



May 17, 2018

Edie Ashton, Board Chair
Meridian Public Charter School
2120 13th Street NW
Washington, DC 20009

Dear Ms. Ashton:

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 QSR during the 2017-18 school year for the following reason(s):

- School eligible for 20-year Charter Review during 2018-19 school year

Qualitative Site Review Report

A QSR team conducted on-site reviews of Meridian Public Charter School (Meridian PCS) between April 2, 2018 – April 13, 2018. 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 Meridian PCS.

Sincerely,

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

Naomi DeVeaux
Deputy Director

Enclosures
cc: Candice Bobo, Head of School

Qualitative Site Review Report

Date: May 17, 2018

Campus Information

Campus Name: Meridian Public Charter School (Meridian PCS)

Ward: 1

Grade levels: Prekindergarten-3 (PK3) – 8

Qualitative Site Review Information

Reason for visit: School eligible for 20-year Charter School Review during 2018-19 school year

Two-week window: April 2, 2018 – April 13, 2018

QSR team members: Two DC PCSB staff members and five consultants including one special education (SPED) specialist and one English Learner (EL) specialist

Number of observations: 28

Total enrollment: 620

Students with Disabilities enrollment: 71

English Language Learners enrollment: 160

In-seat attendance on observation days:¹

Visit 1: April 3, 2018 – 94.5%

Visit 2: April 4, 2018 – 96.6%

Visit 3: April 5, 2018 – 89.1%

Visit 4: April 11, 2018 – 93.7%

Visit 5: April 12, 2018 – 88.3%

Visit 6: April 13, 2018 – 91.5%

Summary

Meridian PCS' mission is:

To inspire a passion for learning in our students and to help them build their self-confidence and self-respect through academic achievement.

The QSR team observed evidence that Meridian PCS's classroom environment and instructional delivery supports its mission. All teachers encouraged students to try their best and put forth quality effort at all times. The prevailing atmosphere in the classrooms was one of respect and positivity. Multiple teachers effectively used common language and systems such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success), SLANT (Sit Up, Lean Forward, Ask and Answer

¹ The Performance Management Framework (PMF) floor for the attendance measure is 85% and the target is 95%.

Questions, Nod Your Head, Track the Speaker), and ClassDojo² points. Students responded positively to teacher directions and were visibly invested in the behavior management systems. The coherence across classrooms and the kind interactions among students and teachers in the school building contributed to the concept of community and self-respect espoused in the mission.

Teachers emphasized academic achievement, often framing it in terms of success on immediate, tangible outcomes such as upcoming standardized test performance or work completion rather than a passion for learning, as stated in the school's mission. Several teachers did not make adjustments to the lesson when students exhibited confusion or were unable to complete a task as assigned. In some observations the pacing was either too slow and left time for students to engage in off-task behaviors or too fast which did not allow time for students to engage deeply with the content.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I). The QSR team scored 86% of observations as distinguished or proficient in the Classroom Environment domain. This score represents a 15-percentage point improvement from the school's last QSR in 2014 in which 71% of observations were distinguished or proficient in Classroom Environment. The highest scoring component for the school was *Creating an Environment of Respect and Rapport* with 93% of observations rated as distinguished or proficient. Interactions among students and between teachers and students were positive, respectful and friendly. Several teachers used language of a growth mindset to encourage risk-taking. For example, in one observation the teacher ensured that all voices were valued; when one student insisted on an incorrect answer during a whole-class math lesson, the teacher said in a kind tone, "Okay, if you still disagree we can work one-on-one on that." The teacher followed up with a brief individual conference with the student during independent work time, in which the student said, "Ah, okay. I get it."

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain. Again, this score is over ten percentage points higher than the 61% of observations that were distinguished or proficient in Instruction in 2014. The highest scoring component in this domain was *Using Assessment in Instruction*, with 82% of observations scored as distinguished or proficient. In these observations, teachers monitored student learning using several methods and provided specific feedback. The lowest rated components was *Communicating with Students* and *Using Questioning and Discussion Techniques* with 68% of

² Classdojo.com: "ClassDojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behavior and upload photos or videos"

observations rated as distinguished or proficient in both components. In proficient observations students had ample opportunities to explain their thinking in genuine academic discussions with their peers, while in the basic observations, students complied with procedural work but were not given an opportunity to elaborate on or contextualize their learning.

In-School Suspension

The principal informed the QSR team that there is not a room at Meridian PCS for In-School Suspension.

Governance

The QSR team reviewed the approved minutes from Meridian PCS' most recent board meeting on February 24, 2018. A quorum was present. Representatives from TenSquare, a national charter support organization, led a discussion of the Performance Management Framework (PMF) and potential changes to DC PCSB business rules. The board voted to approve an amendment request for Meridian PCS to adopt the recently updated DC PCSB PMF as Goals Policy. The Board approved a new contract, reviewed financial data, and agreed to meet monthly.

Specialized Instruction for Students with Disabilities

DC PCSB observed six special education settings including two pull-outs, one resource classroom, and three co-teaching push-in sessions. Of these six observations, DC PCSB's special education specialist scored the three observations in the push-in co-teaching setting, and recorded notes on the other three more individualized SPED settings. 100% of special education observations scored proficient or distinguished in the Classroom Environment and Instruction domains of the Danielson rubric.

Prior to the two-week window, Meridian PCS completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program. The QSR team noted genuine rapport between students and teachers that reflected warmth and care. Overall, the school implemented accommodations and modifications effectively and with fidelity, and evenly applied strategies for differentiation and checks for student understanding.

- To demonstrate that co-planning has occurred with special education teachers, the school explained that staff collaborates weekly to support lesson planning, accommodations, modifications, and support tools. In all three observations, teachers supported students in class by leading direct instruction or providing individual or small group scaffolded support. For example, in one observation, the teacher broke down a math problem step-by-step in a small group for those who needed or wanted the extra

assistance. When students were ready to move on without support they did so.

- To support the learning of SWD, the school reported that they offer resources such as a special education teacher assigned to each classroom as well as dedicated aides (if warranted). All special educators were present and engaged as per their schedules for co-teaching, push-in, and pull-out sessions. A dedicated aide supported a student in an upper elementary grade by using proximity and monitoring the student's work and others at the same table.
- As a program that utilizes co-teaching, the school responded that reviewers would observe various co-teaching models in place. Observations revealed One Teach, One Assist and Station Teaching models of co-teaching. All adults in the classrooms, including dedicated aides, engaged with students at all times. One upper elementary classroom had one general educator and two special educators all providing support and instruction. The lesson began whole-group with one special educator team teaching and the other assisting. After the warm up, they broke up into smaller groups and each teacher led a group.
- The school stated that observers would see small group instruction, technology, and graphic organizers as examples of planned accommodations. Students used www.kidzphonics.com on computers, in stations, and to practice skills independently after completing their work. Periodically, teachers checked on students as they worked on the computers. Students used graphic organizers in the resource setting to support students as they practiced comparing and contrasting the theme of two texts.
- The school wrote that observers could see sentence starters, pre-requisite skill practice for students, or alternate assignments as examples of modifications. In a pull-out session, early childhood students worked on practicing identifying images and the corresponding beginning letter/sound in the word. In an upper elementary classroom, the teacher posted sentence starters on the board to encourage all students to explain their thinking such as, "I know because..." and "I agree because..."
- In one non-scored pull-out observation, the observer reported an opening activity that effectively engaged students. After the first activity, the students' attention began to wane and it appeared there was no plan in place for the rest of the class time. The teacher pulled out a subsequent activity once the students started to roam around the classroom.

Specialized Instruction for English Learners (ELs)

Prior to the two-week window, Meridian PCS outlined their model of instruction for ELs. The school explained that their approach spans a continuum from in-class co-teaching support, to pull-out groups per student need. The school stated that the in-class support focuses on ensuring student access to content through proactive vocabulary and context/background development. The focus of the pull-out groups is to provide intimate access to language development using the same themes of similar content to the whole group setting. The EL specialist on the QSR team observed EL teachers effectively implementing their stated model of English language acquisition in both in-class EL support and in the pull-out sessions.

During the two-week window, the EL specialist observed best practices to support English literacy and fluency. In one observation of a pull-out session, the teacher began the lesson with sight word vocabulary cards to engage the students in a speed reading game and later moved on to a thematic exploration of bugs. The teacher used direct questioning, engaging visuals and focused academic vocabulary to engage the students and solicit participation. Even the most reluctant student was able and eager to participate in the discussion by the end of the lesson.

In a push-in session, the EL teacher was actively engaged in presenting the content and supporting student comprehension by finding visual aids to support the content teacher's explanation of figurative language. The EL teacher wrote notes on the board as the content teacher presented information to the whole group. The EL teacher also monitored the room throughout the lesson, pointing to key passages and making notes on the students' work.

Overall, the EL teachers effectively engaged students one-on-one in the whole group settings and in small groups in the pull-out sessions. The EL teachers used focused questioning, visuals, and scaffolded instruction to support student language acquisition. In one pull-out session, the teacher reviewed content from the general education classroom with the EL students. She asked students specific questions such as, "What color is a ladybug? How many legs does it have?" and taped the pictures to the white board with the answers written next to them. The teacher referred back to the board when repeating the questions with the other bugs that they read about. When the students struggled to find the correct vocabulary, the teacher referred back to their notes, asking "What part are we looking at? What do we call that? What was the color of the ladybug again? Is this one the same color?" Since the students were at a beginning level of language acquisition, the focused language support and vocabulary reinforcement in the small group allowed them to access to the content and return to their general education classroom with an increased understanding of the class reading.

The EL teachers used informal assessments such as visual checks, thumbs up/thumbs down to gauge the progress and needs of the students. The EL teachers used appropriate wait-time when questioning students and in general, the students were eager to participate. In one observation a student fell off her seat in her enthusiasm to be called on. In most observations the interactions between students and teachers were characterized by warmth and caring. Teachers demonstrated that they valued student contributions with verbal and non-verbal encouragement and support.

THE CLASSROOM ENVIRONMENT³

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 86% 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 Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 93% of the observations as distinguished or proficient in this component, the highest in the QSR. Teachers and students supported each other in both respectful behavior and encouragement. Most teachers used explicit language to highlight respectful interactions. In one observation the teacher incorporated expectations of social interactions into the class game. “If you notice someone [on your team] is having trouble, you can help them. The way you earn extra points is by encouraging each other.” In other observations students contributed to high levels of respect for each other. For example, when a student gave a correct response, other students gave silent signals to celebrate and encourage.</p>	Distinguished	32%
	<p>In several of the distinguished observations, there was no disrespectful behavior among students. The teachers in these observations respected and encouraged students’ efforts, repeatedly using phrases like, “wonderful,” “great answer,” and “love it.” In another distinguished observation the teacher and multiple students used the phrase “I respectfully disagree” when challenging another’s math answer or rationale. Each time this phrase was used, both the student challenging the answer and the one who originally made it engaged in a respectful, productive dialogue.</p>	Proficient	61%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	4%

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

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	4%
Establishing a Culture for Learning	<p>The QSR team scored 78% of the observations as distinguished or proficient in this component. High expectations for learning and hard work were the norm in the majority of observations. In one observation the teacher reviewed a writing rubric with the students and told the class, "I expect that you will be able to look at this and improve your writing. I want each one of you to increase by one level." In another observation students responded with excitement when the teacher polled the classroom to see if they needed five more minutes to complete an independent assignment. Several said "yay!" and, granted the extra time, every child was busily writing. One teacher explicitly told students to "remember our growth mindset. Remember how challenging the work was. We worked through it and got the right answer. You are able to do this."</p>	Distinguished	21%
	<p>In several of the distinguished observations, teachers established a culture for learning and consistently conveyed that with hard work students can be successful. In one observation the teacher conveyed the satisfaction that accompanies complex problem solving. After solving a math problem, the teacher asked the class, "Who thought that was hard? Who felt good when we got the right answer?" In another observation the teacher encouraged students' curiosity. When reading, several students wanted to reread portions, discuss vocabulary words, connect ideas to previous lessons, and delve deeply into the meaning. The teacher conveyed a passion for this dialogue and encouraged students to keep going.</p>	Proficient	57%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 21% of the observations as basic in this component. In these observations, the teachers and students exhibited limited commitment to high quality work. In one observation an adult pulled apart a student's work and redid it themselves. Students in these observations completed part of their assignments, but their level of effort varied. In one observation with several adults present, at least one-third of students were passive or off-task at any given time. In another observation the teacher assigned tasks to small groups but as soon as students were left to themselves, they did not engage with the learning task as directed. As the teacher circled back, there was no insistence on the work quality.</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 89% of the observations as distinguished or proficient in this component. Transitions and classroom procedures functioned smoothly in most observations. Students followed routines and, in several classrooms, students themselves led transitions such as checking homework or distributing materials. In many classrooms teachers used timers and gave students periodic updates about how much time remained in a given activity or in the period. One teacher projected a timer onto the whiteboard while students took a test so they had a silent, visual way to pace themselves.</p> <p>In several elementary classrooms, teachers used the CHAMPS mnemonic to set expectations for students' work time, including guidance for voice level, how to ask for help, and the type of movement that was appropriate. Students followed these expectations with minimal prompting, which allowed classroom routines and transitions to function smoothly. Other classrooms had table baskets for materials or specific places and ways to get and return what was needed. Most teachers had clear procedures for bathroom use.</p>	Distinguished	7%

The Classroom Environment	Evidence Observed	School Wide Rating	
	In the distinguished observations, students were in charge of material distribution and were able to get ready for different activities without any help from the teacher.	Proficient	82%
	The QSR team rated 11% of the observations as basic in this component. In these observations, some instructional time was lost due to ineffective routines or off-task students. In one observation the teacher accidentally collected each student's activity card and instructional time was lost as students had to sift back through to find their necessary materials. A few students played with their supplies rather than using them as instructional tools which distracted from their work. A lot of students asked to leave to go to the bathroom or get water, causing a disruption to class time and the loss of instructional time for many students to get out of class. In other observations students were unsure where to get materials or what to do without significant teacher prompting.	Basic	11%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 82% of the observations as distinguished or proficient in this component. Several teachers used "call and response" to get students' attention or Class DoJo points as an incentive. Many teachers used other positive reinforcements such as compliments or movement on a behavior chart to provide a visual in response to good or bad behavior. When misbehaviors arose, teachers in these observations swiftly and respectfully dealt with them. When one teacher tried to get two students to stop talking before a quiz, the teacher walked over to their desks and stood quietly. When the students looked up, the teacher calmly and very quietly asked, "Are you ready?" In another classroom, when several students yelled at each other while responding to a question, the teacher said firmly but calmly, "Let's talk a little nicer to each other. I'll wait." In both cases, the students corrected their behavior immediately.	Distinguished	39%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>39% of observations were rated as distinguished, the highest percentage of distinguished observations in the QSR. In these observations student behavior was entirely appropriate. In one observation the teacher greeted students in the hall before entering the classroom by reminding them of their expectations for how to enter the classroom. Ten seconds later, all students entered quickly and calmly, took their seats and showed an active listening posture. The teacher thanked students by name for demonstrating readiness (sitting straight, hands folded, quiet, eye contact) and gave ClassDojo points. In another observation students took an active role in monitoring their own behavior and that of other students in the classroom. At the beginning of class, without prompting, a student said to another student with a smile, "Your phone is out." The other student immediately put their phone away and gave a thumbs up to the student who had pointed it out.</p>	Proficient	43%
	<p>The QSR team rated 14% of the observations as basic in this component. Teachers in these observations were inconsistent in their behavior management. In one observation the teacher redirected only a few students who were misbehaving while ignoring others. In another observation the teacher only paid attention to the small group at their table while ignoring the misbehaviors around the room. Another teacher attempted to use positive verbal reinforcements but without success due to the general nature of the comments. When the teacher said, "Good job" or "Thank you," it was unclear what s/he was referencing so other students remained off-task. In another interaction the student pulled out his cell phone for the third time and the teacher said, "Please listen, I said 'no' and so I want you to put that down." The student put the phone away but took it out again a few minutes later.</p>	Basic	14%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%

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 73% 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	
<p>Communicating with Students</p>	<p>The QSR team scored 68% of the observations as distinguished or proficient in this component. In many observations teachers clearly explained what the students would be learning, and used chart paper, notecards, and slides to help convey a clear explanation of the content. The instructional purpose of the lesson was often communicated to the students, including where the lesson was situated within the broader learning with references to standardized tests that the students would be required to take (PARCC) and to the next grade level. In one observation the teacher told the students, "When you are in kindergarten, your teacher will ask you these kinds of questions, so we want you to be ready!" During instruction, many teachers made reference to strategies students could use such as: number your paragraphs; highlight key words; or use sentence starters. Several teachers also incorporated appropriate academic vocabulary into instruction. One teacher used content-specific and age appropriate language when teaching about place value and number sentences, "As long as your two addends equal the correct number, you are right".</p>	Distinguished	4%
		Proficient	64%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated 32% of the observations as basic in this component. In these observations, teachers did not elaborate on or provide opportunities for students to explain what they were learning. In one observation, students moved to station activities in which directions were clear on classroom procedures such as where and when to move but were unclear on the purpose for learning. In other observations the directions were confusing or random. In one observation the teacher circled to finished tables and offered a follow-up task that left students confused and disengaged. In a few observations there were minor content errors including spelling and grammar errors in the teacher's writing on the board and walls.</p>	Basic	32%
	<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 68% of the observations as distinguished or proficient in this component. Many teachers used questions designed to promote student thinking and some attempted to step aside to let students discuss with each other. Several observations included center time. Teachers in these observations asked a mix of questions that were open-ended or led to single answers. In one observation, the teacher led a discussion in which a majority of students raised their hands to speak, and the teacher connected their responses to previous lessons or content. In another observation even though most of the questions were procedural and single answer, the teacher effectively involved all students in the discussion. When students struggled, the teacher pressed, "Sure you know. Take me as far as you can," and students felt comfortable participating and adding to each other's answers and ideas. Another teacher used multiple strategies to ensure that a wide variety of students participated in the discussion, including asking for volunteers, cold-calling, turn-and-talk, and nonverbal communication (for example, "clap if you agree"), and many students participated.</p>	Distinguished	16%

Instruction	Evidence	School Wide Rating	
	<p>In the distinguished observations teachers asked students to be metacognitive. In one observation students described problem-solving rationales to the class and to peers. The teacher asked open-ended, probing questions such as, "How did you arrive at this answer?" and "Are there any other ways you could have approached this part?". Students extended and enriched the conversation by responding to one another using academic language. Virtually all students spoke at least once in the whole-group discussion, and all students shared and reviewed their work with partners.</p>	Proficient	52%
	<p>The QSR team rated 32% of the observations as basic in this component. Teachers in these observations led students along a single path of inquiry or only involved a few students in the discussion. In one observation the teacher attempted to ask questions, but students either did not take them seriously and responded with silly answers or their behavior prevented the teacher from building a genuine discussion. In another observation the teacher asked strictly recall questions or questions that had one correct response. Students were not asked to justify their answers.</p>	Basic	32%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. The pacing and structure of lessons in these observations provided time for students to explain their thinking about challenging content. Teachers often provided multiple opportunities for students to engage with similar content. In one observation the teacher asked students to consider multiple perspectives about a relevant issue and combined nonfiction reading instruction with important social studies content. The lesson used age-appropriate text and featured a mix of activities such as whole-</p>	Distinguished	4%

Instruction	Evidence	School Wide Rating	
	<p>group discussion, partner talk, silent reading and writing. In another observation students moved through a series of stations and culminated with an intensive small group session with the teacher to review a math assignment. Enough time was allotted to complete activities at each station. In many observations the tasks required higher-order thinking and students were invited to explore solutions and possibilities. In an elementary observation, students created number sentences to show that if you switch the addends you can still come up with the same sum.</p>	Proficient	71%
	<p>The QSR team rated 21% of the observations as basic in this component. In these observations the pacing of the lesson did not allow time for students to actively engage in meaningful learning. Students in these observations were often compliant with the task but intellectual engagement was passive. In a few observations, pacing was so slow that students sat idly seeming to wait for their next instruction. In a few math observations the lessons focused solely on procedural solutions and did not require students to explain their thinking.</p>	Basic	21%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	4%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 82% of the observations as distinguished or proficient in this component. In several observations students were aware of the assessment criteria and often used it to diagnose their own learning. In one observation students worked with the teacher in a small group to analyze errors on a recent assessment. The teacher referred to the "criteria for word problem answers" that students had in front of them.</p> <p>Several teachers also provided feedback to students using a variety of methods. In one observation, a teacher hosted a small group "station" in which each student had an opportunity to individually review and discuss their work. In another observation the teacher and aide listened to students' thinking while squatting beside students at eye level to offer encouragement and</p>	Distinguished	7%

Instruction	Evidence	School Wide Rating	
	<p>specific questions such as, "So where did that number come from?" They also gave specific suggestions to get students unstuck, such as, "How many 2s? Skip count it," and "Close, but check your denominator".</p> <p>In the distinguished observations students took a more active role in establishing and deeply understanding the criteria for good work. In one observation students reviewed examples and non-examples of the rubric levels and then used the information to evaluate a piece of their own writing. In another observation the teacher pulled two students' work as examples of how they solved the problem differently and asked the class to compare the examples to their own work.</p>	Proficient	75%
	<p>The QSR team scored 18% of the observations as basic in this component. In several observations the teachers monitored for behavior only and did not circulate or use questions to diagnose student learning. In other observations the teachers monitored learning for the class as a whole, with general statements like "Clap once if you get it, clap twice if it's still kind of confusing." During one observation when a student expressed confusion, the teacher attempted to give specific guidance, but the explanation was muddled and did not seem to resolve the student's confusion.</p>	Basic	18%
	<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: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	4%	0%	0%	4%	0%	0%	4%	0%
Basic	4%	21%	11%	14%	32%	32%	21%	18%
Proficient	61%	57%	82%	43%	64%	52%	71%	75%
Distinguished	32%	21%	7%	39%	4%	16%	4%	7%
Subdomain Average	3.21	3.00	2.96	3.18	2.71	2.84	2.75	2.89

	Domain 2	Domain 3
% of Proficient or above	86%	73%
Domain Averages	3.09	2.80