DC PUBLIC CHARTER SCHOOL BOARD

May 25, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Trinidad
1217 West Virginia Avenue NE
Washington, DC 20002

Dear Mr. O'Hara:

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 to petition for 10-year Charter Review during 2017-18 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS-Trinidad between March 6, 2017 and March 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 Center City PCS – Trinidad.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Russ Williams, Executive Director

Qualitative Site Review Report

Date: May 25, 2017

Campus Information
Campus Name: Center City PCS – Trinidad
Ward: 5
Grade levels: PreK – 8th grade

Qualitative Site Review Information
Reason for visit: School eligible to petition for 10-year Charter Review during 2017-18 school year
Two-week window: March 6, 2017-March 17, 2017
QSR team members: 1 DC PCSB staff, 2 consultants including 1 special education consultant
Number of observations: 14
Total enrollment: 184
Students with Disabilities enrollment: 18
English Language Learners enrollment: <10
In-seat attendance on the days the QSR team conducted observations:
Visit 1: March 9, 2017- 96.5%
Visit 2: March 13, 2017- 91.3%
Visit 3: March 16, 2017- 97.7%

Summary

Center City Public Charter School's mission is to empower their students for lifelong success by building strong character, promoting academic excellence and generating public service throughout Washington, DC.

The QSR team found the Center City PCS – Trinidad campus to be a clean and safe facility with friendly staff and students. Students and teachers demonstrated respect and warmth toward each other and there were high-levels of student engagement. In one observation when a loud shout came in from the hallway a student looked at the QSR observer and said, "Oh man, I am sorry about that" before turning back to her work. School staff greeted students and parents by name at drop off and hallways were orderly with only a few students in the hallway at any given time. Students in the lower grades demonstrated high-levels of curiosity and in the upper grades students completed learning tasks with few reminders from teachers. In many observations multiple adults were present co-teaching and working together.

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 84% of observations as distinguished or proficient in the Classroom Environment domain as compared to 75% for this domain in the April 2013 report. In the components of *Creating and Environment of Respect and Rapport*, *Managing Classroom Procedure, and Managing Student Behavior* the QSR team scored 86% of observations as distinguished or proficient. In these observations teachers and students demonstrated warmth toward each other and teachers maximized instructional time with effective

transitions and procedures. The lowest rated component in this domain was *Establishing a Culture for Learning* with a still-high 79% of observations scored as proficient.

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain as compared to 50% for this domain in the April 2013 report. The highest rated component in this domain was *Engaging Students in Learning* with very high 93% scored as distinguished or proficient. Teachers in these observations utilized a variety of instructional strategies: small groups, learning centers and whole group learning and students eagerly participated in learning tasks. The lowest rated components in this domain were *Using Questioning/Prompts and Discussion Techniques and Using Assessment in Instruction each* with 57% of observations scored as proficient. Teachers in these observations generally asked questions with only a single correct answer resulting in little opportunity for student discussion or opportunity to gauge learning.

Governance

DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA-MAP results and explained that principals and assistant principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of their accreditation.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Center City PCS – Trinidad provided answers to specific questions posed by DC PCSB regarding the provision of instruction for students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which supports that the school is strongly implementing its program with fidelity:

- The school noted that resources are available in classrooms to support different reading levels, including computer intervention programs for reading and math, technology such as PowerPoint or audiobooks, manipulatives and unique visuals for math, as well as small group instruction. The special education specialist on the team did not observe online individualized learning opportunities during the visit. However, in one pull-out lesson, four students received small group support as they read a grade level text. The teacher repeated questions and directed students to go back to the text to support their answer. In another pull-out lesson, students worked on diagraphs with their own letter boards. The teacher checked for understanding by giving students the opportunity to show that they knew which two letters made specific sounds.

- The school explained that general education teachers and special education teachers co-plan together each week to determine specific modifications and/or accommodations they will use to help students access particular skills. In two push-in observations, a second teacher helped monitor the whole class before pulling

small groups for individualized instructions. The specialist on the team did not see any modifications or accommodations in the general education classroom setting.

- The school explained that differentiation depends on the grade and content level. Generally, components of differentiation could include sentence starters, models, or word banks for writing tasks. Math lessons may include manipulatives or concept journals. Students may also receive differentiation in the form of pre-teaching or re-teaching 1:1 or in small groups, small group instruction, anchor charts, guided notes, extended time, and modifications to how a student demonstrates understanding (such as multiple choice or verbal versus written response). The specialist on the team observed one teacher use modeling and manipulatives in the whole group setting. Students cut out squares out of grid paper to create an array. In another observation students manipulated letter cards to show digraphs. The QSR team saw anchor charts in most observations. Students received small group instruction in pull-out sessions based on students' current needs. The special education instructor in two pull-out observations continued the student's current lessons from the general education 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
Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team observed evidence that Center City PCS – Trinidad is meeting its stated mission. Teacher interactions with children were respectful and expectations are posted in positive language both in classrooms and hallways. The school rules are: follow directions the first time, respect yourself, others and your school, speak positively and use materials appropriately. Students respected the stated rules and in many classrooms teachers held students accountable with behavior trackers that highlighted both positive and negative behavior. Student conduct was overall appropriate with very few instances of misbehavior. Academic rigor varied from classroom to classroom. Students participated in a variety of learning tasks and engagement was usually high as evidenced by 93% of observations scoring proficient or advanced in the Danielson component of *Engaging Students in Learning*. However only 53% of observations scored as proficient in the areas of *Questioning/Prompts and Discussion techniques* and *Using Assessment in Instruction*. Students in many classes were not held accountable for participating in discussions and frequently did not receive high quality or timely feedback to improve their academic skills. The QSR team observed a bulletin board in the middle school hallway with specific feedback on

Mission and Goals	Evidence
	high-quality work. On one high-quality essay the teacher commented, "You did a great job of communicating your subtopics. Remember to refrain from editorializing in academic essays." However there was little evidence of immediate teacher feedback in most observations and the DC PSCB did not see students submitting work to teachers at the end of most classes. Bulletin boards in the hallways highlighted expected character traits and referenced 21st century skills. One board focused on responsible use of social media. The bulletin board encouraged students to "THINK" (true, helpful, inspiring, necessary, kind) before posting anything on the internet. Another bulletin board displayed names of students with perfect attendance and had information about an upcoming field trip for those students. Students arrived on time and there were few instances of students being tardy in the middle school. With a few exceptions teachers did not reference character traits or recognize traits of scholarship in classroom observations.
Goals:	
Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.	The QSR team observed evidence of a strong academic program. Students engaged in their learning but as stated in the mission section of the report, the students did not receive timely feedback or participate in rigorous academic discussion in most observations. Teachers delivered content in whole group and small group settings. Teachers called on students who were engaged and comprehended the content. Some students were not included and allowed to sit passively during whole group discussions.

Mission and Goals	Evidence
Students will read and comprehend grade level appropriate text in the core content areas.	The QSR team observed middle school students reading a variety of books and articles and in the lower grades teachers led whole class discussions centered around shared reading. In middle school English classes students read in small groups with the teachers. Students groups read *Chains* by Laurie Hals Anderson, *The Birchbark House* by Louise Erdrich and *A Long Walk to Water* by Lind Sue Park. Teachers asked students comprehension questions orally and insisted that students go back into the text to find and state evidence. There is a school wide focus on annotating text as evidenced by uniform "Why Annotate" posters in all middle school classrooms. Students used highlighters, pencils and sticky notes to markup texts as they read. In a non-English class students read an article about the Montgomery Bus Boycott and answered comprehension questions individually on computers. In the lower grades teachers read both fiction and non-fiction books during read alouds. In one observation the teacher paused frequently to have students discuss in pairs. A teacher in one observation asked challenging questions and called on students randomly to answer. This teacher connected the reading to student lives and challenged all students regardless if they volunteered. In two observations students sat on the carpet with clipboards and papers recording important words from the shared reading. Overall the team observed students reading a variety of print resources however all students were not generally held accountable to demonstrate understanding of the texts.
Students will master and apply grade-level appropriate computation skills and	Teachers engaged students in math lessons with opportunities for computation, problem solving, and math reasoning. In a

Mission and Goals	Evidence
concepts; they will use mathematical reasoning to solve problems.	few observations, the QSR team could not determine if all students had mastered these concepts due to lack of wait time or lack of probing questions to understand student misunderstanding. In strong math classes teachers effectively paced lessons to allow students to apply computation skills and concepts in a variety of activities. In one class students worked in pairs, in groups and individually writing numerical sentences all with even sums. Students explained their thinking to partners and then helped each other when misconceptions occurred. The teacher used equity sticks and called on all students to share their mathematical reasoning over the 40-minute observation. In another class the teacher posed mental math problems to the class to solve while she was setting up her projector and then had students create arrays using colored pencils and graph paper to develop a foundation for multiplication. Students in these observations worked problems on desks with dry erase markers and solved problems on the board as they shared their thinking. In other math classes teachers did not address misconceptions in student thinking nor give students multiple ways to engage with the math content. In one observation students worked on a single word problem for over 30 minutes. When a significant number of students had the wrong answer the teacher did the problem for them without providing any explanation.
All Center City PCS campuses will achieve an average of at least 90% attendance each year.	On each day of observations, the school had attendance rates above 90%. In-seat attendance on the days the QSR team conducted observations:

Mission and Goals	Evidence
	Visit 1: March 9, 2017- 96.5% Visit 2: March 13, 2017- 91.3% Visit 3: March 16, 2017- 97.7%
All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.	DC PCSB will review quantitative data from the Performance Management Framework to asses this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	The QSR team did not observe evidence related to this goal. DC PCSB will review community service data from the school's records to assess this goal for the review.

THE CLASSROOM ENVIRONMENT[1]

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 84% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored a high 86% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were warm and polite. In one distinguished observation classmates demonstrated strong relationships with each other. Students and teachers in this observation smiled and laughed with each other, gave celebratory high-fives and one student hugged another after she correctly answered a challenging question. Teachers and students in proficient observations said "please," "thank you," and in one classroom a student said, "bless you" after the teacher sneezed. After an interruption during a small group reading group, one teacher said to the students, "I am so sorry about that. I know this is your time with me."	Distinguished	14%
		Proficient	72%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. In these observations teacher and student interactions were matter-of-fact with little evidence of caring relationships between the teachers and students. Teachers in one of these observations did not call students by name. Additionally there were few instances of sarcasm and disrespect. In one observation as a student asked for help the teacher said, "I see you. I hear you. I'll get to you! Chill out!"	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 79% of the observations as distinguished or proficient in this component. Teachers and students in these observations demonstrated a commitment to the academic tasks and to the culture of learning. Teachers celebrated student	Distinguished	7%

The Classroom Environment	Evidence	School Wide Rating	
	successes and showed excitement about student achievement. One teacher said, "I want to applaud you for your last assessment – you all outscored all the other campuses!" Then the teacher gave the students 10 seconds for a celebration and students cheered loudly for 10 seconds. In another observation a teacher said, "Awesome job guys! You are getting really fast at this." Students celebrated each other with snaps, claps and chants. In one distinguished observation a student shared that he saw a show stating that a T-Rex weighs over 14 thousand pounds. The teacher responded, "Wow. Well we should look that up. I know they are big but 14 thousand pounds is very, very huge." The aide in the room looked up the information and shared the student was correct leaving both teachers surprised. The teacher gave a high-five to the students and said, "Wow! It is amazing how much you guys teach me. I love learning with you."	Proficient	72%
	The QSR team scored 21% of the observations as basic in this component. In these observations teachers and students did not demonstrate excitement or commitment to their learning. In one observation some students sat at a back table, turned away from the board, and did not turn around during the lecture or explanations occurring at the board. In another observation students were unable to answer basic questions about the content in their presentations and the teacher did not push them to complete the tasks with fidelity. There was little evidence that students or teachers celebrated academic successes as most went through the motions of the class with little enthusiasm.	Basic	21%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	The QSR team scored 86% of the observations as proficient in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. Teachers used timers and gave verbal reminders before transitions. One teacher stated, "You have five minutes, I am setting my timer" and then she distributed materials while students completed their tasks. In other observations students efficiently moved between various instructional groupings with little direction. Students demonstrated understanding of classroom routines when they went to the restroom or passed out materials. In one observation the entire class transitioned back from a bathroom break to the carpet without any teacher instruction needed. In another observation the teacher assistant prepared materials while the teacher instructed the class so the lesson materials were ready when needed. Teachers gave students reminders about procedures. One teacher said, "I would love to answer your question, but what do you need to do?" A peer reminded the student to raise her hand.	Distinguished	0%
		Proficient	86%
	The QSR team scored 14% of the observations as basic in this component. In these observations instructional time was lost due to ineffective transitions. In one observation students oversaw timers; however the students spent more time trying to set timers than working and very few students completed the tasks. In another observation students did not demonstrate that they knew how to move into small groups. The transition took many minutes and the teacher response was, "You're wasting my time because you are not where you're supposed to be."	Basic	14%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored a high 86% of the observations as distinguished or proficient in this component. In these observations expectations were posted, reviewed, and enforced (get along, respect, on-task, use inside-voice, participate). Teachers in many classrooms used behavior charts and students moved their clips as needed. In one distinguished observation a student was sad after moving his clip down on the behavior chart. The teacher said, "You can have a bad attitude and make it worse or put that behind you and make it a better day. Remember you can earn it back!" By the end of the observation the student was back on green. Teachers narrated positive behaviors and made global comments on class behavior such as, "Everybody is here and everybody is on purple!" Teachers used proximity in some observations to encourage on-task student behavior and made respectful and quiet redirections when individual students got off task. In many classrooms there was no evidence of misbehavior.	Distinguished	7%
		Proficient	79%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. In these observations most students were on task however teachers did not successfully redirect a few off-task students. In one observation students had trouble staying focused and some were having side conversations. The teacher attempted to bring them back in and eventually had success only when they broke into small groups. In another observation the teacher reprimanded students inconsistently allowing some students to talk off task while giving others detentions. Several students in the class remained off task without any redirection.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

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 73% of classrooms as "distinguished" or "proficient" for the Instruction domain.

<table>
<tr><th>Instruction</th><th>Evidence</th><th colspan="2">School Wide Rating</th></tr>
<tr><td rowspan="3">Communicating with Students</td><td rowspan="2">The QSR team scored a high 86% of the observations as proficient in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content and instructions with students. In on observation the teacher ended the lesson revisiting the objective when she asked, "did we yield the sum of an even number? Did we meet our objective for the day?"

In other observations teachers connected learning tasks to previous days or other content areas. In one class the teacher connected learning to another class when she said, "Today in our book we will read about something you have also studied in health class."

Teachers gave clear and precise directions such as, "We will now come up to the board and write any word that starts with the /w/ sound" or "When I say go, we open our books to the table of contents and point to the story called 'Sam on the Farm.' Do you understand? Okay, go." All students immediately opened books and waited for further instructions. Teachers in these observations defined content related vocabulary and frequently used it in the contexts of the lessons.</td><td>Distinguished</td><td>0%</td></tr>
<tr><td>Proficient</td><td>86%</td></tr>
<tr><td>The QSR team rated less than 10% of the observations as basic in this component.</td><td>Basic</td><td>7%</td></tr>
</table>

Instruction	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as basic in this component.	Unsatisfactory	7%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 57% of the observations as proficient in this component. In these observations teachers posed a variety of questions and frequently asked students to explain their thinking. Questions allowed for students to respond with multiple correct answers and build off each other's responses. In one observation the teacher asked a series of challenge questions as students eagerly solved problems on white boards. The teacher asked, "How do we know this sum will be even? Can you write a problem with double numbers that equals an odd number?" or "If I want to make a number sentence for this what will it say?" Teachers asked open-ended questions such as, "What did you notice about how we are sitting? Are we sitting in a pattern?" or "What character, action or feeling was unexpected? Why?" These questions led students into bigger discussions about content. Additionally teachers used questioning to build upon prior learning. One teacher said, "I have a question before I start reading. I see a funny mark. What is this mark?" Students then shared out the word apostrophe and identified how it can alter the meaning of words. Teachers in a few classes used equity sticks, called on students at random or made statements like, "I have not heard from student X or student X today so I will call on you next" to have high levels of student participation.	Distinguished	0%
		Proficient	57%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 43% of the observations as basic in this component. In these observations teachers attempted to engage students through questioning however questions generally had one single correct answer and there were low levels of student participation. In one observation the teacher asked a series of questions and prefaced the questions with "I am looking for you to say one particular thing." In other observations there was no discussion between students and teachers posed a range of questions that students were either unable to answer or the teacher answered themselves. In a math class the teacher asked, "Why is he breaking the diagram into fifths?" The student responded, "because the denominator is 5" to which the teacher asked, "This represents what?" At that point, the student was unable to follow the logic and the teacher completed the problem. Teachers in these observations called on only student volunteers and allowed many students to sit without participating.	Basic	43%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored a very high 93% of the observations as proficient in this component. Teachers used a variety of instructional techniques to engage students in learning. Students participated in small group learning, completed math problems on desks using dry ease markers, discussed complex grade appropriate texts and created words on individual alphabet boards using digraphs the teacher called out. Across the upper grades students actively read novels and articles annotating with highlighters and pencils. Teachers supported learning with visuals as they read from text. In one distinguished observation a middle school class studied photos of dream catchers and baby cradles used by Native Americans prior to reading the novel *The Birchbark House.*	Distinguished	7%
	In one observation the co-teacher drew a large mural as students shared out what they had learned about dinosaurs. Students in small groups stayed on task and completed work in a timely manner. In two middle school rooms students worked in centers and rotated between three learning tasks in the observation window. In another class students excitedly participated in times tables battles, shaking hands as they start and competition in a respectful and engaged manner. In other math classes teachers used manipulative, graph paper and colored pencils for students to use to demonstrate their learning.	Proficient	86%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	7%

Instruction	Evidence	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 57% of the observations as proficient in this component. In these observations teachers circulated the room during student work time giving specific and individual feedback or suggestions for improvement. Teachers made global comments such as "Oh, I like how student x started his answer by restating the question" that resulted in other students erasing their own answers and rewriting. In one observation the students created words using an alphabet board while the teacher circulated the classroom. If a word was spelled wrong the teacher repeated sounds and worked with each child until it was correct. In one observation the teacher empowered students to help other students understand a new concept. When the teacher noticed that a student did not answer problems correctly she paired her up with another student. The two students worked together and near the end of class the teacher asked the original student to complete a new problem on her own. After working with her peer, she could do the work. In a few observations teachers assigned exit tickets. In one observation the students could pick from a few prompts asking about the water cycle.	Distinguished	0%
		Proficient	57%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 43% of the observations as basic in this component. In these observations students did not have many opportunities to demonstrate their learning. Teachers in these observations gave infrequent feedback to students as they completed work and did not collect student work to be evaluated. In one observation students worked in pairs and demonstrated confusion however the teacher did not address misconceptions. The teacher completed problems for the students but never checked back to see if students had mastered the skill. Most answers continued to be wrong based on what students wrote on white boards. In other observations the teacher worked with a small group of students and assessed the learning however the other students in the class worked individually without any feedback or work to submit by the end of the observation.	Basic	43%
	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.