



January 30, 2020

Christopher Wilkinson, Board Chair
Washington Latin Public Charter School – Middle School
5200 2nd Street NW
Washington, DC 20011

Dear Mr. Wilkinson:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews (QSR) 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 2019-20 school year for the following reason(s):

- School eligible for 15-year Charter Renewal during 2020-21 school year

Qualitative Site Review Report

A Qualitative Site Review (QSR) team conducted on-site reviews of Washington Latin Public Charter School – Middle School between November 11, 2019 – November 22, 2019. Enclosed is the team's report. You will find that the QSR 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 QSR at Washington Latin PCS – Middle School

Sincerely,

Rashida Young
Chief School Performance Officer

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: January 30, 2020

Campus Information

Campus Name: Washington Latin Public Charter School – Middle School
(Washington Latin PCS – Middle School)

Ward: 4

Grade levels: Fifth through eighth

Qualitative Site Review Information

Reason for Visit: School eligible for 15-year Charter Renewal during 2020-21 school year

Two-week Window: November 11-22, 2019

QSR Team Members: One DC PCSB staff member including one special education (SPED) specialist and three consultants

Number of Observations: 19

Total Enrollment: 380

Students with Disabilities Enrollment: 42

English Language Learners Enrollment: 9

In-seat Attendance on Observation Days:

Visit 1: November 12, 2019 – 96.8%

Visit 2: November 13, 2019 – 95.8%

Visit 3: November 14, 2019 – 96.5%

Visit 4: November 18, 2019 – 95.1%

Visit 5: November 21, 2019 – 96.1%

Summary

Washington Latin Public Charter School's mission is "to provide a challenging, classical education that is accessible to students throughout the District of Columbia." The Qualitative Site Review (QSR) team noted that the school is partially meeting its mission. The team observed several instances of challenging instruction including four Latin classes. There were several opportunities for choice, making the content accessible to students. The team also observed some low-rigor lessons where students copied information directly from the teacher or circled answers, without using higher-order thinking skills.

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 72% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in this domain was *Creating an Environment of Respect and Rapport (2a)*, with 79% of

observations rated as proficient or distinguished and none as unsatisfactory. In many observations, students and teachers interacted respectfully and interactions reflected genuine warmth and caring. Many teachers had clear rapport with students and students showed respect towards each other. In these observations, classrooms many students took ownership of their own behavior and corrected classmates who misbehaved. In two components, Managing Classroom Procedures (2c) and Managing Student Behavior (2d) 11% of observations rated as unsatisfactory. In these observations classroom routines functioned unevenly resulted in some loss of instructional time. Teachers in these observations frequently redirected students with uneven success.

The QSR team scored 60% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Communicating with Students* (3a) with 68% of observations rated as distinguished or proficient. In these observations teachers clearly communicated the purpose of the lesson and connected assignments to the broader learning goal. However, within this domain two components received unsatisfactory scores. 14% of observations in *Using/Prompts and Discussion Techniques* (3b) rated as unsatisfactory. In these observations teachers asked mostly close-ended questions and students had limited opportunities to respond directly to their peers. 11% of observations in *Engaging Students in Learning* (3c) rated as unsatisfactory. In these observations student engagement was limited to a few students, while many students engaged in off-task behaviors. Notably, the unsatisfactory scores in both domains were limited to just two classrooms.

Governance

Christopher Wilkinson chairs the Washington Latin PCS Board of Trustees. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Washington Latin PCS – Middle School completed a questionnaire about how it serves its students with disabilities, and reviewers looked for evidence of the school's articulated program. DC PCSB observed three special education classroom environments in the local education agency's middle school program, of which all the observations were scored using the Danielson rubric. While staff scored two of the three (66%) observations as Distinguished or Proficient for most indicators in both the Classroom Environment and Instruction domains, the remaining observation resulted in much lower scores due to the teacher's difficulty managing student behavior. DC PCSB staff observed a mix of inclusion and smaller class sizes set up to provide targeted support for students with disabilities, and

regardless of the setting, both the general education teachers and SPED teachers interacted respectfully with students and demonstrated care for their learning needs. Key trends from the SPED observations are summarized below.

- To support the learning of students with disabilities in the general education setting, Washington Latin PCS stated that teachers incorporate technology as a Tier 1 and Tier 2 tool for instruction that supports the learning of all students. The SPED specialist observed evidence of this in one of the three SPED observations, which occurred in an inclusion class with both a SPED and a general education teacher present. Students had a choice to complete an assignment on molecules by either working independently, with a partner or in a small group, using a laptop to complete various scaffolded aspects of the activity. Other than the teacher using a projector in the other small-group resource class observed by DC PCSB, the SPED specialist did not observe the incorporation of any other technology in that observation.
- As evidence of its co-teaching model, the school stated in its questionnaire that DC PCSB observers might see co-teaching pairs in which 1) the general education teacher and a SPED teacher work together in whole-group instruction; 2) small groupings of students rotate from station to station, with a general education and a special education teacher orchestrating the work; or 3) the special education teacher may conduct a small-group pull-out session outside of the general education setting to provide more targeted support to students once they were introduced to new or challenging content. The SPED specialist observed two inclusion classes, in which one observation consisted of the SPED teacher supporting the general education teacher in a whole group read aloud; while in the other observation, both the SPED teacher and the general educator roamed the room to support individual students as they completed various parts of a multistep project with their peers. In both observations, students were actively engaged and visibly excited to be in class. Neither special education teacher in these co-teaching models served as the primary facilitator of instruction, but their presence in the room was still effective given students had access to more immediate feedback and support with two teachers available.
- To provided modifications and accommodations for students with disabilities, the school stated that DC PCSB would likely see a variety of modifications being used in the classroom, including the slower pacing of lessons as needed, teachers adjusting their questioning techniques to help students grasp the content, and the presentation of multi-step problems. Additionally, the school offers accommodations for students with disabilities that include but aren't limited to extended time, read-aloud activities, preferential seating,

guided questions, verbal follow-up, repetition of directions, frequent check-ins, remedial assignments for skill-building, frequent breaks, flexible scheduling, and one-on-one tutoring. Throughout each observation, the SPED specialist observed evidence of the school providing many of its stated modifications and accommodations with fidelity. However, of the three observations, there was one outlier in which one of the special educators had significant challenges with managing classroom behaviors and maintaining student engagement during a small-group resource class. Although the teacher provided students with guided math packets and allowed extended time for students to complete learning activities like their Do Now, it was unclear how much learning was taking place because engagement varied. Some students were staring at the floor while others asked multiple clarifying questions about solving for equations. Off-task behavior was persistent in this class, which impeded the teacher's ability to make meaningful connections or check for students' understanding of the content.

THE CLASSROOM ENVIRONMENT¹

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 72% 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 ² | |
|---|--|---------------------------------|-----|
| Creating an Environment of Respect and Rapport | <p>The QSR team scored 79% of the observations as distinguished or proficient in this component. In the distinguished observations teachers demonstrated knowledge and care about individual students' lives beyond the class. In one observation, the teacher checked in with each student as they entered the classroom. In another observation, students laughed as the teacher made jokes about the content. Students in this observation respectfully corrected each other and were encouraged by the teacher to ask questions.</p> | Distinguished | 11% |
| | <p>In the proficient observations teachers respectfully responded to disrespectful behavior among students. In one observation, the teacher corrected students who told other students to "shut up." During the same observation, one student made an unkind comment to a peer and another teacher responded, "Be nice, don't call people out."</p> | Proficient | 68% |
| | <p>The QSR team scored 21% of the observations as basic in this component. In the basic observations teachers attempted to respond to disrespectful behavior among students but with uneven results. In one observation, students chased each other around the room and used disrespectful language. In another observation, students ignored the teacher's repeated attempts to redirect them as they engaged in off-task behavior and off-topic conversations. During this same observation, a student referred to a classmate as "stupid." The teacher did not respond.</p> | Basic | 21% |

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

² DC PCSB does not report out qualitative evidence if less than 10% of observations in any given component earned a "basic" or "unsatisfactory" level of performance.

| The Classroom Environment | Evidence | School Wide Rating ² | |
|--|--|---------------------------------|-----|
| | 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 74% of observations as distinguished or proficient in this component. In the distinguished observations teachers demonstrated a genuine passion for the subject. In one observation, when a student hesitated on a difficult translation, the teacher exclaimed, "Ahh, our first challenging sentence!" The teacher then insisted the student could handle it and helped them break down the words. Students in these observations took initiative in improving the quality of their work. For example, a student asked, "Do you have tutorials today? Can I come?"</p> | Distinguished | 16% |
| | <p>In the proficient observations teachers communicated the importance of the content. In one observation, when a student's confidence waivered, the teacher encouraged them by saying, "Well, you got the top part right, let's try the bottom part." In these observations students had choice in how they completed tasks and had the option of working independently or in groups. Students in these observations put forth effort to complete high quality work, asked clarifying questions as needed, and asked teachers to check their work for completion and accuracy.</p> | Proficient | 58% |
| | <p>The QSR team scored 21% of observations as basic in this component. In the basic observations, teachers conveyed high expectations for only some students. In one observation, some students sat idle and waited to copy their peers' work directly from the board rather than attempting the work independently. Teachers in these observations often focused primarily on task completion. In one observation, the teacher did not probe student thinking but instead focused solely on hearing the right answer. Later in the observation, the teacher discouraged a few students from answering an extra tricky question.</p> | Basic | 21% |
| | The QSR team scored less than 10% of observations as unsatisfactory in this component. | Unsatisfactory | 5% |

| The Classroom Environment | Evidence | School Wide Rating ² | |
|--------------------------------------|---|---------------------------------|-----|
| Managing Classroom Procedures | The QSR team scored 74% of observations as proficient and none as distinguished in this component. In the proficient observations classroom routines functioned smoothly. In one observation, students took turns reading parts in a play as the teacher displayed the character list on the board to remind students which character they had been assigned. Students in these observations generally brought all the necessary materials with them to class, although several teachers had supplies available if needed. Teachers in these observations used music, timers, or countdowns to manage time between transitions. | Distinguished | 0% |
| | | Proficient | 74% |
| | The QSR team scored 16% of observations as basic in this component. In the basic observations classroom routines functioned unevenly. In several observations, routines had been established but the operation wasn't smooth. In one observation, several students did not have paper to complete the warm-up activity and none was made available to them. In another observation, students who did not have the necessary materials for the lesson either wandered around the room with their peers to get what they needed or did not attempt to get the materials at all. | Basic | 16% |
| | The QSR team scored 11% of observations as unsatisfactory in this component. In the unsatisfactory observations considerable time was spent off task due to unclear procedures. In one observation, the teacher waited for four minutes for students to stop talking, and then spent another three minutes taking attendance while students sat idle. In another observation, students spent ten minutes completing a Do Now before the teacher asked one student to go to the board to answer one of the questions. As the student answered, the rest of the class continued to engage in off-topic conversations making the transition into the main instructional block difficult. | Unsatisfactory | 11% |
| | | | |
| | | | |

| The Classroom Environment | Evidence | School Wide Rating ² | |
|----------------------------------|---|---------------------------------|-----|
| Managing Student Behavior | <p>The QSR team scored 63% of observations as distinguished or proficient in this component. In the distinguished observations student behavior was almost entirely appropriate. In one observation when two students who had been off-task could not repeat the directions for an assignment, the teacher asked a third student to explain, which he did.</p> | Distinguished | 16% |
| | <p>In the proficient observations, student behavior was generally appropriate. In one observation, teachers praised students by name who met behavioral expectations. In another observation, the teacher posted the standards for behavior on the board during work times and used a point system to track consequences and rewards. Teachers in these observations gave global or individual reminders and used proximity to redirect students.</p> | Proficient | 47% |
| | <p>The QSR team scored 26% of observations as basic in this component. In the basic observations teachers attempted to maintain order in the classroom, with uneven success. In one observation, transitions ran long and often led to off-task behavior. Teachers attempted to get students attention by saying things like, “Shhh,” “Hellooo,” and “Guys, guys,” without success. In these observations, teachers asked students several times to be quiet or to wait patiently if they had a question, but students often continued to talk and call out. Several teachers referenced consequences but did not follow through.</p> | Basic | 26% |
| | <p>The QSR team scored 11% of observations as unsatisfactory in this component. In the unsatisfactory observations some students violated classroom rules without teacher awareness. While teachers sometimes addressed students by name to redirect their off-task behaviors (e.g. talking and laughing loudly off-task, walking around the room without permission, talking over the teacher while they spoke, name-calling with peers), they had limited success and often never fully engaged much of the class.</p> | Unsatisfactory | 11% |

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 60% 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 68% of the observations as proficient and none as distinguished in this component. In the proficient observations teachers' explanation of content was clear and invited student participation and thinking. Several teachers provided strategies students could use to approach the tasks assigned. For example, one teacher reminded students, "When <i>qui</i> starts off a sentence, the best thing to do [when translating] is to say, 'The one who.'" Another teacher offered, "So anytime I see a whole number when I'm multiplying fractions, I am just going to put a 1 under it and that helps me complete the problem." In a few observations, teachers scaffolded instruction. In one observation, as a student struggled to answer the questions, the teacher gave the student different-sized counters to help him understand units and measurement. In another observation, the lesson structure clearly supported students' understanding by progressing from definitions of the content, to application, and finally to application with unique situations. The teacher in this observation integrated content-specific vocabulary seamlessly and required the same of the students.</p> | Distinguished | 0% |
| | | Proficient | 68% |
| | <p>The QSR team scored 32% of the observations as basic in this component. In the basic observations teachers explanation of the content consisted of a monologue, with minimal participation or intellectual engagement by the students. In some observations, students repeatedly asked clarifying questions or did not engage in the learning task and the teacher had to repeat explanations and directions several times. In these observations students often completed rote tasks like copying or guessing the correct answer.</p> | Basic | 32% |

| Instruction | Evidence | School Wide Rating | |
|---|---|--------------------|-----|
| | The QSR team scored none of the observations as unsatisfactory in this component. | Unsatisfactory | 0% |
| Using Questioning/ Prompts and Discussion Techniques | The QSR team scored 64% of the observations as proficient and none as distinguished in this component. In the proficient observations teachers used open-ended questions, inviting students to think and/or offer multiple possible answers. In one observation, while reading a play, the teacher asked the students, "Does anyone know what George actually killed?" A student replied, "A dragon." Next, the teacher asked, "If he had killed a dragonfly, would we have remembered him?" Students took turns raising their hands to share their inferences and to express their eagerness to see what would happen next. Students in these observations worked in small groups and discussed ideas with their peers without ongoing mediation from the teacher. | Distinguished | 0% |
| | | Proficient | 64% |
| | The QSR team scored 21% of the observations as basic in this component. In the basic observations teachers framed some questions to promote student thinking, but many had a single correct answer. In one observation, the teacher allowed students to work together to complete a study guide but several students either did not participate or copied from each other. | Basic | 21% |
| | The QSR team scored a relatively high 14% of the observations as unsatisfactory in this component. In the unsatisfactory observations only a few students dominated the discussion. In these observations teachers did not invite students to explain their thinking or respond directly to their peers. In one observation, most students fully disengaged and did not participate in the class discussion, while three students engaged in an intellectual discussion with the teacher to explain their answers to word problems. | Unsatisfactory | 14% |

| Instruction | Evidence | School Wide Rating | |
|--------------------------------------|---|--------------------|-----|
| Engaging Students in Learning | <p>The QSR team scored 58% of the observations as proficient and none as distinguished in this component. In the proficient observations the pacing of the lessons provided students the time needed to be intellectually engaged and there was no loss of instructional time. Teachers in these observations effectively used different types of instructional groupings. Students worked individually on some tasks (reading, annotating, translating, problem-solving) and in groups on others (checking solutions to problems, finding text evidence to support a claim, and developing a creative project). In these observations, learning tasks aligned to a larger learning goal and required active engagement. In one observation, students observed unique rocks, made determinations about the specimens and supported that with evidence, and then read and responded to questions all related to the content. In another observation students conducted a science experiment as a class, investigating light sources and connecting their in-class experiment to a larger question about stars and space.</p> | Distinguished | 0% |
| | <p>The QSR team scored 32% of the observations as basic in this component. In the basic observations student engagement with the content was largely passive. In some observations, tasks required rote responses such as copying or circling the correct answer or listening to the teacher as they lectured or read. In these observations, the pacing of the lesson was uneven resulting in down time and off-task behaviors. Teachers in these observations often asked high order thinking questions but, there was limited opportunity for students to explain their thinking.</p> | Basic | 32% |
| | <p>The QSR team scored 11% of the observations as unsatisfactory in this component. In the unsatisfactory observations questions required only recall or had a single correct response. In one observation, while a few students attempted to engage in the assigned tasks, other students had side conversations, engaged in off-task behavior, or had off-topic discussions in the back of the room. In another observation, student tasks required copying, coloring, and reading to answer comprehension questions.</p> | Unsatisfactory | 11% |

| Instruction | Evidence | School Wide Rating | |
|--|---|--------------------|-----|
| Using Assessment in Instruction | <p>The QSR team scored 47% of the observations as proficient or distinguished in this component. In the distinguished observation the teacher constantly took the pulse of the class, provided specific feedback to students, and asked students to engage in self-reflection. When a student answered incorrectly, the teacher corrected them, provided feedback about what they were doing incorrectly, and then said, "You know I'm going to call on you again".</p> | Distinguished | 7% |
| | <p>In the proficient observations feedback included specific and timely guidance. Many teachers circulated to look at student work and provide feedback such as, "What does this mean?" and "Break it down. I will give you this word [translation] but you need to do the rest." In one observation, students eagerly called the teacher over to check their work when they completed an assignment or identified the correct answer. In another observation, the teacher used a clipboard during independent work time to keep track of what students worked on as they checked in. Students in these observations had the opportunity to redo work assignments to improve their grade.</p> | Proficient | 40% |
| | <p>The QSR team scored 53% of the observations as basic in this component. In the basic observations there was little evidence that students understood how their work would be evaluated. Teachers in these observations monitored student understanding with global feedback such as "excellent" or "good work". Students in these observations did not engage in peer or self-assessment.</p> | Basic | 53% |
| | <p>The QSR team rated 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 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: INSTRUCTION OBSERVATION RUBRIC

| Percent of: | 2a | 2b | 2c | 2d | 3a | 3b | 3c | 3d |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Unsatisfactory | 0% | 5% | 11% | 11% | 0% | 14% | 11% | 0% |
| Basic | 21% | 21% | 16% | 26% | 32% | 21% | 32% | 53% |
| Proficient | 68% | 58% | 74% | 47% | 68% | 64% | 58% | 40% |
| Distinguished | 11% | 16% | 0% | 16% | 0% | 0% | 0% | 7% |
| Subdomain Average | 2.89 | 2.84 | 2.63 | 2.68 | 2.68 | 2.50 | 2.47 | 2.53 |

| | Domain 2 | Domain 3 |
|--------------------------|-------------|-------------|
| % of Proficient or above | 72% | 60% |
| Domain Averages | 2.76 | 2.55 |