



June 19, 2019

Charles Warner, Board Chair
Bridges Public Charter School
100 Gallatin St NE
Washington, DC 20011

Dear Mr. Warner,

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 2018-19 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2019-20 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Bridges Public Charter School between April 22, 2019 – May 3, 2019. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Bridges Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Olivia Smith, Founder & Director

Qualitative Site Review Report

Date: June 19, 2019

Campus Information

Campus Name: Bridges Public Charter School (Bridges PCS)

Ward: 5

Grade levels: Prekindergarten-3 through fifth

Qualitative Site Review (QSR) Information

Reason for Visit: School eligible to petition for 15-year Charter Renewal during 2019-20 school year

Two-week Window: April 22, 2019 – May 3, 2019

QSR Team Members: Four DC PCSB staff members including a special education (SPED) specialist and English Learner (EL) specialist and one consultant

Number of Observations: 21

Total Enrollment: 412

Students with Disabilities Enrollment: 150 (36.4%)

English Language Learners Enrollment: 170 (41.2%)

In-seat Attendance on Observation Days:

Visit 1: April 23, 2019 – 94.7%

Visit 2: April 24, 2019 – 93.2%

Visit 3: April 29, 2019 – 91.9%

Visit 4: May 1, 2019 – 95.9%

Visit 5: May 2, 2019 – 94.2%

Visit 6: May 3, 2019 – 90.4%

Summary

Bridges PCS's mission is:

to provide an exemplary educational program that includes preschoolers with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning.

During the two-week window, the QSR team observed evidence of the school's intentionally inclusive design. The master schedule at Bridges PCS allows for all students to have opportunities for academic and social-emotional inclusion. The high adult to student ratio allowed opportunities for students to receive targeted support. Through approaches like Discrete Trial Instruction¹, many teachers and teacher assistants were able to successfully monitor student learning, especially during one-on-one time in self-contained classrooms. Most classrooms had a variety of materials available to students. Students had the opportunity to

¹ Discrete Trial Instruction is a teaching strategy that falls under Applied Behavioral Analysis that consists of giving directives, prompts, and positive reinforcement.

move freely throughout the classroom and make choices about what activities they completed. Teachers focused on the whole child and showed deep care and concern for students' lives outside of school.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 80% of observations as distinguished or proficient in the Classroom Environment domain. The majority of observations were rated as “proficient” or “distinguished,” the two highest levels of performance on each component in this this domain. Teachers took great care to demonstrate respect and care for all students. The QSR team scored 68% of observations as distinguished or proficient in the Instruction domain. In the *Using Questioning Prompts/Discussion Techniques component*, most observations were rated as basic because only some students were involved in academic discussions or the teachers did most of the deep thinking for the students. In the other components, the majority of observations were proficient or distinguished, except in *Engaging Students in Learning*, where a significant percentage (41%) of observations were rated as basic. In these observations not all students intellectually engaged in lessons. Instead students stared into space or engaged in off-task behaviors. No observation received an unsatisfactory score in either domain.

DC PCSB conducted a QSR at Bridges PCS in SY 2017-18 and SY 2013-14². The qualitative results have remained consistent over the past five years.

School Year	Domain 2: Classroom Environment	Domain 3: Instruction
2014-15	76%	68%
2017-18	79%	66%
2018-19	80%	68%

Governance

Charles Warner chairs the Bridges PCS Board of Trustees. The school's bylaws require both an annual meeting and a mid-year meeting. The School Reform Act³ (SRA) requires that all DC public charter schools have a majority of residents and at least two parent representatives on the board. Bridges PCS has been compliant with its bylaws and the SRA for the past five years.

Specialized Instruction for Students with Disabilities

Due to the school's Tier 3 status on the Performance Management Framework (PMF) in SY 2017-18, DC PCSB last conducted a QSR at Bridges PCS in March 2018.

² <https://www.dcpsb.org/qualitative-site-review/bridges-qsr>

³ <https://www.dcpsb.org/policy/school-reform-act>

Based on DC PCSB's observations during this most recent QSR, Bridges PCS demonstrated improvement in its special education program compared to last year's review. In 2018, the school's special education observations scored a 53% and 39% respectively in the Classroom Environment and Instruction domains. However, this year 75% of the school's self-contained special education observations scored proficient or distinguished in the Classroom Environment domain of the Danielson rubric, while 47% of self-contained observations scored proficient or distinguished in the Instruction domain. The school's mission includes offering a strong special education program, resulting in 36% of its students receiving special education services, with 66.2% of students with disabilities receiving services at level 3 or 4.

Prior to the two-week window, Bridges PCS completed a questionnaire about how it serves its students with disabilities (SWD). The review team looked for evidence of the school's articulated special education program across its continuum of educational settings. Overall, inclusive classrooms more successfully engaged students in learning than self-contained classrooms; but across the continuum most of the special education staff productively supported SWD during small-groups and independent work.

- In self-contained classrooms, the learning tasks only partially engaged students intellectually. Across multiple observations there were long periods of wait time while students sat and watched their classmates complete the same activity individually in a whole-group format. Half of the students required behavioral redirection as they waited idly for their turn. Intellectual engagement improved when students received individualized support during station activities. The inconsistent use of students' alternative communication devices such as gestures, communication boards, and symbols also contributed to students only partially engaging in learning tasks. In one classroom the teacher pre-programmed a device with content-specific vocabulary and icons, which allowed the student to participate fully in the activity. However, in another setting the teacher used a device to talk with the student during one-on-one work, but the device was not with the student during the whole-group exercise, thus leaving him/her without a means of communicating.
- Teachers in inclusive settings more consistently differentiated instruction than in self-contained settings. Many lessons incorporated differentiated supports such as: practicing prerequisite skills, varying the length of time needed to complete an assignment, and providing manipulatives and other resources. In one general education observation, students worked in groups where the general education teacher led one group while the other adults assisted individual students. One SWD worked with a teacher on basic addition using a computer while the rest of the group completed a geometry

assignment. Another special education teacher read the directions aloud to a student and used physical shape blocks to help him access the content.

- Across the school's continuum of services, a robust roster of special education teachers, teacher assistants, dedicated aides, and related services support the needs of SWD. There were at least four adults present in most observations, and for the most part, each person had a clearly defined role. In many self-contained classrooms, teacher assistants and dedicated aides productively engaged with one to three students, monitoring student learning or recording Individualized Education Plans (IEP) data in students' progress trackers. Notably, many teacher assistants were able to successfully implement discrete trial instruction with individual SWD by giving directives, prompting when needed, providing positive reinforcement, and logging the results. However, in at least one observation, adults engaged in cell phone use as the lead teacher explained the content.

Specialized Instruction for English Learners

According to the school, "Bridges PCS's English Language Acquisition model is primarily focused on a combination of pull-out and push-in services." DC PCSB observed English Learner (EL) students in both settings. Per the school's EL Questionnaire, "Pull-out services are usually reserved for students with the most need and focus on heavy scaffolding to reach grade level material. Push-in services are usually reserved for larger groups and students with less need and usually involve scaffolds that are easily implemented as classroom supports or done through co-teaching." In practice, DC PCSB observed the level of need in both settings was generally aligned with how the school described its program.

In the pull-out setting, DC PCSB staff observed a teacher working with three students. Per the school, the EL Teacher should use "a lot of graphic organizers to break down information for reading and writing. We have a plethora of books that we provide for students at their interest level." DC PCSB staff observed the EL teacher using a book featuring pictures and text to guide students through a lesson about pets. However, DC PCSB staff did not see the teacher use any graphic organizers. Due to behavioral issues in the pull-out setting, DC PCSB staff struggled to observe the EL program in full implementation. The teacher spent most of her time monitoring and addressing student behavior.

In the push-in setting, DC PCSB staff observed a teacher supporting several students through a history lesson about Amelia Earhart. Per the school, "Inside of push-in services, you will see ELL teachers either working in small groups with children, co-teaching with a general education teacher, or consulting with teachers and giving advice." Further, the school says "ELL teachers often have mini white boards, and tablet computers. We use the white boards to write down information and clarify

what a teacher said. We can also use the tablet to look up pictures on the spot to help put information into context for students.” DC PCSB observed an EL teacher working with a small group in the push-in setting. She used both a mini white board and a tablet to guide students through a question packet. For example, she wrote down the question words on the white board “who, what, why, where, and when” to remind students how to organize their thoughts when reading and responding to questions, she asked “If my question starts with who my answer will always be what?” the student responds “a person.” She used the tablet to pull up maps to show where Amelia Earhart took off and landed during her first transatlantic flight.

Overall, DC PCSB staff observed the school implementing their EL programming with some level of fidelity, but behavioral issues created a barrier to successful program implementation in the pull-out setting.

THE CLASSROOM ENVIRONMENT⁴

This table summarizes the school’s performance on the Classroom Environment 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 80% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 92% of the observations as distinguished or proficient in this component. In the distinguished observations students exhibited a high degree of respect for their teachers and peers. The teacher continuously engaged students in age-appropriate positive reinforcement, including hugs, praising effort, and calling individual children “sweetie.” Students frequently helped one another during instructional activities and clean-up.</p>	Distinguished	9%
	<p>In the proficient observations students exhibited respect for one another and their teachers. In one observation students took turns sharing materials in centers and kindly asked for materials from friends. In another observation students complimented a peer who read her journal entry aloud to the class. In another class students prepared for a Mother’s Day brunch and wrote words of encouragement to support their peers who take the PARCC test. Teachers tended to student’s personal needs and ensured students got breakfast. Furthermore, teachers respected individual students’ learning needs. One teacher reminded a student that her partner needed a quiet environment to do his work, saying “So please give him that respect, ok?”</p>	Proficient	83%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	9%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

⁴ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 85% of the observations as distinguished or proficient in this component. In distinguished observations teachers demonstrated passion for the subjects they were exploring in class. In one classroom, the teacher frequently exclaimed, "Brilliant!" when responding to on-target student comments and explanations. In the same observation, two students working together began jumping up and down with excitement over the mathematical processes, saying "We got it! We got the correct answer! Now we can say it!" In another distinguished observation the teacher repeatedly emphasized the importance of precise academic language, and multiple students self-corrected during the lesson to ensure the use of proper terminology. The teacher said, "You gave me part of the answer, but not the complete answer. Say it again," to which the student responded—and then the teacher repeated with a smile, "Sixty-four <i>cubic</i> centimeters."</p>	Distinguished	20%
	<p>In the proficient observations high expectations for learning and hard work were the norm. One teacher required each group of students to hold up their whiteboards to show their work before continuing. When one student was unmotivated, the teacher said, "You're better than that! Get involved!"</p> <p>Students in these observations understood their role as learners and consistently expended good effort. Where group work was occurring in a few observations, students willingly helped one another. Two students working together in one observation celebrated, "We're finished!" after completing one activity, then reminded each other, "We still have math journal," and went to get started on that task. In another observation during small-group instruction, the students were so excited to tell the teacher the next steps in the calculation that they all jumped up from the carpet to report their answer.</p>	Proficient	65%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 15% of the observations as basic in this component. One teacher urged, but did not insist, that students use complete sentences when retelling their favorite stories. When students struggled, the adults first attempted to reteach the elements of a fairy tale but then provided students with answers. In another observation the teacher attempted to engage all students during a sing-along with uneven success. Student commitment to completing work varied in another observation; some got right to work when a new problem was displayed on the board, at times helping one another, while others didn't attempt it. The teacher encouraged the students who were already working but not the ones who hadn't started.</p>	Basic	15%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 74% of the observations as distinguished or proficient in this component. In distinguished observations instructional time was maximized due to efficient and seamless classroom routines and procedures. In one distinguished classroom the teacher guided students through several quick transitions, and then modified a routine mid-lesson, and all students responded successfully as they transitioned into their next activity: "We have about one more minute. If I don't give you a check that's okay, I can give it to you later." In another distinguished observation the teacher repeatedly cued students to prepare for a transition saying, "Two more minutes," and "It's time to start putting caps on markers, and you know what that means." Following that, no instructional time was lost in the transition to the next activity.</p>	Distinguished	9%

The Classroom Environment	Evidence	School Wide Rating	
	<p>In proficient observations, teachers maximized classroom time by having co-teachers prep instructional materials (e.g., worksheets, books, manipulatives) during read-aloud activities and mini-lessons. Students used silent signals to go to the bathroom and teachers used songs and chants such as “Eyes are watching. We sit in our own space on the carpet. We are ready to learn.”</p> <p>In one proficient observation the teacher guided the class to all stand and quickly throw out their scrap paper. During the transition, the teacher encouraged students by saying, “Thank you for moving directly back to your seat without talking.” All teacher assistants were productively engaged with one to three students, either providing assistance or recording IEP data on students’ progress trackers.</p>	Proficient	65%
	<p>The QSR team scored 26% of the observations as basic in this component. In these observations teachers inconsistently managed routines and transitions, which led to some disruption of learning. In one observation only about half of students made quick transitions from a classwork activity to laptop time, with the other half not opening and using their laptops. In several observations simple transitions took up to five minutes, despite the teachers’ use of timers, verbal countdowns, and transition music.</p>	Basic	26%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 68% of the observations as distinguished or proficient in this component. In distinguished observations there was no misbehavior or lost instructional time due to behavior management. In one distinguished classroom the teacher consistently offered students positive reinforcement: “I love how my friends are following directions, and reminders of expectations. Can you be ready with a safe body?”</p>	Distinguished	23%

The Classroom Environment	Evidence	School Wide Rating	
	<p>In another distinguished observation the teacher quietly conferred with one student who was upset. Following their conversation, the student worked on the assigned tasks for the remainder of the lesson. In another distinguished observation the teacher complimented students who exhibited positive behavior and used frequent expressive hand gestures (e.g., pointing to ears when encouraging students to listen) to communicate behavioral expectations. Students consistently followed these nonverbal cues.</p> <p>In the proficient observations teachers reminded students to “catch their bubbles” to get students quiet, and they corrected student behavior by saying, “listening ears,” “looking eyes” and “safe bodies.” Teachers referred to behavior expectations frequently. At one point a teacher warned a student, “This is your second warning. On the third, you know what happens. You have to stop distracting the other students.”</p>	Proficient	45%
	<p>The QSR team scored 32% of the observations as basic in this component. In the basic observations students were non-compliant when teachers gave directions. One teacher asked, “All my friends back at zero. Who is ready to show me they are ready to earn a pizza party?” but students continued to struggle with behavior, minimizing learning time. In another basic observation the teacher projected a behavior management app on the board but did not reference the program at all during the lesson. In another basic observation, the teacher had mixed success in addressing disruptive or harmful behavior. For example, a student slapped another student on the arm, to which the teacher said, " Walk past, you did not need to touch her." The student replied, "But she hit me first!" The teacher responded, "That's doubtful," and moved on.</p>	Basic	32%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 68% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team scored 84% of the observations as distinguished or proficient in this component. In the distinguished observation the teacher's explanation of content was thorough and clear, enhancing students' conceptual understanding and constantly inviting their intellectual engagement. In the proficient observations the teachers' explanation of content was scaffolded, clear, and accurate. Two math lessons involved teachers walking students through the steps to solve a word problem on the board, inviting students to assist in determining next steps and making calculations. One teacher demonstrated concepts of multiplication clearly by modeling and working with students on creating arrays, successfully encouraging students to use academic vocabulary such as "columns" and "rows." Teachers' explanations focused on strategies students could use independently, and frequently invited their intellectual engagement. In a grammar lesson the teacher modeled for students the strategy of reading a sentence aloud and snapping when there was a comma and slapping their knee when there was a period. Students were invited to use multiple strategies to uncover and fix their error, as one teacher said, "There are many ways of solving these kinds of problems-- I can't wait to see the strategies you use and the approach you take to find the correct answer."</p>	Distinguished	5%
		Proficient	79%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 21% of the observations as basic in this component. In these observations students indicated that they did not know what to do. In one observation the teacher modeled how to write a persuasive sentence. Instead of generating their own sentence, half of the students copied the teacher’s model verbatim. Similarly, in another observation the teacher had a student model a written response to the question, “What is your favorite fairy tale?” However, students were unable to answer the question, and as a result, the teacher had to clarify the directions for the assignment after realizing students were confused.</p>	Basic	16%
	<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 47% of the observations as distinguished or proficient in this component. In the distinguished observation teacher and students asked high-level questions such as, “What else can you use to make a square?” and “Is he right or wrong? Ok, how would you tell him to fix his work?” In proficient observations teachers challenged students to justify their thinking and successfully engaged most students in the discussion, employing a range of strategies to ensure that most students were heard. In one classroom the teacher offered open-ended questions, inviting students to articulate their observations: “For this first one, what do you notice about it?” When individual students responded, the teacher polled the entire class to check for agreement, challenges, or follow-up questions. In another proficient observation the teacher invited students to unpack and fix one student’s mathematical errors. The teacher asked students to think, discuss with partners, and share with the entire group.</p>	Distinguished	5%

Instruction	Evidence	School Wide Rating	
	<p>In one observation the teacher pre-programmed communication devices with targeted vocabulary words and icons related to a unit on money, allowing the students that used the devices to participate fully in the discussion. When assessing students' comprehension, the teacher used pictures of the characters and settings. The combined verbal and visual prompts invited most students to participate in the discussion. In another proficient observation, the teacher circulated to stations and engaged almost every student in individual discussions about their work at the stations.</p>	Proficient	42%
	<p>The QSR team rated 53% of the observations as basic in this component. In the basic observations, only a few students actually participated in questioning and discussion. In one observation the teacher projected a worksheet onto the board and asked students to respond to the math prompts. Only a few students raised their hands to participate, and the teacher consistently called on the same few students. In another observation the teacher answered most of her own questions. "What is it called? Title. When you give an opinion, you have to give a what? Reason. What's another word that means convincing? Persuade." In another observation the teacher attempted to engage students in a partner discussion with limited success. Finally, one teacher inconsistently had a student use their alternative communication device. During one-on-one work, the teacher used it to communicate with the student, but during the whole-group exercise, the device was not available to the student and the student could not participate in the discussion.</p>	Basic	53%
	<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 74% of the observations as distinguished or proficient in this component.</p>	Distinguished	9%

Instruction	Evidence	School Wide Rating	
	<p>In the distinguished observation all students were engaged in challenging content throughout the lesson. A group of students worked at a table with the lead teacher, while one student worked on basic addition problems on the computer, and another student used blocks with a SPED teacher to make shapes. All other students worked together productively. In proficient observations the lessons had a clearly defined structure, and the pacing of the lessons was appropriate. In one proficient observation, the teacher discussed mathematical concepts and problem solving before providing independent work time for students to complete PARCC assessment practice, followed by a whole-group share out. In another observation students worked in pairs to solve problems before volunteering to share their rationales with the whole class; all students actively participated throughout the activity by conferring with partners. Most learning tasks had multiple correct responses or approaches. For example, students enthusiastically used their imagination to create food or crafts during a stations activity. The teacher asked students questions to help them explain what they made.</p>	Proficient	65%
	<p>The QSR team scored 26% of the observations as basic in this component. Across multiple observations there were long periods of wait time while students sat and watched each classmate complete the same activity in a whole-group format. Half of the students required correction and redirection as they sat idly waiting for their turn.</p> <p>The activities in other observations intellectually engaged some, but not all students. Phonics and writing assignments in one class required students to show their thinking, but students could not answer the prompts, and subsequently, adults ended up doing the “heavy lifting” for some students (i.e., provide students with the answers), and not everyone had finished by the end of the lesson.</p>	Basic	26%

Instruction	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 80% of the observations as distinguished or proficient in this component. In the distinguished observation students conferred with one another to determine and fix their mistakes. In the proficient observations the most commonly used technique for assessment was questioning students. For example, teachers asked questions such as, "Talk to me about why you thought this number sentence was false," and "So if we look at the number pattern, we can see that he was skip counting by what?" During a color recognition activity, when a student answered incorrectly, the teacher reduced the choices from two to one, practiced the correct response, then added the distractor back in. Teachers also used a variety of techniques to encourage self-assessment.	Distinguished	5%
	One teacher looked over a student's shoulder and said, "What is missing from your answer?" Another paused and gave students a look when they made a mistake in their choral skip counting. "Start again," she said, smiling. A third teacher asked a student to explain how he got an answer, and the student stopped mid-explanation to say, "Oh wait, I need to fix this." Teachers and teacher assistants tracked students' progress on their IEP goals. Teachers noted when a student's answer was correct and independent, incorrect, or if the student's response required a vocal, general, partially physical, or fully physical prompt.	Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 20% of the observations as basic in this component. In these observations assessment was used sporadically to support instruction through some teacher monitoring. In one observation the teacher provided timely and specific feedback to students as they wrote their paragraph responses by referencing an anchor chart. However, students were only partially aware of the assessment criteria for their written paragraphs. Student work products varied widely. In another observation all students finished the worksheet but only a few engaged in the discussion that followed.</p>	Basic	20%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: CLASSROOM ENVIRONMENT 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 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 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.
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.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	0%	0%	0%	0%
Basic	9%	15%	26%	32%	16%	53%	41%	20%
Proficient	83%	65%	65%	45%	79%	42%	55%	75%
Distinguished	9%	20%	9%	23%	5%	5%	5%	5%
Subdomain Average	3.00	3.05	2.83	2.91	2.89	2.53	2.64	2.85

	Domain 2	Domain 3
% of Proficient or above	80%	68%
Domain Averages	2.95	2.73