



February 8, 2017

Donald Hense, Board Chair  
Friendship Public Charter School, Chamberlain Elementary  
1345 Potomac Avenue SE  
Washington, DC 20003

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 Charter Review during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Friendship PCS - Chamberlain Elementary between November 28, 2016 and December 9, 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-Chamberlain Elementary.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Patricia Brantley, CEO

# Qualitative Site Review Report

**Date:** February 8, 2017

## **Campus Information**

**Campus Name:** Friendship PCS – Chamberlain Elementary

**Ward:** 6

**Grade levels:** PK3-3

## **Qualitative Site Review Information**

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

**Two-week window:** November 28 - December 9, 2016

**QSR team members:** 4 DC PCSB staff, 1 consultant, English Language Learning (ELL) DC PCSB staff specialist, Special Education DC PCSB staff specialist

**Number of observations:** 17

**Total enrollment:** 387

**Students with Disabilities enrollment:** 26

**English Language Learners enrollment:** 2

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** November 30, 2016 – 96.1%

**Visit 2:** December 6, 2016 – 94.5%

**Visit 3:** December 7, 2016 – 96.1%

**Visit 4:** December 8, 2016 – 89.0%

## **Summary**

Friendship Public Charter School's mission 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.

Friendship's website states that the school aims to incorporate exploration, hands-on learning and character development along with foundational academic skills. School leadership explained that the school aims to include different modalities of learning and to provide a mix of teacher-directed and student-initiated questions. Friendship PCS - Chamberlain Elementary aims to provide targeted small group instruction to meet the needs of a diverse group of learners. To that end there is an on-site reading specialist who provides targeted reading interventions.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 85% of observations as distinguished or proficient in the Classroom Environment domain, with no observations rated as unsatisfactory. In the component of

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<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in December 2016.

*Creating an Environment of Respect and Rapport* the QSR team scored 88% of the observations as distinguished or proficient. Most teachers and students demonstrated high levels of care and respect for each other. The school also has a Grandparent Program where additional adults engage with children in centers and as general classroom support. The grandparents appeared to be a valuable component of the school culture. The school's core values are evident in classrooms and hallways on signs and often in the language used by adults in the building. Individuals are celebrated through recognition of birthdays, students of the week or month, and the community is celebrated at school-wide activities and events. *Establishing a Culture for Learning* was the lowest rated component with 76% of the observations rated as proficient or distinguished. This is still a high rating. In some of the observations, teachers were more focused on task completion and behavior than students producing high-quality work.

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain, with no observations rated as unsatisfactory. The *Using Assessment in Instruction* component scored the strongest, with 88% of observations rated at the proficient level. Teachers frequently monitored student understanding and adjusted their lessons in response. A variety of instructional settings, from small group instruction to the resource room, provided opportunities for students to receive targeted support and feedback. The QSR team scored 65% of the observations as distinguished or proficient in the component of *Engaging Students in Learning*. Instruction varied the most widely. While some observed lessons required high level thinking and explanations of student thinking, other lessons required minimal intellectual engagement and allowed students to be passive learners. Several observations had uneven lesson pacing, resulting in either periods of down time or rushed learning.

#### 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 – Chamberlain Elementary provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities. During the visits, the reviewer, who conducted special education-specific observations noted, the following evidence, which supports that the school is implementing its program with fidelity:

- To support the learning of students with disabilities in general education classrooms, the school noted that general education teachers have access to a plethora of resources including: online curricula and interventions, tablets, student-specific computer-based interventions, manipulatives, leveled libraries, Chromebooks, iPads, and Kurzweil. The observer did not see these resources actively used in general education classrooms; however, a 2<sup>nd</sup> grade inclusion classroom did contain a leveled library. Moreover, in the resource room, students logged on to Compass Learning to complete individualized math work, while another student used counters to solve subtraction word problems.

- The school explained teachers employ a variety of individual and whole group techniques to check for understanding. In an inclusion classroom and the resource room, the observer saw teachers give timely and specific feedback to students individually and in groups. In particular the inclusion teacher had students spell closed-exception syllable words on whiteboards and hold them up for her to check. In another inclusion setting students sorted word cards twice: first checking each other's work and second asking a teacher to check. Students checked each other's work for accuracy, and teachers circulated the room, providing feedback.
- The school stated that to implement differentiation, teachers use different instructional arrangements – small group, partners, individual work, and whole class – to meet students' needs and to regroup students based on assessment data. The observer noted that students worked in pairs, small groups, and by themselves on assigned tasks. Although assessment data was not explicitly mentioned, in one inclusion classroom, the special education teacher called over students to review closed syllable exceptions, while the rest of the class received a mini-lesson on noun capitalization.
- The school wrote that special education teachers, general education teachers, and paraprofessionals collaborate to provide inclusionary support for student with disabilities. A variety of co-teaching methods are utilized. In inclusion and resource classrooms, the special education reviewer observed station teaching, alternative teaching, and one teach, one assist. Special education, general education, and paraprofessionals showed a positive rapport with one another, and all adults took an active role in the classroom, delivering direct instruction, leading stations, and providing feedback.

#### Instruction for English Language Learners

Prior to the two-week window, Friendship PCS- Chamberlain Elementary provided answers to specific questions posed by DC PCSB regarding the provision of instruction to English Language Learners (ELL). During the visits the ELL reviewer the following evidence, which strongly supports that the school is implementing its program with fidelity:

- The school stated that general educators have access to differentiation guidelines within their curriculum to support them in teaching ELLs. Teachers differentiated through center rotations where students were given individualized support through questioning, visuals, and tactile manipulatives. Both teachers in the general education classroom led small groups while two groups of students worked independently or cooperatively in pairs. Each student had an opportunity to work with both teachers throughout the course of the lesson.
- The school also stated that general educators have access to technology resources that allow them to effectively accommodate and modify lessons for ELLs. DC PCSB saw the use of technology through the speech-to-text program called starfall.com in which students listened to headphones as they filled in missing letters to create words that matched a given picture.

- The school noted that the ELL teacher checks for understanding both formally and informally, asking strategic questions, and monitoring their work during the lesson. The school explained that lessons include multiple points in which students demonstrate their knowledge, thereby allowing the teacher to gauge student understanding. DC PCSB observed multiple checks for understanding. Teachers prompted students to read words and letter sounds aloud, write letters and words, voice letter sounds, and answer questions in complete sentences. Students completed exit tickets in center rotations. In one center students counted syllables independently. In another observation students grouped real word objects into triangles and squares.
- The school noted that general educators use flexible groupings and provide cross-content application of concepts. DC PCSB saw flexible groupings in centers where all students had opportunities to work with one of two teachers in the classroom on specific objectives aligned to the day's "Big Idea." In these flexible groupings teachers provided cross-content of application of concepts. In one math center as students were placing objects into groups, the teacher said, "Yes. That pizza is a triangle. What letter does pizza start with? P-P-Pizza."

**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.

<b>Mission and Goals</b>	<b>Evidence</b>
<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 saw strong evidence that Friendship PCS - Chamberlain Elementary is meeting its mission. Many students were engaged and motivated to complete work. In many classrooms students were kind to one another and worked well together. Several teachers narrated positive behaviors and some aligned them to the school's character skills such as contributing to the community. Approximately 70% of all observations were rated, overall, as proficient in all elements of the rubric, across both domains. The QSR team saw a focus on literacy, from the use of literacy centers in most classrooms to the inclusion of literacy skills in math instruction. Students demonstrated self-sufficiency during center rotations, often able to ask peers for support when questions arose.</p>

Mission and Goals	Evidence
<p>PMF Indicator #1: Student Progress – Academic Improvement over time</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards</p>	<p>In most literacy observations teachers engaged students in centers and small group instruction. In most classrooms multiple adults helped students move to proficiency. Students worked in small groups with teachers drawing letters and practicing letter sounds, reading short texts and answering comprehension questions while citing evidence from a text. In another observation students read a book to the teacher. The teacher listened and reminded the students of specific reading strategies.</p> <p>The QSR team observed a variety of instructional and co-teaching models. In a resource room students used counters to solve subtraction word problems, and the special education aide assisted a student with a multiplication worksheet by referencing class-made chart of multiplication strategies on the wall. In every classroom anchor charts lined the walls. Some teachers provided feedback by asking questions. The QSR team did not observe student-initiated questioning.</p> <p>In most observations the QSR team noted that teachers used small group instruction frequently. This allowed for targeted instruction to move students towards proficiency. The team also noted that there was a mix of high-order and low-level questioning, some designed to assess student understanding and some designed to promote discourse. The QSR team did not see the reading specialist working in any observation.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third grade.</i></p>	<p>In all grades reading skill development was observed. Teachers incorporated literacy skills into morning meeting charts, during large and small group instruction, and in centers. Specifically in the early childhood classrooms, observers noted examples of how teachers built strong foundational skills. Instruction involved phonics, rhyming words, letter names and sounds as well as shape and number concepts.</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. The school had three of four days with attendance rates above 85%, the threshold that DC PCSB encourages schools to meet or exceed.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p><b>Visit 1:</b> November 30, 2016 – 96.1%  <b>Visit 2:</b> December 6, 2016 – 94.5%  <b>Visit 3:</b> December 7, 2016 – 96.1%  <b>Visit 4:</b> December 8, 2016 – 89.0%</p>



## THE CLASSROOM ENVIRONMENT<sup>2</sup>

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 85% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 88% of the observations as distinguished or proficient in this component. Throughout the building and in most classrooms, the QSR team observed entirely respectful behavior. Students listened to teachers and to each other and showed genuine care as they helped each other complete work. Teachers praised student effort and encouraged students when they made mistakes. In one classroom a student attempted to write the letter "e" but did not do it accurately. The teacher encouraged the student by saying, "Close" and helped correct the student's error. Another teacher encouraged students to support each other during center time by saying, "Can your friend help you out with this one?"</p>	Distinguished	18%
	<p>In one distinguished observation the teacher showed genuine care and sensitivity for an upset student, taking the time to connect and determine the root cause. In another classroom the teacher made connections to students' lives outside of school, even in instruction, by asking them to name a favorite toy that started with the letter of the day.</p>	Proficient	70%

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

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 12% of observations as basic in this component. In these classrooms respectful interactions between adults and children were inconsistent. In one observation an adult said to a student, "Stop making those ugly I's" and other students giggled. In another classroom the teacher ignored a student who had his head down most of the observation. The teacher mentioned that she would send the student to the nurse but never did.</p>	Basic	12%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Establishing a Culture for Learning</b></p>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. Many teachers insisted on correct vocabulary usage from students. In one math lesson, the teacher ensured students distinguished between the hour and minute hands during a lesson on time.</p> <p>Teachers in these observations encouraged student effort and demonstrated a high regard for students' abilities. In one classroom the students commended each other by clapping when they get the correct answer. The teacher encouraged pride in the student work by</p>	Distinguished	11%

The Classroom Environment	Evidence	School Wide Rating	
	<p>saying, "Loud and proud!" The teacher demonstrated high expectations for students by insisting the students speak in full sentences when answering questions. Several teachers encouraged students to try again until they got it right. In one classroom the adults prompted students with ideas from the text and helped students construct their answers. In another observation a student worked with a teacher on multiplication strategies. The student completed a math problem and made a connection to addition. The teacher celebrated this realization with enthusiasm and helped the student solidify the connection by referring to a classroom chart showing that multiplication is repeated addition.</p>	Proficient	65%
	<p>The QSR team scored 24% of observations as basic in this component. In several observations expectations for student achievement seemed to be more focused on task completion or behavior rather than high quality academic thinking and work.</p> <p>In one observation the teacher randomly asked students sitting in a small group to write letters. The teacher gave students something to do, but it was not connected to the letters of the day or other evident content.</p>	Basic	24%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Managing Classroom Procedures</b></p>	<p>The QSR team scored 88% of observations as distinguished or proficient in this component. In most classrooms routines and procedures were effective and successful. Students had easy access to materials and books. Transitions were smooth and no instructional time was lost.</p>	Distinguished	12%

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>Some teachers used tools such as talking sticks and clapping patterns to manage small group discussions and to get the students' attention. In one observation the teacher gave students reminders for how long it should take them to do something. She then praised the tables that were ready and clarified expectations for what tables should look like when they were ready for transition. In another classroom students passed papers to one person at each table so that the teacher could easily collect everyone's work.</p>	Proficient	76%
	<p>The QSR team scored 12% of observations as basic in this component. In these observations teacher redirection and reminders of routines were often unsuccessful. Students continued talking or needed several reminders to stay on task. One teacher repeatedly stated the expected routines throughout the observation but they were still not effectively implemented.</p>	Basic	12%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Student Behavior</b>	<p>The QSR team scored 88% of observations as distinguished or proficient in this component. Many teachers narrated positive behaviors and gently refocused students by saying their names when off task. One teacher gave a firm but gentle warning to a student that the next time she had to talk to him, there would be a consequence. In one distinguished early</p>	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	<p>childhood classroom, students had clear jobs and knew exactly what to do. These students reminded each other how to behave and how to complete their work.</p> <p>Teachers posted champion behaviors in many classrooms. These stated the expectations for transitions, such as lining up, as well as how to converse with peers about a text.</p>	Proficient	82%
	<p>The QSR team scored 12% of observations as basic in this component. In these observations behavior management techniques and systems seemed to be in place but were used inconsistently. In one observation the teacher demonstrated favoritism in her response to student misbehavior by deducting points from one student even though several students exhibited the same disruptive behavior.</p> <p>In another classroom there was an over-emphasis on student behavior resulting in an increase in misbehavior. The teacher focused on minor disruptions and asked students to step outside, taking attention away from the lesson and leading to more misbehavior.</p>	Basic	12%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**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 75% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 76% of the observations as proficient in this component. In several observations teachers took advantage of opportunities to teach vocabulary relevant to students lives even in morning meeting messages. Explanations of content were clear and appropriate for the students' ages. One teacher said, "[the word] 'this' starts with a digraph which is two letters that make one sound." The teacher reviewed strategies with students to help them identify unknown words.</p>	Distinguished	0%
	<p>Another teacher ensured that the directions for learning activities were clear as she walked around the room to ensure that all students were on task before beginning a teacher led small group. In another observation the teachers developed a conceptual understanding of shapes in one center by connecting it to student's interests. When a student noted that a triangle looked like a chip, the teacher held up a bag of Doritos and asked how many corners the chips would have.</p>	Proficient	76%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 24% of the observations as basic in this component. In several observations the instructional purpose of the lesson was unclear. Students could complete the task but the significance or connection to broader learning and content was unclear. One teacher asked a lot of questions but did not move the discussion of the text forward to any clear conclusions.</p> <p>In other observations the learning tasks required clarification several times from the teacher. The QSR team noted the same content error several times in one classroom. The teacher said, "You are making me elite. What does elite mean?" and students responded, "happy." The teacher accepted and praised this response rather than correcting the incorrect definition.</p>	Basic	24%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Using Questioning/Prompts and Discussion Techniques</b></p>	<p>The QSR team scored 71% of the observations as proficient in this component. Several teachers encouraged students to support answers with evidence through questioning. Teachers also facilitated discussions in whole and small groups.</p> <p>Overall there was a high level of student participation. Students eagerly shared their thoughts on various subjects. In one classroom the teachers ensured all students had opportunities to respond and teachers</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>asked students to justify their answers. For example, one teacher asked, "How do you know a pancake is a circle?" to which the student responded, "It doesn't have corners."</p> <p>In a different observation the teacher asked a mix of questions requiring deep thinking and recall such as, "What does the word 'little' make you think of?" and "What sound does the letter B make?" Another teacher modeled how to disagree while using evidence from the text. Several teachers invited students to speak with each other in response to specific questions through turn and talks.</p>	Proficient	71%
	<p>The QSR team scored 29% of the observations as basic in this component. In a few observations teachers' questions exclusively led students through a single path of inquiry with a right answer as the goal. When one student tried to solve a math problem a using a different strategy, the teacher cut him off and told him that he did not need to do that.</p> <p>In another observation the teacher asked a series of questions, but either answered them herself or did not allow students to engage in the thinking required to answer. These rapid-fire questions engaged only a few children.</p> <p>Another teacher's discussion techniques provided mixed results. She asked students recall questions such as, "What is the purpose of information text?" and open-ended questions such as, "What do you wonder about what we just read?" but did not give students an opportunity to have a true discussion about the book they were reading. The focus of the lesson was on task completion.</p>	Basic	29%



Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 65% of the observations as distinguished or proficient in this component. Many observed lessons had a clearly defined structure, such as center rotations and small group work with the teacher. Additionally lesson pacing provided sufficient time for student engagement.</p> <p>In one distinguished observation, all students were intellectually engaged in the lesson at all times. Each student rotated through three rounds of centers. In centers students worked with a teacher in a group of four on shapes or syllables, independently worked on a computer program that required students to pick missing letters to complete words, and collaborated with peers to make words out of puzzles.</p> <p>Several teachers adjusted lessons when students had trouble. For example, one teacher realized that some students were misunderstanding her questions so she adjusted her language and rephrased the questions.</p>	Distinguished	6%
		Proficient	59%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 35% of the observations as basic in this component. Some observed lessons moved slowly and students became disengaged. In one classroom there was appropriate pacing but the entire observation was spent on content review with most students as passive watchers.</p> <p>In other observations students were disengaged in centers. Even when students worked directly with a teacher, an aide or a grandparent there was a considerable amount of downtime. Students often sat without a task to do because their work was already completed or because they were waiting for a direction on what to do.</p> <p>Several of the observed learning tasks required minimal thinking. In one classroom students sat in a circle all reading the same book. Many students did not actively read or participate. The teacher noticed she was losing part of the class but did not make any adjustments to the presentation of the material.</p>	Basic	35%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 88% of observations as proficient in this component. In these observations teachers monitored student comprehension through frequent questioning while walking around during work times.</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>Several teachers supported struggling students through questioning and reminding them of strategies to use. In one observation the teacher frequently assessed students. The teacher asked comprehension questions about a text, listened to student turn and talks, and listened to students read individually. The teacher also provided individualized feedback to students.</p>	Proficient	88%
	<p>The QSR team scored 12% of observations as basic in this component. In these observations teachers used global, whole-class assessments and feedback was general. During a whole group discussion about a book, the teacher only called on a few students and did not include every student in the discussion. When students became distracted she tried to bring them back into the discussion with limited success.</p> <p>In another observation the teacher assessed student learning by looking at sticky notes related to responses and by asking students to read their sticky notes. However the teacher did not give feedback to help students improve future work. The QSR team reported on only one example of exit tickets being used.</p>	Basic	12%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</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: INSTRUCTION OBSERVATION RUBRIC**

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<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 of 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.
<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.