



February 8, 2017

Mr. Donald Hense, Board Chair
Friendship PCS- Chamberlain Middle
1345 Potomac Ave 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 Middle between November 28, 2016 through 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 PCS - Chamberlain Middle.

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 Middle School

Ward: 6

Grade levels: 4-8

Qualitative Site Review Information

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

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

QSR team members: 1 DC PCSB staff including Special Education Specialist, 3 consultants

Number of observations: 24

Total enrollment: 330

Students with Disabilities enrollment: 56

In-seat attendance¹ on the days the QSR team conducted observations:

Visit 1: November 30, 2016 – 94.8%

Visit 2: December 6, 2016 – 96.6%

Visit 3: December 7, 2016 – 96.9%

Visit 4: December 8, 2016 – 94.8%

Summary

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.

Friendship PCS – Chamberlain Middle is a safe, caring and nurturing learning environment. The QSR team commented on how students generally appear to care about each other and their community. Students offered to help observers find classrooms and demonstrated a genuine respect for each other as detailed in the report below. However the observers saw uneven implementation of a strong academic program that engaged and challenged all students.

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 82% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in this domain was *Managing Student Behavior* with 88% of observations scored as distinguished or proficient. In these observations student behavior was appropriate and teachers quickly and successfully

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

redirected off-task students as needed. Standards of behavior were posted, referenced, and enforced by teachers. The lowest rated component in this domain was *Establishing a Culture for Learning* with 75% of observations scored as distinguished or proficient. In these observations students and teachers had low energy for academic tasks. In most classes students completed tasks however did not always demonstrate commitment to the learning process and teachers did not demonstrate high expectations for all students as some students sat passively with heads down throughout the observations.

The QSR team scored 69% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Using Assessment in Instruction* with 75% of observations rated as proficient. In these observations teachers asked specific questions to assess student knowledge, provided immediate feedback, and in a few classrooms provided detailed rubrics to students. The lowest rated component in this domain was *Communicating with Students*, where 63% of observations were rated as distinguished or proficient. In these observations learning tasks did not align to stated objectives, minor content errors occurred, or explanation of content and directions was not clear.

Governance

DC PCSB reviewed Friendship PCS' October 2016 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 Middle provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire and reviewers looked for evidence of the school's articulated program in their observations. The observer saw special educators implement many aspects of the Special Education program as outlined by the school. However there was no evidence that teachers utilize the many of the supplemental interventions listed in the school-specific questionnaire.

- The school stated that teachers use online curricula, student-specific computer-based interventions, manipulatives, leveled libraries, and Chromebooks to support students with disabilities in the general education classroom. The special education specialist observed three general education classrooms with push-in support by a special educator, but did not observe the use of any of the listed supplemental interventions. The observer did not see Chromebooks or computer-based interventions being used during resource or self-contained observations. However the observer did see students selecting books from leveled libraries in a resource pull-out at their designated reading levels.
- The school stated that general educators and special educators co-plan at least weekly. In all three push-in observations, the special education specialist observed a special educator providing direct, one-on-one support to specific students that aligned with the objective of the lesson. In at least two instances, the observer noted seeing the special educator review the content of the day's lesson, resulting

in the students being able to complete the classroom assignment during independent activity.

- The school stated that teachers use the following types of informal assessments/checks for understanding: Do Now's, exit tickets, think-pair-share, turn and talk, and question and answers. The observer noted seeing at least one of these listed strategies in each of the push-in, pull out, and self-contained settings.

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 saw evidence that Friendship PCS – Chamberlain Middle is meeting its mission.</p> <p>The school is a welcoming and friendly environment. Posters of Chamberlain’s core values (respect, patience, integrity, responsibility, commitment, confidence) are displayed in the hallways with photos of celebrities who model these values. Quotes from prominent authors and other leaders posted throughout the building encourage positive character traits such as determination, persistence and effort in relation to achievement. A profile detailing outcomes achieved by Friendship PCS graduates is posted in the main office. The profile presented data collected over more than a decade and featured a graduation rate of 90% and successful enrollment of students in colleges and universities.</p> <p>The QSR team observed students and teachers exhibiting ethical and self-sufficient behaviors. In one observation students evaluated their own work. When Special Education students entered this classroom late they struggled to participate. The other students encouraged them and waited patiently for them to be able to participate. In a few observations students advocated for themselves asking for additional teacher help to understand academic concepts. Teachers supported students being self-sufficient often offering</p>

Mission and Goals	Evidence
	<p>a time during lunch or study-time to come back for additional academic support.</p> <p>Sixty-nine percent of the observations were rated as distinguished or proficient in the <u>Instruction</u> domain of the Danielson Framework. The QSR team saw mixed evidence that students achieve high academic standards and enjoy learning. During the observation window students were observed in the hallways unmonitored sitting on the floor without learning activities or assignments. Additionally in many observations students passively completed assignments without demonstrating high levels of engagement. While in ELA observations students eagerly discussed literature, in observations of other subjects there were primarily teacher-led activities with minimal student engagement. The highly structured environment resulted in efficiently managed classrooms but, in many instances, did not allow for student inquiry or differentiation.</p>

Goals:	
<p>PMF Indicator #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in English Language Arts.</i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in English Language Arts.</i></p>	<p>Students were generally engaged in the learning tasks. Whole group instruction and teacher led discussions were the dominant methods of instructional delivery in the ELA classes. Teacher created anchor charts hung in classrooms highlighting specific strategies. In most ELA observations students had some self-choice in how they demonstrated their understanding of text.</p> <p>In one observation students followed along as the teacher read a class novel. The teacher paused and instructed students to turn and talk about specific prompts. Students eagerly discussed the novel and participated in follow-up questions posed by the teacher. For an exit ticket activity, the teacher asked students to create an emoji to capture their feelings after a particularly sad passage in the book. In another ELA class students worked to tell a personal story using the genre of poetry. The teacher modeled the process with examples of different types of poems and presented a detailed rubric specific to student writing content not just the process.</p>

PMF Indicator #1: Student Progress – Academic Improvement over time
Effective instruction supporting student academic progress in math.

#2: Student Achievement – Meeting or exceeding academic standards
Moving students to proficient and advanced levels in math.

In a few math observations, teachers supported student progress through modeling activities, small group work, and independent activities. Teachers used manipulatives and visual representations. Instructional technology including laptops and white boards were present in most classes. In at least two observations, students worked on Compass Learning in independent stations. In one math class the teacher encouraged students to explain their thinking. Students shared different ways to use inverse operations in order to rewrite equations to slope intercept form. The students and the teacher actively learned from each other. Students in these observations demonstrated understanding of high-level math vocabulary and utilized complex problem solving skills.

However in other math observations, lesson activities were not aligned to rigorous math objectives and teachers did not ensure that all students could complete learning tasks. In one observation students reviewed homework for 20 minutes then exchanged papers checking answers from the board. For the remainder of the observation, students played a memory game in which they each said an item they would take on a trip and then try to repeat each student's answer.

In another observation students wrote out procedures for solving equations on the board. When students made mistakes the teacher corrected without explanation only occasionally pointing out what was wrong. The instruction was so fast that the QSR observer had a hard time following the lesson. When students in this class demonstrated that they could not complete the problems the teacher stated, "You should be able to do this! If you can't follow me go to the book."

<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of math proficiency by eighth grade.</i></p>	<p>The QSR team observed mixed evidence that Chamberlain Middle is meeting this indicator. As noted above math instruction was mixed. Some teachers ensured that all students participated in math activities and worked to address student misconceptions while some teachers did not engage students in high-quality math instruction.</p> <p>In two math observations students worked in small groups getting specific feedback from teachers. Students in one classroom worked on individual skills on laptops through Compass Learning. However in the other math observations math content was not differentiated and students did not demonstrate a strong understanding of the content. In one observation the teacher made a content error when explaining steps to solving algebraic equations. The teacher called a variable a coefficient that resulted in a student being confused during the entirety of the observation.</p>
<p>PMF Indicator#4: School Environment – Predictors of future student progress and achievement</p>	<p>Attendance is a predictor of student achievement. If students are not in school, they lose opportunities for learning. On the observation days Chamberlain Middle maintained consistently high attendance rates.</p> <p>In-seat attendance² on the days the QSR team conducted observations: Visit 1: November 30, 2016 – 94.8% Visit 2: December 6, 2016 – 96.6% Visit 3: December 7, 2016 – 96.9% Visit 4: December 8, 2016 – 94.8%</p>

² This data has not been validated by the school. DC PCSB pulled the data in December 2016.

THE CLASSROOM ENVIRONMENT³

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 82% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 83% of observations as distinguished or proficient in this component. Teachers greeted students by name as they entered the classroom and students respectfully listened as classmates spoke. In one observation one student whispered to a classmate who appeared to be struggling, “Let me help you with that.”</p>	Distinguished	4%
	<p>In another observation the teachers and students laughed and shared positive comments about the teacher-created poster of a McDonald’s cheeseburger used as a visual in a lesson on long division. The teacher said, “It looks delicious!” Students agreed and laughed together. When a teacher congratulated a female student for her speed during placement tests, one male student patted her on the back and said, “You are fast, I don’t think that we could win if you raced any of the boys.”</p>	Proficient	79%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations interactions between the teacher and students were inconsistent. In some observations teachers did not address students who were disrespecting each other. In another observation, when a student said, “I shouldn’t be on the same reading level as him (points at another student). I was on F” other students start laughing. The teacher responded, “No you weren’t, I want you to be serious.”</p>	Basic	17%

³ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. Teachers and students demonstrated high-levels of commitment to learning tasks and recognized quality work. In many observations teachers encouraged students to use their time wisely and praised student effort. In one observation the teacher told students that they would all share a response about what they learned from the tutorial and each student participated confidently. In another classroom the teacher said to the class "I could tell by the look on your faces that you didn't do well, but it's OK. We will do better."</p> <p>While most teachers gave general praise such as: good job, great or perfect for general encouragement, some utilized effective, specific praise. One teacher remarked to a student, "Excellent thinking! I like the connection that you made to our discussion, that's the kind of thinking that colleges look for." Another teacher said "Good! Very Good! You gave an example of word play that was very similar to our discussion of 'Who's on First?'"</p>	Distinguished	4%
		Proficient	71%
	The QSR team scored 25% of the observations as basic in this component. In these observations students did not demonstrate a strong commitment to the learning environment. In one observation the teacher attempted to redirect a student by calling him by name. The student responded by saying, "I am doing my work." The teacher said, "no you are not." The student put his head and pencil down on the desk and the teacher did not address the behavior. In other observations teachers did not recognize student effort.	Basic	25%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 83% of the observations as distinguished or proficient in this component. Routines functioned smoothly in most classrooms with little to no loss of instructional time. Most students adhered to established procedures such as replacing laptops when finished or using silent hands to use the bathroom or get water. In one observation designated students played roles in carrying out procedures. The teacher said, "It looks like we are all ready, Captains, please deliver the lap tops." In these observations teachers used timers, clapping, countdowns, and other strategies to signal transitions. In most cases students responded immediately and demonstrated readiness for instruction or additional direction. Teachers maximized instructional time with warm-up or do now tasks for students to start immediately upon entering the classroom.	Distinguished	4%
		Proficient	79%
	The QSR team scored 17% of the observations as basic in this component. In these observations instructional time was lost due to uneven implementation of routines or ineffective use of class time. In one observation the teacher spent the first 20 minutes of class having the students grade their peer's homework including calling out the final grade to enter it in her grade book. Her grade book was projected on the screen as she recorded the data.	Basic	17%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 88% of the observations as distinguished or proficient in this component. Student behavior was generally appropriate and teachers quickly and effectively handled instances of misbehavior. Teachers used proximity to prevent misbehavior. One teacher used private conversations to discuss specific behavior with a student.</p>	Distinguished	4%
	<p>In another observation the teacher said, "Somebody has asked you to do something. The goal is for you to be doing your classwork. The conversations I'm hearing are not helping you to do your math. Don't make me say that again." The students immediately quieted down and turned to partners to continue working on assignment. Clear standards of behavior were posted in all classrooms and in a few observations teachers utilized a point system to track both positive and negative student behavior.</p>	Proficient	84%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	8%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%

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 69% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team scored 63% of the observations as distinguished or proficient in this component. In these observations teachers clearly stated the purpose for learning and used questions or examples that students understood.</p> <p>In one observation the teacher stated, "We're going to ask questions about the purpose of writing informational text. In the past there are three main reasons why people write." The teacher then pointed to a poster on the board. In one observation the teacher said, "We know that we've been looking at the vocabulary words that accompany this story. And this story is about the approach to the presidential election process. In a humorous way, it's going to tell us what it means to be a candidate. What does the word candidate</p>	Distinguished	8%

Instruction	Evidence	School Wide Rating	
	<p>mean?" The students quickly responded, "That means somebody that's going to run for president or be elected." In another observation the teacher gave specific directions for the lessons activities stating, "We will listen to the cadence from yesterday to evaluate our performance, you will discuss it in small groups, then we will share and we will improve together."</p> <p>In a math class two teachers demonstrated and modeled a four-step process for solving long division in two small groups. In these observations students could follow directions and procedures without clarification or assistance from teachers. In one classroom the teacher said, "Ok so you saw what I did. Who can tell me in their own words how to do this?"</p>	Proficient	55%
	<p>The QSR team scored 33% of the observations as basic in this component. In these observations teachers did not clearly state lesson objectives, or lesson objectives did not align to academic standards. In one observation the lesson objective posted on the board stated, "Turn to page 77, what we are doing today is distance and scale." The teacher did not clarify expectations for the students or give further instructions to the class resulting in many students sitting with books open but not completing any work.</p> <p>In another observation the teacher told the class to, "Keep playing that game today." Many students opened their computers to start the game and the teacher yelled, "I did not tell you to start." She then put four vocabulary words on the board and directed students to copy them down. At this point a few students copied words, a few played on the computer and a few just sat quietly not doing anything as a result of ineffective directions.</p>	Basic	33%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 68% of the observations as proficient in this component. In these observations teachers used questioning strategies to engage students in discussion. While teachers led most discussions there were high rates of student participation. Teachers used equity sticks, told students ahead of time that everyone was expected to participate, and effectively utilized wait time in many observations. Teachers asked open-ended questions in these observations and provided students multiple opportunities to participate.</p>	Distinguished	0%
	<p>In one observation the teacher encouraged students to discuss multiple responses to a question. She said, "that is a correct response but what is another way that we can think about that?" In a math class the teacher asked students to identify the problem they are asked to solve before working. He asked, "Now what are we really being asked to do? How do you know? What strategies can we use to solve this problem?" In one observation a student asked, "I wonder if the hooded man was the grim reaper?" Other students quickly responded and the teacher monitored the lively discussion between students.</p>	Proficient	68%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 27% of the observations as basic in this component. In these observations questions exclusively required students to recall basic facts or had one correct answer. In one observation the teacher asked students to name items in alphabetical order without any opportunity for discussion or high-level questioning. In another observation the teacher asked students to "share one thing they saw" in a video. While all students were able to share, there was no feedback from the teacher or exchange of ideas among peers. In a few observations teachers posed questions but did not wait for any student responses before moving on.</p>	Basic	27%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%
Engaging Students in Learning	<p>The QSR team scored 71% of the observations as distinguished or proficient in this component. In these observations teachers engaged students in a variety of instructional tasks. In one observation the teacher said, "I want you to find a partner and you're going to take turns and read your responses with your partner." Students immediately shared the sentences they had written with their partners. Once pairs finished discussing, the teacher</p>	Distinguished	4%

Instruction	Evidence	School Wide Rating	
	<p>moved on and said, "Give me a thumbs-up when you're on page 26 and have your pens out because we're going to do this interactively as well." In another observation students moved into small groups following a math lesson. One hundred percent of students worked diligently even when the teachers were busy teaching other small groups. In these observations students completed questions and graphic organizers during independent work time. Teachers monitored student progress and ensured that all students had time to complete tasks. In a few of these observations teachers closed out lessons with exit tickets or reflections.</p>	Proficient	67%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations teachers moved through lessons quickly, not allowing students time to fully engage with content. In one observation three separate students completed problems on the board and each made an error. The teacher took the marker, corrected the errors and completed the problems for the students without further engaging them in the process. In another observation two students explained part of solving an algebraic equation but the teacher made minimal use of wait time. The teacher moved through the lesson too quickly for one student and too slowly for the student who had completed the task. That student waited for the teacher without anything to do.</p>	Basic	25%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 75% of the observations as proficient in this component. In these observations teachers provided feedback to individual students as they circulated and closely monitored student progress. In one observation the teacher said, "Alright keep working" to the entire class. Then the teacher leaned over a student's shoulder. "Think about it. You're right that each space counts. So, you see how the absolute value is increasing, which means it's going away from 0? So, what is actually the position of A?" In another observation students worked independently on science fair projects. The teacher called students up one by one to check on their progress. During these check-ins, the teacher asked questions to ensure that students understood what they are being asked to do. Using prompts such as, "Explain your hypothesis to me" or "Tell me why you picked this project" the teacher ensured that all students knew what was expected.</p>	Distinguished	0%
	<p>Teachers in these observations used exit tickets. In one observation the teacher started instruction with results of exit tickets from the previous day. The teacher said, "Based on the results of the exit tickets, I will use a different strategy to help you learn." In a few observations students completed self and peer-evaluations using a rubric.</p>	Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations teachers did not address student misconceptions or give students feedback to improve their work. In one observation a student said, "You are going too fast" and the teacher responded, "You should know this...You have the same thing I do, go at your own pace." In these observations teachers did not use exit tickets or collect formative data.</p>	Basic	21%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%

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.
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 situation 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 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.
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.

