



December 22, 2016

Donald Hense, Board Chair
Friendship PCS – Blow Pierce Middle
725 19th Street NE
Washington, DC 20002

Dear Mr. Hense:

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 20-year review during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Friendship PCS –Blow Pierce Middle between November 7, 2016 and November 18, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Friendship PCS - Blow Pierce Middle.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures

cc: Patricia Brantley, CEO

Qualitative Site Review Report

Date: December 22, 2016

Campus Information

Campus Name: Friendship PCS – Blow Pierce Middle

Ward: 7

Grade levels: 4-8

School Quality Visit Information

Reason for visit: School eligible to petition for 20-year review during 2017-18 school year

Two-week window: November 7, 2016 - December 2, 2016

QSR team members: Two DC PCSB staff including a special education specialist and an English Language Learner (ELL) specialist, one consultant

Number of observations: 14

Total enrollment: 230

Students with Disabilities enrollment: 41

English Language Learners enrollment: <10

Summary

Friendship Public Charter School's mission is to provide a world-class education that motivates student to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

School leadership explained that Friendship's unique educational model improves academic performance, develops the whole child, offers families wrap-around social services, and directs students to college and a rewarding future. Friendship – Blow Pierce Middle is welcoming and orderly. School leaders greeted parents by name in the front office, teachers and security guards in the hallways ensured students were in class on-time, and exemplary student work was posted and throughout the building.

During the QSR two-week window, DC PCSB used the *Charlotte Danielson Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 52% of observations as proficient in the Classroom Environment domain. In the component of *Establishing an Environment of Respect and Rapport*, several teachers cultivated warm classroom environments and encouraged politeness and fairness. Students cheered for one another's academic success and worked collaboratively with their peers in about half of the observations. In the other half of observations teachers attempted to address disrespectful behavior with uneven results. In multiple classes teachers gave consequences to one student when two or more students were engaged in the stated misbehavior. Students appeared to perceive this as unfair and protested by yelling at their teachers.

The QSR team scored 45% of observations as proficient in the Instruction domain. In the component of *Using Assessment in Instruction*, some teachers integrated assessment throughout the lesson. In these observations checked for understanding, gave timely and specific feedback, and issued end-of-class exit tickets in less than half of observations. In

most observations significant learning time was lost due to unclear directions or uneven pacing of the lesson. In some observations students sat for up to ten minutes without an instructional purpose. For a school in its 16th year of operation, the number of observations that scored below proficient is concerning.

DC PCSB had to overcome many logistical obstacles to conduct the reviews. DC PCSB meets with each school prior to the QSR to explain the QSR process. During this time Friendship PCS asked DC PCSB to change many of the observation windows. DC PCSB changed the dates and Friendship PCS agreed to the dates of the new observation windows.

Friendship PCS was late in getting the requested documents to DC PCSB including: schedules, room numbers, goals charts, board meeting minutes etc. In many cases the schedules were incorrect and had to be resubmitted to DC PCSB. Friendship PCS scheduled testing during every QSR window. One school also scheduled professional development during the window without telling DC PCSB. This resulted in many observers not being able to conduct their observations. DC PCSB had to extend the review windows for multiple schools in order to collect data.

Governance

DC PCSB reviewed Friendship PCS' October board meeting minutes. A quorum was present. The Finance Committee approved the LEA's clean audit and discussed the net income and enrollment trends. The School Performance Committee reviewed academic data from each campus. The Board discussed the LEA's upcoming charter review.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Friendship PCS–Blow Pierce Middle provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities. The special education specialist looked for evidence of the school's articulated program. Overall the academic rigor of special education instruction was low. There was a lack of differentiation in grouping and assignments.

- The school wrote that general education teachers have a variety of resources to support all students with their learning. DC PCSB observed effective use of Odyssey Learning, Moby Compass Learning, timers and handheld clocks, SMART Boards, and graphic organizers in inclusion and pull-out observations.
- The school explained that special educators and general educators plan together on a weekly basis. Co-teachers plan accommodations, determine which co-teaching model is most appropriate (parallel teaching, alternative teaching, or station teaching), prepare supportive materials, and determine each teacher's role for the lesson. The observer did not see parallel, alternative, or station teaching in any of the three push-in classroom observations. Special education teachers circulated the classroom assisting teachers with classroom management or assisted specific students during whole group instruction to ensure they were following along with the lesson. In two of the three push-in classrooms, the special education teacher provided individualized assistance during independent work. In one of the three

classrooms, the special education teacher was confused about the assignment expectations and stopped the lesson to ask for clarification.

- The school described differentiation at Friendship PCS – Blow Pierce Middle as an approach to planning that provides the following opportunities for learning: checks for understanding, exit tickets, and strategic grouping. The observer saw one out of four teachers pass out an exit ticket. The teacher did not review or collect the exit ticket at the end of class. One teacher verbally asked students what they learned while students were standing in line ready to leave. Two of the seven students in the classroom responded. The observer saw strategic grouping in the resource classroom with a teacher working directly with two to three students on Chrome books, and two to three students reviewing their work independently on the floor. The assigned aide was eating lunch during the observation.

Instruction for English Language Learners

Prior to the two-week window, Friendship PCS–Blow Pierce Middle provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with who are English Language Learners (ELLs). An ELL specialist looked for evidence of the school’s articulated program. The ELL specialist provided individualized instruction that supported the general education curriculum, however there was little evidence of accommodations and modifications for ELL students in the inclusion classroom.

- The school noted that the ELL Coordinator checks for understanding both informally and formally during pull-out sessions by communicating with each student, asking strategic questions, and monitoring work during the lesson. DC PCSB observed one ELL pull-out session in which the ELL specialist worked one-on-one with a student. The ELL specialist effectively communicated the objective for the lesson: combining two sentences using the correct conjunction. After a brief mini-lesson, the ELL specialist asked strategic questions to gauge student understanding and offered strategies for the student to check his work.
- The school explained that differentiating a lesson in an inclusive classroom means that the ELL students are engaged in the lesson just as much as their classmates. As noted in the *Engaging Students in Learning* component of the Instruction domain, virtually all students were intellectually engaged in the curriculum in about one-third of the observations. All students in these observations accessed learning tasks and activities designed to challenge student thinking. In most of the observations not all students were not intellectually engaged in the lesson. Some students did not participate while others engaged in off-task behavior.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.</p>	<p>The QSR team observed mixed evidence that the school is meeting its mission. In the <i>Establishing a Culture for Learning</i> component, teachers in 43% of the observations showed evidence that they “motivated students to achieve high academic standards and enjoy learning” based on observed proficiency on the <i>Framework for Teaching</i>. Teachers in these observations conveyed high academic expectations for all students. Several teachers developed ethical students by promoting the LEA’s core values of integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect. The school's positive behavior intervention system (PBIS) of issuing “Dojo points” are tracked visually for students who exemplified these values. For evidence related to developing literacy in students, please see PMF Indicator #1 and #2 for English Language Arts (ELA).</p> <p>In some observations teachers were observed to “motivated students to be well-rounded” by providing opportunities to discuss their interests outside of the classroom. The school also holds “Fun Fridays” where students choose to participate in an activity that brings them joy each week, such as dancing or watching a movie.</p> <p>Teachers encouraged students to be self-sufficient by providing academic choice in some observations.</p>

Mission and Goals	Evidence
<p>PMF Indicator #1: Student Progress – Academic Improvement over time in English Language Arts (ELA)</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards in ELA</p>	<p>Prior to the two-week window, DC PCSB asked the school leadership to note how the QSR team might observe qualitative evidence that the school is meeting its charter goals. The school said observers would see implementation of thematic planning to increase student engagement, whole and small group instruction, higher-order thinking, and frequent checks for understanding. DC PCSB saw some evidence of the school’s stated strategies, although implementation was inconsistent among classrooms.</p> <p>DC PCSB observed a thematic approach in three ELA lessons. These teachers connected the day’s objective to a larger theme, such as one notable observation where student responded to the question: “How does society both limit and support the development of identity?” In another observation students wrote original poems that related to the theme of identity. The QSR team observed both whole and small group instruction in ELA. In a few observations students were divided into small groups and rotated through centers so that each student had an opportunity to engage with technology in one center and working directly with the teacher in another.</p>
<p>PMF Indicator #1: Student Progress – Academic Improvement over time in math</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards in math</p>	<p>In math observations DC PCSB noted a thematic approach in some observations. In these classes students were invited to draw pictures of real-world scenarios to develop strategies for solving math problems. Teachers used higher-order questioning and invited students to explain their thinking and use accountable talk to agree or disagree with their peers. DC PCSB did not observe small groups in math observations, although in some classes, students discussed mathematical concepts in pairs.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p>	<p>The QSR team limited their observations to math instruction for this goal given that grades served by the campus spans sixth through eighth grade. The school indicated that teachers are meeting this goal by engaging students in challenging instructional activities and using intervention programs to remediate and enrich student learning.</p> <p>In the component of <i>Engaging Students in Learning</i>, about one-third of teachers engaged students in challenging instructional activities at a proficient or distinguished level on the <i>Framework for Teaching</i>. In some math observations students were invited to share their reasoning and suggest multiple ways to achieve the same answer. The QSR team observed the use of technology in some math classes as a means of differentiation and intervention as students accessed math programs that corresponded to individual student proficiency levels and provided immediate feedback by indicating if answers were right or wrong.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB measures attendance to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning.</p> <p>In-seat attendance on the days the QSR team conducted observations¹: Visit 1: November 4, 2016 - 88.6% Visit 2: November 8, 2016 - 92.0% Visit 3: November 10, 2016 - 88.4%</p>

¹ This data has not been validated.

THE CLASSROOM ENVIRONMENT²

This table summarizes the school’s performance on the Classroom Environments 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 52% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 64% of the observations as proficient in this component. In these observations talk between students and teachers was respectful and warm. Students smiled often and offered to share their supplies with one another. In one observation a teacher offered to help a student who was absent catch-up on missing work, saying, “I don’t want you to stress. I know you weren’t here.”</p>	Distinguished	0%
	<p>In an ELL pull-out session, a student confided in the ELL specialist that he was having problems with another student. The ELL specialist advocated for the student and offered to speak to the general education teacher about moving his desk to a more productive area in the classroom. The ELL specialist gave the student language he could use to create more positive relationships with his peers.</p>	Proficient	64%

² Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 21% of the observations as basic in this component. In these observations teachers expressed annoyance and dissatisfaction with students. In one observation a student tried to explain why his assignment was not complete. The teacher said, "Don't talk. Let me say it again. I just told you to check your work." In another observation a teacher looked at a student's computer and saw that the student did not capitalize certain words. The teacher sighed and said, "What did I just tell you? This is incorrect again."</p>	Basic	21%
	<p>The QSR team scored 14% of the observations as unsatisfactory in this component. In these observations communication between teachers and peers were insensitive. In one observation a teacher said to the special educator, "I already had <i>someone</i> turn in work without quotations. I'm not going to say any names..." The teacher pointed at one student and others laughed. In another observation a teacher walked over to a student and said, "You're over here talking and you can't even answer the question." In another observation a student asked the teacher to "stop messing" with him. The teacher responded, "What? You think I'm messing with you? Everyone else is working. Let's call your mom." The student didn't know his mother's number and the teacher responded, "What? You don't know her number by heart? Sit down. We'll call after class."</p>	Unsatisfactory	14%
Establishing a Culture for Learning	<p>The QSR team scored 43% of the observations as proficient in this component. In these observations teachers demonstrated a high regard for student abilities and encouraged participation from all students. Several teachers said, "I need to see more hands" and waited for</p>	Distinguished	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>more participation before calling on a student. In one observation the teacher said, "Using compound words makes our writing more advanced, like the fourth grade writers you are." Another teacher congratulated students for their effort saying, "This is great. I know you've been working hard on this."</p>	Proficient	43%
	<p>The QSR team rated 57% of the observations as basic in this component. In these observations some students did not actively participate in the lesson. Some teachers seemed to be primarily concern with completing the task at hand, saying, "Come on guys. We need to get through this." Some students did not volunteer answers until the teacher said, "This question is worth five Dojo points." In one observation the class laughed at a student for answering a question incorrectly.</p>	Basic	57%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 46% of the observations as distinguished or proficient in this component. In these observations classroom routines and procedures were clear and orderly. Some teachers used timing devices between classroom activities to maximize learning time. On several occasions teachers counted down for five seconds, and students seamlessly transitioned to the next task.</p>	Distinguished	8%
		Proficient	38%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 46% of the observations as basic in this component. In these observations instructional time was lost due to unclear procedures. Several teachers waited for cooperation from the entire class before giving directions, which took up to five minutes at times. In one observation students who could not find their worksheets spent over ten minutes cleaning out their desks while some of the class read silently and others talked among themselves.</p>	Basic	46%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	8%
Managing Student Behavior	<p>The QSR team scored 54% of the observations as distinguished or proficient in this component. In the distinguished observation student behavior was entirely appropriate. The students in this observation reminded one another to stay on task and work silently. In the proficient observations students were respectful and teachers effectively addressed minor behavior infractions. The school's PBIS system of awarding "Dojo points" for the LEA's core values of integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect successfully motivated students in these observations.</p>	Distinguished	8%
		Proficient	46%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 31% of the observations as basic in this component. In these observations the teacher attempted to maintain order in the classroom with uneven success. Often teachers identified the incorrect behavior but did not explain what students were supposed to do instead. One teacher said, "Go back. Sit down. That behavior is inappropriate. If I say sit down, don't stare at me." In some observations students refused to work after multiple redirections.</p>	Basic	31%
	<p>The QSR team scored 15% of the observations as unsatisfactory in this component. In these observations the classroom environment was chaotic and some students were singled out for behavior the entire class was exemplifying. In two observations the teacher called parents in front of the class. Both students appeared to be embarrassed. In one instance the entire class booed at the student whose parent was on the phone.</p>	Unsatisfactory	15%

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 45% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 36% of the observations as proficient in this component. In these observations teachers clearly communicated the purpose of the lesson and modeled the process for students. In multiple math observations teachers asked students to share different strategies they could use to solve problems, often inviting student thinking in a conversational format. Students in these observations successfully engaged with the learning task, indicating that they understood what they supposed to do.</p>	Distinguished	0%
	<p>The QSR team rated 64% of the observations as basic in this component. In these observations teachers had to clarify the learning task because students were confused or could not access the materials. In some observations students talked over the teacher. The teacher had to repeat directions multiple times. In one observation a teacher said, “I just told you to check. Let me say it again.” When the student tried to explain, the teacher said, “Don’t talk. Point at your graphic organizer. That’s the first thing I told you to do.” In one observation the teacher incorrectly told students that the title of books should be italicized in an essay.</p>	Basic	64%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 50% of the observations as distinguished or proficient in this component. In these observations teachers asked open-ended questions, inviting students to think and offer multiple possible answers, such as "What similarities did you observe between the two poems" and "What can we conclude about this character's actions?" In one math observation students offered "game plans" to solve a word problem when a teacher asked, "What is going to be our strategy? What is going to be our plan?"</p> <p>Teachers asked students to justify their answers with questions such as, "Why do you describe the character in this way? What motivated him?" or "We could have solved this in a different way. Does anyone have alternative ideas?" Some teachers used equity sticks to call on students who did not initially have their hands raised.</p>	Distinguished	7%
		Proficient	43%
	<p>The QSR team scored 50% of the observations as basic in this component. In these observations questions had a single correct answer, such as "What is 27 divided by 3?" and "What word needs to be capitalized in this sentence?" In some observations teachers attempted to call on many students, but only a small number participated in the discussion. In one observation a few students raised their hands to answer a question and the teacher said, "I only see three people who know the answer. Unacceptable."</p>	Basic	50%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<p>Engaging Students in Learning</p>	<p>The QSR team scored 35% of the observations as distinguished or proficient in this component. In these observations virtually all students were intellectually engaged in the lesson and learning tasks had multiple approaches to encourage student thinking. In one distinguished observation students simulated the electoral college process by voting for their favorite football teams and comparing their results to the popular vote. In another observation students completed a poem gallery walk by working in groups to write poems based on the posted rubric for similes and metaphors.</p>	Distinguished	14%
		Proficient	21%
	<p>The QSR team scored 50% of the observations as basic in this component. In these observations learning consisted primarily of facts or procedures. In most observations students were given tasks that did not require them to explain their thinking. In one observation students completed long division problems on a worksheet. The students did not have an opportunity to discuss their work or receive feedback. In another observation students were given a worksheet of sentences and told to underline all the proper nouns. This activity required minimal thinking of middle school students.</p> <p>In a few observations the pacing of the lessons was so slow that many students had a considerable amount of downtime to chat with peers. Most of the behavioral challenges occurred at times when students were not intellectually engaged with the lesson.</p>	Basic	50%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 14% of the observations as unsatisfactory in this component. In these observations few students were engaged in the lesson. In one observation ten minutes passed without instruction and three out of twenty students silently read. Other students were talking among themselves. In one observation the teacher took away test review worksheets from students who were talking. These students sat with nothing to do during the whole-class review.</p>	Unsatisfactory	14%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 57% of the observations as proficient in this component. In these observations teachers checked for understanding throughout the lesson and in some observations issued an exit ticket at the end of the class. In some observations students reviewed a rubric before starting an assignment, indicating that they clearly understood the characteristics of high-quality work. Teachers gave specific feedback, such as, "Go back and make sure you have punctuation for all of your sentences!" and "You need to add a detail here to support your thesis."</p>	Distinguished	0%
		Proficient	57%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 36% of the observations as basic in this component. In these observations teachers monitored understanding without eliciting evidence of understanding from students, saying phrases such as, "If you agree, hold up one finger and if you disagree, hold up two fingers." Teachers made minor attempts to engage students in peer assessment, often asking, "Raise your hand if you agree with Student X?" but did not ask students to explain their thinking.</p> <p>One teacher asked a student who finished early to look over other students' work but did not clarify what type of feedback the student should give. In other observations students who completed the task were told to go back and check their work, but there was little evidence that the students understood how to evaluate their work. Many students started talking or sat idly.</p>	Basic	36%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%

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.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality,	Students are intellectually engaged throughout the lesson, with appropriate activities and	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
	inappropriate activities or materials, poor representations of content, or lack of lesson structure.	inconsistent representation of content or uneven structure of pacing.	materials, instructive representations of content, and suitable structure and pacing of the lesson.	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.