6%
<b>Using Questioning and Discussion Techniques</b>	The teachers observed at WEDJ PCS struggled in Using Questioning and Discussion Techniques, with none of the teachers scoring exemplary in this domain. A few teachers used open-ended questioning or asked students to fully explain their reasoning behind answers, but these cases were limited.	Limited	32%
	The majority of teachers, however, did not use questioning or discussion at all to support student comprehension of content. The questions posed, if any, required a single correct answer or repeat back. Teachers posed no questions that required high cognitive engagement or that required students to develop their answers.	Satisfactory	39%
		Proficient	29%
		Exemplary	0%
<b>Engaging Students in Learning</b>	Across WEDJ PCS, the ability of teachers to engage students in learning was mixed.  Some teachers gave students choice of how to complete assignments or which tasks to tackle first. In these classrooms, pacing was appropriate and allowed time for students to work collaboratively. Teachers circulated throughout these classrooms to provide support and feedback.	Limited	25%
	However, almost 60% of observations scored limited or satisfactory in Engaging Students in Learning. Teachers did not give students the flexibility to learn in different ways or through	Satisfactory	34%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>different tasks. Pacing was poor: teachers rushed some classes at the end, another ended ten minutes early with no additional tasks. In one case, when the teaching assistant finished an activity with a group of students before the allotted time was complete, the group did not move on to another task, they just sat at their table. The QSR team observed ineffective use of instructional materials, particularly SmartBoards and projectors, which teachers did not consistently know how to use. In one particular case, instruction stopped for several minutes for technical difficulties with the SmartBoard.</p>	Proficient	34%
	<p>The QSR team observed much use of small groups, but students were not necessarily trained to work well together. In several classrooms, teachers and assistants worked exclusively with one or two small groups, largely ignoring many students.</p>	Exemplary	6%
<b>Using Assessment in Instruction</b>	<p>The teachers who scored proficient in this indicator circulated regularly throughout their classrooms to monitor student understanding and provide regular, specific feedback. These teachers communicated their expectations for high quality work. They used questions, prompts, and feedback to diagnose learning and areas of misunderstanding.</p>	Limited	19%
	<p>About 60% of the observed teachers, however, did not implement these strategies. It was unclear how students would be assessed on their assignments. Teachers did not assess student learning throughout the lesson or after each lesson's completion. Teachers assessed for understanding by using choral responses to their posed questions, preventing them from assessing individual students' answers; in many cases, students did not participate in the choral responses or gave incorrect responses, with no intervention from the teachers. Some teachers gave every student the same positive feedback, such as "Good try" even though some students got the answer right and others were incorrect. In the early childhood classrooms, teachers did not track student participation or accuracy in group activities, such as singing the A, B, Cs or pronouncing words from the Word Wall.</p>	Satisfactory	41%
		Proficient	41%
		Exemplary	0%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC**

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	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.
<b>Using Questioning and Discussion Techniques</b>	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.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Using Assessment in Instruction</b>	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.