



February 11, 2019

Christopher Cody, Board Chair
Hope Community Public Charter School – Tolson
2917 8th Street NE
Washington, DC 20017

Dear Mr. Cody:

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 Hope Community Public Charter School – Tolson between November 26, 2018 and December 7, 2018. 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 Hope Community Public Charter School – Tolson.

Sincerely,

A black rectangular redaction box covering the signature of Naomi DeVeaux.

Naomi DeVeaux
Deputy Director

Enclosures

cc: Carolyn Davis, Executive Director and Georgia McElroy, Principal

Qualitative Site Review Report

Date: February 11, 2019

Campus Information

Campus Name: Hope Public Charter School – Tolson (Hope Community PCS – Tolson)

Ward: 5

Grade levels: Pre-kindergarten (PK3) through eighth

Qualitative Site Review Information

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

Two-week Window: November 26, 2018 - December 7, 2018

QSR Team Members: One DC Public Charter School Board (DC PCSB) staff member and four consultants, including one English Learner (EL) specialist and one Special Education (SPED) specialist

Number of Observations: 19

Total Enrollment: 467

Students with Disabilities Enrollment: 55

English Language Learners Enrollment: 42

In-seat Attendance on Observation Days:

Visit 1: November 28, 2018 – 91.7%

Visit 2: November 29, 2018 – 94.3%

Visit 3: December 3, 2018 – 94.5%

Visit 4: December 4, 2018 – 90.3%

Summary

Hope Community PCS' mission is "to positively shape the hearts and minds of our students by providing them with an academically rigorous, content rich curriculum, and environment in which character is modeled and promoted, and a community in which to build trusting relationships with others."

Overall, the QSR team saw evidence of a respectful and trusting community. Parents, students, and visitors were warmly welcomed into the school. Students and parents were celebrated in various ways, including "Parent of the Month" and recognition at the school's Monday meeting. However, the QSR team observed two instances of disrespectful behavior and language from teachers to students. There was mixed evidence about the level of academic rigor. While the QSR team observed differentiation during "Scholar Success Time" when several students worked on self-paced online programs or in small groups with teachers, observers

noted that teachers' questioning techniques mostly led students down a single path of inquiry and did not engage all students in deep reasoning.

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 79% of observations as distinguished or proficient in the Classroom Environment domain. This is slightly lower than the ratings from 2014 when 85% of observations were rated as distinguished or proficient in this domain. *Creating an Environment of Respect and Rapport* had the highest rate of distinguished observations in either domain. 79% of observations in this component were rated as proficient or distinguished and 21% of these observations noted highly respectful and genuinely caring interactions between all individuals. In these observations students eagerly participated and supported each other. The QSR team scored 57% of observations as distinguished or proficient in the Instruction domain. This is similar to the school's QSR results from 2014 when 58% of observations were distinguished or proficient in this domain. *Communicating with Students* was the component with the highest scores (79% proficient, none distinguished) in this domain. The lowest scoring component in either domain was *Using Questioning and Discussion Techniques* with a score of 37%. Questioning consisted of the teacher asking a question and then finding a student who could correctly answer, or not effectively engaging all students in the discussion.

The lack of significant change in scores over the past five years indicates little to no change in environment or instruction during the five-year period. The school's instruction domain remains just under 60% earning scores of proficient or distinguished. The average school in operation for 14 years or more is 68% in this domain.

Governance

Christopher Cody chairs the Hope Community PCS Board of Trustees. The school has been compliant with its bylaws, which require the board to meet for "at least one regular quarterly meeting," for the past five years. The School Reform Act¹ requires all public charter schools to have at least two parents and a majority of DC residents on the school's board, a requirement Hope Community PCS has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the observation window, Hope Community PCS – Tolson described its special education program in a questionnaire. The school stated it has two optimal

¹ <https://www.dcpccb.org/policy/school-reform-act>

learning environments for students: self-contained classrooms and inclusion settings (push-in/pull-out). DC PCSB conducted five special education observations: two self-contained settings, one push-in setting, and two pull-out sessions. The QSR team noted a genuine rapport between students and teachers that reflected respect and care. However, while the school implemented the special education program articulated in its questionnaire, it did not consistently engage students in learning at high levels.

To demonstrate that co-planning occurs, the school explained that special education teachers attend weekly collaboration meetings and Professional Learning Meetings to plan with the general education teachers. In one observation co-teachers worked together to ensure all students had individualized support using the One Teach, One Assist model. The class was learning about characterization. The special educator worked closely with a few students to check for understanding, while the general educator led the lesson. The general educator facilitated a “turn- and-talk” to ask “What is characterization?” The special educator reminded students that “we look at how characters talk, think, and act” by using nonverbal signals for talk, think, and act. Students then discussed what they thought more specifically before looking up the definition.

To support the learning of Students with Disabilities (SWD), the school reported that it implements Station Teaching², small-group teaching, and one-on-one teaching. The QSR reviewer observed all of these models in place. In most of the classes, students were on-task and teachers were able to support individual students and small groups. However, in a self-contained setting, the teacher’s instructions for the lesson were unclear. The teacher explained they were going to learn about main idea and supporting details. The teacher wrote Explicit Questioning Rules on a chart and asked students to take notes. The teacher defined what explicit meant when students were unable to define it. The written rules did not connect back to the heading of the chart, and it was unclear how the heading was connecting to main idea. The exit ticket was also not connected to main idea or anything else that was taught during the lesson.

In another self-contained classroom, students learned about author’s purpose. The teacher provided a quick explanation of the anchor chart , a visual aid that outlined the various purposes used by an author: to inform, persuade, and entertain. The focus of the text was to inform. Students worked in three groups, two led by general education teachers and one led by the special educator. Students read three

² In Station Teaching, each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective.

different texts in their groups and were asked to write the main idea. Half the students in the special educator's group were able to do so but the others struggled. The teacher gave students feedback such as, "Ok, you told me key details, but didn't tell me the main idea." Through some additional scaffolding, all students made corrections to their initial thoughts demonstrating that they grasped the objective.

To provide accommodations according to the Individualized Education Programs (IEP) of SWD, the school stated that DC PCSB would observe frequent breaks, read-alouds, extended time, preferential seating, flexibility in scheduling, hands-on activities, concrete examples, extra visual cues, and prompts. In most classes, the QSR team either observed students taking a "brain break", or there was discussion of when a brain break would be coming up next in the schedule. In all classes, teachers conducted read-alouds of either an article, a text book, or a trade book.

To provide modifications according to the IEP of SWD, the school wrote that DC PCSB would observe students highlighting important words or phrases in reading assignments, modified workload, modified time demand, alternative books or materials, chunking reading materials, rewording questions, and individualized behavior incentive plans. In the pull-out session two students worked on an ELA lesson while one student worked on a math word problem worksheet. Students were learning about inferencing. The teacher reminded students to underline words they did not understand. The teacher told students that they were going to listen for the first question that she read aloud and provide text evidence. Students were able to infer the answer to the question with some support from the teacher.

Specialized Instruction for English Learners

Prior to the two-week window, Hope Community PCS - Tolson outlined its model of instruction for ELs. The school explained that its EL students are serviced in a general education inclusion setting. According to the students' instructional hours on their EL plans, students may receive services inside or outside the general education setting. The EL support teacher and general education teacher have weekly planning meetings to differentiate the general education curriculum for ELs. The school noted that observers may see the following instructional strategies: chunking instructional material into smaller sections, modeling, peer teaching, small-group teaching, use of repetition, paraphrase and substitutions, use of visual aids, read-alouds, reciprocal teaching (students become the teachers in small group settings), use of simple/direct language, student portfolio (assessment), flexible timing, and flexible grouping.

During a half-day of observation, the EL specialist observed the following EL instructional settings: whole group push-in, small group within a large group, pull-out, and one-on-one push-in within a whole group setting.

- Whole Group Push-In: In this observation the EL specialist observed the use of repetition, paraphrase and substitution as well as the use of simple/direct language. The EL teacher sat next to the EL students and repeated the general education teacher’s questions about Native Americans’ lifestyle, paraphrasing the pertinent details where necessary. The teacher asked questions using simple/direct language with visual aids, like pictures on a cell phone, to show how an apartment building looks to compare to Native Americans’ large pueblo houses. The general education teacher read aloud a picture book about Native Americans, using hand motions to support students’ understanding of Native American clothing.

- Small-Group within a Large Group: In this observation, the EL specialist observed the use of flexible/small group teaching, simple/direct language, repetition, and the use of visual aids. The EL teacher pulled two EL students to a separate table during a whole-group lesson on the place value method of multiplication. The teacher wrote a math problem on his/her personal white board and told the EL students to do the same with their own white boards. Students completed the problems as the EL teacher monitored their steps. After going through each student’s steps and providing additional instruction using simple/direct language, the EL teacher explained that they would all do the last problem together and compare their process and solution. The teacher used a visual aid (anchor chart) called “Multiplication Strategies” to guide students in the steps they should use to complete their problems.

- Pull-Out Session: In this observation the EL specialist observed small group teaching during a pull-out session with the EL teacher and two middle school students. Prior to the lesson, the EL teacher explained to the DC PCSB observer that the students’ general education teacher requested the students work on context clues, which indicated co-planning at some point between the EL and general education teachers. The EL teacher provided a clear objective to help students understand the five types of context clues; and the teacher had prepared cutouts of and individual student worksheets with the description of context clues so students could read and follow along. Students responded to the teacher’s questions enthusiastically, and the EL teacher demonstrated a commitment to the students’ learning by encouraging them to share more in their general education classes.

- One-on-One Push-In in a Whole Group Setting: In this observation the EL specialist observed a flexible grouping (one-to-one teaching) as the EL teacher pushed in to work with one student in the general education setting.

The EL teacher reinforced the meaning of context clues, giving the student an additional text about context clues and asking the student to draw the physical description that was previously read in class, as a form of assessment. When they moved on to phonics work, the EL teacher walked through each of the questions, giving the student time to answer independently, and the teacher provided additional explanations, as needed, to the student's questions about word definitions.

During the EL observations, the EL specialist did not see the use of modeling, peer/reciprocal teaching, chunking instructional material into smaller sections, student portfolios, or flexible timing. Overall, the school implemented its program with fidelity, showing evidence of conferencing with teachers to understand a student's needs, and using a range of instructional strategies as described in its questionnaire.

THE CLASSROOM ENVIRONMENT³

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 79% 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 79% of the observations as distinguished or proficient in this component. In the majority of observations, interactions between students and teachers were warm and respectful. Teachers praised students frequently and acknowledged individual students in conversation, feedback, and when they arrived late. For example, when students in different observations arrived late, two teachers greeted them and ensured they knew what to do next. In many observations students willingly participated.</p> <p>In the distinguished observations students helped each other academically and socially. In one observation a student stumbled when trying to describe something and the teacher noted, "Oh, you need help? Let's see who can offer some ideas." Several students raised their hands to help. In another distinguished observation, students reminded each other not to call out.</p>	Distinguished	21%
		Proficient	58%

³ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations interactions were inconsistent. In one observation a few students were disrespectful to each other, tossing books or hitting each other. The teacher did not respond to most of these interactions and when a response occurred, the redirection was inconsistent between students. In another observation, the teacher chastised students in a harsh tone for not doing their homework. One student mentioned not being able to see the work online and the teacher responded, "Come on now." The student's body language indicated insecurities and hurt feelings as a result of this interaction.</p>	Basic	21%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. Students in most observations worked hard at learning and teachers encouraged these behaviors and efforts consistently. One teacher reminded the class to wait for a student to request a "lifesaver" before jumping in to help each other. Most teachers insisted on precise language. In one observation the teacher consistently reminded students to respond with complete sentences instead of phrases, and students complied. In another observation the teacher granted students extra time for the work because all students were engaged and interested in doing more. The teacher worked with individual students and monitored both behavior and work content.</p>	Distinguished	5%
	<p>In the distinguished observation the teacher demonstrated passion for the content and students' engagement by noting, "Now we have two questions that we are deeply involved in and I am so proud of you for the work you have just done on this."</p>	Proficient	74%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. Teachers and students in these observations focused more on task completion than on deeper learning and quality work. In one observation the teacher did not insist that all students complete the work and permitted several students to engage in off-task behavior. In another observation the teacher focused all responses to students on the completion of the task rather than the quality of what students wrote.</p>	Basic	21%
	<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 78% of the observations as proficient and none as distinguished in this component. Most classrooms had clear and effective routines and procedures. Teachers efficiently used a variety of tools, such as timers, table-by-table dismissal, and student jobs to ensure little loss of instructional time.</p>	Distinguished	0%
	<p>The QSR team noted several consistent practices across classrooms, including counting down and cues to tell students what to do, such as "scholars on 1..." Teachers in these observations were also well prepared with materials. Several teachers had the materials previously prepared and students knew how to get what they needed in the classrooms. In one observation some students did not have books so the teacher quickly grabbed extras from a nearby cabinet and distributed them to students without any loss of instructional time.</p>	Proficient	78%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 22% of the observations as basic in this component. In these observations procedures for transitions had been established but their operation was rough. In one observation the teacher frantically yelled at students to return the ChromeBooks after the bell rang. Some students went to the cart to return their materials while others spilled into the hallway causing a disruption. In other observations materials were not ready for students. In one observation there were not enough materials in table baskets for all students. In another observation the teacher scrambled to determine the objective to write on the board while the students waited. In several observations students not working directly with the teacher were disengaged and off-task. One teacher set a timer but did not effectively use it and then changed it midway without noting the adjustment to students.</p>	Basic	22%
	<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 79% of the observations as distinguished or proficient in this component. Student behavior was generally appropriate and when there were minor disruptions, such as calling out or conflicts between students, teachers dealt with them swiftly and effectively. The QSR team observed several teachers using similar behavior management tools, such as Class DoJo⁴ and STAR position, indicating students were sitting ready to learn. In the distinguished observations, students reminded each other of the classroom rules such as, "Don't call out". Teachers in these observations also proactively ensured students were on task by actively monitoring and providing a wide variety of opportunities for students to move and engage.</p>	Distinguished	11%
		Proficient	68%

⁴ Clasdojo.com: ClassDojo is a classroom communication app used to share reports between parents and teachers.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations teachers inconsistently referred to and reinforced behavioral expectations. Several teachers threatened consequences but did not follow through. This resulted in continued off-task behaviors. In several observations students not working directly with the teacher engaged in loud off-topic conversations or went to game applications on their iPads. These behaviors were largely unaddressed or attempts to redirect students were ineffective.</p>	Basic	21%
	<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 57% 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	The QSR team scored 79% of the observations as proficient and none as distinguished in this component. Teachers clearly communicated tasks to students either verbally, in writing, or a combination of both. Objectives were written so students could read them and interact with them, most of them starting with "I can...". Many teachers made connections between current learning and previous learning or students' lives. In one observation the teacher said at the start of the lesson, “Your journal entry for today is to describe a pen pal or write a letter to your pen pal if you already have one.” The teacher also described specific strategies students might use in the context of the learning activity. The teacher suggested, “You may use RACES (Restate, Answer, Cite, Explain) to do this.” Teachers in the proficient observations also ensured students understood vocabulary and key ideas, often pausing to review or ask students to define specific terms. In one observation the teacher used visual cues when students reviewed previous learning. Several teachers also used turn-and-talk as a strategy to involve all students in the learning. Pacing in these observations was sufficient to allow time for students to learn, connect, and apply.	Distinguished	0%
		Proficient	79%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 16% of the observations as basic in this component. In these observations the teacher either did not explain the purpose of the lesson or it was unclear to students what they should be doing and teachers had to clarify. In one observation the components of the lesson did not align to the written objective. One teacher used an anchor chart, but the title did not align with the content. An exit ticket was used but it did not align with the content.</p>	Basic	16%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	5%
<p>Using Questioning/ Prompts and Discussion Techniques</p>	<p>The QSR team scored 37% of the observations as distinguished or proficient in this component. This was the lowest scoring component in either domain for the school. Teachers asked a mix of low-level questions and open-ended ones. Students also asked questions in these observations and teachers often provided time for students to discuss among themselves. In one observation students sat in table groups and challenged each others' thinking in respectful ways. In the distinguished observation virtually all students were engaged and asked their own questions to extend the topic and conversation. Students in this observation also initiated making connections to their own lives and used a student who wore braces in the class as a resource to learn more about the metal in her mouth.</p>	Distinguished	5%
		Proficient	32%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 63% of the observations as basic in this component. In several of these observations, not all students engaged in the discussion. Dialogue was reserved for teacher to one student interaction and not all students attempted to participate. Teachers often moved quickly from one student to another without allowing wait time or the opportunity for students to respond to each other. One teacher attempted to use equity sticks to allow a variety of students to respond, but this was minimally effective. In many basic observations teachers asked questions and listened for the correct answer, without responding to student misconceptions or linking student ideas to each other. In one observation the vast majority of teacher questions could be answered with “yes” or “no.” In other observations the questions were more procedural, such as "how do you spell...?" and "which one is the verb?" without asking students to explain their thinking.</p>	Basic	63%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Engaging Students in Learning</p>	<p>The QSR team scored 63% of the observations as proficient and none as distinguished in this component. Learning tasks in these observations were open-ended and teachers asked students to engage with each other and the materials in thoughtful ways. In one SST observation students worked on self-paced activities on Khan Academy while the teacher worked with a small group. In another observation the teacher used a Power Point presentation, and asked students to observe, predict, and engage in questions and inquiry throughout. Teachers in these observations provided multiple modalities for students to work and learn. In one observation students were give a choice of manipulatives to create a representation of either the US map or a globe.</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	Teachers asked students to explain to a partner and then the whole class what they created and how they approached the task. In another observation the teacher pushed student thinking after their initial research by noting, "Now that you know the Statue of Liberty means freedom, you need to dig a little deeper to find evidence to support your answer."	Proficient	63%
	The QSR team rated 32% of the observations as basic in this component. Pacing in these observations was often too slow, leaving idle time for students to engage in off-task behaviors. The QSR team noted this in a few instances when students rotated through literacy centers. In other observations students were mostly passive learners and were directed to complete specific tasks that did not require deep intellectual engagement. Students in these observations had no choice in how to complete the tasks. The tasks themselves required recall or passive work.	Basic	32%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	5%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 47% of the observations as proficient and none as distinguished in this component. Teachers in these observations monitored student learning and understanding in a variety of ways. Several teachers used one-on-one conferences with students, others called on a variety of students to answer questions, and others referred to the data collected by the online programs. Several teachers provided opportunities for peer review. One teacher noted, "Let's see if what he said is correct" before continuing to read aloud and determine if the student's prediction was true. In one small group observation the teacher constantly checked in with students in the small group to ensure students not only did the correct steps but also understood why. This teacher, and others, provided specific feedback to students. One teacher noted, "Your summary skills are almost there. You told me the 'who' and the 'what' but we have a standard for summaries. You're almost there. Who can tell me the 'where'?" Several teachers also adjusted instruction as a result of student responses. One teacher rephrased questions and provided picture cues to support student understanding.</p>	Distinguished	0%
		Proficient	47%
	<p>The QSR team scored slightly more than half of the observations as basic in this component. Feedback to students was limited and criteria for high-quality work was unclear. One teacher gave students feedback on spelling and punctuation in their writing, but nothing about content. Another teacher said, "Good job" as they walked around to monitor student work, but did not offer specific feedback about what students were doing well or could improve on. Other teachers relied on a single method of monitoring student learning. Several QSR team members observed exit tickets, but they were not related to the content from the lesson.</p>	Basic	53%
	<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%	5%	0%	5%	0%
Basic	21%	21%	22%	21%	16%	63%	32%	53%
Proficient	58%	74%	78%	68%	79%	32%	63%	47%
Distinguished	21%	5%	0%	11%	0%	5%	0%	0%
Subdomain Average	3.00	2.84	2.78	2.89	2.74	2.42	2.58	2.47

	Domain 2	Domain 3
% of Proficient or above	79%	57%
Domain Averages	2.88	2.55