



March 21, 2017

Mr. Sulee Clay and Mr. Rick Torres, Board Chairs  
Cesar Chavez PCS for Public Policy – Capitol Hill High School  
709 12<sup>th</sup> Street, SE  
Washington, DC 20003

Dear Mr. Clay and Mr. Torres:

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 for 20-year Charter Review during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Cesar Chavez PCS for Public Policy - Capitol Hill High School between January 23, 2017 and February 3, 2017. 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 Cesar Chavez PCS for Public Policy – Capitol Hill High School.

Sincerely,

A black rectangular redaction box covering the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

# Qualitative Site Review Report

**Date:** March 21, 2017

## **Campus Information**

**Campus Name:** Cesar Chavez PCS for Public Policy – Capitol Hill High School (Cesar Chavez – Capitol Hill)

**Ward:** 6

**Grade levels:** 9-12

## **Qualitative Site Review Information**

**Reason for visit:** School eligible for 20-year Charter Review during 2017-18 school year

**Two-week window:** January 23, 2017 – February 3, 2017

**QSR team members:** 1 DC PSCB staff, 3 consultants including 1 English Language Learner (ELL) specialist and 1 special education specialist

**Number of observations:** 22

**Total enrollment:** 334

**Students with Disabilities enrollment:** 63

**English Language Learners enrollment:** 16

**In-seat attendance<sup>1</sup> during the two-week window:**

Visit 1: January 23, 2017- 85.1%

Visit 2: January 25, 2017- 89.2%

Visit 3: January 31, 2017- 93.2%

Visit 4: February 1, 2017- 88.9%

## **Summary**

Cesar Chavez PCS's mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. Cesar Chavez – Capitol Hill's value statement describes the school's desire "to empower students to become change agents in their communities and the world." The QSR team saw a few examples of how teachers at the Capitol Hill campus are working toward its mission. History class students learned about home rule vs. house rule and discussed the concept in the context of the recent election. English students analyzed the inauguration speech, and others discussed the protests and marches and why people might participate.

Observers noted stark contrasts in instructional quality and classroom management from classroom to classroom. In some observations student behavior significantly interfered with instruction. In multiple observations students did not comply with teacher attempts to address misbehavior. In a few classes student behavior was generally appropriate, teachers effectively delivered content, and students demonstrated enjoyment for learning. The school environment was chaotic with students out of control in some cases: playful screaming in the hallways along with some rude behavior between students and students and teachers in and out of the classroom. The rates of observations scoring proficient or distinguished is very low for a school entering its 20<sup>th</sup> year of operation.

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<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in February 2017.

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 47% of observations as distinguished or proficient in the Classroom Environment domain. Observers rated teachers highest in the *Establishing a Culture for Learning* component for this domain. In these observations teachers clearly articulated the importance of the content and learning and students took pride in their work. The *Managing Classroom Procedures* component earned the lowest rating for this domain with just 32% of observations scored as proficient. In these classrooms poor management of transitions, materials, and routines led to substantive loss of instructional time.

The QSR team scored only 41% of observations as distinguished or proficient in the Instruction domain. While 59% of observations earned a proficient rating for *Communicating with Students*, observers rated classrooms as proficient in less than 40% of observations for the other domains: *Using Questioning and Discussion Techniques* (36%), *Engaging Students in Learning* (36%), and *Using Assessment in Instruction* (32%). Most teachers clearly established expectations for learning and delivered clear, error-free content, but there was minimal monitoring of learning. In some observations teachers provided no opportunities for discussion.

Cesar Chavez – Capitol Hill’s bell schedule and teacher schedule posed challenges for DC PCSB. Multiple observers arrived to the school to find that the school was following a schedule different from that provided to DC PCSB. On multiple occasions the teacher/time/location changed without notice resulting in many observers having to track down teachers or conduct observations of different teachers or content.

#### Governance

A DC PCSB staff member observed the Cesar Chavez PCS for Public Policy Board of Trustees meeting on February 8, 2017. A quorum was present. During the meeting the Board discussed the upcoming 20-year charter review and the expected revisions to the Performance Management Framework (PMF) as Goals Policy. The Interim Head of School announced that Scott Pearson had a positive visit to Cesar Chavez PCS – Chavez Prep. The Board discussed enrollment trends and projections for the SY17 – 18 school year.

#### Specialized Instruction for Students with Disabilities

Prior to the two-week window, Cesar Chavez - Capitol Hill provided answers to specific questions posed by DC PCSB regarding the provision of institution for students with disabilities in the Special Education Questionnaire. The QSR team saw mixed evidence that the school is implementing the SPED program with fidelity. The reviewer conducting the QSR observation for special education noted the following:

- The school stated that they meet the needs of all learners through push in and pull out services. The reviewer observed both push in and self-contained services provided. The type of co-teaching varied from one teach to one assist, parallel teaching, and team teaching. In the one teach one assist classroom observed, the special educator was not supporting students in a purposeful manner. Initially, the teacher was not sitting close to any students and eventually moved to sit with a group and was socializing with them. In the team teaching classroom, it was not possible to tell who was the special educator and who was the general educator as the flow was seamless and they worked

well together as a team. The team that parallel taught split the class into two and worked with their own groups.

- The school noted that general and special educators co-plan on a weekly basis. The reviewer did observe a collegial rapport among the teaching teams. In all observations except one, the special educators and the general educator used either parallel teaching or team teaching. Only one class observed was using one teach, one assist. In this case, the special educator did not appear to be involved beyond being present in the classroom.

### Specialized Instruction for English Language Learners

Cesar Chavez – Capitol Hill submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The ELL teacher provided strong support for ELL students through explaining vocabulary and checking to see if the students understood the material. Overall the QSR team found that the school is implementing its ELL Program with fidelity. The ELL observer noted the following during the two ELL observations:

- The school uses an inclusive model for students identified as ELL. In one observation the classroom there was a mix of both ELLs and general education students. The ELL teacher stood next to the ELLs and helped them take a quiz. He spoke to them quietly while they read through the questions. He asked them if they understood what the questions was asking and had them say the question in their own words.
- The school stated in their questionnaire that teachers primarily use Sheltered Instruction Observation Protocol (SIOP) informed resources and leverage technical interventions (Duo Lingo, Google Read and Write, online dictionaries, No Red Ink) to support language acquisition. The observer saw the following SIOP strategies: graphic organizers and vocabulary work. In a pullout session, the ELL teacher used an iPad program with pictures in the text and showed a video to enhance the reading of *Romeo and Juliet*. The ELL teacher often paused the video to check for understanding. During these checks the students recounted part of the story. When the students answered in Spanish, the ELL teacher allowed them to finish, but asked them to repeat the answer in English. The teacher assisted them while they composed their answers in English.
- The school stated that general education and ELL teachers use the following informal assessments to gauge student understanding: checks for understanding, exit tickets, Google Classroom feedback, and Kahoot. Teachers used exit tickets or a closeout (written on the board or referenced by teachers during class time), and walked around the room to check student work. The observer did not see Google Classroom feedback or Kahoot in either of the ELL classrooms.
- The school stated differentiating a lesson in an inclusive classroom varies by subject and teacher, but may include multiple pathways for reading passages, visual supports and graphic organizers, word banks, alternate work products, and performance tasks adjusted based on student need. The ELL teacher differentiated

the lesson by working through the questions with the students and checking to make sure the students understood the content. The ELL teacher also had the students answer verbally in English before they wrote down their answers.

#### In-school Suspension (ISS)

Four students and a teacher sat in a small, windowless basement room. The window on the door to the hallway was covered in construction paper. One student typed on a laptop. Two students had their heads down on the desk. The fourth student stared into space. The desks were clear except for the one laptop. The teacher did not do anything at his desk.

## 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 Cesar Chavez - Capitol Hill High School is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.</p>	<p>The QSR team overall saw weak evidence that the school is meeting its mission. While several teachers demonstrated strong instructional delivery, the overall academic levels were low and did not align with the goal of preparing scholars to enter and succeed in competitive colleges. The majority of students were not engaged in the content. A few teachers delivered coherent lectures with some student participation. Several teachers led lessons linked to current policy (e.g., evaluating the President’s inauguration speech, critiquing news sources reporting inauguration attendance) but others did not seem comfortable with their material and did not craft meaningful questions or facilitate discussions related to the learning objectives.</p> <p>The main hallway of the school displayed a bulletin board highlighting college acceptance rates for the senior class. Posters displaying the school’s values (citizenship, honesty, achievement, valor, engagement, zest) hung in hallways and classrooms. Other posters displayed information on how to advocate for yourself or how to be a good citizen.</p>
<p>Goals:</p>	
<p>PMF Indicator #1: Student Progress – Academic Improvement over time Effective instruction supporting student</p>	<p>The QSR team observed limited evidence that teachers deliver effective instruction to support student progress. While there were</p>

<b>Mission and Goals</b>	<b>Evidence</b>
<p>academic progress in reading and math.</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards Moving students to proficient and advanced levels in reading and math</p>	<p>a few strong observations, most teachers taught using a whole-group lecture style and did not engage all students. Observers noted little evidence of differentiation and saw multiple instances of students doing little to no work during class periods. In one English class students did not read or write anything in the 40-minute time period. There was some evidence of other teachers integrating reading and math into their content. In one history course the teacher guided students through the writing and revision process. In another observation students were working on 11-paragraph essays and spent time analyzing peer work. Students also analyzed data in the form of charts to support claims for an essay.</p> <p>The QSR team observed some effective math instruction. Math teachers directed the content and the pace of the learning while students copied notes and problems from the board. Teachers wrote out problems, explained the problems step-by-step, and wrote the final answers, but with minimal student involvement. Several students in each of the math observations had heads down on the desks and in some cases were sitting in areas of the room where the board was not visible. Some students did engage in the global checks for understanding. A few students asked questions. Teachers responded but few seemed to have the entire class following the material.</p> <p>Observers saw mixed evidence that instructional techniques push students toward proficient or advanced levels of academic achievement in either reading or math. Some teachers engaged students with academic activities and involved them in problem solving. In some observations teachers did not put the same focus on academic achievement. One teacher used class time inappropriately to grade papers of students from a different class period.</p>

Mission and Goals	Evidence
	<p>Students in the classroom could see both student names and the teachers' comments as she worked on a computer connected to the projector. Multiple teachers asked low-level, single answer questions or moved on when students did not respond to question prompts. In a few observations teachers ignored students with their heads down and permitted students to remain disengaged class assignments.</p>
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p>	<p>The QSR team observed some evidence that teachers support students as they develop college and career ready skills. Students in a history class wrote complex, multi-step essays and in multiple classes teachers taught students to use the Cornell Notes format for note taking.</p> <p>College banners hung in the hallways and classrooms and a large bulletin board displayed college acceptance offers for current seniors. Several seniors wore college t-shirts and staff and students congratulated them.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates above 82%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance<sup>2</sup> during the two-week window:  <b>Visit 1: January 23, 2017- 85.1%</b>  <b>Visit 2: January 25, 2017- 89.2%</b>  <b>Visit 3: January 31, 2017- 93.2%</b>  <b>Visit 4: February 1, 2017- 88.9%</b></p>

<sup>2</sup> This data has not been validated by the school. DC PCSB pulled the data in February 2017.

<p>Mission-Specific Goal#1</p> <p>90% of juniors on track to graduate the next year complete a fellowship (internship) with a government agency, nonprofit or other organization aligned to the goal of offering students an opportunity to apply their academic skills and civic knowledge to address a policy issue or community</p>	<p>DC PCSB will review quantitative evidence related to this goal for the school's upcoming review.</p>
<p>Mission-Specific Goal#2</p> <p>95% of seniors receive a passing grade on their culminating thesis paper by August 1st of their senior year.</p>	<p>DC PCSB will review quantitative evidence related to this goal for the school's upcoming review.</p>
<p>Mission-Specific Goal #3</p> <p>A minimum of 90% of seniors with an IEP will be accepted to at least one college.</p>	<p>DC PCSB will review quantitative evidence related to this goal for the school's upcoming review.</p>

### THE CLASSROOM ENVIRONMENT<sup>3</sup>

This table summarizes the school’s performance on the Classroom Environment 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 just 47% 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 55% of the observations as proficient in this component. In these observations teachers and students treated each other with kindness and respect. Teachers greeted students at the door and called on students by name. One teacher greeted late students with a handshake and smile. In another observation the teacher introduced a new student to the class, “I want you to say hi to Student X - she is joining us from the afternoon class that had 26 kids. In here she feels like she will be more productive.” All students smiled and welcomed her. In several observations students snapped when their classmate contributed to class conversation.</p>	Distinguished	0%
	<p>Teachers demonstrated positive rapport with students and used language that demonstrated general caring and respect. In one observation the teacher said, “Student X put your phone away please.” The teacher approached the student and smiled then said, “Want to give me more of your attention?” The student put her phone away, smiled, and said, “I am giving you my attention.” The teacher responded, “Whew, you know how much I like your attention.”</p>	Proficient	55%

<sup>3</sup> Teachers may be observed more than once by different review team members.

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>The QSR team rated 36% of the observations as basic in this component. In these observations the quality of interactions between teachers and students or between students was poor. In multiple classrooms students held side conversations during instruction and talked over others. In one observation the teacher did not pay attention when a student shared a thought. The student asked the teacher to focus. The teacher apologized and the student started over. In another class a male teacher repeatedly referred to one female student as "babe" or "baby." In another class, students erupted into loud talking when the teacher walked out of the room.</p>	Basic	36%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	9%
<b>Establishing a Culture for Learning</b>	<p>The QSR team rated 60% of the observations as distinguished or proficient in this component. In these observations teachers showed enthusiasm for the content and encouraged all students to participate. A math teacher waited for everyone to respond to checks for understanding and held expectations that each student would answer part of a question. When a student struggled she broke down the part of the problem into pieces they could handle and brought the student back into the lesson. The ELL teacher held high expectations for each student in the self-contained class. The teacher expected all students to contribute and to access the content in English. The teacher also required students to respond in English and supported them accordingly. In another observation the teacher shared her love of the work. She stated, "this</p>	Distinguished	5%

The Classroom Environment	Evidence	School Wide Rating	
	<p>weekend I read a book called <i>How to Write a Memoir</i>, and I want to share a bit of it with you." This was not an English class but she used the book to help students better understand how to write.</p> <p>Several teachers displayed "exceptional work" in their classrooms and encouraged student answers. One teacher said, "Great, I'm glad you all get that. You're coming along faster than previous classes." Another teacher communicated high regard for her students' abilities when she started the lesson with "Finding the missing angle is slightly different than finding a missing side. You'll figure it out as we go along."</p>	Proficient	55%
	<p>The QSR team rated 36% of the observations as basic in this component. In these observations teachers conveyed inconsistent expectations for students and students showed minimal engagement when completing learning tasks. In multiple classrooms few students raised their hands to ask or answer questions while others talked or slept. Teachers attempted to redirect these students with minimal success and many students remained unengaged.</p> <p>Several teachers relied on external factors to motivate students. One teacher told the class he would buy them chicken and pizza for completing their project. Then they talked about chicken for many minutes. He then said the prize for the online writing competition was 2,000 dollars. He said, "just imagine what you can do with two stacks in your pocket." Another teacher tried to encourage participation by saying she would give extra credit on a prior essay assignment if students completed their assigned project. Another teacher said, "We are doing a performance task about [topic] in about a week so it is really important that you work on this."</p>	Basic	36%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
<b>Managing Classroom Procedures</b>	The QSR team rated 32% of the observations as proficient in this component. In these observations effective implementation of established procedures and efficient transitions meant little loss of instructional time. In many classrooms bulletin boards labeled "Absent?" held classroom materials for students. Students in these rooms approached the board to get materials without disrupting the class or teacher. In one class a student entered late but got the work packet she needed without disrupting the class by asking another student to pass it from a bin. Teachers used timers or other attention-getting signals to indicate transitions.	Distinguished	0%
		Proficient	32%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 59% of the observations as basic in this component. Observers noted few established routines evident during these observations. In one observation students didn't follow the bathroom policy and two people tried to go at the same time. In another class students stumbled over one another and desks trying to get books from the back of the room.</p> <p>Transitions from one activity to another took multiple reminders. Teachers repeated directions and constantly redirected students. Students in a math class asked, "what are we doing" after the teacher explained the instructions several times.</p> <p>The QSR team noted a lack of preparedness by teachers and students. In one observation significant time was lost when the teacher did not know how to use the technology. She asked students to complete an online survey and then could not calculate or project responses. Students sat quietly for five minutes while she said, "Oh man, I don't know. Import?" and then finally she said, "Okay, I will try to figure it out. Now let's just talk about it." In another class students could not remember passwords for the computer program and could not find papers the teacher asked them to have out. The teacher could not find extra papers and overall 25 minutes passed because students did not have access to materials. Students threw pencils across the room at each other when someone said they needed something to write with.</p>	Basic	59%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	9%

The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team rated 41% of the observations as proficient in this component. In these observations student behavior was generally appropriate and teachers used established codes of conduct. One teacher referred to posted classroom expectations and successfully corrected misbehavior.</p>	Distinguished	0%
	<p>Another teacher used placards with the words "headphones" and "phone." When students tried to get out a phone or wore headphones when they entered class the teacher silently held up the sign directed at them. Students quickly put away phones and headphones and caused no further disruption. Several teachers used proximity to redirect students. One teacher put her hand on the shoulder of a talking student and he immediately stopped chatting and remained on task the rest of the observation.</p> <p>Teachers in these observations consistently enforced uniform rules and maintained the dignity of students when giving reminders. In one classroom the teacher shook the hand of a student while quietly asking him to "pull up his pants."</p>	Proficient	41%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 45% of the observations as basic in this component. In these observations student misbehavior prevented teachers from conducting class without interruption. Teachers stopped teaching multiple times and spent class time correcting student behavior including sleeping in class, taking students outside to calm them down, and trying to get students to end side conversations and pay attention to the lesson. In one observation a teacher broke up an escalating argument between two students when one said, "I will smack the s*&amp;t out of you right now!"</p> <p>In other instances teachers attempted but did not successfully address misbehavior. In one classroom a student took food orders on her phone and shared a menu with tablemates during instruction. The teacher asked her to stop, but she refused and continued to talk across the room about lunch orders. In another observation the teacher repeated, "have a seat please" but a few students continued to walk in and out of the room. One girl said, "I am going to get some water right quick so I can be energized" and left after the bell rang and after she had been asked to sit. In one class the teacher said to all students "all shirts need to be tucked in", no student responded to her instructions and five minutes into class seven of 12 students' shirts remained out.</p>	Basic	45%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team rated 14% of the observations as unsatisfactory in this component. In these observations teachers failed to monitor student behavior or address disruption. In one class, students spoke rudely to each other. A second teacher appeared to be listening to the exchange but did not say anything.</p> <p>In the same observation the teacher tried to get students' attention and redirect them but eventually ignored them and assigned work that the students did not do. In another observation students threw things across the classroom with no acknowledgement from the teacher.</p> <p>In multiple observations misbehavior went unaddressed. Students used cell phones hidden under desks or laptops to view content not related to the instruction (e.g., used chat programs, watched movies, looked at Facebook). Teachers either did not see the behaviors or chose to ignore them.</p>	Unsatisfactory	14%

**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 just 41% 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 59% of the observations as proficient in this component. In these observations teachers verbally communicated the purpose of the lesson and had the lesson objectives written on the board. In one observation the teacher introduced the lesson to the students saying, “We are going to be looking at visual arguments. We are going to get away from rigid graphic organizers and sentence strips and instead focus on the big picture and develop your own writing style.” Several teachers explained how the lesson fit into the students’ broader learning.</p>	Distinguished	0%
	<p>Observers also noted that in these observations teachers gave clear directions and delivered error-free content. A math teacher wrote all of the steps for solving the equations on the board before students arrived. As he accomplished each step, he checked off the item as a visual reminder of what he had done and what was coming next. In another class the teacher explained, “What you have in front of you is article 1 sec 8 of the US Constitution. You go ahead and square it if you knew it, circle if you have a question, and triangle what you believe is most important.” He also wrote these directions on the board. A geometry teacher used high-level math vocabulary and asked students to repeat and define words. She also clearly defined the learning objectives and directed the students’ attention to the objectives when they got off task.</p>	Proficient	59%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 41% of the observations as basic in this component. In these observations teachers provided little context for what students would be learning and often provided confusing instructions. Several teachers seemed confused by the content and fumbled through their explanations. One teacher opened a textbook and copied definitions onto the board and could not further explain or provide comprehensive examples. Another teacher relied heavily on notes to lecture. At one point he said, "that's why this was a perfect model of, um, what is it, (looking over at his notes) ...."</p> <p>Students in these observations appeared confused or unaware of how to proceed with class work. In one observation the teacher told the class they would do a project for a competition online. He told students to look at the link online but never explained the project. One student said, "I am confused" and the teacher ignored her. Then another student said, "what are we researching?" He then just gave them the link online and told them to research and fill in notes on an upside down triangle. No student started any work. In one observation the teacher moved between students and continually redirected the students back to their assignment. Several said, "I don't know what to do."</p> <p>Observers noted minor errors written on classroom boards. One objective read, "Model how the atmosphere protects and sustain life &amp; insulates the planet" and another teachers' board displayed, "Essencial Questions".</p>	Basic	41%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
<b>Using Questioning/Prompts and Discussion Techniques</b>	<p>The QSR team rated 36% of the observations as proficient in this component. In these observations teachers asked questions that promoted student thinking and understanding. A teacher displayed photos and had students infer about the historical events portrayed in the photos. The teacher pushed students to explain their answers. "What makes them look dead? Why do you think that won't protect them from the bomb? How do you know that?" Another teacher asked students to answer three questions as they looked at examples of thesis introductions: What will happen? Why is this memorable? How does it make me feel? All students participated in the discussion without the teacher calling on them. In a pull out class, the ELL teacher allowed for wait time for students to form responses in English. He also facilitated discussions so that students responded to each other. Several teachers used various strategies to elicit student participation (e.g., cold call, shout outs, and calling on raised hands, random name generator).</p>	Distinguished	0%
		Proficient	36%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 55% of the observations as basic in this component. In these observations there were few opportunities for students to participate in discussion. Teachers taught using a teacher-directed lecture format and provided little opportunity for student participation. Some teachers asked for global feedback as they worked out problems. Some teachers did ask low-level questions with single correct answers such as, "Where does she live?" or "What were [they] doing?"</p> <p>In several instances when teachers provided opportunities to participate, many students did not listen or respond. In one observation the teacher said, "I want to tell you about your weekly discourse grade. It will be based on your discussions and participation." After talking about this new grade the teacher asked students to discuss a prompt with a partner. No one spoke. The teacher said, "Well you all get zeros for discourse today. Maybe tomorrow I will make sentence starters."</p>	Basic	55%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	9%
<b>Engaging Students in Learning</b>	<p>The QSR team rated 36% of the observations as proficient in this component. In these observations learning tasks and activities challenged student thinking and encouraged students to engage. A teacher led students through a study of the constitution and asked them to apply it to their lives. Students eagerly discussed and made comments such</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>as, "so next time I see a pothole, I am writing to congress. I am sick of this. It is messing my grandma's car up." All groups were on task without teacher hovering. In another class students used a checklist to evaluate peer essays. Students appeared motivated and remained on task the entire class period.</p>	Proficient	36%
	<p>The QSR team rated 50% of the observations as basic in this component. In these observations the QSR team noted lack of engagement from multiple students. Several classes followed a lecture format with the teacher actively working while students looked on or rested their heads on their desks.</p> <p>In one observation the teacher asked the students to turn and talk and put one minute on the timer. All students sat silently for the entire minute and then the teacher said, "well, okay" and moved on. In a few observations the pacing seemed a bit fast for students. Near the end of one class the teacher kept going after students loudly exclaimed, "I'm done - I quit!" "Same."</p>	Basic	50%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 14% of the observations as unsatisfactory in this component. In these observations classwork lacked structure, clarity, or appropriate pacing and led to little or no student engagement. In one observation the teacher asked students to take out a piece of paper and give an example of "an evolution and an adaptation." The wording of the assignment was confusing the teacher did not clarify. There was no choice in how to complete the assignment and students did not have any resources to draw from. The majority of students did not do the assignment.</p> <p>Another teacher asked students to copy sentences from the board <u>and</u> then write true or false next to them for a warm-up activity. Students could not see the board, several did not have paper or pencils, and few completed the assignment. After 20 minutes, the teacher abandoned the activity and moved on something else. In another class with two students, each worked only a few minutes of the observation period and only when the teacher sat next to them prompting each response. One student slept, the other did her hair, and the teacher graded papers from another class.</p>	Unsatisfactory	14%
<b>Using Assessment in Instruction</b>	<p>The QSR team rated 32% of the observations as proficient in this component. In these observations teachers monitored student progress and provided specific feedback to students. In one observation the teacher circulated and marked work on student papers where they needed to make</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>corrections. To one student she said, "Can I stop you there? You still have 2 main ideas so you need to look at that. However, I love the way you used the word "hired" and I like that you kept only the words that are very specific." In another observation the teacher returned "thesis maps" from the day before with comments.</p>	Proficient	32%
	<p>The QSR team rated 68% of the observations as basic in this component. In these observations teachers used global checks for understanding and did not offer specific feedback to students. In one class the teacher took a verbal poll of student responses to true/false statements; when only some of the students responded, he moved on and made no attempt to adjust the lesson. In several observations the teacher circulated but did not stop to ask any student about their work and did not collect any work at the end of class. Some teachers in these observations unsuccessfully made attempts to assess understanding from students who slept or were having side conversations.</p>	Basic	68%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<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 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.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<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.