



March 21, 2017

Sulee Clay and Rick Torres, Board Chairs
Cesar Chavez Public Charter School for Public Policy – Parkside Middle
3701 Hayes Street NE
Washington, DC 20019

Dear Ms. 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-Parkside Middle 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 – Parkside Middle.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Katie Herman, Executive Director

Qualitative Site Review Report

Date: March 21, 2017

Campus Information:

Campus Name: Cesar Chavez PCS for Public Policy – Parkside Middle

Ward: 7

Grade levels: 6-8

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 PCSB staff including special education specialist, 2 consultants including one English Language Learner (ELL) specialist

Number of observations: 13

Total enrollment: 280

Students with Disabilities enrollment: 38

English Language Learners enrollment: 14

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

Visit 1: January 23, 2017- 88.4%

Visit 2: January 24, 2017- 94.2%

Visit 3: January 25, 2017- 92.7%

Summary

The mission of Cesar Chavez PCS – Parkside Middle is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

DC PSCB observed that Cesar Chavez PCS – Parkside Middle provides students a clean and welcoming school environment. Administrators and teachers monitor the hallways as students quickly and efficiently move between classes. Additionally students earn the privilege to participate in a work-study program. These students assisted the QSR team in navigating the building. In some classrooms students engaged in relevant and rigorous academic tasks. However in other classrooms student behavior significantly interfered with the effort of the classroom teachers. Therefore 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 56% of observations as distinguished or proficient in the Classroom Environment domain down from 80% in the school's October 2012 QSR. The highest rated component in this domain is *Establishing a Culture for Learning* with 70% of observations scored as distinguished or proficient. In these observations teachers demonstrated a belief that all students could be successful and gave timely and specific praise when students persevered on learning tasks. The lowest rated component in this domain is *Managing Student Behaviors* with just 46% of observations rated as distinguished or proficient.

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

There is wide variation between classrooms that have created a positive climate of respect and rapport and other classes where teachers are unable to command the respect of students or manage their behavior. Some teachers attempted to teach through student misbehaviors, a few teachers ignored misbehaviors, and a few teachers attempted to correct off-task behavior with uneven success.

The QSR team scored 60% of observations as distinguished or proficient in the Instruction domain down from 80% in the school's October 2012 report. The highest rated component in this domain is *Communicating with Students* with 85% of observations rated as distinguished or proficient. In these observations teachers shared learning objectives and lesson procedures and activities aligned to the stated objectives. The other three components in this domain: *Using Questioning/Prompts and Discussion Techniques*, *Engaging Students in Learning* and *Using Assessment in Instruction* each had 54% of observations rated as proficient. Students in these observations focused their attention on lessons only with direct intervention from the teacher; then returned to off-task behavior. In many observations student behavior negatively impacted the teacher's abilities to complete lessons or assess student learning.

DC PCSB observed in-school suspensions (ISS). Parkside Middle shares an ISS room with Parkside High. At the time of the observation there were 4 middle school students present: 2 students for the entire day and 2 for one class period. Some students worked quietly on academic tasks and one sat quietly without doing any work. The ISS room teacher called a classroom teacher to get work for the student who did not bring any and distributed reflection papers to each student who entered. The on-site teacher informed the QSR observer that many students were present because of uniform infractions. The room is large and located in the main hallway of the building. There are windows looking outside and about 15 student desks. The observer noted that the ISS teacher appeared to care about the children and held them accountable when in his room.

A DC PCSB staff member observed the César Chávez 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 Head of School announced that Scott Pearson had a positive visit to César Chávez PCS – Chávez 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 PCS 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. The SPED specialist found that some but not all of the stated interventions were observed, and teachers had mixed outcomes regarding their success with each strategy.

- The school's questionnaire states that special education teachers and general education teachers work together to plan, teach, and assess students. However, in an inclusion class observed by the DC PCSB specialist, the special educator arrived approximately 15 minutes late and never took ownership in the lesson being

facilitated by the general education teacher. Instead, the special educator stood in the rear of the classroom and periodically redirected students' behavior when necessary. During that observation there was no clear evidence to confirm whether the teachers participated in co-planning to prepare the lesson that was observed by the DC PCSB specialist.

- The school noted that teachers often use graphic organizers, visual supports and modified work to support students' learning. During one of the DC PCSB specialist's observations, the teacher projected how to solve math problems for the entire class to see. Additionally prior to students' arrival, the teacher made sure a graphic organizer, Do Now worksheet and other visual aids were provided on each student's desk. Although the school stated in its questionnaire that many of the resources used in the classroom are "largely technological," the QSR specialist did not observe the use of technology beyond the white board.
- Although the school mentioned the use of checks for understanding and Google classroom feedback as methods to conduct informal assessments, the evidence produced in each class was weak. Teachers primarily asked questions globally to check students' level of understanding, and teachers did not give students enough time to formulate questions after learning a new skill. In several instances when students appeared confused, little to no adjustment was made.
- During a writing activity in the resource room, some evidence of differentiation was evident in which students spread out around the classroom and could work at their own pace. Additionally, the teachers and adult aids in the room work in small groups and one-on-one with students to help them develop writing ideas and maintain focus during the task. In the inclusion class the students worked with a partner at one point. However, due to inconsistent classroom management, the partner work led to many students off-task.

Specialized Instruction for English Language Learners:

Prior to the two-week QSR window, Cesar Chavez PCS completed DC PCSB's English Language Learners (ELL) Questionnaire. The questionnaire captures critical aspects of the school's ELL program. During the QSR window, an ELL specialist looked for evidence of fidelity to the school's self-reported ELL program. Overall, DC PCSB staff found that the school is implementing its ELL Program with fidelity, apart from the technology component. The ELL specialist noted that the ELL teacher demonstrated notable warmth and caring towards each student and creativity in his approach to teaching each child individually.

- According to Cesar Chavez PCS – Parkside Middle ELL Questionnaire, the school uses an inclusive model for ELLs, but offers specific curriculum for newcomers. DC PCSB staff observed two inclusive classrooms including one with a newcomer. Inclusive classrooms were led by a general educator and supported by an ELL teacher. In one classroom the ELL teacher supported ELLs together as a small group and in the other observation the ELL teacher sat with a newcomer but moved to support another ELL as needed. In one of the observations the ELL teacher took

the newcomer for one-on-one support after initial teacher directions. Before exiting the class he ensured that the other ELL student was able to complete the task.

- The school said DC PCSB would see teachers using “SIOP informed resources,” including visual aids and small group instruction and that differentiation for ELLs would include multiple pathways for reading, visual supports, graphic organizers, word walls, alternate work products, and adjusted performance tasks. DC PSCB observed small group instruction in two classrooms and visual aids in two classrooms, word walls in classrooms and hallways, and a the ELL teacher working on alternate work products with a newcomer.
- In the ELL Questionnaire the school reported that ELLs would have access to a technology based language support program called LAB (Language Acquisition Bridge). In addition the school said DC PCSB would see ELLs using “technological interventions” such as Duo Lingo, Google Read and Write, online dictionaries and No Red Ink. In each inclusion classroom students started off on computers completing a program called Membeam. Students in the class appeared to work at their own level and the ELL teacher supported students as needed. However, DC PSCB did not see any additional use of technology to support the ELL population.

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>Chavez Schools’ mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.</p>	<p>The QSR team saw evidence that Cesar Chavez – Parkside Middle is meeting its stated mission.</p> <p>The physical space is clean and decorated with college banners, inspirational quotes, and posters highlighting Cesar Chavez values (student achievement, innovation, excellence, team work, urgency, and integrity). There is also an anti-bullying bulletin board that promoted the concept of not being a bystander. In a few observations teachers demonstrated skillful content delivery however in other observations teachers struggled with classroom management barely able to make it through lessons.</p> <p>Students in some classes engaged with public policy related content and made connections between themselves and the world. In one observation the teacher explained how tariffs on imports shape trade policies and to some extent, immigration policies. The teacher then asked students to think about their shoes and to estimate how much they actually cost to make and how much of the price we pay goes to import tax.</p> <p>Although the school’s mission states that students are empowered to create a “just, free and equal world,” the behavior among students was resoundingly negative in some classrooms. In these observations students</p>

	<p>often ridiculed one another with demeaning insults and profanity. Teachers inconsistently chose when to make attempts at redirecting students' off-task behavior and negative talk, which could be viewed as unequal treatment of students and situations. The QSR team noted that the same students exhibited extremely different behaviors from class to class. One group of students actively engaged in thoughtful discussion with entirely respectful behavior but in another class they did not complete any work over the course of the observation due to serious behavior problems.</p>
<p>Goals:</p>	
<p>PMF Indicator #1: Student Progress – Academic improvement over time</p> <p><i>Effective instruction supporting student academic progress in reading.</i></p> <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</p> <p><i>Moving students to proficient and advanced levels in reading</i></p>	<p>DC PSCB observed Common Core aligned objectives and supporting instruction in the ELA classes. Both observations consisted of whole class instruction with varying levels of student engagement. In one observation the teacher passionately demonstrated how to use five senses to find the mood and tone of poems. The teacher pre-taught advanced vocabulary (solitary, desolate, mournful) and used visuals and audio to complement the reading. Students in this class engaged with the content during the teacher directed part of the lesson however did not maintain the commitment to the learning during independent work time. In another ELA observation students read grade-level appropriate text and worked in pairs to answer comprehension questions and identify figurative language. Student pairs then worked slowly and many spent time engaged in off task discussion. The teacher rotated the room but did not address student work or the quiet off-task chatting.</p> <p>The SPED observer noted that one resource classroom was not on schedule during the dedicated ELA time. Students in this room watched a movie for 15 minutes. After the SPED observer inquired about the ELA start</p>

	<p>time the movie was turned off. Students in this observation worked on writing tasks independently and the teacher wrote words on the board that were not aligned to any work the students completed.</p>
<p>PMF Indicator #1: Student Progress – Academic improvement over time</p> <p><i>Effective instruction supporting student academic progress in math. .</i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards</p> <p><i>Moving students to proficient and advanced levels in math.</i></p>	<p>DC PSCB observed common core aligned math objectives posted and referenced in two math observations. The third math teacher at Cesar Chavez – Parkside Middle was absent on the day of the observation. In these observations teachers appeared to be well planned and students were prepared with appropriate materials for the work.</p> <p>In one lesson students reviewed integers and practiced solving algebraic equations both independently and in pairs. The teacher used the projector to facilitate the lesson and modeled how to complete an equation. In another observation students worked to find unit rate in story problems. The teacher continuously circulated the room during group work time stopping to address misconceptions with individual students. In this observation the teacher paused to discuss how to use context clues to figure out words in story problems. He ensured students understood what each problem actually asked by sharing real-life examples.</p>
<p>PMF Indicator #3: Gateway – Outcomes in key subjects that predict future educational success</p> <p>Promotion of math proficiency by eighth grade</p>	<p>The QSR team observed strong math instruction in the two middle school math observations. Math teachers demonstrated a belief that all students could be successful and, as detailed above in Indicators 1 and 2, teachers utilized a variety of high-leverage instructional strategies. Data walls in math classrooms displayed current math data for each student.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB measures attendance to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lost</p>

	<p>opportunities for learning. On each day of observations, the school had attendance rates above 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance² on the days the QSR team conducted observations:</p> <p>Visit 1: January 23, 2017- 88.4% Visit 2: January 24, 2017- 94.2% Visit 3: January 25, 2017- 92.7%</p>
<p>Mission-Specific Goal: Middle School</p> <p>On state standardized tests, all subgroups will score high enough such that the school will never be identified as Priority or Focus status by OSSE for subgroup performance.</p>	<p>DC PCSB did not collect evidence related to assessment scores however the QSR team did observe Common Core aligned instruction in both ELA and math classes. The QSR team rated 60% of observations as proficient or distinguished in the Instruction domain. Some teachers demonstrated the use of varied and effective instructional strategies while some struggled managing student behavior.</p>

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

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 56% 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 54% 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.</p>	Distinguished	8%
	<p>In one observation the teacher thanked a student after a student raised his hand and answered a question correctly. The teacher said to the class, "I am thanking him for raising his hand and waiting to be called upon." In a distinguished observation the teacher and students laughed and smiled throughout the entire observation at silly content related jokes. The QSR member noted this as one of the most positive classroom environments she has ever observed.</p>	Proficient	46%

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

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 31% of the observations as basic in this component. In these observations students frequently disrespected each other and the teacher. In one observation a student loudly told another student to "shut up" No attempt from the teacher or classmates was made to acknowledge the disrespect.</p> <p>In another observation after a student was called to the main office, two other students near her table made insults about her. The teacher and other adults in the room did not appear to have control of the group, nor did students seem concerned about their behavior towards the teachers or their peers.</p>	Basic	31%
	<p>The QSR team scored 15% of the observations as unsatisfactory in this component. In these observations when students were insulting each other (e.g., cursing, name calling) the adults in the room made little or no effort to redirect or address students' behavior. In an unsatisfactory observation the teacher asked a question about square root to a student. The student responded incorrectly and the student beside him said, "You're a dumb ass." Neither of the adults or students said anything to the student. In another observation the teacher stated to a student, "You are getting on my last nerve. If you keep it up I will put you in the back facing the wall for the rest of the class."</p>	Unsatisfactory	15%
Establishing a Culture for Learning	<p>The QSR team scored 71% of the observations as distinguished or proficient in this component. In these observations teachers encouraged academic discussion and praised student effort. In one observation the teacher commented, "I saw a little bit of wrestling with that problem and I like it. You guys were working hard." In another observation the teacher referred to all students as "smarticles." She said, "You guys are all smart and all scientists." Students in one</p>	Distinguished	8%

The Classroom Environment	Evidence	School Wide Rating	
	<p>classroom worked diligently to complete classwork. When one student struggled with a text passage she said, "okay guys, let's work together because I don't understand this!" The other students in the group walked her through the reading until she stated that she understood. Teachers in some of these observations gave out "additions" to students who persevered through difficult problems or stayed on task through tough material.</p>	Proficient	63%
	<p>The QSR team scored 31% of the observations as basic in this component. In these observations teachers had inconsistent expectations for students. Teachers encouraged some students to complete high-quality work while other students were able to sit passively. Students in these observations showed minimal engagement and little enthusiasm when completing learning tasks.</p> <p>In one observation over half the class sat with their heads down as their classmates presented projects. In another observation the teacher assigned classwork but did not encourage students to work. Students in this class spent the majority of the observation socializing and did not have any work completed when class ended.</p>	Basic	31%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team rated 54% of observations as proficient in this component. In these observations teachers maximized instructional time through established procedures and routines. In some of these observations students consistently used silent hands signals to ask a question, request a tissue, or use the bathroom.</p>	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	<p>In multiple observations teachers had do-now tasks prepared and greeted students at the door with the tasks. Students in these observations quickly gathered necessary materials upon entering the room and immediately began working. Timers and attention getting signals indicated the end of work time and teachers effectively paced lessons to ensure students completed learning tasks.</p>	Proficient	54%
	<p>The QSR team scores 38% of observations as basic in this component. In several of these observations, students did not consistently use posted hand signals, were not prepared with materials, and instructional time was lost due to uneven enforcement of procedures. In one observation the teacher reminded students to use hand signals loudly saying, "everyone's hand up now. This is not how we operate, we have a system, you know better. If you need something you have hand signals." However students continued shouting out requests, interrupting instruction. In another observation only half the class collected the Do Now at the door and over five minutes of time was lost as students shouted out requests for papers and roamed around to find the work.</p>	Basic	38%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	8%
Managing Student Behavior	<p>The QSR team rated 47% of observations as distinguished or proficient in this component. In these observations student behavior was nearly entirely appropriate or students responded to teacher reminders to stay focused. Teachers in these observations used proximity and quiet reminders to keep students on-task. In one observation a teacher thanked students for</p>	Distinguished	8%

The Classroom Environment	Evidence	School Wide Rating	
	<p>saying and doing “the right thing” and narrated other positive student behaviors. In another observation students managed their own behavior moving to the back of the room to stand or sit on an exercise ball if they needed a break but continued to listen to the teacher and participate in class.</p>	Proficient	39%
	<p>The QSR team rated 38% of observations as basic in this component. In some observations student behavior was disruptive to the learning. Teachers in these observations attempted to bring order with uneven results. In at least two observations students walked in and out of class without permission or a pass. In one observation the teacher’s response to off-task behavior varied, in which she sometimes addressed the class directly or called students out by name; but other times she chose to ignore the behavior and continue with her lesson even though few students listened. When the teacher asked a student in one observation to be quiet the student yelled, “I am not talking.” The teacher moved to the board and gave the student a check next to his name however he and other students continued to be disruptive for the remainder of the observation.</p>	Basic	38%
	<p>The QSR team rated 15% of observations as unsatisfactory in this component. In these observations the classroom environment was chaotic. Students threw items across the room, yelled loudly, refused to work and laughed at the teacher and each other. Teachers in these observations were not aware of student behavior or chose to ignore it. In one observation while the teacher attempted to instruct a student yelled out, "someone drew a penis on my paper." Other students laughed and remained off task for the remainder of the observation. The teacher did not attempt to correct the behavior and as a result there was no instruction.</p>	Unsatisfactory	15%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 60% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 85% of the observations as distinguished or proficient in this component. In these observations teachers shared daily objectives and each classroom had posted objectives along with daily agendas. Teachers communicated the amount of time they were to spend on each part of the lesson however in many observations the agenda was not followed due to classroom behavior issues. Teachers aligned lesson activities and learning experiences to the daily objectives and pre-taught or retaught essential vocabulary as needed.</p>	Distinguished	8%
	<p>In one observation the teacher asked students to copy the definition of “scientific notation” from the board. The teacher then explained the reason to use scientific notation, showed examples, and restated the definition in simple terms. By the end of this observation all students in the class were able to effectively convert numbers into scientific notation and many connected it to work they completed in another class. In these observations teachers provided students with clear and thorough directions. In one observation students brainstormed good and bad aspects of globalization. The teacher modeled the activity with post-it notes in the front of the classroom and 100% of students immediately began work when it was time without any clarification needed from the teacher.</p>	Proficient	77%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 15% of the observations as basic in this component. In these observations the lesson directions and objectives were unclear. Some students attempted to clarify the lesson purpose while other sat idly or talked to their peers. In one observation the teacher attempted to explain the instructional purpose of the lesson with limited success. Some students started to work, while most required the instructions to be repeated several more times. In another observation the teacher only communicated behavioral and procedural directions over the 35-minute observation.</p>	Basic	15%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 54% of the observations as proficient in this component. Teachers in these observations asked high-level questions designed to cognitively challenge students. In one classroom the teacher listed five vocabulary words and asked students how those words made them feel and why. Students eagerly shared ways they related to the words and the teacher then said, "well if these are words from our poem, what is the mood?" In two classrooms the teacher insisted that students explain the methods they used to solve different</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>problems. A teacher said "I heard some of you say that the cube root of 216=6. How did you know that? Tell me how you got your answer. Let's discuss this as a class." A few teachers used effective questioning to deepen student understanding of a topic or connect the learning to student lives. In one classroom the teacher asked the students, "what do you think my first cell phone looked like?" The students chuckled and eagerly shared ideas. This question led to a discussion about tariffs on electronics made in China relevant to the students' daily lives. Student participation was generally high in these observations.</p>	Proficient	54%
	<p>The QSR team rated 46% of the observations as basic in this component. In these observations questions required basic recall of information and student participation was limited. Most questions posed were intended for students to respond directly to the teacher, rather than talk with their peers such as: "you're writing the story in your language arts notebook...any questions?" or "Do you know what a genre is? Look at the list and tell me what a genre is." In these observations teachers did not provide wait time on responses from students. A few students generally quickly answered questions and then the teachers moved on. After several minutes of watching a movie in one class, the teacher stopped the movie to engage students in discussion about what was taking place in the movie. No one responded with questions or comments. In another observation the teacher asked only procedural questions as she struggled was to gain control of student behavior.</p>	Basic	46%

Instruction	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 54% of the observations as proficient in this component. Students in these observations actively engaged in the learning activities and tasks. In two observations the teacher challenged students when assigning practice problems to be completed in pairs. One student grumbled and another said, "but practice makes perfect." All pairs worked diligently over the remainder of the observation. Students in these observations intellectually engaged with the content asking extension and follow-up questions after teacher instruction. Learning materials and activities were appropriate for achieving lesson objectives. Students read age-appropriate stories and poems and teachers made connections to the real world. Teachers in these observations used a variety of instructional groupings, whole group, pairs, individual, and students remained focused even when not working directly with the teacher.	Distinguished	0%
		Proficient	54%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 46% of the observations as basic in this component. In these observations student engagement was largely passive meaning the learning consisted primarily of teacher presented facts or procedures. Students frequently had heads down on desks or sat without any work for extended periods of time. In one observation students sat quietly with their heads down or doodling on notebooks during peer presentations. In other observations the pacing of the activities seemed to drag on, with some students struggling to maintain focus during the extended independent work periods. When teachers in these observations released students to work independently or with partners, very few appeared to be working on the activity unless they were in the immediate attention of the teacher. Most of the behavioral challenges occurred at times when students were not intellectually engaged with the lesson.</p>	Basic	46%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team scored 54% of the observations as distinguished or proficient in this component. Teachers in these observations circulated during work time giving individual students specific and timely feedback. In one observation the teacher realized that three students did not know the definition of an essential vocabulary word in text. He clarified the meaning once and then circled back to the group multiple times asking new comprehension questions each time to ensure understanding.</p> <p>During one observation the teacher said, "by</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>a show of thumbs up, how many have been able to answer the first bullet point?" She then asked students to discuss the first bullet point at their table with their small group while she circulated listening in and giving specific feedback.</p> <p>In these observations teachers used both informal and formal assessments and frequently addressed misconceptions on the spot. In two observations students were given a pop-quiz and in another the teacher said, "I have some work to give back to you – I will give it to you because some of you need to redo some things."</p>	Proficient	54%
	<p>The QSR team rated 23% of the observations as basic in this component In these observations teachers used global checks for understanding and there was little evidence that students knew how their work was assessed. In one observation the teacher said, "we are going to go over the activity together now." After rapidly asking global questions without hearing student responses she dismissed the class.</p> <p>In another observation the teacher asked for students thumbs up/thumbs down to indicate understanding. Although not all thumbs were up the teacher moved on to the next concept. The QSR team did not see the use of exit tickets or other daily assessments in these observations. Teachers' feedback was general in nature and did not provide students specific ways to improve academic work.</p>	Basic	23%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated a particularly high 23% of the observations as unsatisfactory in this component. In these observations teachers did not gather evidence in order to inform instruction. Teachers did not collect work or use any questioning to probe student thinking. In many of these observations student behavior disrupted the learning process and teachers struggled to instruct.</p>	Unsatisfactory	23%

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.