



April 3, 2014

Michael Hall, Board Chair
EL Haynes PCS – Kansas Avenue
4501 Kansas Avenue, NW
Washington, DC 20011

Dear Mr. Hall:

The Public Charter School Board (“PCSB”) conducts Qualitative Site Reviews (“QSR”) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason(s):

- School eligible for 10-year Charter Review during 2013-14 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of EL Haynes PCS – Kansas Avenue between November 11 and November 22, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school’s goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting in order to observe the school’s governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team’s report. You will find that the Qualitative Site Review Report is focused 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 EL Haynes PCS – Kansas Avenue. Thank you for your continued cooperation as PCSB makes every effort to ensure that EL Haynes PCS is in compliance with its charter.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

EL Haynes Public Charter School (“EL Haynes PCS”) serves pre-kindergarten-3 through fourth grade and ninth through twelfth grades at its Kansas Avenue facility, and fifth through eighth grades at its Georgia Avenue facility. The school serves 1066 students LEA-wide and 379 students at its Kansas Avenue Elementary School, which was the focus of this Qualitative Site Review (“QSR”). DC Public Charter School Board (“PCSB”) conducted a QSR at all campuses in November 2013 because EL Haynes PCS is eligible for 10-year Charter Review during the 2013-14 school year.

PCSB conducted observations over the course of a two-week window, from November 11 through November 22. A team of three PCSB staff members (including PCSB’s Special Education Specialist) and one consultant conducted observations of 20 classrooms, including classrooms where more than one teacher was present. In some instances, the review team may have observed a teacher twice. In addition to this two-week window, PCSB also attended a Board of Trustees meeting to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The mission of EL Haynes is “every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen”. The review team was not able to observe evidence that students will be adept at mathematical reasoning. The math classes observed were the least challenging classes. Scores in these classes were lowest in “Communicating with Students” and “Using Questioning and Discussion Techniques” among the subjects observed. In a few of the math classes observed, the teachers did not communicate the content of the lessons effectively to students. This led to confusion during the independent practice time. Additionally, the teachers in one room did not ask questions or assess understanding. When students remained confused, the teacher did not try to clarify the content. The review team was not able to fully observe evidence of the school’s science mission as science classes for kindergarten through 4th grade students are scheduled to occur once a week for 70 minutes on Fridays. However, the team noticed science centers in pre-kindergarten through kindergarten classrooms included live plants, magnifying glasses, leaves, seeds, and other items from the natural environment. During center time, student explored and used observation skills with the science items. Additionally, each room had a live organism from plants to an aquarium for students to observe. The review team observed evidence that the school is meeting other elements of its mission. Students were learning and practicing academic skills that will help them in future years, such as reading for understanding and how to determine the definition of an unknown word. The school also has an active character education program to develop strong social skills. Over the two-week window, the QSR team observed students learning about compassion and how to initiate conversations. Additionally,

students were taught how to control and self-regulate emotions. When frustrated, teachers allowed students to sit in the “time-out” chair and were encouraged to use a variety of techniques to calm down before returning to the activity.

The school is working towards meeting the goals of the charter. The review team observed evidence supporting the school’s achievement of most of the goals during the QSR. The school has developed a program to help students be strong, confident reader and writers. The review team observed the school implementing the Writer’s Workshop model consistently, starting in pre-kindergarten classes. Second grade students were observed analyzing sentence structure and fourth grade students worked on different essay formats.

In the Classroom Environment elements of the Framework for Teaching rubric, the review team rated 82% of observations as proficient or exemplary. “Creating an Environment of Respect and Rapport” and “Establishing a Culture of Learning” were the highest rated elements of this domain. Teachers and students demonstrated mutual respect and teachers consistently communicated the importance of learning. Teachers also consistently used transition techniques, such as count-downs and bells, so students could switch between activities with minimal loss of instructional time.

Within the Instructional Delivery elements of the Framework for Teaching rubric, the review team rated 81% of observations as proficient or exemplary. Teachers clearly stated the instructional purpose of the lessons and frequently invited student participation. Teachers asked probing questions and allowed students time to think and respond. Teachers frequently asked students to support their answers with evidence from the text. Most learning tasks had multiple correct answers or approaches, with student choice in how learning tasks were performed. “Assessment in Instruction” was the lowest scoring element. In these observations, feedback was not always specific and teachers often asked class-wide question for global understanding of the lesson.

The school offers a full continuum of special education services, and regardless of the setting (push in or pull-out), students received individualized attention and instruction. Small group activities provided differentiated instruction for all students. Most classrooms had two to three instructional staff available to work with students. In these rooms, teachers challenged small groups of students at every level, from remedial to advanced.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes EL Haynes PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.</p>	<p>The QSR review team observed evidence toward the school meeting its mission. Students received many tools to help them succeed with lifelong academic and social skills.</p> <p>Teachers focused on academic skills to help students succeed. Teachers emphasized reading and writing techniques in all grades and pre-kindergarten and kindergarten students used exploratory centers to explore math and science concepts. However, math teachers did not ask as many open-ended, challenging questions as were asked in other subjects. One math teacher was unable to convey the purpose of the lesson to the class and had trouble rephrasing the assignment for students to understand. The review team was unable to assess the school’s performance in science instruction. The schedule indicates that science is taught on Fridays for 70 minutes. A review team member was not available to visit the school on a Friday during this time period.</p> <p>In addition to academics, students received lessons on character education throughout the two-week observation window. The theme of one week was initiating and maintaining conversations. Students brainstormed conversation topics that they would have in common with people they did not know well. Students had the opportunity to practice their new skills and teachers encouraged them to continue practicing this new lesson at school and home. Teachers also emphasized strategies that helped students control their behavior. Students could initiate a break from an activity when frustrated and</p>

Mission and Goals	Evidence
	<p>self-select to go to a time-out chair to calm down. In one classroom, students counted backward from 15 when they were assigned to the time-out chair and returned to the class on their own.</p>
<p>1. Students will be confident, independent readers.</p>	<p>Teachers taught skills that will help students be strong, independent readers. Teachers directed students to use sticky notes to track ideas, unfamiliar words and reading observations. In a few classrooms, teachers designated a place on the wall for students to place sticky notes explaining what they were reading.</p> <p>During classroom observations, students in all grades read leveled readers independently and in pairs. Students, in all grades were engaged in reading and older students tracked their progress with their packet of books. In small groups, teachers asked questions that allowed the students to explain the setting and mood of the story.</p> <p>Pre-kindergarten students read in pairs. Students worked through a leveled reader together, one reading the story to the other. When the listening student did not agree with the pronunciation of a word, the students pointed to the word. The pair then discussed the proper pronunciation, and after agreeing, continued to read.</p>

Mission and Goals	Evidence
<p>2. Students will be strong, independent writers and speakers.</p>	<p>Students had many opportunities to write and speak and appeared confident while doing both. Small groups worked on word patterns, deciding how to group words together. Students in all grades were active and engaged in lesson discussion. Students raised their hands to speak and teachers enforced this expectation. Teachers only called on students who raised their hands. All students had the opportunity to speak during small group discussions. All students were encouraged to participate and were actively involved in the teacher's questioning. All teachers utilized the Writers' Workshop model and emphasized the importance of quality writing. Pre-kindergarten students drew pictures, then labeled the picture or wrote sentences to explain them, depending on level of development.</p>
<p>3. Students will be able to think critically and solve problems effectively.</p>	<p>Students had multiple opportunities to think critically and solve problems effectively. Teachers framed questions to give students an opportunity to think and respond. Teachers utilized effective wait time to give students the opportunity to think about their response before raising their hand. In many instances, the teacher pushed a student to respond more completely. Teachers encouraged students to point to the book or elaborate to substantiate their answers. Students were comfortable with sentence starters (to agree, to disagree, and to use evidence) to assist them in responding to the teacher or other students.</p>

Mission and Goals	Evidence
<p>4. Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.</p>	<p>The math lessons observed were not as successful in classroom environment or instructional delivery as other subjects observed. In one observation, students were clearly confused about the lesson objective and content because they did not know how to complete the assignment. The teacher walked around the room only restating the goal of the project repeatedly, without specifically assisting students or rephrasing the directions or content. In another room, the teacher appeared frustrated with students and spoke over the students to convey the content of the lesson.</p> <p>In pre-kindergarten and kindergarten rooms, math centers were not specifically labeled as other centers were but each room had math manipulatives available for students to explore during center time.</p> <p>The review team did not observe students working with sophisticated mathematical concepts.</p>
<p>5. Students will master national science standards and become proficient in scientific inquiry, able to design and execute age-appropriate experiments.</p>	<p>The QSR team was unable to fully assess the school's performance on this goal due to scheduling conflicts.</p> <p>Science centers in pre-kindergarten through kindergarten included live plants, magnifying glasses, leaves, seeds, and other items from the natural environment. During center time, student explored and used observation skills with the science items. Additionally, each room had a live organism from plants to an aquarium for students to observe.</p> <p>Grades 1 – 4 have science scheduled on Fridays. The review team did not have an opportunity to visit the school on either Friday of the QSR visit window.</p>

Mission and Goals	Evidence
<p>6. Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.</p>	<p>In each classroom, students worked on activities and read independently while the teacher worked with small groups. Even during classroom disruptions (e.g. one misbehaving student), the class continued to independently read and focus on their task. Teachers also encouraged students to take care of their work because quality work was important. Students were genuinely thrilled and excited to work on learning activities and teachers provided positive phrases and encouraged high expectations from students (e.g. “I knew you can do it!”). The QSR team observed this focus in all grades.</p>
<p>7. Students will satisfy EL Haynes PCS’s graduation requirements and gain admission to college, the military, or other postsecondary option of their choice upon graduation.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>8. Students will have a positive attitude toward school and learning.</p>	<p>Overall students appeared positive and engaged in all grades. Students were excited to raise their hand and participate in class discussions and students participated freely in activities.</p>
<p>9. Students will treat themselves, other students, staff, and the physical plant with respect.</p>	<p>Students showed respect to other students and towards teachers. In element 2a of the Danielson rubric, “Creating and Environment of Respect and Rapport,” 85% of classrooms were rated proficient or exemplary.</p> <p>Posters in the halls, classrooms, and bathrooms seemed to encourage respect. The motto on the walls of the school is, “I am respectful, I am responsible, I am ready to learn. I am EL Haynes.”</p>

Mission and Goals	Evidence
10. Students will embrace diversity.	The QSR team neither looked for nor observed any evidence related to this goal.
11. Students will work collaboratively and resolve conflicts effectively and safely.	Students worked collaboratively to read and work on assignments. Pre-kindergarten reading teams discussed pronunciation differences and small groups in older grades worked together to solve sentence structure problems given by the teacher. The review team did not observe any instances of student conflict.
12. Students will contribute to their school and community through service projects and see the positive impact they have on others.	The QSR team neither looked for nor observed any evidence related to this goal.
13. Graduating students will have a plan for their future and the confidence and preparation to pursue it.	The QSR team neither looked for nor observed any evidence related to this goal.
14. The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.	This goal was implemented inconsistently across the school. A few teachers were irritated with students as they worked together and neither their body posture nor tone of voice appeared to be welcoming. In most observations, the teachers created a welcoming environment that appeared to be warm and caring. Teachers supported students and encouraged them to learn. Teachers also encouraged students to deepen their understanding of the content through higher order thinking questions and work that allowed students to explore their thought processes, rather than just write in the correct answer to meet rigorous standards.

Mission and Goals	Evidence
<p>15. Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.</p>	<p>Most teachers demonstrated high expectation for all students. Teachers let students know that each person could succeed; for example, one teacher said, “We can all do this, this is what all smart readers do.” Teachers posed open-ended questions to challenge students and appeared enthusiastic about the subject taught. The review team did not observe content or grammatical errors. Co-teachers, instructional aids, and fellows worked with a positive attitude with students and with each other during class.</p>
<p>16. Families will see themselves as partners in their child’s education and will be actively involved in the life of the school.</p>	<p>Parents appeared to be welcomed at the school. When one student forgot her lunch, her mom brought it to her classroom during class and looked at some of the work her daughter had been doing. The mother seemed impressed. The school also appears to have a strong connection with parents of special education students. When one father brought his son into school, the son ran to the special education teacher for a big hug. The father and teacher talked for a few minutes about what they had been working on with the son, at home and at school. The father ended the conversation with, “Let me know how he does today! We’ve been practicing.”</p>

Mission and Goals	Evidence
<p>17. The school will be led by a strong, active Board of Trustees and a competent, effective leadership team headed by the principal.</p>	<p>During the Board Meeting that PCSB attended on October 24th, 2013, a quorum was present. The Board members discussed the approval of a new Board member. Various committee leads presented updates, including the Audit and Finance Committee and the Development Committee. Members of the School Performance Team, including the Head of School, discussed academic data points and expressed alarm at the negative trajectory of school performance. They then went through various hypotheses as to why performance continues to decrease, and how the school plans to address these academic challenges. The meeting concluded with a discussion about how the Board could better support the school.</p>
<p>18. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>19. A School Planning Team will support the principal and leadership team in the effective management of the school.</p>	<p>While the review team did not observe the School Planning Team supporting the principal, there was evidence that there is a strong team supporting the teachers. The Student Support Services Coordinator circulated throughout the school, supporting teachers and observing classrooms. Additionally, when one student was having a behavior issue and closed himself in a closet, two staff came to deescalate the situation as the teacher continued to work with the rest of the class. Instructional time for the class was not lost as they continued with independent reading and small group work.</p>

Mission and Goals	Evidence
<p>20. The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>21. The school will be a good citizen, contributing to the local community and sharing its math and science expertise with the larger educational community.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>

Mission and Goals	Evidence
School Governance	<p>PCSB attended the EL Haynes PCS Board of Trustees Meeting on Thursday, October 24, at the Kansas Avenue facility. A quorum was present. Action items included the approval of Tammy Wincup, chief operating officer of an educational technology firm, as a member of the Board of Trustees. The next action item was a request from the Audit and Finance Committee to authorize the submission of their 2012 audit to PCSB by November 1, 2013; the audit was supposed to be ready for this Board Meeting, but because of the audit firm’s internal review process, it was not. Both motions passed.</p> <p>The meeting continued with updates from the Development Committee, the Facilities Committee, and the Head of School, and a deep dive into school performance by the School Performance Team. During the school performance discussion, the School Performance Team discussed the lower-than-expected DC CAS scores, particularly in math in grades three through five. The School Performance Team described various theories on why math performance suffered, including challenges in the teaching force in grades four and five last year. School leadership has subsequently addressed these issues. A potential board member asked how the scores will impact the school’s Performance Management Framework (PMF) tier. This led to a discussion of the drop from Tier One to Tier Two and school leadership described the need to constructively message the drop, particularly to donors. The meeting concluded with a discussion about how the Board could better support school staff, including being more visible at staff events.</p>

CLASSROOM ENVIRONMENTS¹

This rubric summarizes the school’s performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 82% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	In 85% of the observations, teachers effectively created an environment of respect and rapport. The review team observed mutual warmth and respect between teachers and students in most classrooms. Teachers referred to students by name or as “friends.” Teachers asked students about life outside of the classroom and had a rapport with many parents. Multiple students hugged their teachers and received high fives and pats on the back. Teachers and students frequently used polite language, such as please, sorry, and thank you.	Limited	5%
		Satisfactory	10%
		Proficient	75%
	In a small number of observations, teachers appeared frustrated by students and responded with a harsh tone of voice or ineffective hand signals.	Exemplary	10%
Establishing a Culture for Learning	In 85% of observations, teachers effectively created a culture for learning. Classrooms were quiet with students focused on the learning tasks and teachers expected all students to participate in small group work and to stay on task during individual work. Teachers set the expectation for all students to participate and students appeared genuinely thrilled and excited to work on learning activities. Additionally, teachers provided positive phrases and encouraged high expectations from students (e.g. “I knew you can do it!”).	Limited	0%
		Satisfactory	15%
	In a few observations, students complied with the teachers’ expectations but did not indicate commitment toward their work. Students requested extrinsic	Proficient	85%

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

Class Environment	Evidence Observed	School Wide Rating	
	motivation in order to commit to work (e.g. “Do I get free time on the tablet if I finish this?”). There was also a lack of recognition from teachers for quality of work or persistence in these classrooms.	Exemplary	0%
Managing Classroom Procedures	<p>Three-fourths of the observations have established procedures and routines that function efficiently and effectively. These classrooms lost little instructional time; teachers used bells, short sayings or countdowns to transition students. In addition, when working in pairs, teachers used the phrases “knee-to-knee” or “elbow-to-elbow, hip-to-hip” and students moved quietly and quickly to work with a partner. Students knew where and how to put supplies away after an activity and teachers used table names (colors) to transition. Teachers asked groups to move on a step system: step 1, stand; step 2, push in chair; step 3 move on. Many teachers used volume level scales to let students know how loudly to speak during different tasks.</p> <p>In a quarter of the observations, procedures and transitions were only partially effective and instructional time was lost. Co-teaching teams did not seem to have established fluid processes for transition and often talked over each other. In one classroom, the assistant passed out snacks while the teacher was reading a passage from the book. The granola bar wrappers were noisy and disruptive; students were more interested in the type of granola bar they received than in listening to the reading passage. Additionally, in some classrooms, students were not able to follow directions without constant re-direction from the teachers.</p>	Limited	0%
		Satisfactory	25%
		Proficient	60%
		Exemplary	15%
Managing Student Behavior	In 80% of observations, the standards of conduct were established and the teacher’s response was consistent and effective. Teachers used positive reinforcement to manage behavior, such as, “I see Alan’s eyes on me, I see Sarah’s eyes on me.” This effectively helped the rest of the students to follow directions. Classrooms also had multiple teachers, aids, and fellows in each room (at least two to three people total) which helped with managing student behavior	Limited	0%
		Satisfactory	20%

Class Environment	Evidence Observed	School Wide Rating	
	<p>as well as instruction. Students also received behavior incentives such as stickers, bonus points, raffle tickets, and reward time (e.g. computer time or coloring). The review team observed few instances of misbehavior in these classrooms.</p>	Proficient	80%
	<p>In 20% of the observations, teachers were inconsistent with the implementation of a behavior management system. In a few classrooms, teachers asked some students to raise hands to contribute to the conversation but others were allowed to shout out answers. One teacher appeared flustered by student misbehavior and did not know how to respond.</p>	Exemplary	0%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 81% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>In 85% of the observations, teachers clearly communicated the instructional purpose of the lesson. The explanation of the content was also well scaffolded and accurate. Explanations were age appropriate with rich language and were focused on the lesson’s goals. Teachers asked students to define unknown words. Teachers also used visuals, movement, songs, prompts, modeling, and student participation to ensure clarity and understanding. One teacher had students repeat back the objective of the lesson to ensure clarity and full participation.</p>	Limited	0%
		Satisfactory	15%
	<p>In a few observations, teachers had limited success in explaining the instructional purpose. One teacher simply repeated the same explanation to students when they did not understand what to do: “You need to compare.” Both teacher and students were frustrated with the students’ lack of understanding of how to proceed with their work. In another observation, the explanation focused on procedures instead of content. The teacher repeated instructions to clarify how students should move from the carpet to their desks, but never clarified the learning task. Students appeared confused on what they were to write about once they went back to their desks. One teacher had multiple grammatical errors during a writing lesson.</p>	Proficient	85%
		Exemplary	0%
Using Questioning and Discussion Techniques	<p>Teachers used a variety of questioning and discussion techniques to promote student thinking and create discussion in 85% of the observations. Teachers in these classrooms effectively used higher order questions during group reading</p>	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>and writing work; they also probed student knowledge with “what, why, where, and how” questions. Teachers encouraged scholars to help one another and to agree or disagree with a peer’s response. In small discussion reading groups, teachers challenged students (of all reading levels) to point to evidence in the text that supported their response. Students made use of sentence starters such as, “I agree with her because…” or, “I disagree with him because…” to help continue discussions. The QSR team also observed wall posters with connecting words or “words that show I have more to say,” such as and, also, as well, and too.</p> <p>In 15% of the classrooms, teacher questioning led students down a single path of inquiry and was not challenging to students. Only a few students were involved in the discussion because they were the only ones repeatedly raising their hands.</p>	Satisfactory	15%
		Proficient	85%
		Exemplary	0%
Engaging Students in Learning	<p>Students were engaged in learning in 85% of the observations. Learning tasks allowed students to choose how to complete the assignment and activities were challenging for students, demonstrating higher order thinking. Students had many opportunities to turn and talk with a partner to discuss a book or writing prompt. Teachers were also actively engaged in student learning, working with whole groups, small groups, pairs, and individually with students. The pacing of the lessons also provided students the opportunity to stay intellectually engaged by giving them time to think and respond but not enough time to be off-task.</p> <p>In a few observations, some students were not encouraged to stay intellectually engaged in the lesson. At times, pacing was too quick for students to be involved or turn and talk was about directions and not the content of the lesson.</p>	Limited	0%
		Satisfactory	15%
		Proficient	70%
		Exemplary	15%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>In 70% of observations, teachers regularly used assessment during instruction, resulting in accurate, specific feedback to help advance student learning. During small group and independent work, teachers asked specific questions to elicit student understanding and gave specific, targeted feedback to help students improve their work. Teachers closely monitored small group and paired activities by writing down students' responses to the material on sticky notes or in a notebook. In a few classrooms, students were also able to monitor other students' work based on the standards discussed for the assignment. In a resource room, teachers checked for understanding in a variety of ways (e.g. repeat backs, asking a question with a different example, etc.)</p>	Limited	0%
		Satisfactory	30%
		Proficient	50%
	<p>In almost one-third of the observations, teachers only gave general feedback to students and their checks for understanding were based on task completion. A few teachers asked global questions to elicit understanding, such as, "Are there any questions?" When students did not raise their hands, the teacher continued. These teachers gave Limited feedback when students worked individually on worksheets or assignments.</p>	Exemplary	20%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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 situated 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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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.