



January 16, 2014

Ann Gosier, Board Chair  
Two Rivers Public Charter School  
1227 4<sup>th</sup> Street NE  
Washington, DC 20002

Dear Ms. Gosier:

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 Two Rivers Public Charter School (“Two Rivers PCS”) between October 7 and October 18, 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 October 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 Two Rivers PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that Two Rivers PCS is in compliance with its charter.

Sincerely,

A solid black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## **EXECUTIVE SUMMARY**

Two Rivers Public Charter School (“Two Rivers PCS”) serves pre-kindergarten-3 through eighth grade students with a mission to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community and become responsible and compassionate members of society.

During the two-week unannounced observation window, from October 7 through October 18, 2013, PCSB staff and consultants conducted 24 classroom observations of teachers across grade and subject areas. The review team observed both core subject instruction as well as electives. The observations included those conducted by a PCSB special education specialist in order to assess how the school meets the needs of all learners. In a few instances, the review team may have observed the same teacher twice.

According to the school’s charter the mission of Two Rivers PCS is to nurture a diverse group of students to become lifelong, active participants in their own education develop a sense of self and community and become responsible and compassionate members of society. The review team observed evidence that Two Rivers PCS is meeting its mission and goals. The 4<sup>th</sup> grade students planned and led a community meeting which included poems, songs and announcements. Approximately fifty parents attended the student led community meeting. In many of the observations, teachers scaffolded lessons aimed to promote student understanding and achievement. Teachers supported teamwork by assigning students to small groups to complete assignments. Within the small groups, students were given an opportunity to reflect and critique both their individual work and the work of their peers.

On average, 87% of observations received a rating of proficient or exemplary for the Classroom Environment domain. Throughout classrooms talk between the teacher and students, and among students, was uniformly respectful. Classrooms were cognitively busy places, with teachers demonstrating genuine passion for their subjects. Observers noted that there was little loss of instructional time throughout classrooms, as teachers used signals and chants to transition from one activity to another without incident. Overall, there were few instances of student misbehavior.

On average, 84% of observations received a rating of proficient or exemplary for the Instructional Delivery domain, strong in every component of the rubric. Teachers gave students clear directions on the purpose of the lesson and on learning tasks. Teachers encouraged intellectual engagement by asking students to present content. Students had extensive choice in completing learning tasks. Teachers used diverse strategies to assess student learning.

A PCSB consultant also attended the Two Rivers Public Charter School Board Meeting, which occurred on October 21, 2013, from 6 to 7 pm. All board members were present, with two calling in from home. The discussion focused on school goals. Board members reviewed how the goals have evolved and how the school is held responsible for each goal. The board voiced its concern that the school had too many goals, and suggested that the school Director, Jessica Wodatch, identify key targets for a few of the goals. Another board member stated that she wished to

meet with the board committee chairs to develop board goals to be presented at the next meeting. The board member also discussed a feasibility study for a new site, the school's Development Program and onboarding for new board members.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Two Rivers 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. There were many mission-specific goals, some of which were very similar; PCSB staff recommends that Two Rivers PCS leadership consider consolidating these goals into five or six salient goals that speak directly to the academic and non-academic expected outcomes before their next high-stakes review. They can begin this process by contacting Naomi DeVeaux.

Mission and Goals	Evidence
<p>Mission: To nurture a diverse group of students to become life long, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.</p>	<p>The QSR review team observed evidence of implementation of the school’s mission throughout the two week unannounced observation window. Teachers provided students with extensive choices in completing learning tasks, requiring them to become “active participants in their own education.”</p> <p>Activities were created to allow students to explore what it means to be “responsible and compassionate members of society.” For example, during expedition launch week (Oct 14-18), 1<sup>st</sup> grade students were instructed to complete an assignment dealing with how to allocate a finite set of money. The students decided to purchase books for families who could not financially afford them, buy snacks for their classrooms, and purchase supplies for future celebrations. The students came up with four large pages of concerns and questions to launch their expeditionary learning.</p> <p>Finally, Two Rivers PCS structures its school schedule to provide opportunities for all students and adults to participate in school wide events to “develop a sense of self and community.” The building is built around a central meetings pace which is used to hold daily campus-wide community meetings. Students begin each school day with a morning meeting aimed to enhance character development and to create a sense of community within the school. During a student led community meeting students asked for high quality work for magazine</p>

Mission and Goals	Evidence
	<p>submissions and the best pieces would be selected to be read at a future community meeting.</p>
<p>To implement learning expeditions – long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, and adventure – as the foundation of teaching and learning.</p>	<p>While it was hard, during the two-week window to determine which studies were part of “long-term, in-depth investigations” and which were shorter term projects, review team members observed a lesson related to results from the 6<sup>th</sup> grade “scholars on field study”. During the observed lesson, students were assigned to small groups of three or four and given the opportunity to present results related their in-depth investigation of food options and choices. Students invited comments and questions from their small group members. Similarly, an elementary class participated in an in-depth investigation centered on how to allocate and disburse a finite amount of money. The class worked collaboratively and reported how they planned to use the money and listed several concerns and questions linked to the learning expedition.</p> <p>The review team also saw a school newsletter that highlighted past and future examples of learning expeditions.</p>
<p>To expect and attain high levels of student achievement, critical and creative thinking, effective communication skills, and character development, and to develop a sense of joy in learning.</p>	<p>The review team observed evidence that the school stresses student achievement, critical and creative thinking, communication, character development, and joy of learning. Teachers provided students lessons in multiple modalities (e.g., auditory, kinesthetic, visual, etc.) and incentivized students with friendly competitions (i.e., “Last time you did it in a little over a minute, let’s see if you can get through these flashcards in under a minute!”) to help students “develop a sense of joy in learning.”</p> <p>In addition, students were encouraged to be “critical and creative” thinkers and expand on their communication skills by teachers asking thoughtful questions and often encouraging students to explain what they were learning.</p>

Mission and Goals	Evidence
	<p>Teachers encouraged intellectual engagement by asking students to present content. In one math class, the students had to represent multiplication problems on a number line, and explain their representations to the rest of the class. Students had extensive choice in completing learning tasks.</p>
<p>To demonstrate consistently high expectations, teamwork, sense of adventure, respect for diversity, and high quality work in the classroom, in the larger school community, and in the community-at-large.</p>	<p>The review team looked for evidence of teamwork and high-quality work within the context of community. Many of the observed classrooms supported an environment where students were encouraged to work with others such as in pairs (e.g., “turn and talk” practice) and, during the 6<sup>th</sup> grade jigsaw exercise, in groups of three to four.</p> <p>In one classroom, the teacher allowed the students to highlight one of their fellow classmate’s achievements during the lesson. This process was called “spot the dot.”</p> <p>Students begin each school day with a morning meeting aimed to enhance character development and to create a sense of community within the school. During a student led community meeting, students asked for high quality work for magazine submissions and the best pieces would be selected to be read at a future community meeting.</p>
<p>To increase student test scores from year-to-year, so that students are performing at or above grade level in reading and mathematics, and at comparable levels with students in area private schools, suburban public schools, and DCPS schools.</p>	<p>The QSR team neither looked for nor observed any qualitative evidence related to this goal. However, Two Rivers PCS has been rated a top school (Tier 1) on quantitative evidence measured in the Performance Management Framework since 2011 and was an early adopter of the Achievement Network, which uses interim assessments to drive student achievement on statewide summative tests.</p>
<p>To prepare graduates for the area’s top public and private high schools.</p>	<p>The QSR team neither looked for nor observed any qualitative evidence related to this goal.</p>
<p>To use diagnostic, formative, and summative assessments to evaluate student performance and inform curricular and instructional practices.</p>	<p>The review team observed evidence that the school is using formative and summative assessments to inform instruction. In many classrooms, teachers used exit tickets to assess for understanding and in one</p>

Mission and Goals	Evidence
	classroom, students were required to complete a graphic organizer and individually share their completed work with the class. The teacher used the share-out as an opportunity to ask the students probing and open-ended questions to gauge understanding.
<p>To promote inquiry and innovation in a culture of reflection, critique, revision, and collaboration.</p> <p>To involve staff, students, and parents in a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning.</p>	The review team observed evidence of reflection, critique, and collaboration. In many classrooms, students were observed reflecting on how they solved a problem set. In one classroom, students were given the opportunity to critique both their peers and the teacher’s work. One student provided a solution set to a problem and another student stated he had the same answer but took a different path to answer the question.
To use portfolio assessment to demonstrate students’ knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.	The QSR team neither looked for nor observed any qualitative evidence related to this goal as the team did not see any portfolio assessments.
To promote a culture of high expectations, collaboration, service, and respect for diversity.	<p>The review team observed evidence that the school promotes a culture of diversity. In several observed classrooms, teachers displayed self-portraits of students on walls, which highlighted student-identified differences.</p> <p>In most classrooms observed, students participated in whole group instruction as well as differentiated groups. Teachers demonstrated a high regard for student ability. One teacher told students that they “all could do it!” and another told students that they could complete a problem by working together with classmates. In another classroom, as a teacher was presenting new content, the teacher encouraged a student to share his idea by saying, “Let’s hear more!” In one classroom the teacher told all students that she expected everyone to be involved in the conversation.</p>
To create a student-centered environment focused on the whole child.	The review team observed evidence that teachers teach to the whole-child. Teachers provided multiple opportunities for students to reflect on assignments and provide feedback to their classmates. In one class,

Mission and Goals	Evidence
	<p>students were given multiple options with respect to how they used classroom materials, with whom they collaborated, and how they completed assignments.</p> <p>Observers saw teachers caring about and demonstrating knowledge of students' lives, such as when they discussed how their day was going, and when a teacher asked a particular student if the student had been practicing numbers at home with his father. Teachers used endearing phrases such as "sweetheart" to talk to students, and observers saw teachers putting a gentle hand on the shoulders of students, asking if anything was the matter.</p>
<p>To demonstrate the character values of responsibility, compassion, discipline, integrity, and courage in the classroom, in the larger school community, and in the community-at-large.</p>	<p>The review team observed evidence that the school demonstrates the character values of responsibility, compassion, discipline, integrity, and courage in the classroom, in the larger school community, and in the community-at large. In most observed classrooms, students participated and volunteered to assist the teacher during the lesson and during clean-up activities. In general, students were well behaved and rarely, if at all, required more than one warning to refocus during instructional time. 88% of the teachers scored proficient or advanced in the area, "Managing Student Behavior", with over 40% scoring exemplary.</p> <p>In most classrooms, the rules of behavior were visible and referenced by both students and teachers. In one classroom, rules for the students during different learning times (e.g., reading time) were posted on the wall.</p>
<p>To foster family and community participation.</p>	<p>The school showed evidence of fostering family and community participation. The school newsletter identifies opportunities for parents to participate in school activities. Parents participated in a beautification project aimed to clean the street located in front of the school building and helped maintain the school's gardens. Parents planted new flowers and pruned the flowerbeds. In addition, approximately 50 parents attended the Two Rivers PCS student-led community meeting. Parents were observed taking pictures of their</p>



Mission and Goals	Evidence
	<p>students.</p> <p>During one observation, a teacher stated the following: “You’re doing such a great job, you and dad have been practicing haven’t you!?”</p>
<p>To create a community of professionals dedicated to personal growth through learning and the sharing of expertise.</p>	<p>The school showed evidence of creating a professional community of educators. A review team member observed, a common staff planning time. The staff met in teams and/or small groups in the first floor common area to discuss instructional practices.</p>
<p>To create a flexible school environment that supports creative student grouping, innovative use of instructional time, and common staff planning time.</p>	<p>The review team observed evidence that the school is creating an environment that allows for innovative use of instructional time. In most classrooms observed, students participated in whole group instruction and differentiated groups.</p> <p>The review team observed an ELA/History combined classroom that discussed an expeditionary learning concept. The additional professional staff in the classroom led various student groupings. At times, the groups were determined by students, and other times, the groups were determined by the teacher. The teachers worked with all of the small groups.</p> <p>A review team member observed, a common staff planning time. The staff met in teams and/or small groups in the first floor common area to discuss instructional practices.</p>
<p>To create a school that is diverse by design.</p>	<p>The review team observed evidence that the school promotes a culture of diversity. In several observed classrooms, teachers visibly displayed self-portraits of students on walls, highlighted with student-level differences and diversity</p>
<p>To engage all members of the community in continuous improvement through a system of shared decision-making, a culture of revision, and ongoing school review.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>

<b>Mission and Goals</b>	<b>Evidence</b>
To regularly collect and analyze data to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan.	The QSR team neither looked for nor observed any evidence related to this goal.
To conduct an extensive annual school review.	The QSR team neither looked for nor observed any evidence related to this goal.
To develop a stable student enrollment with high rates of student retention.	The QSR team neither looked for nor observed any evidence related to this goal.
To expand access continuously to funding sources from the government, corporate, and foundation sectors.	The QSR team neither looked for nor observed any evidence related to this goal.
To make careful financial decisions that furthers the mission of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
To have a clean audit and balanced budget.	The QSR team neither looked for nor observed any evidence related to this goal.
To participate in the larger charter school community.	The QSR team neither looked for nor observed any evidence related to this goal.

## CLASSROOM ENVIRONMENTS<sup>1</sup>

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, 87% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>PCSB staff and consultants rated 87% of observations as proficient or exemplary in the element of Creating an Environment of Respect and Rapport. Throughout classrooms, talk between the teacher and students, and among students, was uniformly respectful. Students generally paid close attention to what teachers were saying. Teachers provided positive feedback throughout lessons as students participated and followed directions, using phrases such as “Great job, guys!” and “I love how you...” In some cases, teachers demonstrated knowledge and caring of students’ lives beyond the classroom, such as when they discussed how their day was going, and when a teacher asked a particular student if the student had been practicing numbers at home with his father. Teachers used endearing phrases such as “sweetheart” to talk to students, and observers saw teachers putting a gentle hand on the shoulders of students, asking if anything was the matter.</p> <p>In a small number of classrooms, teachers’ responses to students who demonstrated disrespectful behavior had uneven results. In one classroom, students seem to be unmotivated by consequences, as when the student said, “Give me a warning. See what I care.” In another classroom, students seemed to ignore the teachers’ directions. Instances of disrespect were rare throughout the school on a whole.</p>	Limited	0%
		Satisfactory	13%
		Proficient	58%
		Exemplary	29%

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

Class Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>PCSB staff and consultants rated approximately 88% of observations as proficient or above in the element of Establishing a Culture for Learning. Classrooms were cognitively busy places, with teachers demonstrating genuine passion for their subjects. Teachers read aloud with lots of emotion and dramatic gestures, which enhanced student engagement. Teachers clearly communicated expectations for learning, as in one classroom where the teacher told all students that she expected everyone to be involved in the conversation. In an art classroom, the teacher reviewed expectations for the art project by having students act out faces, by showing students examples of other students' artwork, and by showing her own artwork on the SmartBoard. Teachers also demonstrated high regard for student ability. One teacher told students that they "all could do it!" and another told students that they could complete a problem by working together with classmates. In another classroom, as a teacher was presenting new content, the teacher encouraged a student to share his idea by saying, "Let's hear more!" Teachers praised student approaches to learning, for example, one teacher told a student after his explanation of his learning, "It's ok to have different strategies...we can learn from both."</p>	<p>Limited</p>	<p>0%</p>
	<p>In a small number of classrooms, students demonstrated low commitment to learning. In one classroom, the teacher had to continually reinforce expectations due to the number of students who were off task. In another classroom, students were working on spelling words and personal narratives, and seemed to be focused only on task completion; students asked questions like "How do I do this?" and "Can you help me do this?" without asking questions related to improving the quality of responses.</p>	<p>Satisfactory</p>	<p>12%</p>
		<p>Proficient</p>	<p>67%</p>
		<p>Exemplary</p>	<p>21%</p>
<b>Managing Classroom Procedures</b>	<p>The review team rated 84% of the observations proficient or above in Managing Classroom Procedures. Observers noted that there was little loss of instructional time throughout classrooms, as teachers used signals and chants to transition from one activity to another without incident. One teacher used the African phrase "Ago-Ame" to get student attention, while another turned the</p>	<p>Limited</p>	<p>4%</p>

Class Environment	Evidence Observed	School Wide Rating	
	<p>lights off and on again. They used countdowns to prepare students for transition, with students putting materials away without explicit instructions to do so. In one classroom, the teacher had specific songs for clean-up, for reading time, and for Writer’s Workshop. In multiple classrooms, students began productive work as soon as they entered the classroom, thus maximizing instructional time. Students generally transitioned smoothly from small group to whole-class activities. Once in small groups, students were productively engaged in learning tasks as one or two teachers circulated throughout the classrooms to check on students.</p> <p>In a small number of classrooms, routines functioned unevenly. In one classroom, students appeared confused as to what to do next, with one student pouring water into a trashcan as the rest of the classroom lined up. In another classroom, the teacher had to remind students of the expected procedure multiple times, with minimal follow-through by students, resulting in the teacher giving the entire class a warning about their behavior.</p>	Satisfactory	13%
		Proficient	67%
		Exemplary	17%
Managing Student Behavior	<p>Observers rated Managing Student Behavior as proficient or above in 88% of observations, with 42% scoring exemplary. Overall, there were few instances of student misbehavior. Many teachers monitored student behavior and pre-empted negative behavior using proximity as they moved around the classrooms. In one classroom, the teacher ensured students understood behavior expectations before the class began, and praised students when they named specific expectations. Teachers’ responses to the rare instances of misbehavior were effective. In some classrooms, teachers allowed students to “Take a Break” when they had been provided verbal warnings; during breaks, students were to reflect on behavior and calm down, effectively preparing themselves to return to the whole class. Teachers throughout the school praised students for positive behavior, such as when students waited patiently for other students to comply with directions.</p> <p>In a small number of classrooms, teachers’ attempts to maintain order were met</p>	Limited	0%
		Satisfactory	13%
		Proficient	46%

Class Environment	Evidence Observed	School Wide Rating	
	with limited success. In one classroom, students continued to treat each other disrespectfully, as the teacher attempted to regulate them through threats about taking away computer time. In two classrooms, teachers' responses to misbehavior were inconsistent; at times, the teacher said that she could not "make [students] make good choices," or ignored the misbehavior entirely.	Exemplary	42%

## 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, 84% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	<p>Observers rated Communicating with Students as proficient or above in 87% of observations. Teachers gave students clear directions on the purpose of the lesson and on learning tasks. In one pre-kindergarten classroom, the principal told students about a “problem,” she needed to find healthy lunch options for students; students then spent class time exploring healthy food options. This lesson focused on the difference between fact and opinion, and the teacher pointed out possible areas for misunderstanding between the two. In another classroom, the teacher continually referenced what the students should master by the end of class. Explanations of content were generally clear and error-free. In most classrooms, teachers used rich language and expected students to use high level vocabulary. In one classroom, the teacher asked students to explore shapes through facial expressions; throughout independent practice, the teacher used rich vocabulary as she conferred with students individually about work, asking students about the facial expressions they were working on and their associated shapes.</p>	<p>Limited</p>	<p>0%</p>
	<p>In a small number of classrooms, the instructional purpose was unclear. Students in one classroom continued to get off-task, as they appeared confused about what to do next. In another classroom, students had few opportunities to participate in content, as the teacher spent most of the time reviewing the protocol for using computers, with little reference to instructional purpose.</p>	<p>Satisfactory</p>	<p>13%</p>
		<p>Proficient</p>	<p>58%</p>
		<p>Exemplary</p>	<p>29%</p>

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Using Questioning and Discussion Techniques</b>	<p>PCSB staff and consultants rated 84% of observations as proficient or above in Using Questioning and Discussion Techniques. Teachers generally used higher order and probing questions to deepen students' thinking about content. Questions allowed for multiple answers, such as when a teacher asked students to describe what a number sentence is, or what the meaning of a word is. Teachers asked students to respond to each other, one teacher asked a student how another student could improve upon a drawing. Another teacher asked students, "Does anyone want to add to what you classmate is saying?" Teachers encouraged students to ask each other for help; one student asked the teacher the meaning of a word and the teacher asked the rest of the class to help the student. Teachers required students to present content, asking students to explain their approaches to problems to the rest of the class. In one classroom, the teacher asked guiding questions to a student who was working out a word problem that required him to divide money equally among a few different people; the questions were designed to elicit the student's strategy for the rest of the class.</p> <p>In a few classrooms, discussions were heavily teacher-led, with little opportunity for students to initiate questions or discussion.</p>	Limited	8%
		Satisfactory	8%
		Proficient	71%
		Exemplary	13%
<b>Engaging Students in Learning</b>	<p>Observers rated Engaging Students in Learning as proficient or above in 87% of observations. Teachers encouraged intellectual engagement by asking students to present content. In one math class, the students had to represent multiplication problems on a number line, and explain their representations to the rest of the class. Students had extensive choice in completing learning tasks. In literacy classes, teachers allowed students to choose their own books and to read independently where they chose. In another class, students created their own alliterative sentences with the help of a teacher circulating throughout the room, after having read a Dr. Seuss poem that used figurative language. Observers saw small groups, in various configurations, productively engaged throughout the school. In one</p>	Limited	0%
		Satisfactory	13%



Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>classroom, the special education teacher worked on a modified worksheet with students with disabilities to help them access content and practice number sentences. Students in this class then completed a “Know-Want to Know-Learned” chart together. In another class, students worked in pairs to come up with a way to divide cakes equally, and then to share their solutions with the rest of the class.</p> <p>In a small number of classes, student engagement seemed low. In one classroom, students were completing independent worksheets, and the teacher attempted to circulate and check in with all students. Students who had questions on the content got off-task, as the teacher did not have enough time to reach all of them. In another classroom, the teacher spent most of the observation discussing icons on the computer, inviting little participation from students, and many students were off-task.</p>	Proficient	54%
Using Assessment in Instruction	<p>PCSB staff and consultants rated 79% of observations as proficient or above in Using Assessment in Instruction. Teachers used diverse strategies to assess student learning. One teacher asked the entire class to share out their answers to a vocabulary packet; after realizing that one student was having difficulty, the teacher worked with that student individually while the rest of the class engaged in independent practice. In another classroom, the teacher used flashcards for students to practice short consonant and letter sounds; the teacher used the flash cards to monitor the whole class together, pairs of students, and individual students throughout the course of the class. Where necessary, teachers checked on students’ individual understanding. In one class, the teacher and one student counted shapes together; the teacher then asked the student the total number of shapes, and supported the student with additional practice when the student said the incorrect answer. In an art class, the teacher walked around to all students to provide feedback on their work; during this same class, the teacher encouraged other students to provide feedback to each other on their artwork. In another classroom, a teacher rapidly circulated throughout the class as students were working on laptops, providing individual feedback as students attempted to put their new words into sentences. Teachers also</p>	Limited	4%
		Satisfactory	17%
		Proficient	71%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>used exit tickets, as in one classroom where students were required to complete a graphic organizer and individually share them out with the class. The teacher used the share-out as an opportunity to ask the students probing and open-ended questions to gauge understanding.</p> <p>Approximately 20% of classrooms were satisfactory or limited in Using Assessment in Instruction. In one classroom, observers saw no attempts to gauge student understanding as the lesson consisted entirely of a monologue. In another classroom, the teacher used completion of the activity to assess understanding, without looking at the quality of the students' work.</p>	Exemplary	8%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<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 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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC**

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<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 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.
<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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<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.