

April 2, 2014

Barrie Lynn Tapia, Board Chair Latin American Montessori Bilingual Public Charter School 1375 Missouri Avenue, NW Washington DC 20011

Dear Ms. Tapia:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QS 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 QSR during the 2013-14 school year for the following reason:

o School is eligible for 10-year Charter Review during 2014-2015 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of Latin American Montessori Bilingual Public Charter School (LAMB PCS) between February 3 and February 14, 2014. 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. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the QSR team also attended a Peace Ceremony and read the last two sets of board meeting minutes in order to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environment, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at LAMB PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that LAMB PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux Deputy Director

Enclosures cc: School Leader

EXECUTIVE SUMMARY

Latin American Montessori Bilingual Public Charter School (LAMB PCS) serves students in pre-kindergarten - 3 (PK3) through fifth grade at the facility located on Perry Street, NE (referred to as the "South Dakota facility" by the school and for the purposes of this report) and students in PK-3 through third grade at the facility located on Missouri Avenue, NE. The school serves 318 students in total. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at both the South Dakota facility and the Missouri Avenue facility in February 2014 because LAMB PCS is eligible for 10-year Charter Review during 2014-15.

The QSR team conducted observations over a two-week window, from February 3 through February 14, 2014. A team of three PCSB staff members, including two special education specialists, and one consultant conducted observations of 16 classrooms. More than two teachers were present in all classrooms. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments, including four of the school's five special education teachers observed in push-in and pull-out settings. Members of the QSR team visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon, with two team members spending whole days at the school. In some instances, the QSR team may have observed one teacher twice. In addition to this two-week window, a member of the QSR team attended the school's Peace Ceremony and also reviewed the past two sets of board meeting minutes to observe the school's governance as it relates to fulfilling its mission and charter goals. During the Peace Ceremony, students from the school community came together to showcase their work through dances, songs in Spanish, and plays. Parents and families of current students and prospective students packed the room where the Peace Ceremony took place. They clapped along enthusiastically as students performed.

LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish. The QSR team saw that the school is fulfilling its mission and meeting goals on a widespread basis throughout classrooms. Students developed bi-literacy skills by spending part of the day learning in Spanish and part of the day learning in English. Teachers emphasized the need to speak the appropriate language during particular blocks. Teachers provided extensive choice in classrooms. Early childhood teachers focused on fine motor skills by modeling activities for students and then guiding them to complete the activities on their own. Teachers differentiated activities and learning tasks. Teachers also suggested modifications in real time as students encountered tasks that were either too easy or too difficult.

The QSR team scored 93% of the observations as proficient or above in the domain of Classroom Environment. Students and teachers demonstrated mutual respect and students were highly respectful and kind to each other as they transitioned in the classroom. The QSR team observed well-established routines; students knew exactly what to do when they arrived in classrooms with minimal intervention by the teacher. There were no instances of student misbehavior in most classrooms.

The QSR team scored 86% of the observations as proficient or above in the domain of Instructional Delivery. The highest rated component within the Instructional Delivery domain was Engaging Students in Learning with 100% of the observations scoring proficient and more than Qualitative Site Review Report

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half of those scoring exemplary. In all classrooms students were highly engaged in learning tasks and teachers provided numerous options for learning for the students. Classrooms were well stocked with materials conducive to learning goals. Teachers presented content clearly to small groups of students and modeled how to complete learning tasks.

Prior to the two-week window, LAMB PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities. The QSR team members who conducted special education-specific observations noted the following based on the answers provided by the school. First, it was readily apparent throughout the classrooms that lessons included verbal, visual, and kinesthetic components. Multiple staff members, including a special education teacher, supported the lead teacher in the observed general education classrooms. Teachers worked with their students in a variety of flexible groupings including small group, whole group, one-on-one, and pairs. The variety of settings in which students completed their tasks, combined with individualized lesson agendas for each student (seen on student clipboards), were all conducive strategies to differentiating the lessons.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes LAMB PCS 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 Review Visit.

Mission and Goals	Evidence
Mission: LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish.	The team concludes that LAMB PCS is substantially meeting its mission. Self-directed learning as a foundation for a lifetime of learning There was extensive evidence of the school fostering self-directed learning, providing a foundation for a lifetime of learning. Students worked on the same learning task as a whole class, but with choice in how they wanted to complete it. Students built upon their work ethic, persistence and concentration as they completed tasks independently, in small groups, or working with the teacher. Students took responsibility for their own work, explaining their work plans, which included lists of weekly activities (in the form of pictures for younger students). Multiple teachers observed students, modeled how to use different learning stations, and guided students through each station, thus empowering students to complete tasks on their own. Though instructors permitted students to explore and self-direct their learning, they closely monitored the learning with charts, outlines, checklists, resource binders, and data sheets.
	Bi-literacy Students develop bi-literacy by learning in Spanish for half of the day

Mission and Goals	Evidence
	and English for the other half of the day. During Spanish instruction teachers corrected students' grammar in Spanish, gently reminded students to use Spanish, and observed students reminding each other to do the same. Students carried clipboards around classrooms with a list of subjects like math and science in both Spanish and English to organize their work plans. The school's focus on bi-literacy is also evident in the available materials for parents, such as sign-in sheets and PCSB's Parent Guide available in Spanish and English. Instructors taught students what sounds various Spanish letters made, and asked students to write words using those letters in different activities. Teachers promoted English literacy by asking students to read to them, by encouraging students to try more difficult books, and by modeling how to read with fluency. In English instruction students read books at their levels independently, and in some cases teachers sat next to them and asked them to read aloud. Instruction and learning tasks centered on the use of concrete materials at different learning stations that students could use to explore content.
Teach curriculum based in Montessori philosophy of education in English and Spanish language. In PK-5, teach independence and self-direction in an atmosphere of free-choices. First through third grade students will demonstrate increase in their ability to read in English and Spanish. Fourth through sixth grade students will demonstrate increase in reading comprehension in Spanish.	The Montessori philosophy of instruction, including an emphasis on independence and self-direction, was evident throughout all of the observations. Students directed their own learning with work plans and used concrete materials in learning centers. Examples of learning centers included (1) a mat laid out with counting strings of beads in various combinations of numbers (stored in Montessori bead cabinets), (2) geometric solids with geometric stamps, (3) visual cards, (4) three-dimensional shapes with matching cards, and (5) snack stations where students worked on motor skills by practicing putting hummus on crackers. Students also exercised choice in the learning tasks they completed, and completed tasks at their own pace.
	Teachers presented content to students in small groups. One teacher

Mission and Goals	Evidence
	described the life cycle of a plant, showed students pictures of various
	stages in the life of a plant, and then asked students to match
	descriptions of the stages with the pictures. Teachers re-enforced an
	expectation of independence by guiding students to complete their
	learning tasks without interfering with other students. Free choice was
	evident throughout all of the classrooms. In one early childhood classroom, the teacher had headphones available for students who
	needed them to focus. The teacher explained to the QSR team that
	while these are usually available for special education students, all
	students may access this support whenever they choose.
	As described above in the section on the school mission, students in all
	grade levels worked in both English and Spanish environments
	throughout the day to improve their ability to read in Spanish and English. Student work plans were in both languages, reflecting the
	school's focus on dual language as well as their Montessori model
	whereby students chose which activities to complete throughout the
	day.
	Students in first through third grade received instruction and worked on
	reading in Spanish and English language every day. Teachers spoke Spanish when communicating with students during the students'
	Spanish work block and encouraged students to do the same. During a
	pull-out class, a teacher used flashcards with simple pictures on them
	(e.g., peanut) and asked the students to identify the pictures in Spanish.
	The teacher also used a tactile activity with shaving cream to help
	students understand the meaning of a "mess" in Spanish. Students in
	third grade in one classroom read short stories out loud while the teacher tracked the words. Another teacher modeled how to trace a
	letter for a student, asked the student to do so independently, and then
	guided the student's hand to properly trace the letter. While doing so,
	the teacher emphasized the sound that the letter made in Spanish. One
	teacher gave a special education student vocabulary cards in Spanish
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Mission and Goals	Evidence
	that the student had to place in alphabetical order. After finishing this part of the task, the student then had to draw a picture of the word on the back of the card. A group of students read storybooks in Spanish and recorded important notes from the story onto a graphic organizer that was all in Spanish.
	Students in fourth and fifth grades received instruction and worked on their reading skills in both Spanish and English. During the Spanish work block, teachers spoke only Spanish to students and encouraged students to do the same. Teachers worked on reading development through small-group work. Teachers gave students Spanish vocabulary on small index cards or on the Smart Board. Teachers presented words with picture supports and students practiced the sound and word before seeing the words in a story. The teacher used objects or pictures to ask questions. Further evidence related to the school's instruction of English language may be found in the following section.
LEP/NEP students will gain English language proficiency. Students will demonstrate increase in reading in English. Fourth through sixth grade students will demonstrate increase in reading in English.	The QSR team saw various examples of the school's English instruction throughout the visit. Though observers did not have knowledge of students' status as Limited English Proficient (LEP) or Non-English Proficient (NEP) students, the team observed students working on English language proficiency. As described in the previous section on the school mission, observers saw instruction focused on literacy in both English and Spanish. One teacher gave a student English vocabulary cards to practice and modeled how to pronounce words, breaking them into separate syllables. The teacher and student then moved to a center where the teacher listened to the student read a story that included some of the vocabulary they had just practiced together. The mission section above also described the use of concrete materials to explore content and the heavy use of visuals, all of which

Mission and Goals	Evidence
	are conducive to second-language learners in developing proficiency in English. Teachers focused on sounds that English letters made and then asked students to practice letter sounds on their own by looking at pictures and matching a letter to the picture to represent the beginning sound of a word.
	In English classes in upper grades, students independently chose the books they wanted to read and spent class time reading quietly. Students worked on the "100 Book Challenge." Students can obtain prizes for reading up to 100 books during the year. Teachers gave whole-group lessons focused on sequencing, decoding different parts of a story, and discussing the story's themes. Teachers also promoted English literacy by asking students to read to them, challenging students to try more difficult books, and modeling reading with fluency.
Kindergarten through sixth grade students will demonstrate grade level proficiency or higher in math.	The QSR team observed many learning stations focused on the learning of math concepts.
	To build conceptual understanding of place value, students in a few classrooms first had to match a number on a number line with a card and then use beads of different colors (representing tens and ones) to display the number on the card. Early childhood students represented single-digit numbers on cards by putting beads on pipe cleaners. Early childhood students also put sticks in order of size on a mat. One teacher worked with a small group of third graders on place value up to 1,000,000, emphasizing the need for them to master the skill before fourth grade. In a lower elementary classroom students recorded the names of geometric shapes by taking geometric solids on stands and finding the matching geometric shape stamp. Students stamped that shape into their composition notebooks and recorded the name of the shape below the stamp.

Mission and Goals	Evidence
LAMB Kindergarten students will be emerging or established readers in their dominant language by the end of Kindergarten.	Early childhood students independently read books of their own choice in various classrooms, in both English and Spanish. During a pull-out session, the teacher gave two students flash cards with pictures and words and asked them to identify the word in Spanish. The teacher also worked individually with one of the students to properly identify the letters of the alphabet in English. Students throughout early childhood classrooms practiced letters and
	sounds in English and Spanish. Teachers pulled small groups to focus on English instruction and (separately) to focus on Spanish reading development.
Teach developmentally appropriate science concepts in PK3-5th grade.	The teaching of science concepts was evident across a few classrooms. One teacher presented a lesson to a small group of students about the life cycle of a plant. Another teacher worked with a small group of students on a set of pictures, including a picture of a fish, single-cell organism, bird, plant, and mammal. Students were asked to identify the organisms that were most alike. There were science experiments with plants placed around the room in a few classrooms, though the review team did not see the students actually conducting any experiments.
Teach the use of Montessori sensorial materials, which train fine discrimination of the five senses, extend concentration and form bases of academic literacy. In PK through K classes, teach concentration, independence and small motor skills as well as specific task mastery.	The QSR team observed the widespread use of sensory materials across classrooms and noticed how they were used to teach concentration and fine motor skills. Students used boards with raised letters to trace and practice how to form letters as teachers emphasized the letter sounds. Students in early childhood classrooms practiced fine motor skills as they worked on putting hummus on crackers with utensils. Students also colored, drew pictures, and made artwork out of beads.

Mission and Goals	Evidence
	During a lesson about the life cycle of a plant, the teacher had students touch, see, and smell an actual plant. Students worked on fine motor skills as they cut out objects from paper. In an early childhood classroom, the teacher worked with a student to learn to tie a knot independently. Another teacher showed an early childhood student how to pour water using a small pitcher and cups and asked the student to practice on their own.
Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.	Students chose their learning tasks as teachers closely monitored progress. Through the use of work plans, students planned their weekly and daily learning tasks. Teachers empowered students to accomplish learning tasks by modeling, followed by guided practice. Students had access to sensory materials that allowed them to learn through multiple modalities. Students demonstrated their appreciation for learning throughout classrooms as they stayed on-task, asked content-related questions, and moved efficiently from one learning task to the next. One member of the QSR team observed a Second Step class (the school's class focused on social emotional competency) which focused on the four skills for learning: (1) quiet voice, (2) body still, (3) listening, and (4) self-talk. The students listened to a song about the skills and then recited them.
In PK3 through 5 th grade, integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.	While the QSR team saw computers in some classrooms and the use of some SMART Boards to display questions or content, team members did not see students using technology themselves.
Present materials in areas of social studies, history of the universe, and geography.	There were limited presentations of social studies, history of the universe, and geography. Two team members saw students coloring maps in different classrooms.

Mission and Goals	Evidence
In PK3 through 5 th grade, integrated within each classroom, teachers present a variety of activities in arts and crafts.	The school's schedule confirmed specific time designated for art class in each classroom. Colored pictures and drawings hung on walls throughout classrooms and hallways. Students worked on art projects during their work blocks (not necessarily during designated "art" time) such as using colored beads to create pictures.
	One member of the QSR team observed a lower elementary art class where students worked on a craft project for Valentine's Day. The teacher had told students to bring objects and materials from their homes to make a visual display board. The teacher then gave students colorful paper, glue guns, and blank canvases.
Students, kindergarten through sixth grade, will maintain high levels of attendance.	The QSR team does not ask for class rosters or daily attendance sheets during its Qualitative Site Review. Most of the classrooms seemed full, with many seemingly at capacity. Multiple classrooms had over 20 students present.
Parents will show satisfaction with LAMB.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will show satisfaction with LAMB.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will demonstrate social emotional competency through Second Step instruction.	Two of the four members of the QSR team observed Second Step classes (the school's class focused on social emotional competency), though team members who did not see the class noted that students were generally well behaved and polite to each other. During one

Mission and Goals	Evidence
	Second Step class, students sat on the carpet and discussed the following topics: the four skills for learning, self-confidence, and coping mechanisms for stress. The teacher led the discussion on self-confidence using a poster from the Second Step curriculum with a picture of a girl that looked distressed and one who looked confident. She then led a class discussion about identifying the emotions from the poster. Students demonstrated their emotional competency through their participation. A number of students voluntarily raised their hands and were able to articulate their emotions surrounding how people know they have self-confidence and when they don't feel confident. Students applied these emotions with examples from their own life, as demonstrated through the discussion. In the other Second Step class, the teacher guided students through
	breathing exercises to help them focus. The teacher held up posters with different sentences and students chose which one they agreed with; sentence pairs included, "Listening with attention helps me learn. Listening with attention helps me play," and students had to choose the answer based on what they had reviewed during the class. The discussion then moved to respect, and how students can show respect for their peers and for their teacher. Students actively participated in the discussion and offered ways to show respect, such as looking someone in the eye, listening attentively, and facing the speaker.
Board Governance	A QSR team member planned to attend the LAMB PCS Board of Trustees meeting scheduled for the week of February 10, 2014. When the team member checked in with the school, she was told that the meeting had been rescheduled for the week prior (week of February 3, 2014). As such, the QSR team reviewed the board meeting minutes from November 12, 2013 and December 17, 2013. At the November meeting, members of the COMPASS Project team discussed the project plan (please note that the minutes did not include a description

Mission and Goals	Evidence
	of the COMPASS Project). The meeting also included a Financial
	Report and concluded that everything "looked good." The Executive
	Director also gave a report on what interns from FOCUS would be
	working on, including compiling the school's extensive data in one
	place. The group briefly discussed the DC International middle and
	high school. At the December meeting, the board approved the minutes
	from the meeting prior and then discussed the upcoming charter review
	and the Qualitative Site Review along with the Winter Festival. The
	Board discussed expansion related to the partnership with DCI, PMF
	results, the Equity Report, and progress towards Annual Measureable
	Achievement Objectives.

CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 93% of the observations as proficient or exemplary for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wi	ide Rating
Creating an Environment of Respect and Rapport	The QSR team scored 94% of observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Talk and actions among students were universally respectful. This was especially notable when students transitioned between learning tasks as some classrooms were small and/or passing space was narrow. Students and teachers said "please" and "thank you" to each other.	Exemplary	6%
	When presenting material teachers made connections with students by getting down to their eye level or sitting on the carpet with students. Students politely placed a hand on the teachers' shoulders to indicate they had a question. Teachers used warm tones and words when talking to students, such as "sweetheart" and "honey." Teachers also joked around with students as they worked together in small groups, contributing to the relaxed and warm atmosphere in classrooms.	Proficient	88%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
	•	Limited	0%

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

Classroom Environment	Evidence Observed	School Wi	ide Rating
Establishing a Culture for Learning	The QSR team scored 94% of observations as proficient or exemplary in Establishing a Culture for Learning. Teachers consistently communicated the importance of learning and hard work. One teacher told a small group how important place value mastery was in math as they prepare to advance to fourth grade, and emphasized a desire for all students to be successful. Teachers consistently guided students to complete their learning tasks. Teachers uniformly required participation in learning activities of all students.	Exemplary	13%
Teat task teac that effort love lear	Teachers also moved around classrooms to refocus students on their learning tasks, and suggest additional tasks or more challenging modifications. One teacher challenged a student to read more difficult books and told the student that they would do so together later that afternoon. Teachers recognized student effort, saying things like "Great job!" "I'm really proud of your work!" and "I love how you are challenging yourselves!" Students took initiative in their learning tasks as they carried around clipboards and filled in their own "work plans" for that day and week.	Proficient	81%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
	Limited	0%	
Managing Classroom Procedures	The QSR team scored 94% of observations as proficient or exemplary in Managing Classroom Procedures. Routines throughout classrooms functioned smoothly. Students in many classrooms had pre-assigned jobs, including getting materials for their tables and distributing snack. Teachers used signals,	Exemplary	25%

Classroom Environment	Evidence Observed		School Wide Rating	
	bells, and timers to get the students' attention and transition them from one activity to the next. Students entered classrooms in an orderly way and independently got their materials off of shelves. They began working independently, with little need for direction or guidance from teachers. Students moved around classrooms with ease as they completed learning tasks, returned materials, and got out additional resources to help them complete the next task.		69%	
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%	
	The QSR team scored fewer than 1070 of the observations as below proficient.	Limited	0%	
Managing Student Behavior	The QSR team scored 88% of the observations as proficient or exemplary in Managing Student Behavior. There was virtually no student misbehavior in these classrooms. Teachers moved about monitoring behavior, pre-empting negative behaviors through proximity and gently guiding students to their learning tasks. Teachers handled rare cases of misbehavior effectively through gestures, body language, and soft voices to remind students of expected behaviors.	Exemplary	38%	
	Teachers consistently recognized good behavior and narrated students' specific positive behaviors, such as tracking the teacher and immediately stopping when the teacher rang the bell or clapped. Students respectfully intervened with classmates to ensure compliance with expectations, as in one Spanish immersion class where a student reminded another student to only speak Spanish.	Proficient	50%	
	The QSR team scored 12% of the observations as below proficient in this element, with no observations rated as limited. In a couple of classrooms,	Satisfactory	12%	

Classroom Environment	Evidence Observed		School Wide Rating	
	student misbehavior appeared to go unaddressed. Some teachers lost instructional time as students played in the hallway (after using the bathroom) rather than getting back on task.	Limited	0%	

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 86% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wi	ide Rating
Communicating with Students	The QSR team scored 88% of the observations as proficient or exemplary in Communicating with Students. Teachers brought content to life through hands-on activities. One teacher described the life cycle of a plant using an actual plant. Another teacher showed students pictures of different types of organisms (single-cell, plant, mammal, fish, bird) and asked students to categorize a stack of cards that had pictures of various organisms.	Exemplary	0%
	Teachers modeled activities. One teacher helped a student with concentration and fine motor skills by showing the student how to pour water from a small pitcher into little cups. Another teacher showed a student how to put blocks in decreasing order of size and asked the students to replicate.	Proficient	88%
	The QSR team scored 12% of the observations as below proficient, with no classrooms rated as limited. The instructional purpose of one teacher's presentation to a small group of students was unclear in a few classrooms.	Satisfactory	12%
	Another teacher pulled out a bunch of flashcards and immediately started practicing with students without reminding them about the purpose of the flashcards.	Limited	0%

Instructional Delivery Evidence Observed		School Wide Rating	
Using Questioning and Discussion Techniques			6%
			69%
The QSR team scored 25% of the observations as below proficient in this element. In a couple of classrooms, the teachers' questions directed at a small group of students consisted mainly of those requiring predetermined, one-word answers. In these classrooms, teachers asked		Satisfactory	13%
	students simply about next steps in procedures without probing deeper student thinking.		12%
Engaging Students in Learning	The QSR team scored 100% of the observations as proficient or exemplary in Engaging Students in Learning, with the majority of classrooms rated as exemplary. Engagement in learning tasks was universally high throughout classrooms. Students had choice in the tasks they completed and demonstrated enthusiasm for learning tasks as they efficiently entered classrooms, went to learning stations, or got out materials for particular learning tasks. The range of activities students were able to choose in classrooms was extensive. In one early childhood classroom, students read books of their own choosing, worked on fine motor skills as they poured water from a small pitcher into cups, represented numbers with beads	Exemplary	56%

Instructional Delivery Evidence Observed		School Wide Rating	
	signifying different place values, colored maps, or traced raised letters as they practiced sounds with a teacher. During small group presentations of content, students paid close attention to the teachers and asked academically focused questions. There was a mix of different groupings, with some students working independently, some students working in a small group with teachers, and other students working one-on-one with a teacher. Students consistently had access to materials and resources to support learning goals as described at length in the goals section of this report.	Proficient	44%
	The QSR team did not score any of the observations as below proficient.	Satisfactory	0%
		Limited	0%
Using Assessment in Instruction	The QSR team scored 81% of the observations as proficient in Using Assessment in Instruction. These teachers constantly walked around classrooms, checking to ensure that students were both on task and were completing learning tasks successfully. Teachers made adjustments to tasks by modeling as needed. Teachers worked with individual students to assess understanding. One teacher showed a student how to trace a letter and make the letter's sound and then asked the student to do the same. Feedback to this student was specific and timely.	Exemplary	0%
	Teachers gathered evidence about individual student understanding and recorded it in charts. One teacher worked with a student on a place-value learning task. The teacher put out different colored beads to represent ones and tens, and then asked the student to calculate the numbers, recording the student's responses.	Proficient	81%

Instructional Delivery	Evidence Observed		ide Rating
	The QSR team scored 19% of the observations as below proficient. Teachers' monitoring of student learning was limited as teachers remained in one part of a classroom without checking in on all students. In one classroom, the QSR team noted universal checks for understanding of students in the whole group	Satisfactory	13%
setting, but these checks were not consistent and frequent enough to gauge the understanding of all students with disabilities within the classroom.	Limited	6%	

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class				
Environment	Limited	Satisfactory	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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 situation 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 may 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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
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.