



June 10, 2015

Sara Elliott, Board Chair
Mundo Verde Bilingual PCS
30 P St NW
Washington, DC 20001

Dear Ms. Elliott:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 2014-15 school year for the following reason:

- School eligible for 5-year Charter Review during 2015-16 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Mundo Verde Bilingual Public Charter School (Mundo Verde PCS) between April 20-May 1, 2015. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that the staff gave the monitoring team in conducting the Qualitative Site Review at Mundo Verde PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leaders

EXECUTIVE SUMMARY

Mundo Verde Bilingual Public Charter School (Mundo Verde PCS) serves 401 students in grades PK3 through 3 in Ward 1. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in April 2015 because Mundo Verde PCS is eligible for a five-year Charter Review during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from April 20, 2015 through May 1, 2015. A team of one PCSB staff member and three consultants (including a Special Education Consultant) conducted 23 observations. A PCSB staff member also attended a Board of Trustees meeting on May 21, 2015. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances the QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored an impressive 84% of the observations as distinguished or proficient in the Classroom Environment domain. In these observations students and teachers demonstrated mutual respect, politeness, and caring. Teachers demonstrated a high level of belief in students and encouraged students to take risks especially when practicing the Spanish language. Students were highly respectful and kind to each other as they moved about classrooms and transitioned to different learning tasks. The QSR team observed teachers effectively guide students through transitions and use school-wide attention-getting signals. In many classrooms there were very few or no instances of student misbehavior and in cases when misbehavior was observed it was responded to quickly and effectively.

The QSR team scored 80% of the observations as distinguished or proficient in the Instruction domain. In these classrooms teachers articulately shared learning targets and modeled learning tasks. Classrooms were equipped with materials conducive to both the subject matter and grade level learning goals as well as school-wide goals of sustainability and bi-literacy in Spanish and English. Teachers regularly assessed students as they walked around classrooms and provided specific feedback to individual and small groups of students on how to improve performance. Overall students were enthusiastic about their learning and eagerly completed individual work tasks and readily participated in classroom discussions.

As stated in the special education questionnaire submitted by the school, Mundo Verde PCS follows an inclusion model when providing special education services for students with disabilities. This was evident during the QSR observations. Three special education teachers worked in classrooms during the observation window. Special education teachers gave individual support as well as occasionally working with small groups in an inclusionary setting. Students with special needs are integrated with other students and supported to complete mainstream learning tasks as assigned. The teachers incorporated manipulatives, grouping techniques, such as dyads and turn and talks, to engage their students and to provide a risk-free learning environment. Instruction techniques including Expeditionary learning, leveled readers, workshops, and learning centers offered the opportunity for all students to work at their own pace and practice problem-solving skills using their own creativity and for teachers to differentiate the instruction.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Mundo Verde Bilingual Public Charter School’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities through an engaging curriculum focused on biliteracy and sustainability.</p>	<p>The QSR team collected evidence that Mundo Verde PCS is operating in accordance with their mission.</p> <p><i>Foster high levels of academic achievement among a diverse group of students</i></p> <p>Mundo Verde PCS has a diverse student and staff population. In almost every classroom students engaged in high-level learning tasks and student work displayed in the hallways and classrooms demonstrates high quality work. Teachers held students accountable for completing tasks and capitalized on opportunities to discuss character traits that lead to academic success such as perseverance, persistence, and cooperation. The QSR team observed teachers conferencing with students individually about reading and writing. Students spent time improving their work in class through revision and peer reviews.</p> <p><i>Preparing students to be successful and compassionate global stewards of their communities</i></p> <p>Signs in the hallways remind families of upcoming community events such as garden build day and tree planting day. Values aligned with global stewardship are integrated into lessons such as practicing cooperation during reading workshop and cooperating in science to solve problems such as “How can we care for our trees” and in a</p>

Mission and Goals	Evidence
	<p data-bbox="1041 248 1787 313">morning meeting students discussed that by caring for our environment we also care for animals.</p> <p data-bbox="1041 350 1829 383"><i>Engaging curriculum focused on biliteracy and sustainability</i></p> <p data-bbox="1041 420 1934 891">Mundo Verde PCS provides a comprehensive academic program characterized by a full Spanish immersion program for grades PK-K and two-way English/Spanish immersion for the elementary grades to an ethnically and racially diverse student population. Classrooms provided students with an enriched language-specific environment where students from PreK-3rd grade answered complex questions in fluid Spanish. Student work in the classrooms and hallways demonstrated the linguistic abilities of the students and the school’s goal of promoting sustainability. In the hallways signs and banners are presented in both Spanish and English. In classrooms students are expected to answer questions in Spanish using complete sentences and teachers supported students when they struggled with the language.</p> <p data-bbox="1041 928 1944 1328">Teachers engaged students in rigorous project-based learning centered on themes of sustainability. Each classroom had a specific focus on the earth during the QSR window. Third grade students worked on water consciousness (where water comes from, how to recycle it, and how to preserve it) and Kindergarten students worked on the animals of the planet and how they interact with their environment. In the hallway, an advertisement encouraged students and parents to visit the 2nd grade market featuring recycled materials. In one observation after reading a text the teacher asked. “We now know that it takes 49 gallons of water to make one glass of milk. How does that relate to the concept of sustainability?”</p>

Mission and Goals	Evidence
<p>Goals:</p> <p>Students will be literate in English and Spanish.</p> <p>a) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English.</p> <p>b) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish.</p>	<p>The lead teacher in classrooms spoke almost exclusively in the target language with the only exceptions being to clarify content or explain vocabulary. Items in the classrooms, such as chairs, books and pictures were labeled in Spanish. Classroom libraries are stocked with fiction and non-fiction books in English and Spanish at a variety of reading levels. In classrooms students read Spanish books independently and used them to conduct research. The QSR team observed oral fluency and reading comprehension skills as students responded to teacher questions and followed and responded to text. Students answered questions in complete sentences without prompting from the teacher. Students in Kindergarten demonstrated oral Spanish fluency stating the months of the year, days of the week, and accurately naming shapes in math. In third grade, students reviewed how to find the main idea: look at titles, look how sentences are connected, and look for distractors.</p>
<p>Students will understand and apply complex mathematical concepts to solve problems.</p>	<p>Students used complex mathematical concepts across grade levels and in many classrooms. PK students measured a tree using a string to show the tree's height. In a first grade classroom, students discussed strategies to solve story problems and identified the best strategy as it related to each problem. Kindergarten students identified shapes in both Spanish and English and explained the difference between a two-dimensional and three-dimensional shape. In third grade classrooms students used different sized beakers to determine volume and studied specific times in Spanish to transcribe and resolve problems having to do with time.</p>
<p>Students will acquire and apply the knowledge, skills and values of sustainability.</p>	<p>There was evidence of students applying concepts and skills of sustainability across the school as evidenced through expeditions and integration of science and social studies content in language arts. Each</p>

Mission and Goals	Evidence
<ul style="list-style-type: none"> ● Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems. ● Students will demonstrate systems thinking and apply knowledge of relationships and interdependence between economic, social and natural systems. ● Students will develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. 	<p>classroom was assigned an animal group to encourage thematic unit development and systems thinking. In PK classrooms students celebrated the earth, trees, and animals in the oceans. In these observations students read a poem and discussed why trees are important and how they should care for them. In third grade students learned about water resources. After reading a passage on the many uses of water, students identified the main idea and key details before formulating questions that they still have after reading the passage. In most classrooms students had water bottles labeled with their names and in the hallways there is evidence of a school wide recycling and composting program. The QSR team observed students conducting research-based expeditions on natural disasters and participating in hands-on learning projects.</p>
<p>Non-Academic Performance Goals for Students</p> <ul style="list-style-type: none"> ● Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors. ● Students will work collaboratively and resolve conflicts effectively. ● Students will be active community members and environmental stewards. 	<p>The QSR team saw students make use of “Peace Corners” in many classrooms as a way to self-regulate behaviors. Aspects of Responsive Classroom such as morning meeting and class norms (generated and signed by students and referenced by teachers) were in place across all grade levels. In one observation students practiced greeting each other in Spanish by waving hi and hugging. In another classroom the teacher helped students communicate through a disagreement using words and prompts on the wall to speak respectfully and work out their conflict.</p>
<p>The school culture will celebrate life-long learning and the school will be a trusted learning community.</p>	<p>Mundo Verde PCS’s focus on expeditions and extended day course offerings allow students to develop skills, knowledge and hobbies to be life-long learners. In third grade students studied water using physical maps and readings to answer the question, “Where in the World is Water.” Signs in the hallway promote extended day programs such as chess and Girls on the Run. Observers saw parents</p>

Mission and Goals	Evidence
	model what it means to be a life-long learner through participation in monthly information sessions at the school and volunteer work in the gardens.
The school will be led by an active Board of Directors that will work with the Executive Director and Principal to run Mundo Verde effectively.	Please see the Governance section below for evidence related to this goal.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and Board members.	The QSR team observed racial, ethnic, and gender diversity in both student and staff populations. The teaching staff reflected the diversity of the student population.
The school will be financially sustainable.	The QSR team did not look for evidence for this goal as this information is collected in the annual Financial Audit Review.
Families will have positive views of Mundo Verde and be involved in their child’s education.	<p>The QSR team saw parents actively participating in the education of their children. At drop off time the executive director and principal greeted the parents by name. The QSR team observed parents working in the school garden and helping teachers in the classroom. The parent bulletin board highlights room parent participation and an updated schedule with upcoming family events.</p> <p>The school hosts a monthly parent information session called “Charla” where staff informs parents about an aspect of the school. The focus of each session is determined by school leadership and addresses topics that parents ask about. The QSR team observed 23 parents participate in Charla to learn about the school’s health and wellness policy in both English and Spanish. The teachers also</p>

Mission and Goals	Evidence
	conduct home visits to build relationships with families and inform decisions for each individual child’s education. A chart in the hallway indicates that nearly 100% of homes were visited.
The school will not only teach, but also act in accord with its mission and values, operating in an environmentally, socially and financially sustainable manner – and will report to stakeholders against established sustainability metrics.	Please see the Governance section below for evidence related to this goal.
<p><i>Goal from 2011-2012 Accountability Plan</i></p> <ul style="list-style-type: none"> ● On average, kindergarten through second-grade students will attend school 92% of the days. ● On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. <p>On average, kindergarten through first-grade students will attend school 92% of the days.</p>	The QSR team observed generally full classrooms with few empty desks suggesting that the school is on track to meet this quantitative goal. An official attendance rate will be available after the data is validated in August 2015.
Governance:	<p>A PCSB staff member attended the Mundo Verde Board of Trustees meeting on May 21, 2015. A quorum was present, with eight board members present in person, plus two by telephone, along with the school’s Executive Director and Chief Operating Officer. The board began with a “mission moment” to connect the board to the school’s mission, where the board watched and then discussed a short video of third grade students engaged in a “right to read” project, involving researching, writing, and recording a podcast about a literary hero.</p> <p>Representatives from the board’s finance committee presented financial statements and long-term forecasts, comparing these</p>

Mission and Goals	Evidence
	<p>projections with PCSB’s indicators of fiscal strength. Representatives from the board’s Academic committee presented a newly designed “dashboard”, provided for the board a summary snapshot of many key metrics the board is tracking related to academic, culture, and programmatic quality.</p> <p>The board reviewed an annual report prepared by an independent entity tracking the school’s progress against its sustainability goals, discussing priorities for improvement over the coming year. Members of the board’s governance committee reported on recruitment for future board members, the board’s partnership with Charter Board Partners, and the impending retirement of some board members due to term limits. The board also discussed an upcoming board self-assessment.</p>

THE CLASSROOM ENVIRONMENT¹

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 84% of observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR rated 87% of the observations as proficient or distinguished in the component of Creating an Environment of Respect and Rapport. In these observations the overall tone was one of respect and politeness both from teacher to students and among students. In two observations teachers asked each student about their spring break and listened carefully to each student as they shared. In one observation a student who was not feeling well was pulled aside and spoken to softly by the teacher. The student smiled and rejoined the group to participate following the interaction.</p>	<p>Distinguished</p>	<p>9%</p>
	<p>Teachers in these observations sat with students on the carpet, danced with them during morning meeting, and kneeled next to them at tables while they were working. Both students and teachers referred to each other by name and used please, thank you, and excuse me when interacting. In one observation students were asked to practice numbers by getting quickly into different sized groups. Each student was included and classmates joyfully worked together to do what the teacher asked.</p>	<p>Proficient</p>	<p>78%</p>
	<p>The QSR team scored 13% of the observations as basic and none as unsatisfactory. In one observation students got into a verbal altercation</p>	<p>Basic</p>	<p>13%</p>

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

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>about a water bottle with no intervention from an adult. In another observation a few students moved around the room disrupting other students and verbally arguing with each other during work time without any staff intervention.</p>	Unsatisfactory	0%
<p>Establishing a Culture for Learning</p>	<p>The QSR team scored 83% of the observations as proficient or distinguished. Teachers continually reinforced the idea of hard work to achieve learning goals and encouraged all students to participate and have fun. Students demonstrated confidence and eagerness for learning. Confidence in student ability was evident in teachers' praise and students encouraged others through the use of silent applause and hand shimmies.</p>	Distinguished	9%
	<p>In all of these observations teachers recognized persistence and patience when students struggled with the Spanish language and celebrated student effort. One teacher praised the class stating, "you guys are balancing note taking with participating in class! That is a hard skill." Overall, students consistently responded to their learning tasks with pride and anticipation for success. Strong efforts were made to facilitate the inclusion of all students.</p>	Proficient	74%
	<p>The QSR team rated 17% of the observations as basic and none as unsatisfactory. In one observation over half the students in a class finished the assigned work and sat at their desks chatting or drawing for over 10 minutes. The teacher encouraged the students to check their work against a writing rubric, but none of the students were observed making any changes or revisiting what they had already completed. In another observation</p>	Basic	17%
	<p>students who did not volunteer by raising their hands were not involved in the learning task.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team rated 83% of the observations as proficient or distinguished in the component of Managing Classroom procedures. In these observations classrooms functioned smoothly with no loss of instructional time. Teachers used chimes, songs, and timers to signal transitions and students responded by moving quickly and safely even after interactive activity. In a few classrooms students were responsible for handing out materials, cleaning up after snack, and acting as line leaders. Students completed these roles efficiently and did not interrupt the lesson or learning activity. Teachers held students accountable by asking students to repeat transitions if they were not following directions.</p>	Distinguished	4%
		Proficient	79%
	<p>The QSR team scored 17% of the observations as basic and none as unsatisfactory in this component. In one observation students ran to the carpet bumping into each other while the teacher instructed them to walk. In another observation instructional time was lost while students inefficiently transitioned back to desks following a group activity. In this observation students did not have materials needed to be successful in the learning task they were asked to complete individually resulting in confusion. While there were expectations around procedures in these classrooms, the students did not appear to be clear on how to execute them.</p>	Basic	17%
		Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team rated 83% of the observations as proficient or distinguished in the component of Managing Student Behavior. Teachers used eye contact and proximity at all times to prevent disruptive behaviors. Teachers used quick reminders and cues for students, who started to get off task. Teachers and staff members referenced the posted classroom norms when necessary.</p>	Distinguished	9%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>In a few classrooms where there was student misbehavior, teachers responded quickly by conferencing in private with the student and in one case with a referral to the behavior support monitor. In one observation a teacher responded respectfully and quickly to an off task student by saying, “Make it easy for people around you to bring their best.”</p>	Proficient	74%
	<p>The QSR team scored 17% of the observations as basic and none as unsatisfactory. The team saw uneven redirection of misbehavior. A teacher in one observation ignored some students when they shouted but corrected the same misbehavior in others. Students in one observation decided that they did not like the activity and moved back to their desks where they talked loudly about their dislike for the activity, disrupting the rest of the class with no intervention from the teacher.</p>	Basic	17%
		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 80% of observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team rated 83% of the observations as proficient or distinguished in the component of Communicating with Students. In these observations lessons were purposeful and free of content errors. Teachers opened lessons explaining clearly what they were doing and in many observations asked students to repeat directions back to the class in Spanish.</p>	<p>Distinguished</p>	<p>13%</p>
	<p>In math students explained the significance of each part of the problem following direct instruction. In an English lesson the teacher reviewed new Spanish vocabulary and concepts prior to reading a poem. One teacher asked questions to help students clarify exactly what they were being asked to do. Teachers used turn and talk and visuals to help ensure student understanding and gave specific and clear directions at all times in the lesson.</p>	<p>Proficient</p>	<p>70%</p>
	<p>The QSR team scored 17% of the observations as basic and none as unsatisfactory. In these observations the teachers did not provide clear explanations of the learning tasks. In one observation the teacher continued to teach even though students said thing like: “What should I do now?” and “I don’t understand.” In another observation the teacher did not adequately instruct for how to complete a worksheet resulting in multiple students asking for clarification individually from the teacher.</p>	<p>Basic</p>	<p>17%</p>
		<p>Unsatisfactory</p>	<p>0%</p>

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team rated 74% of the observations as proficient or distinguished in the component of Using Questioning and Discussion Techniques. Teachers asked open-ended questions of high-cognitive challenge allowing students to respond with varying types of acceptable answers. In one observation, the teacher asked how a poem relates to other things the students know. The teacher built upon student responses with additional questions to continue the conversation that led to more questions from the students.</p>	Distinguished	4%
	<p>In another observation four out of six questions were designed to help students think, reflect and deepen their understanding of the topic. A third grade teacher modeled how to ask, “connected to the text questions.” One student posed the question, “What do animals have to do with water?” leading to a five minute conversation in which students answered that question themselves by using evidence from the text. Equity sticks, random student selection, and volunteering were used interchangeably in many classrooms to ensure high level of participation. Overall, the QSR team agreed that this is one of the strongest observations of questioning as discussion techniques seen.</p>	Proficient	70%
	<p>The QSR team rated 26% of the observations as basic or unsatisfactory in the component of Using Questioning and Discussion Techniques. In these classrooms the questioning were focused on recall of basic information. There was little evidence that all students in these</p>	Basic	22%

Instruction	Evidence Observed	School Wide Rating	
	<p>classrooms were given an opportunity to express themselves or share their thinking orally. In one observation the teacher asked a series of questions but only three out of nineteen students responded. In another observation the teacher asked one-word recall questions and did not call on any student in the last two rows. In these observations there was no questioning observed that led to student discussions.</p>	Unsatisfactory	4%
Engaging Students in Learning	<p>The QSR team rated 83% of observations as proficient or distinguished in the component of Engaging Students in Learning. In these observations students actively worked, demonstrated motivation, and cognitively challenged themselves and each other. Teachers utilized different instructional groupings to keep students engaged. When asked to turn and talk, students eagerly repositioned their bodies to face a partner and began talking immediately.</p>	Distinguished	4%
	<p>In one observation students quickly returned to their desks to “improve” their writing after the teacher modeled how to write a topic sentence and then shared their work at the end of the class. In other instances observers saw students ask how to say new phrases or words in Spanish in order to complete work or participate in class. Pacing in these classrooms allowed for students to summarize or synthesize their thinking before moving on to new tasks.</p>	Proficient	79%
	<p>The QSR team scored 17% of the observations as basic and none as unsatisfactory. In these observations students either were compliant but not challenged or did not complete the learning tasks. In one classroom</p>	Basic	17%

Instruction	Evidence Observed	School Wide Rating	
	students were seated on the carpet and multiple students had their heads down while the teacher talked. When the teacher asked if there were any questions or comments no one participated. In other observations students were compliant but generally non-verbal. The attention was focused on the teacher but students limited their responses and participation in the lesson.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated 83% of observations as proficient or distinguished in the component of Using Assessment in Instruction. Teacher-created rubrics are displayed next to student work in the halls and students used rubrics to improve their work. In most classrooms teachers monitored student understanding through questioning and stopped to address misconceptions.	Distinguished	4%
	In some observations students used self-monitoring techniques such as checklists and rubrics as they completed their work. Teachers in these classrooms asked students to work with a partner to discuss understanding and then circulated to monitor and provide feedback to each pair. Special education teachers sat with individual students giving immediate feedback and monitored student learning. Written assessments were observed in a math and a language arts classroom.	Proficient	79%
	The QSR team scored 17% of the observations as basic and none as unsatisfactory in the component of Using Assessment in Instruction. In these observations there was little evidence that teachers created opportunities to give student specific feedback and generally used global checks for understanding. In one observation the teacher used a thumbs up/thumbs down check but did not wait to see how students responded.	Basic	17%
		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.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>