



July 18, 2017

Peter Winik, Board Chair  
Ingenuity Prep PCS  
4600 Livingston Road SE  
Washington, DC 20032

Dear Mr. Winik:

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 5-year Charter Review during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of Ingenuity Prep PCS between May 22, 2017 through June 2, 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 Ingenuity Prep PCS.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Aaron Cuny and Will Stoetzer, Executive Directors

# Qualitative Site Review Report

**Date:** July 18, 2017

## **Campus Information**

**Campus Name:** Ingenuity Prep Public Charter School

**Ward:** 8

**Grade levels:** PK3 - 3<sup>rd</sup> grade

## **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 5-year Charter Review during 2017-18 school year

**Two-week window:** May 22, 2017 – June 2, 2017

**QSR team members:** 2 DC PSCB consultants including one special education specialist

**Number of observations:** 12

**Total enrollment:** 376

**Students with Disabilities enrollment:** 66

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

**Visit 1:** May 22, 2017 – 82.7%

**Visit 2:** May 31, 2017 – 87.1%

**Visit 3:** June 1, 2017 – 90.2%

**Visit 4:** June 2, 2017 – 76.2%

## **Summary**

Ingenuity Prep Public Charter School's (Ingenuity Prep PCS) mission is to prepare its students to succeed in college and beyond as impactful civic leaders. Ingenuity Prep PCS offers a clean and welcoming environment for students. Adults monitored hallways, the front lobby, and worked with students on tests and classwork in the large common areas. The hallways are lined with student work and general information for families. Students walked in lines with adults and demonstrated a clear understating of schoolwide expectations. There are three adults in each classroom with one master teacher and two resident or associate teachers sharing teaching responsibilities and behavior support. For a school in its fourth year of operation, the strong Danielson Framework scores, detailed later in this report, are commendable.

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 85% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in this domain was *Managing Classroom Procedures* with 100% of observations rated as proficient. Overall classrooms were marked by clear and efficient procedures resulting in little lost instructional time. In the lowest rated component, *Managing Student Behavior*, 67% of observations were rated as proficient. In a few observations adult responses to student misbehaviors were delayed or uneven in implementation. Students in these observations did not consistently respond to teacher redirection.

The QSR team scored 87% of observations as distinguished or proficient in the Instruction domain. In the component *Communicating with Students*, 100% of observations were

proficient or distinguished. Teachers clearly explained content using analogies, modeling and sharing real-world examples. The lowest rated component was *Engaging Students in Learning* with 75% of observations rated as proficient. In most observations teachers used a variety of teaching strategies such as turn-and-talk and varied instructional groupings to engage students. However in some observations students not working directly with the teacher remained off-task.

### In-School Suspension

A QSR team member observed two behavior classrooms. In one classroom there were three students and one adult. According to the behavior intervention teacher, two of the three students were there for uniform infractions. The teacher requested work for two students while the other student colored. In the other classroom between two and four students were present with one adult. One student worked on a letter to his mother, two sat quietly and did no work, and one was in emotional crisis and did not respond to a series of teacher interventions. This student threw and kicked chairs and a fan while yelling extreme profanity. After a series of interventions by the teacher, the student was placed in the "blue room". The safe room is a small room with blue padded walls and a small window in the door. The student was placed in this room by two adults as he yelled and kicked insisting that he did not want to go. Adults monitored the student both by being in the room and peering through the window.

### Governance

On April 3, 2017, a DC PCSB staff member observed the Ingenuity Prep PCS board meeting. A quorum was present. The board presented meeting materials including previous meeting minutes for approval and slide decks with financial updates, projections, and long-term plans. The agenda included electing a parent board member, a report out from the Associate Director of Operations on an equity and inclusion initiative, a preview of the Fiscal Year 2018 budget, and updates on finance, development, real estate, and state of the school.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, Ingenuity Prep PCS provided answers to specific questions posed by DC PCSB regarding the provision of instruction to Students with Disabilities (SWD). Reviewers looked for evidence of the school's articulated program in their observations and saw some evidence of the described methods of supporting SWD in the general education environment. Overall, however, observed support for students with disabilities was consistent across classrooms and the articulated program was implemented with fidelity.

- The school noted that teachers have access to differentiated curriculum, special education teachers, a speech and language pathologist (SLP), school psychologist and the intervention coordinator to support students with disabilities. The special education reviewer observed the SLP as push-in support for one child during a small group literacy lesson. The SLP sat behind the child prompting and redirecting when necessary during the lesson. In a resource room a student failed to follow the teacher's directions to get in line and follow the class to the bathroom. The Intervention Coordinator removed the student from the class. In one observation a special education teacher reviewed sight words as a pre-teaching method before a

literacy lesson in a general education class. The special education teacher used a variety of methods to engage the students, such as sky writing, repetition and imagery.

- The school stated that the general and special educators use exit tickets, quizzes, work samples, and student observations to gauge the understanding specifically for SWD. The QSR team did not directly observe the use of exit tickets or work samples to gauge understanding of SWD. In one classroom students completed benchmark testing.
- The school noted that differentiation in inclusive classrooms can take a variety of forms: small group instruction for homogeneously grouped students working on the same skill; parallel instruction led by a special education teacher lending more specific support in a larger group lesson; and special education teachers supporting SWDs during general education lessons by scaffolding the work. This reviewer observed the use of small group instruction. In one resource room during a literacy lesson the teacher used a marker to divide the table into separate areas so that she could reward and give individual support and space. Four students participated in the literacy lesson aimed at strengthening sight work vocabulary. In the same resource room, the special educator worked with one child on a reading assignment. The special educator prompted the child to “use your finger to help with the words.” The special education teacher supported the students’ decoding skills as he read.

**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.

| <b>Mission and Goals</b>  | <b>Evidence</b>  |
|---|--|
| <p>Mission: Ingenuity Prep Public Charter School prepares its students to succeed in college and beyond as impactful civic leaders.</p> | <p>The QSR team observed evidence that Ingenuity Prep is working to meet its mission. Learning is a focus in every classroom and teachers emphasized the importance of learning at every opportunity. In the Danielson framework, 92% of observations scored as proficient in the component of <i>Establishing a Culture for Learning</i>. The team observed teachers say, “Let’s not waste our learning time” or “Good readers read books more than once” to model a sense of urgency and reinforcement of strong academic habits. Many teachers insisted on student excellence asking students to re-do academic work or re-do a transition that did not run smoothly. Comments by teachers also emphasized the importance of college. One teacher asked students to restate answers saying, “Let’s use our college sentences.” Another teacher gave praise to a student saying, “I like how you used that college word.” The mission is physically represented in a variety of ways throughout the school. Collegiate flags hang on the walls of the classrooms and in hallways and correspond to the names of the classrooms.</p> <p>The QSR team did not observe strong evidence that the school develops students to be civic leaders. Apart from a few classrooms, students did not discuss or complete work related to social justice or community action. In one classroom students discussed strong historical females such as Clara Barton and shared their thoughts about their contributions to</p> |

| Mission and Goals  | Evidence  |
|--|---|
|  | <p>society. In two early childhood classes students studied anatomy and physiology and considered the importance of staying healthy.</p> <p>In most observations there was little or no choice in how students completed their work and students were not given frequent opportunities to control their own behavior or emotions. Adults moved in and out of classrooms with students needing behavior support however the students were generally told how to behave without opportunity for reflection or choice in re-entry.</p>   |
| Goals:   |   |
| <p>PMF Goal #1: Student Progress – Academic Improvement over time<br/><i>Effective instruction supporting student academic progress in reading</i></p> <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards<br/><i>Moving students to proficient and advanced levels in reading</i></p> | <p>The QSR team observed substantial evidence that the school is on track to meet this goal. As noted in the Danielson rubric below, 87% of observations rated as proficient in the <u>Instruction</u> domain. Instruction is focused on supporting student progress. Teachers in all classrooms used small group work to support reading growth. In many observations students worked directly with the teachers by reading books and answering comprehension questions. In one classroom the students read and the teacher circulated to each student to hear them read aloud. During the independent time with each student the teacher assessed fluency and gave corrective feedback as needed. In another observation the teacher asked comprehension questions to each student. At one point the teacher said, “Who can help sort out what was in common between Sally’s Secret Mission and the Clara Barton book?” When the students struggled, she prompted them to, “Flip back through the book and look. Maybe circle the parts that can help you answer this question.” Teachers used wait time and cold-calls to ensure high-levels of participation during literacy instruction. In lower grades</p> |

| Mission and Goals  | Evidence  |
|--|---|
|  | <p>teachers worked one-on-one with students completing phonics flashcards or on letter/site word recognition. Additionally students frequently used technology and individually logged into their own literacy learning programs. While the reading instruction was strong the QSR team did not observe any choice when it came to independent reading.</p>   |
| <p>PMF Goal #1: Student Progress – Academic Improvement over time<br/><i>Effective instruction supporting student academic progress in math</i></p> <p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards<br/><i>Moving students to proficient and advanced levels in reading and math</i></p> | <p>The QSR team observed evidence that Ingenuity Prep PCS is on track to meet this goal. A trend noted by the QSR team was the high-level questioning used in math instruction. As detailed in the Danielson rubric below, 91% of observations scored proficient in the <i>Using Questioning/Prompts and Discussion Techniques</i> component. Teachers in math observations used questioning to probe the whole class as well as individual students. One teacher said, “I’m seeing a few different things during our work that make me really excited. I see where you’re thinking on this but I want to push you. I don’t see a word in the problem that says we must get to 98 plus 57? Does this equation help me solve the story problem? Why or why not?” Students then shared thinking and commented on each other’s answers by agreeing or disagreeing.</p> <p>In another observation the teacher asked students to explain their thinking after each problem. She cold-called on students and allowed students to help each other before explaining how to solve the problems related to finding the area of an object. Teachers modeled how to solve problems and used think alouds to share how they approach various math work. In two observations during whole-group math instruction, one or two students sat with an additional adult completing the same work with added support. Students frequently used technology and individually logged into</p> |

| Mission and Goals  | Evidence  |
|--|---|
|  | their own math learning programs.   |
| <p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success<br/> <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p> | <p>The QSR team saw strong evidence that Ingenuity Prep PCS is on track to meet this goal. As detailed below, 87% of observations rated as distinguished or proficient in the <u>Instruction</u> domain with 100% of observations rated as distinguished or proficient in the component of <i>Communicating with Students</i>. Small group and individual instruction gave teachers an opportunity to tailor lessons to support student growth in reading and math. Students demonstrated commitment to their individual learning by remaining engaged with online learning programs even without direct teacher supervision.</p> |
| <p>PMF Goal #4: School Environment – Predictors of future student progress and achievement<br/> <i>Culture of learning and support in the classrooms</i></p>                                     | <p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On two days of observations, the school had attendance rates below 85%, which is the floor of the Performance Management Framework.</p> <p><b>In-seat attendance during the two-week window:</b><br/> Visit 1: May 22, 2017 – 82.7%<br/> Visit 2: May 31, 2017 – 87.1%<br/> Visit 3: June 1, 2017 – 90.2%<br/> Visit 4: June 2, 2017 – 76.2%</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 85% 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 83% of the observations as proficient and none as distinguished in this component. In these observations interactions between teachers and students were warm, polite and respectful. Teachers and students said "please," "thank you," and in one classroom a student said, "bless you" after the teacher sneezed. Teachers bent down to be at eye level with individual students and spoke quietly about behavior or academic work.</p> <p>In one observation a student was upset about a barrette that fell out of her hair. The teacher patiently looked at each braid to find the one missing the barrette and the student smiled and said, "Thank you for helping me." Students in these observations demonstrated care and kindness toward each other. A student in one classroom reached over and gently rubbed the back of an upset student next to her.</p> | Distinguished      | 0%  |
|   |  | Proficient         | 83% |

<sup>1</sup> Teachers may be observed more than once by different review team members.

| The Classroom Environment                  | Evidence   | School Wide Rating |     |
|--|--|--------------------|-----|
|  | <p>The QSR team scored 17% of the observations as basic in this component. In these observations teacher and student interactions were matter-of-fact and marked with occasional disrespect. Teacher comments in these observations were occasionally hurtful to students. In one observation two teachers talked in front of the students. One teacher said, "She is a very slow reader. Try having a discussion. It is not very successful with this group. It's so challenging."</p> <p>In other observation after a student was slow to clean up the teacher said, "Now I know not to ever ask you for help again." In many classrooms students were in and out the door with various adults for behavior related infractions. As one student was removed, the teacher said loudly, "Just take Student-X to the door. That is enough time spent on him."</p> | Basic              | 17% |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>   | Unsatisfactory     | 0%  |
| <b>Establishing a Culture for Learning</b> | <p>The QSR team scored 92% of the observations as proficient and none as distinguished 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 successes and showed excitement about student achievement. In one observation the teacher greeted the class with, "Good morning! How many first graders do I have at this table? 100% of my kindergarteners are acting like first graders? Wow! I'm really liking the way you are focusing on learning today." In another observation the teacher asked the class to give</p>  | Distinguished      | 0%  |

| The Classroom Environment            | Evidence   | School Wide Rating |      |
|--------------------------------------|--|--------------------|------|
|                                      | <p>another student a “thumbs-up and a smile” after she shared her writing in the authors chair. Teachers in these observations recognized student effort and encouraged students to take risks. A teacher encouraged students to be proud of their writing and start over if necessary. The teacher said, “Good writers start over often and learn as they go. You guys are quickly becoming good writers.”</p>  | Proficient         | 92%  |
|                                      | <p>The QSR team rated less than 10% of the observations as basic in this component.</p>  | Basic              | 8%   |
|                                      | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>   | Unsatisfactory     | 0%   |
| <b>Managing Classroom Procedures</b> | <p>The QSR team scored 100% of the observations as proficient and none as distinguished in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. The QSR team saw established procedures to collect or distribute materials, throw away garbage, sharpen or get a new pencil, and use the bathroom. Students demonstrated understanding of these classroom routines and held each other accountable for following the procedures. In one observation the teacher prepared students to turn in work. The teacher said, “I want to see how fast we can collect the papers. Papers to the middle in three. Papers to middle in two. Papers to the middle in one.” Students worked together to complete the task. Teachers used timers and gave verbal reminders before transitions. All observed classrooms used the same method to transition between whole group and small group activities and students efficiently moved around the rooms without losing academic time.</p> | Distinguished      | 0%   |
|                                      |  | Proficient         | 100% |

| The Classroom Environment        | Evidence   | School Wide Rating |     |
|----------------------------------|--|--------------------|-----|
|                                  | The QSR team scored none of the observations as basic in this component.   | Basic              | 0%  |
|                                  | The QSR team scored none of the observations as unsatisfactory in this component.  | Unsatisfactory     | 0%  |
| <b>Managing Student Behavior</b> | The QSR team scored 67% of the observations as proficient and none as distinguished in this component. In these observations expectations were posted, reviewed, and enforced. Teachers used online behavior trackers to award students "points or stars" at the end of each class. In most observations teachers narrated positive behaviors and made global comments on class behavior such as, "Everybody is here and everybody looks ready to learn!" One teacher frequently narrated the positive student actions of students who had been redirected moments before. 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 two observations teachers prevented student misbehavior by reminding the class of expected behavior for after the "author of the day" was unannounced. One teacher said, "If you don't get picked and feel upset you will take a little breath like this [models deep breath]. Now you all do it with me before I make the announcement." In another observation students moved to the classroom library to self-regulate their emotions and rejoined the class when ready. | Distinguished      | 0%  |
|                                  |  | Proficient         | 67% |

| The Classroom Environment | Evidence  | School Wide Rating |     |
|---------------------------|---|--------------------|-----|
|                           | <p>The QSR team scored 33% 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 resulting in the removal of some students. In one observation a student returned from the "restart" room and continued to ignore directions to stand in line. The teacher said, "You just came back and I know you don't want to go back to restart. Stand up. You can do it. I don't want to have to help your body." However immediately another adult entered and the teacher said loudly, "He's refusing to follow directions. He got a chance to participate in the read aloud. I think he needs to leave again."</p> <p>A student in one class room had a meltdown and began throwing things across the room. A jar with marbles fell to the floor and all the students left their work to try to get marbles. The teachers attempted to refocus the class however very few students listened and the classroom remained chaotic. In other observations students became upset when the teachers announced stars or points. In one observation a suddenly flipped his desk and yelled at the teacher after hearing a star number.</p> | Basic              | 33% |
|                           | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | 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 87% of classrooms as “distinguished” or “proficient” for the Instruction domain.

| Instruction                        | Evidence  | School Wide Rating |     |
|------------------------------------|---|--------------------|-----|
| <b>Communicating with Students</b> | <p>The QSR team scored an impressive 100% of the observations as distinguished or proficient in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content with students. In one observation the teacher said, “We are starting our new read aloud. We are going to learn about frogs.” The teacher clearly outlined what students will learn and how to complete the assignment. In another observation a teacher reviewed the lesson outcome saying, “We are working on answering a critical thinking question. We know we need three pieces of text evidence to do that.”</p> | Distinguished      | 8%  |
|                                    | <p>In other observations teachers connected learning tasks to previous days. In two early childhood classes teachers activated student prior knowledge before starting that days journaling activity. The teacher said, “In our book yesterday we met Lynn. Based on what we have learned about anatomy and physiology what should we tell Lynn so that she can stay healthy?” Students in both classes shared knowledge about healthy living. Teachers also gave clear and precise directions leaving little need for clarification.</p>   | Proficient         | 92% |
|                                    | <p>The QSR team rated less than 10% of the observations as basic in this component.</p>   | Basic              | 0%  |

| Instruction  | Evidence  | School Wide Rating |     |
|--|---|--------------------|-----|
|  | The QSR team scored none of the observations as unsatisfactory in this component.   | Unsatisfactory     | 0%  |
| <b>Using Questioning/Prompts and Discussion Techniques</b> | The QSR team scored a high 91% of the observations as proficient and none as distinguished 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. After reading a book with students one teacher asked a series of open-ended questions such as, "Why did she change from being a naughty cat to a good cat? How did she change?" In another class a teacher asked a student, "Why did you change your voice as you read that section aloud?" | Distinguished      | 0%  |
|  | Additionally teachers used questioning to build upon prior learning or to help students recognize new vocabulary. In one observation the teacher stopped a student as he was reading to ask, "What is that word 'con?' If he is trying to 'con' her is he being nice?" Generally there were high levels of student participation however there were few opportunities for students to discuss academic content with each other.   | Proficient         | 91% |
|  | The QSR team rated less than 10% of the observations as basic in this component.  | Basic              | 9%  |
|  | The QSR team scored none of the observations as unsatisfactory in this component.   | Unsatisfactory     | 0%  |

| Instruction                                 | Evidence  | School Wide Rating |     |
|---|---|--------------------|-----|
| <p><b>Engaging Students in Learning</b></p> | <p>The QSR team scored 75% of the observations as proficient and none as distinguished in this component. Teachers in these observations used a variety of instructional techniques to engage students in learning. With multiple teachers in each room, students rotated through learning stations each led by an adult. In one room the students divided into thirds and rotated from a writing station where they composed narrative stories, to guided reading, to an individualized computer-based program. Students in these small groups generally stayed on-task and completed work in a timely manner.</p>   | Distinguished      | 0%  |
|   | <p>Teachers used effective strategies to engage students in learning tasks and students showed engagement in the work. In one observation the teacher said, "Take this minute to silently preview the text. Your minute begins now and I will leave the timer on the board so that you can see it." At the end of the three minutes students shared three things they learned with a partner prior to the rest of the whole-group lesson. In another observation, the teacher called the class to the carpet for a snack. One student asked to continue his work so that he could finish. The teacher agreed and he remained focused and on task for the duration of the observation.</p> | Proficient         | 75% |



| Instruction                            | Evidence   | School Wide Rating |     |
|--|--|--------------------|-----|
|  | <p>The QSR team scored 25% of observations as basic in this component. In a few of these observations, some students did not participate in the whole class learning activities and were often off-task or completing non-academic work. In one class while most students completed a writing task or went to guided reading two students sat alone and colored. In other observations students sat removed from the class without work for extended periods of time.</p> <p>Students in these observations had little to no discussion in small groups and tasks required little original thought. In one observation the teacher requested rote answers and repetition of teacher statements. The teacher said, "So who was looking at the balloons? Sam was looking at the balloons. Say, 'Sam was looking at the balloons'. Who are characters in the story?" Students repeated together - "characters are the people, animals or objects in the story."</p> | Basic              | 25% |
|  | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>   | Unsatisfactory     | 0%  |
| <b>Using Assessment in Instruction</b> | <p>The QSR team scored 83% of the observations as proficient and none as distinguished in this component. In these observations teachers actively monitored learning during small group work and circulated the room during independent work time giving specific and individual feedback or suggestions for improvement. Teachers made global comments such as, "Oh, I see that Student X is including dialogue and Student Y is describing feelings to make their stories juicy" resulting in other students erasing their own papers and rewriting. In another class a teacher circulated giving individual feedback on student writing. She</p>  | Distinguished      | 0%  |

| Instruction | Evidence  | School Wide Rating |     |
|-------------|---|--------------------|-----|
|             | <p>said, "You use the word 'happy' a lot here. Can you think of a different word?" The student went to the word wall to identify synonyms to use in her writing. In a math class the teacher circulated as students worked to shade 'half-the area' of a shape. The teacher asked individual students probing questions such as, "How do you know this is half?" or "Show me the number sentence you used to figure out the area." After each student had completed the work two students shared an explanation for how they knew they had shaded half.</p>   | Proficient         | 83% |
|             | <p>The QSR team scored 17% 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, did not collect student work to be evaluated, and used global checks for understanding. In one class students worked on journal entries while the three teachers completed other tasks in the room without looking at student work. In another observation students completed a handout and the only feedback from the teacher was about behavior and procedures without any attempt to address academic misconceptions.</p> | Basic              | 17% |
|             | <p>The QSR team scored none of the observations as unsatisfactory in this component.</p>  | Unsatisfactory     | 0%  |

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

| The Classroom Environment                             | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
|---|--|---|---|--|
| <b>Creating an Environment of Respect and Rapport</b> | Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.                               | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.   | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.  | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.  |
| <b>Establishing a Culture for Learning</b>            | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.   |
| <b>Managing Classroom Procedures</b>                  | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.   | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.  | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.  | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.   |
| <b>Managing Student Behavior</b>                      | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.  | Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.  | Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.                                  | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs. |

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

| Instruction  | Unsatisfactory  | Basic  | Proficient   | Distinguished   |
|--|---|--|--|---|
| <b>Communicating with Students</b>                 | Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.                           | Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.                         | Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.  | Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.  |
| <b>Using Questioning and Discussion Techniques</b> | Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.   | Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.   | Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.   | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.  |
| <b>Engaging Students in Learning</b>               | Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.   | Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.  | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.   | Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.  |
| <b>Using Assessment in Instruction</b>             | Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner. | Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness. | Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality. | Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning. |