



Keith Whitescarver, Board Chair
Breakthrough Montessori Public Charter School
1244 Taylor Street NW
Washington, DC 20011

Dear Mr. Whitescarver,

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2018-19 school year for the following reason(s):

- Campus earned a Tier 3 ranking on the Performance Management Framework (PMF) in school year (SY) 2017-18

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Breakthrough Montessori Public Charter School between May 6, 2019 – May 17, 2019. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Breakthrough Montessori Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures

cc: Emily Hedin, Executive Director

Qualitative Site Review Report

Date: July 9, 2019

Campus Information

Campus Name: Breakthrough Montessori Public Charter School (Breakthrough Montessori PCS)

Ward: 4

Grade levels: Prekindergarten-3 (PK3) through first

Qualitative Site Review Information

Reason for Visit: Campus earned a Tier 3 ranking on the Performance Management Framework (PMF) in school year (SY) 2017 – 18

Two-week Window: May 6, 2019 – May 17, 2019

QSR Team Members: Two DC PCSB staff including one special education specialist, and two consultants including one English Learner specialist and one Montessori specialist.

Number of Observations: 9

Total Enrollment: 177

Students with Disabilities Enrollment: 15

English Learner Enrollment: 39

In-seat Attendance on Observation Days:

Visit 1: May 8, 2019 – 96.0%

Visit 2: May 9, 2019 – 94.3%

Visit 3: May 14, 2019 – 96.0%

Summary

Breakthrough Montessori PCS' mission is to "provide families of Washington, DC, a fully-implemented, public, Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them." The Qualitative Site Review (QSR) team observed strong evidence that Breakthrough Montessori PCS is fulfilling its mission. The school refers to its Montessori teachers as "guides." DC PCSB observers found that guides provided enough guidance to keep students engaged while also encouraging student exploration and independence. Students completed work in cycles and had the autonomy to choose which activities they worked on. When necessary guides offered scaffolded support to help students complete tasks. Classrooms were well outfitted with Montessori materials that helped to support the child-led environment.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine Classroom Environment and Instruction (see Appendix I and II). The QSR team scored 86% of observations as distinguished or proficient in the Classroom Environment domain. Notably, in three of the four components within this domain, over 80% of observations scored as distinguished or proficient. In these observations guides and students interacted with one another warmly with few instances of student misbehavior. Guides held high expectations for student work and students took pride in the quality of work they produced. In the only component to score below 80%, *Managing Classroom Procedures*, 78% of observations scored as distinguished or proficient. However, this component also received the highest number of basic observations (22%) within this domain. During classroom transitions, students sometimes exhibited inappropriate or unsafe behavior when gathering and returning materials, which resulted in some lost instructional time and minor disagreements among students.

The QSR team scored 86% of observations as distinguished or proficient in the Instruction domain. In the component of *Communicating with Students*, the QSR team scored a perfect 100% of observations as proficient or distinguished. In these observations guides clearly explained and often modeled student expectations within the work cycle. Students indicated through appropriate use of the materials that they understood what to do. Guides introduced new materials through individual lesson presentations and whole group instruction. As a result, students worked independently with little support from the guides. The lowest rated component across both domains was *Using Questioning/Prompts/Discussion Techniques*, with 67% of observations rated as proficient and none as distinguished. In these observations, guides simply responded to student questions with one-word answers such as “yes” and “no,” which limited student discussion.

Governance

Keith Whitescarver chairs the Breakthrough Montessori PCS Board of Trustees. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past three years.

Specialized Instruction for Students with Disabilities (SWD)

Prior to the two-week window, Breakthrough Montessori PCS described its services for SWD in a questionnaire. The school described its special education programming as a “differentiated menu of specialized services and specialized instruction that helps each student to progress to the best of their ability academically, socially, and emotionally.” Overall, the QSR team found that Breakthrough Montessori PCS is implementing its model with fidelity as evidenced by SWD having the supports they need to access individual choice and engage in authentic work. However, the

evidence to support the school's fidelity to its special education model is limited to the observations DC PCSB conducted at the school's Takoma Park facility. During the observation window, one of the school's special education (SPED) guides had to take leave unexpectedly. As a result, the QSR team was unable to observe special education instruction at the school's Petworth facility. Therefore, DC PCSB observed one special education guide support SWD at the Takoma Park facility in two push-in observations, which is summarized in the evidence provided below.

In both observations the SPED guide worked individually with one student. In the first observation, the guide allowed the student to choose between color blocks or vocabulary cards. The SPED guide prompted the student to roll out his own mat and match color blocks while asking questions such as, "Can you find the orange?" Then, the student practiced stacking blocks from largest to smallest. The SPED guide physically placed the blocks in the student's hand to assist him with managing the materials. In the second observation the SPED guide pushed into the classroom while the student was working on an art project. The guide helped the student learn how to use scissors with one hand to complete his art project. The SPED guide also helped the student regulate his emotions by giving him language to respectfully ask his peers for a snack.

The school described the following accommodations that DC PCSB may see: T-seats¹, dedicated aides, headphones, wiggle seats², and whisper phones³. DC PCSB saw dedicated aides working to help students regulate their emotions, and the use of headphones in multiple classrooms to help students focus on their work.

Specialized Instruction for English Learners (ELs)⁴

Breakthrough Montessori PCS stated that it uses content-based structured immersion for all of its ELs. DC PCSB observed ELs receive instruction using Montessori language materials that focused on vocabulary, sentence stems, and practice with social situations. Per the school's questionnaire, the QSR team may observe work with vocabulary cards, Spanish and English language sentence stems, bilingual read aloud activities, and role playing with social situations using previously-taught vocabulary. First grade ELs

¹ A t-seat is a flexible seating option.

² A wiggle seat is a flexible seating option for students who have a hard time sitting still.

³ A whisper phone is a small, lightweight auditory feedback device.

⁴ The EL Specialist noted that the school's EL Questionnaire included limited details of the school's EL support model. The EL Specialist could not determine with certainty whether the school is implementing its EL model with fidelity.

receive additional pull out and push-in services. The QSR team observed one pull-out and three general education classrooms,⁵ where there was strong implementation of the school's support to develop ELs' language skills. During general education observations, DC PCSB's EL specialist observed strong supports for all students to develop their language skills.⁶ Students had access and used classroom libraries with a mix of Spanish and English books. Guides used Montessori materials, such as models demonstrating word pairs to develop vocabulary. One teacher used a small model of an island ("land surrounded by water") next to a model of a lake ("water surrounded by land") giving students hands-on examples of words and practice using target language. Students used wooden letters on mats as they sounded out words with the help of a guide. They built sentences using sentence parts and words from grammar boxes that were color-coded by difficulty level. The QSR team did not observe students using Spanish sentence stems or role playing with social situations using previously-taught vocabulary, as stated in the school's questionnaire.

During the pull-out session, students developed their reading, speaking, writing and listening skills as the EL guide read from a picture book that was mostly in English but included some Spanish words. The EL guide asked comprehension questions and paraphrased the plot to ensure student understanding. Each student then filled out a book report to identify the book's title and author, and to draw a picture from the beginning, middle and end of the story. The EL resource teacher gave students opportunities to be successful as s/he asked them to point to the title and author as they struggled to describe these words in English. As students worked independently, the EL guide encouraged them to talk to each other, as when a student needed a color that another student was using, giving students practice in social situations. The guide provided sentence stems and gave students examples of what they could write.

⁵ Note that there is only one pull out session per week (only scheduled at the Takoma Park campus). The push-in sessions did not happen during the two week window because the EL teacher had a family emergency resulting in a three-week absence.

⁶ Note that the school did not identify ELs in general education classrooms for privacy reasons.

THE CLASSROOM ENVIRONMENT⁷

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 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	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 89% of the observations as distinguished or proficient in this component. In the distinguished observations guides and students exhibited genuine warmth and care for one another. In one observation a student helped a peer to gather materials during work time. The student asked, “Can I help you?” to which the other student agreed. Both students worked together to lay out materials on the work mat, while one student modeled the expectations for the other. In another observation the guide complimented a student on how well they organized their work portfolio. After receiving the compliment, the student freely volunteered to help another student organize their portfolio.</p>	Distinguished	33%
	<p>In the proficient observations, talk between guides and students was uniformly respectful. In one observation a student had trouble selecting an activity during work time. A guide asked, “Can I help you?” and showed the student a list of choices on a checklist. The student selected an activity and thanked the guide, to which the guide responded, “Anytime Mr.” In these observations students exhibited respect for one another’s space by saying things like “Excuse me” and kindly asking their peers to move out of their space.</p>	Proficient	56%

⁷ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 11% of the observations as basic in this component. In the basic observation classroom interactions were inconsistent. During the observation one guide harshly responded to minor instances of student movement on the carpet by saying, "I'm going to ask you one more time." When students did not comply, the guide rolled his/her eyes and repeated the direction.</p>	Basic	11%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Establishing a Culture for Learning</p>	<p>The QSR team scored 89% of the observations as distinguished or proficient in this component. In the distinguished observations students took pride in producing high quality work. During one observation students used knives to cut vegetables for their snack. Students patiently took turns cutting the vegetables and made sure to cut them with precision. The guide briefly sat with students but did not have to offer any support. When one student had difficulty cutting, other students freely offered to help.</p> <p>In the proficient observations, guides expected and recognized student effort. Guides circulated the room to ensure that students remained engaged and offered gentle reminders like "Focus please," when students got off-task. In one observation after a student finished their work, the guide quickly responded, "So what are you going to choose next?" The student quickly selected another activity to work on and completed the work cycle.</p>	Distinguished	22%
		Proficient	67%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 11% of the observations as basic in this component. In the basic observation the guide conveyed high expectations for only some students. In this observation student confusion went unaddressed by the guide. For example, one student who worked near the guide stacked letters from the moveable alphabet instead of placing them on the mat. Another student twirled counting beads around for several minutes before the guide noticed and gave an all-class correction and said, "Everyone should be working." Both students continued their off-task behaviors for several minutes before the guide had them put their work away and join a small-group mini lesson about the counting beads.</p>	Basic	11%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 78% of the observations as distinguished or proficient in this component. In the distinguished observations students themselves ensured that transitions and routines worked efficiently. In one observation a student churned butter and served in on crackers before distributing the snack to classmates. The student later wiped down their table and returned the materials to the shelf. In these observations students took initiative to ensure that class time was used productively. Low shelves, child-sized furniture, and well-organized materials allowed students to easily select and return materials with little loss of instruction time and without the need for support from the guides.</p> <p>In the proficient observations classroom routines functioned smoothly. During an independent reading block the guide organized books by student reading levels.</p>	Distinguished	67%

The Classroom Environment	Evidence	School Wide Rating	
	This allowed students to easily grab books appropriate to their level. As students finished a book, they quickly returned it and selected another one. No instructional time was lost.	Proficient	11%
	The QSR team scored 22% of the observations as basic in this component. In the basic observations classroom routines functioned unevenly. In one observation roughly seven minutes of instructional time was lost as two guides discussed what to do in reading groups. As the two guides conferenced another guide attempted to keep students engaged with an ad-libbed story but student engagement was mixed.	Basic	22%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 89% of the observations as distinguished or proficient in this component. In the distinguished observations student behavior was entirely appropriate. Students worked independently and showed courtesy by sharing, helping each other with materials, and encouraging their peers to persist through clapping and cheers. In one observation, students throughout the classroom worked on a variety of work without incident. Guides circulated the room and offered support and encouragement but did not have to address any student behaviors.</p> <p>In the proficient observations guides response to student misbehavior was effective. In one observation a student approached the guide to tell him/her that a student made a punching motion towards them. The guide responded, "May I speak with you" and later "Can you tell me what is going on?" After a brief conversation with the students the guide replied, "I really hope you are not blocking your friends from getting to the materials." Both students worked through the disagreement and returned to their work. In another observation one student was incorrectly using the sound cylinders. The guide approached the student and asked, "Is this what we do with the sound cylinders?" and "Did you forget how to use them?" The guide modeled the appropriate use of the cylinders and the student was able to correctly complete their work.</p>	Distinguished	22%
		Proficient	67%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 11% of the observations as basic in this component. In the basic observation the guide attempted to keep track of student behavior but with no apparent system. At times the guide reprimanded students for calling out and demanded that they raise their hands while other times she/he did not. During this observation the guide responded harshly to some minor instances of off-task behavior (i.e., students wiggling in their seats or sitting without their legs crossed) while other instances went unaddressed.</p>	Basic	11%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 86% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	<p>The QSR team scored 100% of the observations as proficient or distinguished in this component. In the distinguished observation all students understood the expectations. Students in this observation worked on a variety of tasks such as: cutting vegetables, building words, preparing snacks, and observing butterflies. Students understood the expectation for each activity and required little to no support from their guides.</p> <p>In the proficient observations guides modeled processes to support student understanding. In one observation the guide gave students a mini-lesson before they worked on assembling and labeling a map. In another observation the guide noticed a student having trouble with a grammar box and went over to help the student reorganize the box and use the material correctly.</p>	Distinguished	11%
		Proficient	89%
	The QSR team scored none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/ Prompts and Discussion Techniques	<p>The QSR team scored 67% of the observations as proficient and none as distinguished in this component. In the proficient observations guides used open-ended questions that invited student thinking. One guide asked a student to spell the word grief. The guide said, "Let's do a really hard one. Remember that a phoneme is a single sound in a word" and "How could we spell the word grief?" The guide later asked the student to give a definition for the word and use it in a sentence. When the student incorrectly spelled the word, the guide asked questions to help them fix their mistake. In another observation the guide encouraged a student to use the moveable alphabet to write about what they did with their mother over the weekend. The guide asked, "What did you do with your mother yesterday?" and "Do you think that would be an interesting story?"</p>	Distinguished	0%
	<p>The QSR team scored 33% of the observations as basic in this component. In the basic observations guides asked questions with single correct answers. In one observation the guide asked questions like "What letter is this?" and simply replied with "Yes" and "No" based on student responses. In another basic observation the guide attempted to have all students engage in the discussion with uneven results. When students responded with one word or incorrect responses guides provided general feedback and simply moved on.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored 89% of the observations as distinguished or proficient in this component. In the distinguished observations students had extensive choice in how they completed tasks. In these observations students had complete autonomy in choosing which work they completed and how they moved from one activity to the next.</p>	Distinguished	33%

Instruction	Evidence	School Wide Rating	
	<p>Guides used a variety of materials to keep students engaged and helped students select different activities when appropriate. In the proficient observations materials and resources supported the learning goals. Students had access to a variety of literacy, math, practical life, and sensorial materials that supported their learning goals. The variety of materials allowed all students to engage with the content regardless of their learning style. Throughout work periods students had the opportunity to work independently or with their peers when appropriate.</p>	Proficient	56%
	<p>The QSR team scored 11% of the observations as basic in this component. In the basic observation student engagement was uneven. At times student confusion about certain materials limited student engagement. For example, one student played with their work mat after being told by the guide s/he was inappropriately using a material. The student went several minutes before reengaging with the activity.</p>	Basic	11%
	<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 80% of the observations as proficient and none as distinguished in this component. In the proficient observations assessment was embedded in instruction. During a read aloud one guide paused to ask questions about the story and had students make predictions. Guides in these observations provided individual and targeted feedback throughout the work cycle. When students asked questions guides often came to their mat and walked them through each step. For example, one student had difficulty with the counting beads. The guide said, "Ok, now let's count together. Show me the smallest one and how you counted up." The student identified where they made a mistake and corrected it.</p>	Distinguished	0%
		Proficient	80%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 20% of the observations as basic in this component. In the basic observation feedback from guides was not specific. When students answered questions correctly or incorrectly the guide simply moved on to the next student and gave no indication to whether a response was correct or not.	Basic	20%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: CLASSROOM ENVIRONMENT

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of 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 I: CLASSROOM ENVIRONMENT

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of 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: BREAKDOWN OF SCORES BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	0%	0%	0%	0%
Basic	11%	11%	22%	11%	0%	33%	11%	20%
Proficient	56%	67%	11%	67%	89%	67%	56%	80%
Distinguished	33%	22%	67%	22%	11%	0%	33%	0%
Subdomain Average	3.22	3.11	3.44	3.11	3.11	2.67	3.22	2.80

	Domain 2	Domain 3
% of Proficient or above	86%	86%
Domain Averages	3.22	2.95