DC
PUBLIC
CHARTER
SCHOOL
BOARD

February 8, 2017

Mr. Donald Hense, Board Chair
Friendship – Technology Preparatory High School
2705 Martin Luther King Avenue, SE
Washington, DC 20032

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:

  o 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 Friendship Technology Preparatory High School (Friendship – Tech Prep High) between November 28, 2016 - 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 – Tech Prep High.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Patricia Brantley, CEO

Qualitative Site Review Report

Date: February 8, 2017

Campus Information
Campus Name: Friendship PCS – Technology Preparatory High School
Ward: 8
Grade levels: 9-12

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, 2016 - December 9, 2016
QSR team members: 2 DC PCSB staff including 1 Special Education specialist, 2 consultants
Number of observations: 18
Total enrollment: 233
Students with Disabilities enrollment: 51
English Language Learners enrollment: 0
In-seat attendance[1] on the days the QSR team conducted observations:
Visit 1: November 29, 2016 – 91.4%
Visit 2: December 2, 2016 – 85.3%
Visit 3: December 6, 2016 – 92.7%
Visit 4: December 7, 2016 – 92.2%

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 – Tech Prep High provides students a safe and clean school. Security guards greet students by name and adults monitor the hallways as students quickly and efficiently move between classes. The physical space supports the school's mission with college posters and information about potential career paths in the hallways. Overall Friendship – Tech Prep High offers an academic program designed to prepare scholars for college and careers. However student behavior is challenging and significantly interfered with the effort of many classroom teachers. Observers noted that there was a significant amount of "down-time" for students in some classrooms.

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 50% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in this domain is *Managing Classroom Procedures* with 56% of observations scored as distinguished or proficient. In these observations there was little loss of instructional time due to the effective use of routines and procedures. The lowest rated component in this domain is *Managing Student Behavior*

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

with only 45% of observations rated as proficient. There is wide variation among classrooms, where some teachers have created a positive climate of respect and rapport and others are unable to command the respect of students or manage their behavior. Most QSR team members noted teachers attempting to teach through student misbehaviors, ignoring misbehaviors, or attempting to correct off-task behavior with little success.

The QSR team scored 63% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain is *Using Assessment in Instruction* with 77% of observations rated as proficient. In these observations teachers gave immediate feedback and identified how students could improve academic work. The lowest rated components in this domain are *Using Questioning/Prompts and Discussion Techniques* and *Engaging Students in Learning* with 66% of observations rated as basic or unsatisfactory in each. Students in these observations focused their attention on the lessons only with direct intervention from the teacher; then returned to off-task behavior. In other observations significant amount of instructional time was lost due to down time when students sat idly for extended periods.

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 – Tech Prep High provided answers to questions posed by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. Reviewers looked for evidence of the school's articulated program in their observations. Special Education teachers and students at Friendship – Tech Prep High had a strong rapport in most classrooms. The teachers demonstrated care for their students' needs, and students seemed to be comfortable in their learning environment. Although the school's Special Education Questionnaire mentioned a variety of learning supports for students with disabilities, including the use of blended learning and technology to enhance instruction, little evidence of such practice was observed by the special education reviewer. Student engagement during direct instruction varied greatly depending on the classroom environment, with the highest levels of engagement occurring in the smaller resource room settings.

- The school's questionnaire stated the QSR team might see preferential seating, advanced lecture notes, advanced organizers, and other methods of differentiation. The special education reviewer observed preferential seating and advanced lecture notes in one inclusion class; however, there was little evidence of differentiated instruction in the other observations. In one of the small group pull-out sessions the observer saw evidence of students having choice to either work independently, with the teacher, or with a partner. All other observations were more teacher-centered, leaving little room for student choice or variety in their methods of learning.

- The school's questionnaire mentioned that teachers often use "blended learning platforms to support reading intervention." Although the special education reviewer

observed two resource classes and an inclusion class, no evidence was observed of teachers using multimedia, technology or leveled libraries to directly support students' learning. In every class teachers used smart boards to project notes or the daily agenda; but most students were not provided opportunities to use the smart boards or any other forms of technological resources to differentiate students' learning tasks in the classroom.

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
Mission: 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.	The QSR team observed weak evidence that Friendship – Tech Prep High is meeting its mission. There is evidence that Friendship – Tech Prep High is designed to encourage and motivate students to achieve high academic standards and develop into literate and well-rounded citizens. College posters line the halls and a bulletin board highlighted college success points related to students' ACT and SAT completion. Students can take career-oriented courses such as urban farming, environmental sustainability and engineering as well as Advanced Placement courses in literature, economics and composition. Additionally "Titan Rules" are posted throughout the school and students appeared to abide by the school-wide dress code. The QSR team did not see evidence that students develop into ethical and self-sufficient citizens who contribute actively to their school community. As detailed later in this report, only 50% of observations rated as proficient or distinguished in the Classroom Environment domain of the Danielson Rubric. Student misbehavior frequently interfered with lesson delivery and in many classrooms students did not demonstrate a strong commitment to the academic program. Levels of student engagement varied greatly with some students who

Mission and Goals	Evidence
	participated in lessons but many students ignored teacher requests to manage their behavior. In one observation a student told another student to "stop running his mouth." The student responded by slapping the other student in the face. The teacher ignored the altercation. In other observations students turned their backs to teachers during instruction. The QSR team observed that overall student behavior did not align with being ethical or self-sufficient citizens of the school community.
Goals:	
PMF Indicator #1: Student Progress – Academic Improvement over time *Effective instruction supporting student academic progress in reading.* PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards *Moving students to proficient and advanced levels in reading.*	The QSR team noted that many English courses had high levels of student engagement. In some observations teachers engaged students in contemporary literature (*Grit is More Important than Talent or Intelligence* (2016) by Angela Duckworth) through meaningful discussion with high-levels of student participation. In other observations students analyzed poetry, quietly read chapter books, or completed multi-step writing projects in narrative, memoir, and non-fiction essay genres. In one class students selected independent reading books. One student selected an independent reading book because "it looked challenging." While some teachers asked high-quality questions and facilitated discussions, other teachers did not use questioning as an instructional strategy. One observer commented that it appears that some English teachers have had specific professional development around questioning while others have not. In a few English classes, student engagement was low and student behavior interfered with the learning program.

Mission and Goals	Evidence
PMF Indicator #1: Student Progress – Academic Improvement over time *Effective instruction supporting student academic progress in reading.* PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards *Moving students to proficient and advanced levels in reading.*	The QSR team saw effective instruction in a few math observations. In other math observations there was little cognitive challenge and low student engagement. A few teachers had significant issues with classroom management. In observations of high-quality math instruction, teachers clearly stated math objectives and focused on students demonstrating proficiency. In one observation the teacher said, "We are going to be able to rewrite rational polynomials as polynomials with a remainder, and we are going to be able to get at least 80% on an exit ticket." In another observation the teacher stated, "the goal is for students to solve real world problems by using scale factors, scoring a 13/17 on a quiz." Teachers in these observations closely monitored student understanding and worked to push students into proficient and advanced levels. In one class the teacher worked one-on-one with a student who appeared to be struggling to grasp how to solve algebraic equations. However in other math classes, observers did not see evidence that instructional techniques push students to proficient or advanced levels of academic achievement. In these observations there was no evidence of differentiation and student engagement was low. Student behavior interfered with instruction in many math classes. As detailed in the Danielson Rubric below, only 45% of observations scored as proficient in the *Managing Student Behavior* component.
PMF Indicator# 3: Gateway – Outcomes in key subjects that predict future educational success	Friendship – Tech Prep High has programs to promote college and career readiness. Block scheduling, technology integration and standard-aligned assessment projects

Mission and Goals	Evidence
	support the development of critical college and career ready attributes. Individual career counseling sessions are available to all students and Microsoft Certification can be attained at the school. Friendship – Tech Prep High offers a variety of Advanced Placement courses and enrichment classes designed to challenge and engage students. The QSR team observed teachers and staff support students as they develop college and career ready skills. In one observation students worked on the first draft of an essay titled: *What is Takes to become A College Graduate*. In another observation a teacher respectfully urged students in danger of failing an assignment to attend after-school tutoring sessions.
PMF Indicator #4: School Environment – Predictors of future student progress and achievement	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 met the expectation of at least an 82% attendance rate for every day of the visit. **Visit 1:** November 29, 2016 – 91.4% **Visit 2:** December 2, 2016 – 85.3% **Visit 3:** December 6, 2016 – 92.7% **Visit 4:** December 7, 2016 – 92.2%

THE CLASSROOM ENVIRONMENT[2]

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 50% 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	The QSR team scored 50% of the observations as distinguished or proficient in this component. In these observations teachers and students treated each other with kindness and warmth. Teachers bent down next to student desks when having conversations and referred to students as ladies and gentlemen. In one non-ELA observation, the teacher asked students why they are interested in the independent books they are reading. Students eagerly shared with smiles. In another observation the teacher noticed that a student did not feel well and asked him multiple times if he was okay.	Distinguished	6%
		Proficient	44%
	The QSR team scored 33% of the observations as basic in this component. In these observations interactions between students and teachers were uneven. In one observation the students were respectful to the teacher but not always respectful to one another. The teacher tried to address some of the disrespect with students and generally had a friendly rapport with other students however the students continued to disrespect each other. In another observation a student said, "Ain't nobody interested in your two cents on that. Shut up." to another student. In these observations some students demonstrated respect for the teachers while others responded to teacher requests in a disrespectful manner (e.g., yelling at the teacher and turning backs to the teacher).	Basic	33%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 17% of the observations as unsatisfactory in this component. In these observations students demonstrated rude and disrespectful behavior toward each other and the teacher. In multiple observations students used profanity towards each other frequently throughout the lesson. Some students told each other to "shut the *** up" or "you don't know what the *** you're talking about." In one observation the teacher said, "stop cursing" to the students once. However the students ignored the teacher and continued to use profanity. In another observation students yelled, "shut up" and "I'll knock your head off" without teacher redirection.	Unsatisfactory	17%
Establishing a Culture for Learning	The QSR team scored 50% of the observations as distinguished or proficient in this component. In these observations students and teachers demonstrated commitment to academic tasks and recognized persistence and effort. In one observation students gave each other "academic shout-outs." One student said, "I got a shout out for [student name] because she was doing her work and helped me with my homework." The other student smiled in return. In another observation the teacher asked a student, "Why did you pick this book?" The student responded, "Because it looks like it is challenging." Students in these observations eagerly participated in learning tasks. In one observation several students volunteered to share learning and two students completed problems on the board. The teacher and other students applauded when the students got the correct answers.	Distinguished	17%
		Proficient	33%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 33% of the observations as basic in this component. In these observations teachers had inconsistent expectations for students and students showed minimal engagement when completing learning tasks. In one observation a student said, "I don't know another method. Don't teach me another way. I don't know it!" The teacher did not encourage the student to put forth more effort. In other classes students had low energy. One student remarked, "I'm bored." At another point the teacher asked a student to "just pretend you're interested in what I'm saying."	Basic	33%
	The QSR team scored 17% of the observations as unsatisfactory in this component. In these observations students demonstrated low commitment to academic work. In one observation three out of 21 students submitted homework and only these three students completed any classwork. In one observation most of the lesson was dedicated to socializing and not learning. The teacher demonstrated low energy – barely talking to the students and rushing the students through copying the notes so students could make posters. At one point the teacher asked the QSR observer "Don't you want to take over?" When a student asked if they had to write down all of the material the teacher said, "I would. You'll see it again on an assessment" without giving a purpose for the learning activity. The teacher requested that students submit their homework assignment but no one had completed it from the previous night.	Unsatisfactory	17%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	The QSR team scored 56% of the observations as proficient in this component. Little instructional time was lost in these observations due to effective implementation of established procedures, efficient transitions between learning activities and student preparedness. Students had assigned roles in these classes such as paper distributor, greeter, and light dimmer. In one observation there was no loss of instructional time as students completed their assignments. Students independently sharpened pencils without disruption and the teacher distributed materials to students throughout the lesson. In another observation the teacher effectively used a timer and called out the remaining time as students completed their work. The transition between whole group to small group classwork was effective. The teacher asked students to move into small groups and the students complied quickly and with ease. Even outside of the teacher's immediate presence, students in these observations completed work and followed established classroom routines.	Distinguished	0%
		Proficient	56%
	The QSR team scored 39% of the observations as basic in this component. In these observations there was lost instructional time due to a lack of established procedures or uneven implementation. During one observation there appeared to be an established procedure for students entering the classroom late and getting materials when they were absent. However some students were allowed to enter the classroom late with no consequence while others were sent back into the hallway to get a pass. In these observations transitions took several minutes and teachers did not use countdowns or timers. In one observation several students did not have laptops. These students did not work for over 30 minutes.	Basic	39%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	5%
Managing Student Behavior	The QSR team scored 45% of the observations as distinguished or proficient in this component. In these observations teachers effectively managed student behavior and maintained the dignity of students when redirecting off task behavior. In one observation the teacher had a private conversation with an off-task student outside the classroom. After the conversation the student quietly re-entered the classroom and focused on the assignment. The teachers referenced discipline protocols and core values which were posted in many classrooms. In one observation the teacher referenced the protocol and used it effectively to correct misbehavior.	Distinguished	6%
	No misbehavior was observed in a few classrooms in which teachers effectively focused students on the learning activities throughout the class period. When students talked loudly in one class the teacher politely told them to bring down their volume and the students immediately complied.	Proficient	39%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 39% of the observations as basic in this component. In these observations teachers attempted to redirect off-task behavior with uneven results. In one observation the teacher said, "Bring it back to level zero." Despite several attempts to redirect the class, the students did not respond and continued to talk through the entire observation. Additionally talk from students to the teacher was sometimes disrespectful. In one observation a student refused to sit up and stop talking, saying to the teacher "No, you're showing off!" The teacher continued reading and allowed students in the back of the room to continue side conversations. In many observations teachers had to regularly address student misbehavior. Teachers repeatedly said things like "shhhhh," "that was inappropriate," "relax," and "whatever is going on over here has to stop. It's too much." Although the teachers addressed most of the misbehavior, most students had to be addressed again at some point during the lesson.	Basic	39%
	The QSR team scored 16% of the observations as unsatisfactory in this component. In these observations teachers did not address student misbehavior and off-task behavior resulted in lost instructional time. During one observation students entered late, used profanity and were off task throughout the lesson. The teacher did very little to address the misbehavior. One student threw a pencil at another classmate across the room. This incident was seen but not addressed by the teacher.	Unsatisfactory	16%

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 63% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 61% of the observations as proficient in this component. In these observations teachers gave clear, specific instructions to students. One teacher shared examples and gave a quick vocabulary lesson on a new vocabulary word to ensure the students understood the meaning of the word. In another observation the teacher discussed conflict resolution strategies with the class and used metaphors and real-life examples to bring the content to life.	Distinguished	0%
	In multiple observations teachers presented lesson objectives orally and in writing on the board. In one observation the teacher clarified the objective stating, "Pay attention to how the author uses the narrative element to make a point. Teachers gave clear instructions. One teacher delivered clear instructions for students to perform a math scavenger hunt. Students immediately started on the scavenger hunt and referenced written instructions on the board as needed.	Proficient	61%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 33% of the observations as basic in this component. In these observations teachers did not share learning objectives and students demonstrated confusion. In one observation the teacher asked students to "put problems into standard form and use the "x-method" to factor them." More than ten students raised their hands with questions about what they should be doing. In a few observations students expressed that they were unclear about what they should be doing or how to do it. One student said, "I'm so confused. I don't know what you expect us to do." In other observations students asked, "What are we doing?" and "How many people are supposed to be in a group?" demonstrating confusion. Several students in one class did not complete any work because they did not know how to log on the computers and the teacher did not give any instruction.	Basic	33%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 56% of the observations as distinguished or proficient in this component. Teachers in these observations asked high-level questions designed to cognitively challenge students. In one observation the teacher asked multiple open-ended questions designed to encourage students to explain their thinking: "How diverse would you consider your hometown to be? Explain," "What elements of a narrative would make a story interesting? Explain," and "How can cultural expectations and perspectives be	Distinguished	6%

Instruction	Evidence	School Wide Rating	
	conveyed through memorable narratives?" In other observations teachers used student responses to facilitate lively discussions. In one classroom the teacher asked, "How is an atom's structure related to its position on the periodic table?" Students discussed the different possibilities and then chose elements that were interesting to them for a project. In another observation the teacher asked, "Based on the information in the text, what are the three elements that will be part of the setting? You can absolutely talk to your partners." Students then engaged in a lively discussion about different aspects of the text that are important to the setting.	Proficient	50%
	The QSR team scored 44% of the observations as basic in this component. In these observations teachers asked low-level questions and student participation was limited. In one observation the teacher asked students four questions and only a few students responded. While one of the questions asked students for their opinion, the rest were basic recall questions. During another observation teacher talk dominated the lesson. The teacher lectured to the class for ten minutes and did not ask any questions to the students during this time. Teachers in these observations provided little to no opportunity for students to work directly with their peers or discuss content with each other.	Basic	44%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored 56% of the observations as proficient in this component. In these observations nearly all students were cognitively engaged throughout the lesson and teachers offered students choice in how to demonstrate their learning. In one observation students had choice as to how to complete a writing assignment. In another observation teachers provided different ways to solve a problem collaboratively with their peers using a conflict resolution method. Students worked independently or in small groups on assignments and moved efficiently as needed from place to place in the classroom. Teachers enriched learning experiences using a rich array of material resources aligned with lesson objectives: textbooks, chrome books, Spanish dictionaries, Smartboards, computers, calculators, videos, chapter books and visiting lecturers.	Distinguished	0%
		Proficient	56%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 38% of the observations as basic in this component. In these observations teachers did not fully engage all students in learning activities due to pacing issues, lack of student choice or uneven expectations for students to engage with the content. In the previously mentioned observation where many students waited for more than 30 minutes to get logged into a computer, the teacher did not provide an alternate assignment for the students. Students in other classrooms focused their attention on the lesson only with direct intervention from the teacher; then returned to off-task behavior, "When I work with you, you're working; but when I leave you, you stop working." In one observation students quietly copied notes from the board for the entire observation with very little discussion about the content or lesson objective. In a few observations students turned their backs to the teacher during instruction and in other observations students sat with their heads down on desks without teacher intervention.	Basic	38%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 77% of the observations as proficient in this component. In these observations teachers monitored student progress and offered timely and specific feedback to individual and groups of students. In one observation the teacher circulated the classroom asking students individually if they needed support. Later in the observation the teacher checked back in on students that needed support asking questions like, "Did you find it now?" or "Are you good on that part?"	Distinguished	0%
	Teachers used comprehension questions to check for student understanding within the lessons, e.g., "Based on the author's ethnicity, what do you think the author's point could be?" and in another observation, "Is it possible to solve the problem more than one way?" Some teachers gave specific feedback to students on their work that could be used to improve performance, "This is not a complete sentence." Teachers in these observations assessed student learning using various measures, e.g., exit tickets, interim assessment (taken on chrome books), embedded assessments and writing projects.	Proficient	77%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 17% of the observations as basic in this component. In these observations teachers used global checks for understanding but did not adjust instruction or give feedback to students. In one observation the teacher's assessment of student learning was whole-group, asking the entire class, "Does anybody have any questions" or "Is anyone confused?" Most students did not respond to these requests and when students demonstrated confusion the teacher did not address it. In another observation the teacher posed four whole group questions to the class with just a few students providing answers and no feedback based on student responses. The QSR team did not observe the use of rubrics or shared grading criteria in most classrooms.	Basic	17%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%

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 may 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.