



July 18, 2017

Ms. Joy King-Pike, Board Chair
Sela Public Charter School
6015-17 Chillum Place, NE
Washington, DC 20011

Dear Ms. King-Pike:

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 2016-17 school year for the following reason:

- o School eligible for 5-year Charter Review during the 2017-18 school year.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Sela Public Charter School (Sela PCS) between May 1 and May 12, 2017. 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, classroom environments, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Sela PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Dr. Natalie Smith, Head of School

Qualitative Site Review Report

Date: July 18, 2017

Campus Information

Campus Name: Sela PCS

Ward: 4

Grade levels: PK3 – 3rd grade

Qualitative Site Review Information

Reason for visit: School eligible for 5-year Charter Review during the 2017-18 school year.

Two-week window: May 1, 2017 – May 12, 2017

QSR team members: 2 DC PSCB staff including one English Language Learner specialist, 2 consultants including one Special Education Specialist, and 1 Hebrew translator

Number of observations: 13

Total enrollment: 178

Students with Disabilities enrollment: 17

English Language Learners enrollment: 14

In-seat attendance¹ during the two-week window:

Visit 1: May 2, 2017 – 97.1%

Visit 2: May 10, 2017 – 96.6%

Visit 3: May 11, 2017 – 94.7%

Summary

Sela Public Charter School's (Sela PCS) mission is to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Sela PCS aims to support students to develop fluency in both English and Hebrew and follows a majority-immersion program for pre-kindergarten classes with about 20 percent of the day dedicated to English instruction. Students also study both languages, and take language and core content courses in both English and Hebrew. The QSR team observed an environment marked by engaged students and high academic standards. Students took ownership of their learning, even in the youngest grades. Teachers provided high levels of differentiation during lessons with many choices and ways to access materials. Instruction was generally strong; however the team observed pacing challenges in several classes. In a few observations parts of lessons extended beyond students' ability to focus and remain working without redirection.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine the classroom environment and instruction (see Appendix I). The QSR team scored 88% of observations as distinguished or proficient in the Classroom

¹ This data has not been validated by the school. DC PCSB pulled the data in June 2017.

Environment domain. Observers rated over 90% of classrooms as distinguished or proficient in the *Creating an Environment of Respect and Rapport* and *Managing Classroom Procedures* components. In these observations interactions between teachers and students remained uniformly respectful; teachers fostered environments where students felt safe taking academic risks. Classrooms functioned with little instructional time lost due to effective procedures.

The QSR team scored 77% of observations as distinguished or proficient in the Instruction domain. Classrooms earned the highest ratings in the *Using Questioning and Discussion Techniques* component, with 85% rated as proficient. Teachers in these observations posed questions designed to promote student thinking and encouraged rich discussion among students. Classrooms earned the lowest ratings in *Engaging Students in Learning*, with 69% of observations rated as proficient in this component. In most classrooms students displayed enthusiasm and interest in their work and learning tasks required high-level student thinking. In other classes teachers struggled with structure and pacing. Lessons that began with active participation ended with students off-task and distracted when parts of the lesson lasted too long. This happened most often when the teacher worked with a small group and the rest of the class worked independently on a task.

Governance

A DC PCSB consultant attended the Sela PCS board meeting on March 9th, 2017. Three board members joined the meeting by phone, ten board members joined the meeting in person and a quorum was present. The board discussed and passed the school budget for fiscal year (FY) 2018. The board discussed the school's interim assessment data as well as how Hebrew language immersion might affect reading scores. Additional conversation focused on providing breaks in future testing windows to allow for a week between tests.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Sela PCS provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities. The special education observer noted that several components referenced on the special education questionnaire were not observed during this specific observation window. Nevertheless, the team did observe Sela PCS providing quality special education supports. During the visits the reviewer who conducted the special education-specific observations noted the following evidence:

- **Checking for understanding:** Throughout the lessons, the special education teacher checked for understanding with all students. The special education teacher did this by asking open and close-ended questions that required both oral and written responses. The observer did not see the use of exit tickets or check-ins as noted in the special education questionnaire.
- **Visuals with text:** When reviewing classroom rules along with the class agenda the

teacher verbally reviewed information and provided visuals/pictures to supplement what was described.

- Although not noted in the special education questionnaire, the observer did observe small-group instruction/pullout sessions. The observer saw two pullout sessions (both 2:1) where a special education teacher worked with a small group of students on reading skills. In one of the two pull-out classrooms, the students worked on recognizing letters of the alphabet, their sound and their location in the alphabet. They also worked on a phonemic awareness activity where they had to use two words and clap them together to make them one compound word. They also used flash cards for a letter and word recognition activity. They concluded with cursive writing practice. In the second pull-out classroom the students worked on a long and short vowel activity in addition to some pre-reading strategies where they were required to make predictions based on pictures and specific text within the book.
- Although not noted on the special education questionnaire, the observer noted the effective use of behavior interventions. Teachers used movement breaks to assist students with distractibility and off-task behavior and incentives/rewards for positive and on-task behavior (coins were used in one class and blocks in another). Students were given a set goal in terms of the number of coins/blocks they should attempt to collect during the class session. They were then given a block/coin for successful completion of each activity. After meeting their collection goals, the students were given a prize.
- The following strategies were noted in the special education questionnaire, but not observed by DC PCSB: use of special education related curriculum such as Go Math, Foundations, and Leveled Learning Intervention; use of technologies such as iPads; use of tools such as wiggle seats, pencil grips, and sensory balls.
- In terms of differentiation, the following was noted on the special education questionnaire but not observed during this specific observation: product adaptations and think-pair-share.

Instruction for English Language Learners

Prior to the two-week QSR window, Sela PCS completed DC PCSB's English Language Learners (ELL) Questionnaire. The questionnaire captures critical aspects of the school's ELL program. During the QSR window, an ELL specialist looked for evidence of fidelity to the school's self-reported ELL program. Based on DC PCSB staff's observation, the school is implementing its program with fidelity. A more detailed summary of the findings is detailed below.

- According to ELL Questionnaire, the school uses the eight components of Sheltered Instruction Observation Protocol (SIOP) model to support ELL students. The ELL

specialist observed several components of the SIOP model during classroom instruction. When teaching about the difference between blends and digraphs, both the ELL and general education teachers built on background knowledge, used vocabulary that was accessible for English learners, used hands-on resources to learn content, and reviewed content and assessed student understanding through short check-ins with each student at the end of the lesson.

- The school said DC PCSB would observe teachers using hands on manipulatives, visuals, graphic organizers, multimedia, and technology to support ELL students. DC PCSB staff observed many of the tools and supports described in the school's ELL questionnaire. Specifically, DC PCSB staff saw students using magnetic boards to show sounds during whole group instruction. Teachers asked students to make the sound "cl" using letters on their magnetic board, say it out loud, and identify whether it was a blend or a digraph. The teacher would also write the correct answer to the question on board. During small group instruction students cut up words to create sentences and then wrote those sentences in their journals. DC PCSB staff did observe laptops in the classroom, but students did not use them during the observations.
- Finally, in the ELL Questionnaire, the school reported that teachers would differentiate instructions for ELLs by providing content, product, and process adaptations. DC PCSB observed the ELL and general education teacher providing content adaptations by allowing students to both write and speak correct answers during whole group instruction. They also organized small group instruction by ability level, and each small group used a different set of words with varying degrees of difficulty in terms of vocabulary when making and writing sentences, which is a product adaptation.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: Sela Public Charter School will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.</p>	<p>QSR team members observed a culturally diverse staff and student body and a notably energetic and warm school environment. Teachers displayed student work and art in the classrooms and hallways. Thematic centers offered students extensive choices.</p> <p>Students had multiple opportunities to express themselves in Hebrew and in English. During Hebrew language instruction teachers lead students in songs, whole groups discussions, and small group activities to expose them to new vocabulary. Students responded in Hebrew and English and teachers encouraged students to restate ideas in Hebrew. In English classes, teachers frequently used Hebrew phrases throughout their lessons or while giving instructions. Classrooms and hallways also featured work samples, posters, and bulletin boards in both Hebrew and English.</p>
<p>Goals:</p>	
<p>PMF Goal #1: Student Progress – Academic Improvement over time</p>	<p>In prekindergarten classrooms teachers asked students about letters, numbers, colors, and Hebrew vocabulary words in every discussion. Teachers took advantage of every opportunity to have students describe something or to explain their work</p>

<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</p>	<p>in a center. Students spoke mostly Hebrew and were asked to express themselves in Hebrew if they spoke English.</p> <p>Upper grades focused on vocabulary and grammar during Hebrew language instruction. Teachers gently corrected students and praised their speaking when they answered questions correctly. In English classes students read independently and in small groups. Teachers guided students through various reading strategies such as “picture walks” and encouraged students to predict the plot. Teachers pre-taught vocabulary before beginning a new non-fiction series. In one English Language Arts (ELA) class students discussed the difference between blends and digraphs before they practiced writing. Teachers encouraged students to use textual evidence to support their answers.</p> <p>Students read cards in Hebrew and used them to create pairs in small groups. Students then wrote the words in Hebrew.</p> <p>In math classes, teachers used a variety of techniques to support student learning including whole group discussion and practice, small group work, and independent practice with manipulatives (e.g., rocks, coins) and worksheets. Independent work in one class required students to draw both models and mathematical sentences to represent combinations of coins that add to 25 cents.</p>
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p>	<p>Teachers in all grades taught explicit reading strategies including picture walks for younger students, chunking words, defining new vocabulary in their own words, reading the chapter title to predict what the</p>

	<p>chapter will be about, encouraging the use of textual evidence, and using a Know-Want to Know- Learned (KWL) chart. In upper grades teachers taught specific annotation strategies. In one class students used sticky notes to mark ideas that would let them “speak loud and strong about their books.” Teachers required students to use textual evidence in their answers to questions. In one class students wrote persuasive essays using several sources to reference data.</p>
<p>PMF Goal #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates well above 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance during the two-week window: Visit 1: May 2, 2017 – 97.1% Visit 2: May 10, 2017 – 96.6% Visit 3: May 11, 2017 – 94.7%</p>
<p>Mission-Specific Goal #1: By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and</p>	<p>The QSR team observed PK3 and PK4 students fully immersed in Hebrew language. Teachers delivered all whole group and most small group instruction in Hebrew. Students spoke to teachers and each other in Hebrew. The kindergarten through fourth graders attended Hebrew class with three Hebrew speaking teachers. The instruction began in whole group with songs and an introduction of the topic. If a student responded in English, the teacher encouraged saying the same statement in Hebrew and allowed ample wait time for the</p>

<p>engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have met this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview (“OPI”) assessment.</p>	<p>student to construct the sentence while assisting with vocabulary when needed. In one observation a student answered in English and the teacher gently reminded the student in Hebrew, “We do not speak English in this group. We only speak Hebrew.”</p>
<p>Mission-Specific Goal # 2: By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have met this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.</p>	<p>During the QSR two-week window, students discussed food. Teachers asked students to share personal experiences with food and elaborate when possible. Teachers broke the students into groups and worked on the same subject matter with various activities such as bingo and word work that expanded on the vocabulary related to the food theme.</p> <p>In all observations teachers used pictures, props, posters and other visual aids to assist in students learning new words and practicing using them in new contexts. Teachers modeled pronunciation and phrasing throughout the lessons and referred to the appropriate visual aids during the lesson.</p>

THE CLASSROOM ENVIRONMENT²

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 88% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored a high 92% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students reflected mutual respect and care. Teachers used students’ home experiences to drive the content of whole group instruction around food. Teachers encouraged students to make good choices and celebrated correct answers with cheers and high fives. One teacher stopped students from talking over another student by saying, “Friends, let’s let A’s brain decide. She’s got a great brain. Let’s let her use it.” Students and teachers consistently said please</p>	Distinguished	8%

² Teachers may be observed more than once by different review team members.

	<p>and thank you to one another, and teachers addressed students by their names.</p> <p>In a distinguished observation one student encouraged her peer, saying “good job” and giving a high five. A student also offered to share an eraser (unprompted by a teacher). In the same lesson the teacher asked students if they needed a snack, and then offered one before beginning the lesson. She asked one of the students if they made it to school in time to have breakfast and expressed her concern regarding the student’s need to eat breakfast in the morning.</p>	Proficient	84%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	8%
	<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 85% of the observations as distinguished or proficient in this component. In these observations teachers communicated the importance of learning and clearly described expectations for learning. Students took pride in their work. In a distinguished observation students enthusiastically participated in discussions and stopped the teacher to ask additional questions. In the same classroom students in a small group prepared their work stations ahead of the teacher’s instructions to do so, and asked for additional examples to practice the work.</p>	Distinguished	8%
	<p>Teachers exhibited energy and excitement about the subject matter. Teachers did not let students give up when trying to express thoughts in Hebrew. Teachers assisted when necessary but waited for students to answer</p>	Proficient	77%

	and praised them for their effort. Teachers encouraged all students to participate and students appeared comfortable taking academic risks. One observer saw students answer questions incorrectly and continue to raise their hands for the remainder of the lesson. Teachers communicated high expectations and a belief in student ability. One teacher said, "Now, I have a tricky question for you but I know you can answer it..."		
	The QSR team scored 15% of the observations as basic in this component. In these observations not all students worked during the lesson. Teachers moved from group to group, but did address off-task behavior or require that students follow the lesson instructions. Teachers conveyed neutral energy about the lessons; students tended to comply with instructions but exhibited little pride in their work.	Basic	15%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored a high 92% of the observations as proficient and none as distinguished in this component. In these observations routines and procedures functioned smoothly with minimal to no disruption to instructional time. Teachers used established routines for whole group instruction, small group work, and transitions. Teachers used countdowns, a timer, or phrases to cue transitions or a particular student action. When a teacher described a question as "tricky," all students placed imaginary thinking caps on their heads. Several teachers used colors or letters to	Distinguished	0%
		Proficient	92%

	<p>designate specific group movements, and students knew their groups and moved accordingly. In PK3 and PK4 classes, students moved from center to center without teacher assistance, placing their picture at each center to show they chose that work. Students in all proficient classes obtained materials without teacher help and helped to clean up when asked.</p>		
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	8%
	<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 85% of the observations as proficient and none as distinguished in this component. In these observations teachers reinforced positive behavior through frequent praise such as "I like the way X is raising her hand to answer the question" or "Thank you to those students walking to their desks." Several teachers also used incentives (e.g., "Sela Sticks," marbles in a jar, class points) to reward positive behavior. Observers saw little misbehavior and in cases of minor disruptions, a small reminder resulted in the student following the class rules.</p>	Distinguished	0%
	<p>Teachers helped students manage conflict without significant disruption to learning. In a prekindergarten class, one student moved another student's picture to a new center without asking, eliciting tears. The teacher spoke to both students and assisted the crying student in moving her picture back to the original spot. In an upper grade class, the teacher quickly mediated an argument between</p>	Proficient	85%

	students over a stress ball and helped them create a mutually agreeable solution.		
	The QSR team scored 15% of the observations as basic in this component. In basic observations some students required multiple redirections before following directions or did not fully comply with teacher instructions. In one class students worked while the teacher stood nearby, but stopped working and chatted socially when the teacher walked away. In another instance several students remained off-task for most of the independent work time while the teacher worked with a small group.	Basic	15%
	The QSR team scored none of the observations as unsatisfactory in this component.	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 77% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team scored 77% of the observations as proficient and none as distinguished in this component. In these observations teachers clearly explained the content and objective of each lesson. One teacher explained, "When you get back to your desk you will see three sticky notes, that's just a start for what you are going to do for your long and strong talks. I want for you to challenge yourself to go for the fourth, but really make those notes meaningful. Think, 'how will these notes help me reflect on these books?'" Teachers explained rules for small group or center work and asked students if they had questions before they began. Students understood what to do and participated in the activities with minimal assistance.</p>	Distinguished	0%
		Proficient	77%
	<p>The QSR team scored 23% of observations as basic in this component. In these observations teachers did not make directions or objectives clear resulting in disorderly transitions. When students transitioned to a new activity, several students appeared confused and required clarification from the teacher. In another class students sat in small groups to practice reading aloud but none of the groups remained on task. The teacher moved from group to group multiple times to re-explain what the "reader" and "listeners" should be doing.</p>	Basic	23%

	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 85% of the observations as proficient and none as distinguished in this component. In these observations teachers prompted student thinking by asking open-ended questions such as, "What did you notice about the word..." and "What do you think will happen on the next page?" Teachers also provided multiple ways for students to share their ideas. Students provided answers aloud in whole- and small-group settings, participated in "turn and talks" with a partner while on the carpet or at desks, and in several classes, wrote about their reflections after sharing aloud.	Distinguished	0%
	Observers noted high levels of participation in proficient observations, as students remained actively engaged in discussions. Students eagerly raised their hands to answer questions and shared enthusiastically when called upon or in partner discussions.	Proficient	85%
	The QSR team scored 15% of the observations as basic in this component. In these observations only some students participated in discussions and students did not have opportunities to share with each other. In a math class the teacher called on the same few students to answer questions. When one student faltered on explaining how he got an answer, the teacher did not follow up with him after moving on to another student.	Basic	15%

	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 69% of the observations as proficient and none as distinguished in this component. In proficient observations students remained intellectually engaged throughout each lesson. Most students in these classes raised their hands to answer every question. During a small group activity, students either talked with one another about their project, or read/wrote independently. Students had choice during center time. Student activities included writing, dramatic play, blocks, magnetic building toys, art, puzzles, and the sand table. One teacher-led center involved creating a plate that contained all of the foods that The Very Hungry Caterpillar ate in the Eric Carle book. The teacher read the book, involved the students in a discussion about the foods and led them in pasting the foods on the plate. Teachers encouraged students to work through their questions. In a small group one teacher had a student ask her peers to answer her question about their book.	Distinguished	0%
		Proficient	69%
	The QSR team scored 31% of the observations as basic in this component. In these observations only some students remained intellectually engaged throughout the lesson. In one class nine of 13 students worked consistently during independent work time. In one small group three of five students participated in answering teacher questions about their non-fiction text. In several basic observations observers noted	Basic	31%

	<p>that the lesson tended to drag on. Students began the lesson fully engaged, but became distracted and off-task before the lesson ended. In one class students worked independently on a writing assignment while the teacher worked with a small group. Most students remained focused on their writing for 15 of the 25 minutes and then more than half became fidgety, talked to a neighbor, or drew pictures at their desk for the last 10 minutes before the teacher transitioned the class to a new activity. In another lesson, students completed a word sort; some students completed their sort quickly without error and appeared bored when the teacher told them to do it again. Several students sat slumped in their seats or sighed audibly.</p>		
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Using Assessment in Instruction	<p>The QSR team scored 77% of the observations as proficient and none as distinguished in this component. In these observations teachers used multiple strategies to assess student progress and provide feedback. Teachers gave students individual feedback on their center work. Teachers sat with students or knelt down to see their work, ask questions about it and make suggestions. Teachers also asked students to explain what they were doing and used the discussions to practice new vocabulary related to the lesson theme. Another teacher looked at student’s magnetic boards during a whole group lesson and asked students questions about their sentence building and writing during small group instruction.</p>	Distinguished	0%
	<p>In these observations teachers did not move on until students demonstrated understanding. One teacher listened to student answers to open- and close-ended questions and retaught parts of the lesson before moving on. In another class the teacher listened as students shared answers with a partner and heard them answering the wrong question. She stopped the class to reframe the question, “Class, I hear a lot of you answering the question ... and I want you to listen to my question again and answer that one.” In several instances students corrected their own errors without teacher prompting. When a student was told the word he wrote was wrong on a long/short vowel activity, he immediately asked for an eraser so he could go back and correct his word without being prompted by the teacher.</p>	Proficient	77%
	<p>The QSR team scored 23% of the observations as basic in this component. In</p>	Basic	23%

	<p>these observations students were only partially aware of assessment criteria and feedback to students remained general. Teachers said, "Do you understand?" but did not follow up with specific prompts. Other teachers circulated the room and provided general feedback such as "good job".</p>		
	<p>The QSR team scored 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.