



April 7, 2017

Vasco Fernandes, Board Chair  
SEED PCS- Middle and High  
4300 C Street SE  
Washington, DC 20019

Dear Mr. Fernandes:

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 SEED PCS – Middle and High between February 6, 2017 and February 17, 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 SEED PCS – Middle and High.

Sincerely,

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

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Mecha Inman

## Qualitative Site Review Report

**Date:** April 7, 2017

### **Campus Information**

**Campus Name:** SEED PCS

**Ward:** 7

**Grade levels:** 6-12

### **Qualitative Site Review Information**

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

**Two-week window:** February 6, 2017 – February 17, 2017

**QSR team members:** 2 DC PCSB staff including one SPED specialist and 4 consultants

**Number of observations:** 29

**Total enrollment:** 362

**Students with Disabilities enrollment:** 68

**English Language Learners enrollment:** 0

**In-seat attendance on the days the QSR team conducted observations:**

#### Middle School:

Visit 1: February 7, 2017 – 90.9%

Visit 2: February 8, 2017 – 90.4%

Visit 3: February 9, 2017 – 91.3%

Visit 4: February 14, 2017 – 89.9%

Visit 5: February 15, 2017 – 94.7%

Visit 6: February 16, 2017 – 92.3%

#### High School:

Visit 1: February 7, 2017 – 96.4%

Visit 2: February 8, 2017 – 92.2%

Visit 3: February 9, 2017 – 85.2%

Visit 4: February 14, 2017 – 88.7%

Visit 5: February 15, 2017 – 91.5%

Visit 6: February 16, 2017 – 88.7%

### **Summary**

Seed PCS – Middle and High School’s mission is to provide an outstanding intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.

Seed PCS – Middle and High (SEED PCS) is a single campus composed of student housing and academic buildings. The QSR team found that the daytime school facility provides a safe and supportive environment to learn. The QSR team did not observe any of the facilities or programs outside of the dedicated school day. Teachers and administrators at SEED PCS appear to have strong rapport with their students and for the most part the instructional program was strong. However the QSR team did note that in some classrooms student behavior and low-levels of rigor were of concern. The QSR team observed the before-school enrichment and intervention block in the middle school. The team did not see strong evidence that this time supports academic growth for all

students. Some students worked diligently on computers completing math problems but most students watched TV shows or the news on CNN while socializing. The QSR team noted that areas of the school appeared rundown with dirty desks and cluttered shelves. Finally, as detailed later in this report, a DC PCSB special education specialist did not observe strong academic support for students with disabilities.

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 78% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated components in this domain are *Building a Relationship of Respect and Rapport* and *Managing Classroom Behavior* with each rated as 79% distinguished and proficient. In these observations students and teachers demonstrated warm and caring relationships in well-managed classrooms.

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Communicating with Students* with 83% of observations rated as proficient. In these observations teachers clearly articulated learning objectives and effectively scaffolded complex concepts or vocabulary.

### Governance

The SEED DC PCS board and senior staff met on March 2, 2017. A quorum was present. A member of the staff presented on the interim results of the ACT Aspire test, which resulted in a conversation around student success measures, opportunities for academic enrichments, and how staff and teachers are supporting students. The staff also discussed the changes they implemented and will implement this school year as well as upcoming school years.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, SEED PCS responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which does not support that the school is implementing its program with fidelity. Although students often complied with teachers' instructions, the specialist concluded that the SPED program at SEED PCS lacked motivation and enthusiasm for learning on the part of teachers and students.

- Per the school's special education questionnaire, special education teachers are "scheduled to work with a limited number of teachers to maximize their planning time so they don't have to meet with too many teachers." The SPED specialist noted that after visiting the school twice to complete observations, many of the special education classes are either resource rooms, or self-contained classes. Most of the special education teachers do not participate in many inclusion classes. The observer noted that the special education teachers in inclusion classrooms primarily roamed the classroom to serve as behavior monitors, while the general education teacher primarily facilitates instruction. This is not what the school articulates is its approach to special education instruction.

- Although the school's questionnaire mentioned that teachers offer individualized support or provide students with accommodations or modifications to particular assignments to differentiate instruction, the special education specialist noted little evidence of differentiation. In the self-contained ELA class, one student worked one-on-one with the teacher while four peers practiced typing on [www.typing.com](http://www.typing.com). Typing did not offer the students modifications or accommodations but rather kept them busy while the teacher worked with the other student. During individualized instruction the teacher was patient and allowed the student ample wait time to process her responses. In the inclusion class and the resource room, the teacher provided the same oral instructions, asking students to complete the same tasks and did not differentiate for any of the students.
- When asked what resources teachers use to support student learning, the school mentioned the use of iPads, Khan Academy software, and Lexia. The special education specialist did not observe the use of any of these resources during instruction. Very little technology or multimedia was incorporated into instruction aside from the typing practice in the self-contained classroom.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: To provide an outstanding intensive residential education program to at risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.</p>	<p>The QSR team did not conduct any observations or collect information on the residential program. For the sake of this report, it should be noted that all evidence and ratings are solely related to observations of the school day program. The QSR team determined that SEED PCS (6<sup>th</sup>-12<sup>th</sup> grade daytime academic program) is meeting its mission.</p> <p>The QSR team rated 75% of observations as proficient or distinguished in the <u>Instruction</u> domain of the Danielson Rubric. Students participated in a variety of learning tasks and often demonstrated high levels of engagement. Most students in an Anatomy class displayed mastery of content as they examined text or handouts to identify information in support of predictions related to PET (positron emission tomography) brain images. Teachers taught high- level vocabulary associated with lessons in different subject areas: Health (self-esteem, self-actualization, self-improvement, character traits; Earth Science (caucus); Math (perimeter); Biological Science (neuron, spinal cord, somatic, neurotransmitter).</p> <p>In most observations students demonstrated a commitment to learning with some voluntarily re-doing past assignments for better grades and some eagerly participating in all aspects of the lesson.</p> <p>It should be noted within the special</p>

Mission and Goals	Evidence
	<p>education program the team did not observe the same level of engagement on behalf of the students or the teachers. In a few instances the QSR team questioned if students received rigorous college preparatory instruction that will prepare them for future success. Students in a few observations did not complete the tasks aligned to the same learning objectives as their peers. In one observation students worked on an online typing program instead of completing tasks requiring critical thinking. Students in one self-contained classroom read novels as a class however individual students opted out of reading and the teacher did not insist on high-levels of participation. In two self-contained observations students did not submit any work to be assessed and the teacher did not individually assess if they understood the text.</p> <p>The QSR team observed evidence that SEED PCS places emphasis on social-emotional development. Most teachers modeled respectful behavior toward their colleagues and students followed their example. Teachers praised student effort and generally redirected off-task students respectfully but firmly. Signs highlighted the "Social Skill of the Week: Following Directions the First Time" hanging prominently in hallways and classrooms. Effective communication strategy posters were displayed on each floor of the school and in one observation the teacher referenced the strategies. One bulletin board had information about how to maintain a growth mindset and another detailed information about the college application process.</p> <p>In one observation the teacher encouraged accountability and responsibility when they said to a student, "Whose responsibility is it to be prepared for class? If you forget to do</p>

Mission and Goals	Evidence
	<p>your writing assignment, should the RA accept the consequences?" In another observation the teacher focused on building confidence as students outlined National History Day papers. The teacher frequently used terms such as "I appreciate your effort" and "Excellent thinking" as he monitored and maintained eye contact with students.</p> <p>While most teachers supported students with social and emotional growth there were instances of disrespect or anger that were not addressed by staff. As a result students did not have an opportunity to reflect on their actions.</p>
Goals:	
<p>PMF Indicator #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in <b>reading</b></i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in <b>reading</b>.</i></p>	<p>DC PSCB observed Common Core-aligned objectives and supporting instruction in most English classes. In one middle school class, students summarized and cited textual evidence demonstrating a high level of comprehension. The teacher used a variety of instructional groupings and posed open-ended questions to gauge student learning. In an AP course students analyzed and interpreted complex poetry and prose. Teachers in these strong observations circulated during work time giving specific feedback to individual students and in two observations students completed formative assessments (a pop quiz and an exit ticket).</p> <p>The QSR team also observed integrated literacy strategies across the content areas. Word walls were present in most classrooms with high-level vocabulary. In one class students examined court cases to identify specific details and then made inferences. In another non-English class students identified main ideas and supporting details of a non-fiction reading passage in small groups. Teachers at the high school level supported writing</p>

Mission and Goals	Evidence
	<p>development as they guided students through research projects about National History Day. In one class a student identified Mother Theresa as a hero and wrote an essay about her possible impact on SEED PCS. In another class students analyzed a contemporary article titled: "Was Abe Lincoln a White Supremacist?" The teacher facilitated a class discussion with high levels of participation. In one science class students read a complex text as background for constructing a brief constructed response (BCR).</p> <p>The QSR team noted that in some observations instruction was not strong. In some classes students were told to read silently for 30 minutes, however very few students read and instead sat with their heads down or chatted with friends. In the morning intervention and enrichment block at the middle school there was no evidence that students receive extra literacy support other than in one classroom where students spent 45 minutes working on a computerized literacy program.</p>
<p>PMF Indicator #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in <b>math</b></i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in <b>math</b></i></p>	<p>The QSR team observed strong math instruction with connections to Common Core standards. Teachers in these observations frequently modeled problem solving for students and utilized effective think-alouds when completing problems on the board. In one observation the lesson objective was written on the board: "Students will be able to use a table to find solutions to linear equations and plot the solution on a coordinate plane." The teacher in this observation used a gradual release model to effectively scaffold instruction. The teacher completed example calculations on the board, answered student questions and had students practice in pairs, and then asked students to individually perform similar calculations to</p>



Mission and Goals	Evidence
	<p>prepare for their projectile lab. Teachers in other observations effectively broke down lesson objectives for students. One teacher said, "This objective has a ton of math vocabulary. We are going to first break it down so we understand."</p> <p>In math observations teachers encouraged students and recognized effort. In one observation the teacher said, "The questions won't get easier but more difficult. Stick with it. The fastest sprint you ever did." After students in this class completed their independent work the teacher said, "If you persevered and feel proud give me your paper." All students proudly handed the teacher their work. In another observation the teacher demonstrated love for the subject. When completing a problem on the board lent itself to multiple paths for solving, the teacher noticed aloud that one of the methods will not work with all fractions. She addressed a possible misconception on the spot and then asked students to explain what might have happened if they continued to use the improper technique.</p>
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>MIDDLE SCHOOL: Promotion of math proficiency by eighth grade</i></p> <p><i>HIGH SCHOOL: Outcomes aligned to college and career readiness</i></p>	<p>Middle school math instruction was generally strong. Students demonstrated high levels of engagement by actively participating and asking thoughtful questions. Most middle school math classrooms had teacher-created anchor charts highlighting steps to solve different types of equations. Students in one room effectively used the anchor charts as they walked silently over to them and copied down notes as needed. The QSR team did not observe exit tickets or other formal daily assessments however in all three observations students submitted completed work, turned in homework, and the teachers circulated during work time.</p>

Mission and Goals	Evidence
	<p>The high school classroom environments and hallways supported a college-going culture. College pennants in hallways and Teachers' college memorabilia hung in classrooms. A bulletin board labeled "Class of 2017 Getting Ready for College" highlighted college acceptances. Teachers created opportunities for students to engage with content topics related to careers and the world beyond the classroom, as highlighted in other areas of this report. Appropriate Use of Technology posters hung in classrooms and in the hallway a bulletin board titled, "Think like a Scientist" highlighted careers in science.</p>
<p>PMF Goal #4: School Environment – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></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 opportunities for learning. On each day of observations, the school had attendance rates above 85% (Middle School) and 82% (High School), the floor of the Performance Management Framework. However, DC PCSB questions why rates of attendance were not higher at a school with a residential boarding program.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p><u>Middle School:</u>  Visit 1: February 7, 2017 – 90.9%  Visit 2: February 8, 2017 – 90.4%  Visit 3: February 9, 2017 – 91.3%  Visit 4: February 14, 2017 – 89.9%  Visit 5: February 15, 2017 – 94.7%  Visit 6: February 16, 2017 – 92.3%</p> <p><u>High School:</u>  Visit 1: February 7, 2017 – 96.4%  Visit 2: February 8, 2017 – 92.2%  Visit 3: February 9, 2017 – 85.2%  Visit 4: February 14, 2017 – 88.7%  Visit 5: February 15, 2017 – 91.5%</p>

Mission and Goals	Evidence
	Visit 6: February 16, 2017 – 88.7%
<p>Mission-Specific Goal#1: An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and high school students, indicated by a 10% annual decrease in the number of incident reports by grade level.</p>	<p>DC PCSB will review data provided by the school to determine if the number of incident reports decreased.</p> <p>The QSR team rated 79% of the observations as distinguished or proficient in the <i>Managing Student Behaviors</i> component of the Danielson rubric. There were no observations of incident reports during the DC PCSB visits and overall student behavior was appropriate. There was no evidence of a school wide behavior management system, however teachers used effective strategies to keep students on-task. Teachers pulled students aside for private conversations, used proximity with off-task students, and praised appropriate student behavior. Only one observation was rated as unsatisfactory in this component.</p>
<p>Mission-Specific Goal#2: High school students will demonstrate college readiness as measured by:</p> <ol style="list-style-type: none"> <li>1. 100% of students will have the required number of community service hours at the end of each academic year.</li> <li>2. Presentations of Learning (POLs) <ol style="list-style-type: none"> <li>2a. 100% of junior and senior high school students will score 80% or higher on their POLs.</li> <li>2b. 90% of freshman and sophomores will score 75% or higher on their POLs.</li> </ol> </li> </ol>	<p>The QSR team did not observe evidence of the service learning program or hear mention of the Presentations of Learning during the site visit. DC PCSB will review data provided by the school to determine if students completed their community service hour requirements. DC PCSB will also review the Presentations of Learning scores.</p>

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 78% 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 79% of the observations as distinguished or proficient in this component. Interactions in these observations were polite, warm and positive. Teachers frequently said, “I appreciate that” or “thank you” to students and students treated teachers and each other with the same courtesies. In one observation a student said, “I’m sorry for my behavior.” The teacher responded with “Thank you for saying that.”</p>	Distinguished	10%
	<p>Teachers greeted all of the students by name in all of the classes. One teacher started class saying, “Good morning my loves, I’m glad to see you this morning.” In these observations students and teachers joked around together and smiled at each other. In one observation a student asked the teacher, “Can you juggle?” The teacher responded, “Have you seen how many times I trip during class? There is no way I could juggle.” The students and teachers laughed and then quickly returned to the learning task.</p>	Proficient	69%

<sup>1</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 scored 14% of the observations as basic in this component. These observations were generally free of conflict however there was occasional disrespect or insensitivity. In one observation the teacher said, "You have already wasted five minutes of my time" to a student after he didn't know what to work on. In another observation the teacher spoke unkindly to several students, often mentioning that she didn't have to help them. When students came to class late, she locked them out and yelled, "You were too slow!" One student asked for a pencil and the teacher said, "You're welcome for me giving it to you. I did not have to do that." In this observation students were respectful to their teacher and to each other, but the teacher was only respectful to some students.</p>	Basic	14%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. In these observations teachers and students demonstrated a strong commitment to the learning process, celebrated success and maintained the belief that with effort everyone can learn. At the end of one observation, the teacher said, "If I could just share this with you before we leave: Thank you for being receptive to my instructions today. Thank you for putting</p>	Distinguished	7%

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	<p>forth effort. For those that didn't understand this morning, I hope you received the help you needed." In other observations students clapped their hands, performed drum beats, cheered, or gave shout outs to their classmates and teachers gave sincere praise in recognition of effort. The energy of the teachers in these observations transferred to the students making the classrooms a vibrant and exciting learning environment. Teachers praised student efforts to complete work of high quality.</p>	Proficient	69%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations students and teachers demonstrated a low commitment to the work and uneven expectations for students. One observer entered a nearly empty class while the teachers and most students played in the hall or the class next door. Expectations during this independent reading time seemed low, since the timer was still counting down while students were elsewhere during the class period and only a few students read.</p> <p>In these observations teachers made few or no statements of encouragement or praise to promote the learning task or encourage effort. In a few observations teachers motivated students with extrinsic rewards such as candy. In other observations high expectations were held for some, but not all students. Some students were allowed to sleep or rest with their heads down without consequence.</p>	Basic	17%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%

The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 76% of the observations as proficient in this component. In these observations teachers maximized instructional time with established routines, organized materials, and efficient transitions. In one observation the teacher said, "I'm going to ask that you stand up, and line up behind Student X, and we are going to head to the computer lab." The teacher immediately narrated students who followed the direction and students quickly and quietly moved to the computer lab. Teachers used countdowns, timers, and announced remaining time before transitions. Students in these observations responded immediately and demonstrated readiness for instruction or further directions.</p>	Distinguished	0%
	<p>In other observations students assisted in the distribution and collection of classroom materials. In one classroom students politely raised their hands to get headphones as another student passed them out. Additionally in a few classrooms students handed out materials or returned homework while the teacher took attendance and the remainder of the class worked on do now tasks.</p>	Proficient	76%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations some instructional time was lost due to uneven implementation or lack of routines and procedures. In many of these observations students did not demonstrate an understanding of how to transition from one instructional grouping to another. Students in one classroom lost over five minutes of instructional time moving into pairs from independent reading. Some students yelled across the room to peers, some moved desks haphazardly and some sat alone waiting to begin working.</p> <p>In other observations material distribution resulted in lost instructional time. In one classroom students quickly tried to put away iPads after the bell rang resulting in students being tardy for their next class and in another classroom students spent over five minutes finding their reading books. In some of these observations there were clear classroom procedures, such as writing objectives in student planners, but many students did not have the supplies that were expected of them. One teacher refused to give out pencils to students who didn't have them and didn't let students sharpen pencils, saying she had "no mercy."</p>	Basic	21%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%



The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. In these observations student behavior was generally appropriate and when needed students quickly adjusted behaviors with small reminders from the teacher. Students abided by posted rules and expectations: "Raise your hand to speak or get my attention. Listen and follow all directions. Express respect for your teachers, peers, and the environment." Teachers used proximity and other strategies to reinforce positive behavior or prevent the occurrence of problems. Teachers used private conversations to discuss specific violations with students. In a distinguished observation students encouraged good behavior from their peers. One student told another student to raise his hand after he shouted out an answer and another student said, "Shhhh" to her tablemates who talked quietly during instruction.</p>	Distinguished	10%
		Proficient	69%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations student misbehavior interfered with the instructional program and teachers had uneven success redirecting off-task students. In one observation a teacher was interrupted twice while answering a student's question. After a few prompts, the student stopped talking but started again once the teacher moved on. In another observation although the teacher attempted to monitor behavior and assigned points for compliance, students played music from their cell phones, ate chips and held conversations after being asked by the teacher to stop talking.</p> <p>In a few observations students said "shut up" to one another without consequence. Students in one classroom got into a scuffle on a bean bag but the teacher addressed it.</p>	Basic	17%

<b>The Classroom Environment</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	3%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 75% of classrooms as “distinguished” or “proficient” for the Instruction domain.

<b>Instruction</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 83% of the observations as proficient in this component. In these observations teachers shared lesson objectives, scaffolded content, and presented clear directions and instructions free of error. In one observation the teacher said, “By tomorrow’s class, you need to have a completed rough draft of your script. I want to be specific about what a rough draft means. Sometimes students turn in a draft that is not complete. A rough draft means the whole thing needs to be complete.”</p>	Distinguished	0%
	<p>In another observation the teacher used a variety of instructional strategies to demonstrate the meaning of a new vocabulary word. The teacher said, “When you hear the word distribute, what do you think? Think about where you’ve heard that word before.” Then the teacher spent several minutes talking about the meaning of the word distribute. Finally the teacher asked students to write each definition on the board as he passed out markers to demonstrate the meaning of the word. In another observation the teacher explained, “So we worked with antonyms. Antonyms are opposite words, but there are also synonyms which are words with similar meanings.” The teacher used clear, concise examples and vocabulary was appropriate for the grade level.</p>	Proficient	83%

Instruction	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	7%
	The QSR team scored 10% of the observations as unsatisfactory in this component. In these observations learning objectives were unclear and teachers did not present clear directions or instruction. In one observation students read a lesson objective off of the board but did not do any activities relating to the objective. In another observation the teacher attempted to explain what students would be doing, stating, "So, we're going to play this decimal game that I find most interesting." There were no decimals mentioned or listed in the questions included on the game cards, which were primarily simple subtraction questions. An example of one question on the game card was, "I have 15 who has 3 more?" The teacher then attempted to explain how students could establish the correct answer.	Unsatisfactory	10%
<b>Using Questioning/Prompts and Discussion Techniques</b>	The QSR team scored 76% of the observations as proficient in this component. Teachers asked a variety of questions in these observations including some higher-order questions to engage students in discussion. In one observation the teacher asked, "How does this influence Lincoln if he has four states that have slavery?" and "Can you anticipate what the opposition is going to say and figure out a way to shut it down?" The class then discussed	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>different viewpoints with high levels of student participation. Teachers asked students to explain and justify their thinking and students used accountable talk. One student responded to a teacher stating, "I disagree with Student X. I think because the brain controls the whole body, you can't move or think as well with an injury to the brain." In another observation while working with a somewhat disengaged student, the teacher made good use of wait time and asked several thought-provoking questions to bring the student into a classroom discussion.</p>	Proficient	76%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations questions were either procedural in nature, leading to limited discussion or asked globally with little student participation. In one observation there was one-on-one questioning with students such as, "Half of 130 is what? and "How would I find the perimeter?" but many students were not allowed to participate at all. In another observation after reading a literary text there was no questioning or discussion other than a worksheet where all questions were multiple choice questions.</p>	Basic	17%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%

Instruction	Evidence	School Wide Rating	
<b>Engaging Students in Learning</b>	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component. Students in these observations spent more time working than listening to the teacher talk. Most students were attentive and actively involved in the instructional activities. Learning activities included student participation in a constructive writing activity, comparing brain images, outlining draft papers, developing questions for a court case, interpreting original poetry and completing a grade level assessment.</p>	Distinguished	10%
	<p>Teachers used various instructional approaches to engage students, including video viewing, chrome book research, acting out skits, individual and group projects. One teacher effectively moved from one activity to another with all students involved in rhythmic beats, chants, student presentations, turn and talk, and a group discussion. Teachers maintained appropriate pacing of activities to ensure that all students could complete learning tasks but not sit idly.</p>	Proficient	62%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations some students engaged with learning tasks while others sat idly. In one observation the pacing of the activities was slow; some students played games on a computer while others had their heads down at the table without anything to do. In these observations a few students consistently participated, but others appeared to sit quietly and blend in without ever saying anything. There was little evidence of differentiation and learning activities consisted of one single activity for the duration of the observation such as completing a worksheet or unstructured silent reading for over 30 minutes.</p>	Basic	21%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
<p><b>Using Assessment in Instruction</b></p>	<p>The QSR team scored 69% of the observations as distinguished or proficient in this component. In these observations close monitoring of student progress was evident as teachers circulated and assisted students during work time. In one observation the teacher said, "We are going to do a quick check so I can see where everyone is. I want everyone to do this page of problems and give me a thumbs-up so I can come check your work before you move on." The teacher then checked in with each student individually and</p>	Distinguished	10%

Instruction	Evidence	School Wide Rating	
	<p>offered specific feedback. In a few observations students demonstrated a clear understanding of how they were evaluated. In one class students looked at online grades and selected assignments to re-do for higher grades. The teacher circulated to each student commenting on how they could improve their work. In other observations students provided feedback to each other on whether their responses met specific guidelines. In each of these classrooms students explained content and assisted other students to apply practical concepts in their writing.</p>	Proficient	59%
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations there was little evidence that teachers assessed students in order to drive instructional decisions. In one 35-minute observation, students did not write anything down and all activities were either done on the computer or answered aloud, without teacher probing about student understanding. When teachers in these observations checked for understanding, they asked questions globally, and students proceeded to call out at the same time, without raising their hand. Teachers frequently graded papers at their desk or completed other tasks while students worked.</p>	Basic	28%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%



## 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.