



April 7, 2017

Ms. Berika Broomfiled, Board Chair
Shining Stars Montessori Academy PCS
1240 Randolph St NE
Washington, DC 20017

Dear Ms. Broomfiled:

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:

- Charter condition from SY2015-16 review: School must undergo another QSR before spring 2017. If less than 50% of the observations in either domain are not Proficient or Distinguished, DC PCSB staff may recommend an immediate review.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Shining Stars Montessori Academy PCS (Shining Stars Montessori PCS) between February 6, 2017 and February 17, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Shining Stars PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Dr. Regina Rodriguez

Qualitative Site Review Report

Date: April 7, 2017

Campus Information

Campus Name: Shining Stars Montessori PCS

Ward: 5

Grade levels: PK3- 5

Qualitative Site Review Information

Reason for visit: Charter condition from SY2015-16 review: School must undergo another QSR before spring 2017. If less than 50% of the observations in either domain are not Proficient or Distinguished, DC PCSB staff may recommend an immediate review.

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

QSR team members: 2 DC PCSB staff including a special education (SPED) and English Language Learner (ELL) specialist, 1 Montessori consultant

Number of observations: 11

Total enrollment: 203

Students with Disabilities enrollment: 14

English Language Learners enrollment: 16

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

Visit 1: February 7, 2017 – 92.2%

Visit 2: February 9, 2017 – 95.3%

Visit 3: February 16, 2017 – 93.7%

Visit 4: February 17, 2017 – 89.1%

Summary

The mission of Shining Stars Montessori PCS is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

The school features mixed-age classrooms centered around student choice of activity from a prescribed range of options. Options are relevant to the classroom objectives and each student's individualized work plan. Students engage in two three-hour blocks of uninterrupted work time daily. During this time students receive lessons in small groups, collaborate with and observe their peers, and are free to move within the classroom as they use Montessori materials. There is a high degree of accountability within the classroom as guides check each student's individualized work plans and provide feedback throughout the work blocks.

The school offers a variety of classes including health, movement and wellness classes on Fridays, as well as enrichment and extended learning programs after school. The QSR team observed many of these course offerings during the two-week window including a West African song and dance lesson where students learned about native Djembe drums and dance styles. Teachers, parents, and students all participated in the lesson together.

During the QSR two-week window, the QSR team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 86% of observations as distinguished or proficient in the Classroom Environment domain, up substantially from 52% during the school's [last QSR in February 2015](#). In the first three components of the domain, *Creating an Environment of Respect and Rapport*, *Establishing a Culture for Learning*, and *Managing Classroom Procedures*, 91% of observations were proficient or distinguished. Overall classrooms were marked by positive rapport, high expectations for all students, and clear and efficient procedures. In the component of *Managing Student Behavior*, 72% of observations were distinguished or proficient. In most observations there was little to no misbehavior. In a few observations adult responses to student misbehaviors were delayed or uneven.

The QSR team scored 84% of observations as distinguished or proficient in the Instruction domain, a significant increase from 28% of observations as distinguished or proficient in this domain during the school's last QSR in February 2015. In two components, *Engaging Students in Learning* and *Using Assessment in Instruction*, 91% of observations were proficient or distinguished. Virtually every student was engaged in his or her learning task in these observations. Guides and assistants delivered personalized feedback throughout the work blocks. The lowest rated component was *Using Questioning/Prompts and Discussion Techniques* with 63% of observations rated as distinguished or proficient. Most guides asked open-ended questions and provided opportunities for students to discuss their ideas with peers. In some observations, however, guides used wait time inconsistently and some students did not have opportunities to fully respond to prompts or respond to each other's ideas.

Based on this report, the school has met the condition for continuance set in its 2015-16 review report.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Shining Stars Montessori 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 demonstrates that the school is implementing its program with fidelity. Although enrollment reflects a small number of students with disabilities, the school supports them with high-quality specialized instruction.

- To support the learning of students with disabilities in general education classrooms, the school stated that teachers have access to classroom Montessori materials, visual supports, (e.g., alphabet line with pictures, visual schedules, visual matching exercise for counting), individualized list of sight words, individualized classroom and home-based work plans, other academic manipulatives, and grade-level specific books. The observer noted that each classroom contained Montessori materials such as cups, plates, maps, and counting beads. In one observation students used a moveable alphabet and alphabet lines with pictures to practice handwriting and capitalization. Also, laminated sets of instructions were accompanied by pictures. In another observation a teacher wrote letters in marker, then the student traced over them in pencil.

- To co-plan for lessons, the school reported that general education and special education teachers collaboratively develop present levels of performance (PLOPS), academic goals, accommodations, and any ESY needs on the student's annual IEP. The general educators, special educators, and ELL Coordinator (when appropriate) jointly develop the special education monthly lesson plan as well as a weekly work plan; both are based on IEP goals and current level of academic achievement. The team also meets weekly to review the work plans and updates the plans accordingly. The reviewer observed that many teachers checked in with students on their work plan progress. In one classroom, the teacher asked what the student was going to do now that he accomplished one objective on his work plan.
- The school explained that teachers use assessments, work samples, and informal assessments to gauge student understanding. The observer saw many examples of teachers asking for work samples and using informal assessments. For example, one student was writing an essay on the computer. When finished, the teacher asked for the essay to be emailed to him to read over. Later in the lesson, the teacher asked another student follow-up questions after he/she completed an independent exercise on measuring angles. Across different grade levels, many teachers used multiple methods (e.g., questions, warm up and close out work) to gauge student understanding.
- The school wrote that teachers use the assessments to determine which specific academic skills are challenging for the student and differentiate lessons accordingly. Teachers target those skills with the use of accommodations like preferential seating, 1:1, visual supports, and manipulatives. Special educators also use a range of individualized learning approaches – visual, linguistic, kinesthetic. Lesson and work plans are modified based on academic progress. The reviewer observed multiple classrooms using supports, such as word cards, laminated expectations with pictures, counting beads, maps, alphabet strips, whiteboards, and individualized math programs on the computer. In one room the teacher supported linguistic and visual learning by giving the student word cards from a story to practice before reading it. Afterwards, the student used the cards to construct sentences on a graphic organizer. Subject cards were printed on yellow paper and verbs on red.

Specialized Instruction for English Language Learners

Prior to the two-week window, Shining Stars Montessori PCS responded to a DC PCSB questionnaire regarding the provision of instruction to English Language Learners (ELL). The reviewer who conducted ELL-specific observations noted the following evidence, which demonstrates that the school is implementing its program with fidelity. Although enrollment reflects a small number of English language learners, the school supports them with high-quality specialized instruction.

- The school wrote that they develop a pullout schedule to provide instruction for ELL students. The ELL teacher instructs on phonological and phonemic awareness, grammar, vocabulary, comprehension, and communication skills. The reviewer observed a pullout classroom. Students developed their academic language skills by identifying word families, using adjectives, and practicing capitalization and punctuation rules. Also, the teacher helped bolster their social language skills by asking students questions about their day.

- To support ELL instruction in general education classrooms, the school stated that teachers have access to classroom Montessori materials, individualized list of sight words, individualized classroom work plans, picture cards, sensory-related activities, graphic manipulatives, and leveled books. The observer noted that all general education classrooms contained Montessori materials. In classrooms and in the ELL pullout room, there were individualized lists of sight words. Students each had work plans, and in proficient/distinguished observations, teachers encouraged student persistence on their work plans. ELL students worked on flashcards that contained pictures and words/sounds.
- To gauge student understanding, the school explained that they use WIDA, work samples, and informal assessments. The ELL teacher also maintains running records on students receiving ELL instruction. In the ELL pullout room, the observer saw boxes of assessment resources for WIDA and Fountas and Pinnell running records. In an observation, the ELL teacher assessed student learning of sentence construction by asking questions and providing feedback. When a student asked if the past tense of 'write' was 'wroted,' the teacher responded that although many past tense verbs end in '-ed', 'wrote' is already in the past tense. The student then corrected his work.
- The school wrote that teachers use a range of individualized learning approaches (e.g. visual, linguistic, kinesthetic) to differentiate learning. Other methods of differentiation include: scaffolding lessons over a longer time period, adjusting instruction based on skill recall, and providing sensory and graphic supports. The reviewer observed that the ELL pullout room contained many visual supports such as word walls, alphabet charts, vowel charts, and individualized sight word lists. On every piece of furniture in the room, a card stated its name in print and in cursive. In the same classroom, the teacher incorporated kinesthetic learning by having students passed around a bouncy ball describing it with adjectives.

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.

Mission and Goals	Evidence
<p>Mission: To offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.</p>	<p>The QSR team noted strong evidence that the school is offering a quality Montessori education infused with culturally inclusive principles. Each classroom is named after an icon of social justice, representing a diverse group of leaders. Quotes about peace, equality, and justice are posted throughout the building and reinforced in classrooms. Teachers are called “guides” representing a fundamental Montessori concept that the child is his or her best own teacher and that the adult in the classroom simply acts as a guide, connecting students to what they need to learn¹.</p> <p>Montessori principles are also posted on the wall in the classrooms and hallways. Each classroom was equipped with key Montessori materials relevant to the grade level: bead frames- cubes, squares, and chains; moveable alphabets; word cards; geometrical shape boxes- circles, rectangles, and triangles; and puzzle maps. Flowers, crystals, soft lights, models of ships and statues, and artwork was prominent in every classroom. The observation window took place during Black History Month. Student-written biographies of civil rights leaders were displayed in the hallways next to the standard: “I can conduct short research projects that build knowledge about a topic.”</p>

¹ [American Montessori Society](#)

Mission and Goals	Evidence
<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 Indicator #2: Student Achievement – Meeting or exceeding academic standards</p> <p><i>Moving students to proficient and advanced levels in reading</i></p>	<p>Montessori guides gave small group lessons on various materials, from site word instruction to encoding and decoding with the moveable alphabet. A wide range of materials supporting the acquisition of reading – from phonemic awareness exercises to the reading of trade books was effective in the primary classrooms. Students made choices about materials to further their instruction with support from the guides. Thursday is a school-wide Writing Day. In primary classes guides provided instruction on writing mechanics such as capitalization and punctuation. In several observations the guide led guided reading small groups. The guides paused frequently to reinforce vocabulary or ask students to make predictions and answer comprehension questions.</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>Montessori guides gave small and large group lessons in math. The use of Montessori math materials such as golden bead number construction and deconstruction and materials that demonstrate the process of exchanging were effective in most observations. All students are required to conduct follow-up practice for their core math lessons. The QSR team observed several student elect to conduct math practice in a variety of ways: answering word problems on the computer, completing worksheets individually or in pairs, or using math manipulatives on rugs. Students knew how to use the math materials and often did so without teacher support.</p>
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third</i></p>	<p>The QSR team observed students reading in a variety of settings in all grade bands. Students had opportunities to read independently, in small groups, and individually with their guide. In one</p>

Mission and Goals	Evidence
<i>grade</i>	<p>observation the guide lead a small group through guided reading and paused at various points, asking questions such as, "Ok, so why is that important?" or "What does that word mean in this context?" In a pull-out setting a guide read a fiction story aloud to a student, asking him to make predictions, point to characters when the guide read about them, and answer comprehension questions.</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 lose 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 attendance on the days the QSR team conducted observations:</p> <p>Visit 1: February 7, 2017 – 92.2% Visit 2: February 9, 2017 – 95.3% Visit 3: February 16, 2017 – 93.7% Visit 4: February 17, 2017 – 89.1%</p>

THE CLASSROOM ENVIRONMENT²

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 86% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component, with a very high 64% earning the distinguished designation. In these observations guides referred to students as friends. There were few to no instances of disrespect. When students got into disagreements, the guides successfully responded to misbehavior among students by reminding them of the agreed-upon rules. Guides demonstrated warmth to students by offering them choice such as, “Which color marker would you like to use?” Guides and assistants frequently made connections to students lives, in one observation asking, “Have you ever been to Yellowstone National Park? Me neither – let’s look up a picture!”</p>	Distinguished	64%
	<p>In one distinguished observation, the guide laid out two cups of water for each student, saying “I know it was hot in the auditorium. Go on and sip on some water while we do our warm- up!” The students thanked the guide and assistant. In another observation a student spilled a great deal of water during a practical life activity. Two other students not involved in the activity took the initiative to get small mops and towels to help clean- up.</p>	Proficient	27%
	<p>The QSR team scored none of the observations as basic in this component.</p>	Basic	0%

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

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of observations as unsatisfactory in this component.	Unsatisfactory	9%
Establishing a Culture for Learning	The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations guides conveyed high expectations for learning for all students. Guides and assistants often praised student ability and effort with phrases such as, "This is a challenge. I know it's hard, but you can do it!" and "I like how you went the extra step to reduce all the fractions. Yay!" In several observations students were proud to show their guides that they had finished all their follow-ups for a given lesson.	Distinguished	27%
	In one distinguished observation, a student said, "I need more lessons!" The guides recognized and encouraged students' persistence. One guide said, "I know you're hungry, but let's do one more before lunch!" In a special education pull-out session, the guide said, "We have one more problem left, then we can have a basketball break, and then go back to our class. We have to apply everything that we learned today first though!"	Proficient	64%
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team rated less than 10% of the observations as basic in this component.	Unsatisfactory	9%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observation transitions between activities were peaceful and efficient. Guides rang bells or sang a word to get the attention of the class. In one observation the guide sang, "If you're ready and you know it clap your hands." The students immediately clapped and then chose their work quietly without any loss of time.</p> <p>In the distinguished observations students cleaned up after themselves and put work back on the shelf without intervention from the guide. At the end of a circle time in one observation the guide lowered her head and whispered, "When I look up at you then you may choose your place for snack." The students were silent while they waited for the guide to look at them. The students transitioned quickly and quietly to the tables and began eating in less than two minutes.</p>	Distinguished	27%
		Proficient	64%
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team scored less than 10% of the observations as basic in this component.	Unsatisfactory	9%
Managing Student Behavior	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component, which 45% rated as distinguished. In the distinguished observations student behavior was entirely appropriate. The guides reinforced positive behavior with narrating phrases such as, "I appreciate how Student X is demonstrating the rules for being at the circle." Several guides said, "Personal space please" to</p>	Distinguished	45%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>remind students to choose an open spot for their mats. In one observation a student was playing with a rubber band while reading. The guide showed him the reading procedure card and asked, "How are we supposed to behave right now?" The student read the expectations posted about hands. The guide politely asked for the rubber band, and the student immediately got back on-task.</p>	Proficient	27%
	<p>The QSR team rated 18% of the observations as basic in this component. In these observations guides attempted to correct student behavior with uneven or delayed success. In one observation the guide asked a student why he was being loud. When the student didn't correct his voice level, the guide did not direct or intervene, but continued giving the lesson. In another observation two students play fought on the carpet. After about five minutes the guide told them to stop. The students corrected their behavior and went back to their mat to clean up their supplies.</p>	Basic	18%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	9%

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 84% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 81% of the observations as distinguished or proficient in this component. In these observations the objective, mini-lesson, and directions were all clear, and students had opportunities to debrief and reflect on what they learned. The guides consistently modeled lesson procedures during each lesson and provided scaffolds before releasing students to work independently.</p>	Distinguished	36%
	<p>In one observation the guide used expressive language and descriptive terms such as “ceiling” and “basement” to describe where letters can begin and end. In one distinguished observation about adding money, the guide took students on an imaginary carnival. Students used fictional menus and price boards to determine how much money they would need for the outing.</p>	Proficient	55%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	9%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 63% of the observations as distinguished or proficient in this component. The distinguished observations were marked by open-ended questions formulated by both the guides and the students. During a discussion about one student's follow-up activity, the guides said, "So tell me something, would you rather have a piece of pie that was 50 degrees or a piece of pie that was 70 degrees? If you say you want a slice of pie that is precisely 360 degrees, what are you asking for?" In a mini-lesson about firefighting, the guide asked students to read a text and compose questions to ask a fire-fighter. One student asked, "What material is your suit made from? Is it burn-proof?" The students then researched the question as a team.</p>	Distinguished	27%
		Proficient	36%
	<p>The QSR team scored 27% of the observations as basic in this component. In these observations guides asked low-level questions such as "What is this?" and "What color is Canada on the map?" In other observations students did not have a chance to respond to the guide's questions. In these observations students rarely responded to each other's ideas. The guide mediated most discussion.</p>	Basic	27%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	9%

Instruction	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations the classroom was a cognitively busy place. Students engaged in a variety of tasks: mini-lessons with their guides, independently on mats, or with groups on tables. In one observation students were working together with golden bead materials to create numbers and encouraged one another to make them harder.</p>	Distinguished	36%
	<p>In another observation a student walked over to a friend’s moveable alphabet. He began to decode the words his friend had on the mat. They both became excited and laughed at their accomplishment. In one distinguished observation a student took it upon himself to guide his peer through a math mini-lesson on fractions, saying, “Ok friend, let me walk you through the basics here!” Students often observed one another and self-selected to join working groups. One student reading about accomplished African American men asked his guide, “Can I have a lesson on this?” Another guide working with a student independently suggested a modification to the lesson in real-time, saying, “Rather than doing all four questions, really focus on one. That would be a good plan.” In all observations the pacing was appropriate and each lesson ended with student reflection.</p>	Proficient	55%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	9%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations guides used multiple methods (e.g., questions, warm up, and close out work) to gauge student understanding. In several observations guides set individual rubrics with students by asking questions such as "How many paragraphs would be a good goal for this essay? I think four would be a good expectation." Guides checked each student's follow-up lessons and asked specific questions to gauge understanding.	Distinguished	18%
	In one distinguished observation, a guide asked, "What pattern did you see in these trinomials?" and "Hmmm... What I think happened here is that you didn't read all the way through. Sometimes it gets confusing when all the choices are correct. Think of that as a clue." In both ELL and SPED observations the guides reminded students of the criteria for correct sentence construction as they worked.	Proficient	73%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	9%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

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.