



June 7, 2017

Le Roy (Terry) Eakin III, Board Chair
DC Prep PCS – Anacostia Elementary
1102 W Street, SE
Washington, DC 20020

Dear Mr. Eakin:

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 15-year Charter Renewal during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of DC Prep PCS- Anacostia Elementary between March 27, 2017 and April 7, 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 DC Prep PCS – Anacostia Elementary.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: June 7, 2017

Campus Information

Campus Name: DC Prep Public Charter School- Anacostia Elementary

Ward: 8

Grade levels: PK3-Kindergarten

Qualitative Site Review Information

Reason for visit: School eligible to petition for 15-year Charter Renewal during 2017-18 school year

Two-week window: March 27, 2017 - April 7, 2017

QSR team members: 1 DC PCSB staff, 3 consultants including 1 Special Education Specialist

Number of observations: 16

Total enrollment: 203

Students with Disabilities enrollment: 11

English Language Learners enrollment: 0

In-seat attendance¹ on the days the QSR team conducted observations:

Visit 1: March 28, 2017 - 88.4%

Visit 2: April 3, 2017 - 95.2%

Visit 3: April 7, 2017 - 90.5%

Summary

The mission of DC Prep Public Charter School – Anacostia Elementary (DC Prep PCS- Anacostia) is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

The QSR team found the DC Prep PCS – Anacostia’s campus to be a clean and safe facility with friendly staff and students. The school is housed in a temporary facility until completion of the new school slated to be completed for the 2017-2018 school year. Students and teachers demonstrated respect and warmth toward each other and observers saw high-levels of student engagement. School staff greeted students and parents by name at drop off and hallways were orderly with no or only few students in the hallway at any given time. Each classroom is co-taught and teachers demonstrated collaborative relationships as they equally participated in both content instruction and behavior management.

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 86% of observations as distinguished or proficient in the Classroom Environment domain. In the components of *Building a Relationship of Respect and Rapport* and *Establishing a Culture for Learning* the QSR team scored 94% of observations as distinguished or proficient. In these observations teachers and students demonstrated

¹ This data has not been validated by the school. DC PCSB pulled the data in May 2017.

genuine warmth toward each other and teachers maintained high expectations for the students. The lowest rated component in this domain was *Managing Student Behavior* with 76% of observations scored as proficient or distinguished. In a few observations student behavior interfered with instruction and teachers' attempts to redirect off task students was only partially effective. In multiple classrooms teachers addressed misbehaviors with cool-off time, removal from the group, or quiet conversations however the students continued to disrupt the class.

The QSR team scored 92% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Communicating with Students* with 100% of observations scored as distinguished or proficient. Teachers clearly articulated learning objectives and gave specific and detailed directions to students.

The QSR did not rate any observations as unsatisfactory in either the Classroom Environment or the Instruction domain.

Governance

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three-year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, DC Prep PCS - Anacostia provided answers to specific questions regarding the provision of instruction to students with disabilities. During the visits special education-specific observer noted the following evidence, which supports that the school is meeting its stated SPED program with fidelity.

- The use of small-group instruction and pull-out sessions: The observer observed two pull-out sessions (one 3:1 and one 1:1) where a special education teacher and interventionist worked on reading and math skills. In one pull-out session, the teacher focused on predictions and pre-reading strategies. The teacher in this section used a picture and a text about castles and palaces and asked students working in the group to make some comparisons between to the two based on a text they read together during the session. In a second pull-out session, a teacher worked one-on-one with a student on math word problems. He also spent some time working with the student on emotional management skills as this student was recently removed from the whole group setting due to disruptive behavior. During the session they discussed the importance of the student remaining in the classroom with his peers and the need to engage in on-task behaviors.
- With the exception of pull-out sessions, the classes all operated using a co-taught model, as indicated in the questionnaire. In these observations the teachers used the parallel teaching model in which both teachers provided direct instruction on the same content. The content and focus was the same, however the whole group was broken into smaller groups for instruction and discussion. The teacher differentiated the pace and delivery of the instruction based on the responses of the

students. One group in each classroom moved at a slower pace when compared to the others as the special education teacher scaffolded the lesson.

- Although not noted as a strategy in the special education questionnaire, there were multiple direct mentions of students effectively redirecting off-task behaviors to facilitate “emotional management.” With this redirection came explicit instruction of what on-task and appropriate behaviors looked like as it relates to the term “emotional management.”

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 renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>To bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.</p>	<p>The QSR team observed substantial evidence that DC Prep PCS – Anacostia is meeting its mission. The school has created a college going culture with college banners displayed in hallways and classrooms. In one classroom a mural on the wall showed footprints positioned on a path where college was the end result. During the observations there were multiple mentions of students preparing to attend college. In one observation students said a class pledge that ended with, “I’m Going to College in 2030.”</p> <p>With respect to the academic preparation students receive to prepare them for high school and college, the team rated 92% of observations as proficient or distinguished in the <u>Instruction</u> domain of the Danielson rubric as detailed later in this report. Instruction was strong across the building and students engaged in a variety of academic tasks. The QSR team observed teachers doing repetitive chants with students about going to college and teachers referenced specific skills aligned with the grade-level advancement. In one observation a teacher and student worked on solving word problems. Once the student got one problem right the teacher added on to the problem and indicated that being able to solve the new problem meant that the student was ready to move up to the next grade level.</p>

Mission and Goals	Evidence
	<p>In addition to the emphasis on academic preparedness there is evidence that the school supports the social-emotional growth of the students. Teachers talked about focusing on “emotional management.” This term was used with students in response to their behavior. Teachers encouraged students to be resilient; “to keep their eyes on learning and not sweat the small stuff.”</p> <p>There are a limited number of computers in each classroom. Students know that everyone will not get to use a computer on any given day. So, when the teacher asked, “What will we do if we can’t go to the computer today? Students answered, “We just brush it off!” Teachers encouraged students to take control of their learning through increased effort. Students repeated phrases such as, “We will grow more brains to do math” before starting academic tasks.</p>
Goals:	
<p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed teachers and staff at DC Prep PCS – Anacostia Elementary collaborate and work together frequently during the observation window. While the school is housed in a small temporary building there is evidence that the staff values and commits to collaboration as evidenced by the workspace arrangement in the front lobby. Teams of teachers met around a large table and were overheard discussing effective literacy instruction and desks were pushed together around the outside of the lobby where adults worked in pairs. The QSR team observed the principal working directly with another staff member at a small cluster of desks and on another day the principal was observed in a classroom working directly with one student and then with a small group of students. The Kindergarten science teacher also serves as an interventionist and conducted impromptu pullout sessions at the request of the classroom teachers. There were two</p>

Mission and Goals	Evidence
	<p>to four adults in each classroom at any given time collaborating to work with students</p> <p>In many observations teachers assisted each other with managing behavior during instruction. While one teacher continued facilitating instruction another teacher would remove disruptive students for a time-out. Teachers smiled at each other and greeted each other respectfully in all observations. Overall the staff used effective instructional techniques to engage all students in challenging learning tasks as evidenced by most observations being scored as proficient or distinguished in the Danielson rubric.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>Teachers called students “Preppies” in many observations and maintained the expectation that students abide by DC Prep’s code of conduct. Students were consistently rewarded with additions for displaying “Prep Skills” which are speaking and listening to others, persevering, contributing to group activities, advocating for oneself, and using emotional management strategies. Students monitored their own work habits and recorded points for their own performance on “Prep notes”. Teachers assigned additions and deductions with consistency from class to class. Expectations for student behavior was shared verbally and visually displayed on posters in the hallways and classrooms.</p> <p>According to a sign in the hallway there was a school wide focus on kindness: “Kind people are the best kind of people.”</p>
<p>Students graduate with an eight-grade level of academic competency or better.</p>	<p>DC Prep PCS - Anacostia serves pre-kindergarten and kindergarten students. The QSR team observed a strong academic program. The QSR team scored 92% of</p>

Mission and Goals	Evidence
	<p>observations as distinguished or proficient in the <u>Instruction</u> domain. There were no observations rated as unsatisfactory. Students engaged in grade-level tasks and teachers scaffolded instruction to meet the needs of all learners.</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable.</p>
<p>The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.</p>	<p>Not observable.</p>
<p>DC Prep alumni graduate from academically challenging high schools and attend college.</p>	<p>Not observable.</p>

THE CLASSROOM ENVIRONMENT²

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 82% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored an impressive 94% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were warm and polite. Interactions in almost all classrooms were mutually respectful and students shared, took turns and used language such as, “Thank you,” “Bless you” and “I’m sorry.” Teachers referred to students as “friends,” or “loves,” and used student names when talking to them. Teachers in nearly every observation sat on the floor with students at their eye level or crouched down to look them in the eye when having a private conversation. Teachers and students in these observations smiled at each other often.</p>	Distinguished	19%
	<p>The QSR team rated 19% of observations as distinguished in this component. In one distinguished observation teachers assigned a topic for conversations during snack time and joined students in the table talk. Additionally in distinguished observations there was a strong sense of community demonstrated as students waited before eating as snacks were passed out so that everyone could eat together.</p>	Proficient	75%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%

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

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 94% of the observations as distinguished or proficient in this component. Teachers and students in these observations demonstrated a commitment to the academic tasks and to the culture of learning. Teachers celebrated student successes and showed excitement about student achievement. In one observation a teacher gave a student a high five in response to his reading progress and in other observations teachers and students gave shout-outs or earned celebration dance time.</p> <p>Several teachers maintained high expectations for all students by encouraging students to be smart. Teachers said, "Earn your shine by persevering," and "I love that you are using smart brains on tricky words," and "we can grow brains for math." If students demonstrated that they were discouraged teachers supported them. In one observation that teacher said, "I'm here to help so if you are unsure raise your hand."</p>	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	<p>Teachers demonstrated passion about the learning activities and content by fully participating with students. One teacher crawled into the tent with students and another danced with the kids during a celebration. In response to a student thought a teacher said, "Oh my goodness, you just brought up so many cool things related to animals!"</p> <p>In distinguished observations students demonstrated a strong commitment to their learning. Students answered questions in complete sentences and attempted to use advanced vocabulary such as "clever" or "aquatic" even if they pronounced words incorrectly or used them in the wrong context. Students in distinguished observations demonstrated the willingness to take risks and participated and without any hesitation.</p>	Proficient	81%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	6%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 81% of the observations as distinguished or proficient in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. Teachers used timers and gave verbal reminders before transitions. Teachers turned transitions into fun routines with songs, chants or game. In one observation the teacher said, "Everybody stop and put your hands on top," and "It's time to write, alright, alright." Students smiled and immediately transitioned to the new task. Students were expected to keep "prepped up" with tummy to the table, back to	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	<p>the back, bottom to the bottom, and feet on the floor and moved into this position with minimal direction from the teachers.</p> <p>Most teachers had established routines for classroom arrival, using the restroom, or moving to different centers during designated rotation time. Transitions from the whole group sessions to small-group or individual work were quick and efficient in most observations. The special education specialist observed students moving quickly and efficiently into small learning groups or to move to work with a special education teacher without any disruption to their peers.</p>	Proficient	75%
	<p>The QSR team scored 19% of the observations as basic in this component. In these observations instructional time was lost due to ineffective transitions. In a few classrooms students did not demonstrate that they knew how to move into small groups as transitions lasted many minutes. Additionally, despite many efforts by the teachers in one classroom to implement the "tracking the speaker" procedure, many students did not comply or respond to the teacher's claps for attention resulting in over five minutes of lost instructional time.</p>	Basic	19%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 77% of the observations as distinguished or proficient in this component. In these observations expectations were posted, reviewed, and enforced. Teachers used a variety of behavior management strategies to maintain appropriate behavior in the classroom such as non-verbal glances, proximity to students and quick narration of positive behaviors followed immediately with redirection of students who were not listening. In most observations there was a time out or cool-down chair, however the QSR team did not see that it needed to be used in any proficient or distinguished observations. In one observation the teacher said, "The professional dragon is looking to see who is sitting professionally."</p> <p>Students quickly moved to the carpet and sat without any behavior issues. The teacher then said, "I have my individual tracker for individuals who are earning additions" as she marked down notes on her clipboard. In multiple observations teachers asked students to "put bubbles in their mouths" when the expectation was for students</p>	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	<p>to listen. In a distinguished observation students won a "bubble party" and danced for a minute to celebrate good listening skills.</p> <p>When students in these observations needed behavior reminders teachers did so in a calm manner and successfully redirected off task students. In one observation a student lightly kicked another student. One of the teachers said, "that is not okay love" and asked him to move to a new spot on the carpet. The student remained on-task for the remainder of the observation.</p> <p>In distinguished observations behavior was entirely appropriate and teachers did not need to redirect students. Students in these classrooms managed themselves and teachers acknowledged the behavior by giving additions to the students for their Prep Notes.</p>	Proficient	64%
	<p>The QSR team scored 25% of observations as basic in this component. Teachers in these observations attempted to address off task behavior. Students frequently displayed the same behaviors again during the observation. In one observation a student became upset on the carpet and the teacher moved the student to time out. Once in time-out the teacher set a timer and invited the student back to the carpet when time was over. However this student and others remained off task for most of the observation and did not respond to additional attempts by the teachers to redirect.</p> <p>In other observations students were frequently off task during center time. In one observation students threw items in the creative play center and continued to do so when the teachers were not close. In another classroom students fought over blocks during center time. One of the teachers spoke to the students, however the fighting continued when the teacher moved to another center.</p>	Basic	25%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 92% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored a notable 100% of the observations as proficient or distinguished in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content and instructions with students. Teachers clarified the lesson purpose, such as, “We’re going to compare yesterday’s character with the Gingerbread baby” or “Today we’re going to do graphing stories”; or “Peeking poodle is going to help us figure out some words.” Teachers frequently modeled the expected task before asking students to perform instructional tasks individually. One teacher said, “W is the first letter in my name. Are there any letters in front of my W?”</p> <p>In other observations teachers connected learning tasks to previous days. In one observation the teacher said, “We have</p>	Distinguished	6%

Instruction	Evidence	School Wide Rating	
	<p>learned about all different types of aquatic habitats so your job today is to put it together." Teachers reminded students how to use academic skills that they had learned and practiced. One teacher said, "If I am confused or don't know a word what can I do?" Students raised their hands to share reading strategies such as using arms or heads to sound out words or segmenting words into syllables using claps. Teacher-created word walls and strategy charts were present in all classrooms.</p> <p>Teachers gave clear and precise directions often asking students to them repeat back before starting their work.</p>	Proficient	94%
	<p>The QSR team scored none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 94% of the observations as proficient or 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 and build off of each other's responses. In several classes students participated in turn and talks to ask questions of their partners. Teachers prompted, "Ask your neighbor why</p>	Distinguished	13%

Instruction	Evidence	School Wide Rating	
	<p>he/she put this goldfish there?" or "Ask your partner what he/she learned about the octopus?"</p> <p>In distinguished observations students participated in focused discussions with high levels of participation. In one observation the teacher said, "We are going to have a discussion about these three questions. The first question we have is what are the responsibilities of a king of queen?" In another observation after reading about a party the teacher organized discussion groups for students and teachers to discuss what they would wear to that party.</p>	Proficient	81%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored a very high 94% of the observations as proficient in this component. Students in these observations engaged with a variety of instructional materials. Students practiced letter and word composition on individual dry erase boards, used clothes pins and picture cards to match words with the same beginning sound and completed self-paced lessons on laptops. Students also participated in a variety of instructional groupings such as small group learning, whole group mini-lessons and student selected learning stations. Students in small groups stayed on task and completed work in a timely manner.</p> <p>Teachers in these observations used many</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>different instructional techniques to engage students in learning. In many observations teachers encouraged students to cognitively engage with the content and make connections to their own lives or past learning. In one observation a student asked, "What's this place?" The teacher responded, "that's a great question and I don't know the answer but I'm going to find out so keep that in the back of your mind." In another observation the teacher asked, "Did anyone come up with a connection, another animal that was a reptile in our story?" One student raised his hand and shared, "An alligator." The teacher then engaged all students in the content when she said, "Give us a me too if you also thought of an alligator." The pacing in these classrooms effectively allowed for students to be actively engaged on tasks without downtime.</p>	Proficient	94%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 81% of the observations as proficient or distinguished in this component. In these observations teachers circulated the room during student work time giving specific and individual feedback or suggestions. In one observation the teacher said, "Good job. You shared an accurate fact. Who else can share an accurate fact from what I read?" In another observation the teacher shared with the class, "She didn't just tell me her answer, she told me why." Other students then added more details to their verbal answers. Teachers used questioning techniques to assess student understanding and comprehension of text, One teacher asked, "Why does GB baby want a friend so badly?"</p>	Distinguished	6%
	<p>In small group instruction teachers asked students probing questions and monitored learning making adjustments on the spot. The students in the small group counted using manipulatives and the teacher made minor adjustments as needed with each student. Additionally students recorded their own self-assessment of their work habits on Prep Notes Sheets at the end of each class.</p> <p>In one distinguished observation the teacher reviewed requirements for the instructional task before students. She said, "Write your name. Write your sentence. Then draw your picture." Then the teacher modeled the task and students evaluated the teacher's work using the criteria. The teacher then rotated to each student giving specific feedback during independent work time.</p>	Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 19% 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 or no feedback to students not working directly with the teacher. Students in some observations did not have the chance to work directly with the teacher and did not have opportunities to share their learning or evaluate if the task they worked on was correct.</p>	Basic	19%
	<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
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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