

# Observation Results for John Girdwood

<b>Observer:</b> Mark Gable	<b>Date Started:</b> May 2, 2019 1:08:00 PM	<b>Date Submitted:</b> May 2, 2019 2:18:55 PM
<b>Type:</b> Standard (Formal)	<b>Location:</b> Caniff Liberty Academy	<b>Evaluation:</b> These results count towards evaluation

## Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

### ▼ Establishing Classroom Routines

**Focus Statement:** The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

**Desired Effect:** Students know and follow the rules and procedures.

#### Evidences:

#### Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

#### Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

#### Resources:

## Scale:

Not Applicable Not Using Beginning Developing Applying **Innovating**

## Comments:

*A very organized classroom culture that is professional and has high expectations. One student does not want to interrupt you and uses SIOP skills to borrow a pencil to do your assignment.*

## ✓ Organizing the Physical Layout of the Classroom

**Focus Statement:** The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

**Desired Effect:** Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.

## Evidences:

### Example Teacher Evidence:

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
  - Bulletin boards relate to current content (e.g., word walls)
  - Student work is displayed

### Example Student Evidence:

- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

## Comments:

*Where is your posted vocabulary from last year? I really enjoyed your word wall. The layout of the desktops, lecture area, student work look great.*

## ✓ Identifying Critical Content





- While students are reading information or stories orally as a class, the teacher stops at strategic points
- Teacher uses appropriate questioning to determine if content chunks are appropriate
- Teacher uses formative data to break content into appropriate chunks

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable Not Using Beginning Developing Applying **Innovating**

## Comments:

*In 20 minutes, I have seen you do 3 separate activities into the 4th, excellent best practice.*

## ✓ Helping Students Elaborate on New Content

**Focus Statement:** The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

**Desired Effect:** Students draw conclusions that were not explicitly taught within the chunk.

## Evidences:

### Example Teacher

#### Evidences:

- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to provide evidences for their inferences
- Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

### Example Student Evidence:

- Students volunteer answers to inferential questions
- Students provide evidence for their inferences
- Student artifacts demonstrate students can make elaborative inferences
- Students can identify basic relationships between ideas and how one idea relates to others

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

## Comments:

*Passing the M-STEP was the key to your lesson. How many met your posted objective? We shall see on the growth of our esl caseloads. "I have 1 minute left!" I love how you can pinch every inch of time for*

content, excellent best practice.

## ✓ Helping Students Record and Represent Knowledge

**Focus Statement:** The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

**Desired Effect:** Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

**Evidences:**

### Example Teacher

#### Evidences:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- Teacher asks students to represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

### Example Student Evidence:

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

#### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

#### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   **Innovating**

#### Comments:

*Excellent usage of images via the computer. I love how the students are engaged in the short activity. A wonderful best practice that scaffolding was performed by various groups.*

## ✓ Reviewing Content

**Focus Statement:** The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

**Desired Effect:** Students produce an accurate representation of previously taught critical content.

### Evidences:

#### Example Teacher Evidence:

- Teacher begins the lesson with a brief review of content
- Teacher systematically emphasizes the cumulative nature of the content
- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

#### Example Student Evidence:

- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Students can articulate the cumulative nature of the content
- Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   **Applying**   Innovating

### Comments:

*"Welcome to class, go to the flash card game." The students are very quick to sit at the desktops and work on their game. Excellent proximity and tone for the 1st assessment. Some are at a desk vs. the desk top and you quickly re-direct when one of the students appears confused. Let me know how many desk tops you may need support with the caseloads.*

## ✓ Helping Students Practice Skills, Strategies, and Processes

**Focus Statement:** When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

**Desired Effect:** Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.

**Evidences:****Example Teacher Evidence:**

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- Teacher employs “worked examples”
- Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- Teacher models the skill, strategy, or process

**Example Student Evidence:**

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Student artifacts or formative data show fluency and accuracy is increasing
- Students can explain mental models

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   **Applying**   Innovating

**Comments:**

*You have a great waiting time, what do you think is the optimum waiting time for the group? I believe I asked you this question last year, the silence can be awkward. Excellent modeling of math of  $1/2$  to equal 10. Some seemed lost on simplify vocabulary.*

**✓ Helping Students Revise Knowledge**

**Focus Statement:** The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

**Desired Effect:** Students make additions and deletions to previous knowledge that deepen their understanding.

**Evidences:****Example Teacher Evidence:****Example Student Evidence:**

- Students make corrections and/or additions to information previously recorded about content



- Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Teacher guides students to identify alternative ways to execute procedures
- Students can explain previous errors or misconceptions they had about content
- Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- Student revisions demonstrate alternative ways to execute procedures

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

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## Comments:

*See if an elbow partner can be applied sooner to the lesson since it is posted on the board. Some students are very quiet on participating.*

## ✓ Noticing When Students are Not Engaged

**Focus Statement:** The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

**Desired Effect:** Students modify their level of engagement as a result of teacher action.

## Evidences:

### Example Teacher Evidence:

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

### Example Student Evidence:

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

## Comments:

*See if some students can pick up their head and keep eyes on you. Most students have a focus on you but see if some not keeping their eyes on you can go up front to prove they mastered your posted objective.*

## ✓ Applying Consequences for Lack of Adherence to Rules and Procedures

**Focus Statement:** The teacher consistently and fairly applies consequences for not following rules and procedures.

**Desired Effect:** Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.

## Evidences:

### Example Teacher Evidence:

- Teacher reminds students of self-regulation strategies
- Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head “no”
- Teacher provides verbal signals when student behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

### Example Student Evidence:

- Students demonstrate use of self-regulation strategies
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

### Comments:

*You provide strong expectations but I can not hear some of the shy students. Is there a way to encourage them to participate in a stronger fashion? I know you mentioned dojo points to encourage, does that help? I don't see a clip up/down system, would that be more helpful to the earlier grades?*

## ✓ Displaying Objectivity and Control

**Focus Statement:** The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

**Desired Effect:** Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

### Evidences:

#### Example Teacher Evidence:

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher does not allow distractions to change the focus on academic rigor
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

#### Example Student Evidence:

- Students describe the teacher as not becoming distracted by interruptions in the class
- Students are settled by the teacher's calm demeanor
- Students describe the teacher as in control of himself/herself and in control of the class
- Students say that the teacher does not hold grudges or take things personally

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable Not Using Beginning Developing Applying **Innovating**

### Comments:

*Dr. John should be called Dr. Joe Cool. You have a great demeanor with the students and they seem very respectful to you.*

## ✓ Demonstrating Value and Respect for Low Expectancy Students

**Focus Statement:** The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

**Desired Effect:** All students feel equally valued by the teacher.

## Evidences:

### Example Teacher Evidence:

- The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students
- When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

### Example Student Evidence:

- Students say that the teacher cares for all students
- Students treat each other with respect
- Students avoid negative thinking about their thoughts and actions

## Resources:

[Scale](#) | [Reflection Questions](#)

## Scale:

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## Comments:

*This teaching position can be frustrating on how they can be but you provide humor and patience for the quiet class. Dropping the microphone was very funny concerning an incorrect answer.*

## ✓ Asking Questions of Low Expectancy Students

**Focus Statement:** The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

**Desired Effect:** All students are asked questions with the same frequency and depth.

## Evidences:

## Example Teacher Evidence:

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions that require conclusions at the same rate as high expectancy students

## Example Student Evidence:

- Students say that the teacher expects everyone to participate
- Students say that the teacher asks difficult questions of every student

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   **Applying**   Innovating

### Comments:

*Some students appear very shy in the content of math, the previous group seemed to have far more energy than the middle school group.*

## Overall Comments and Notifications

### Overall Comments:

*Thanks for a fun class to observe. Here are three things to work on 1. If you post a turn and talk for the CO, please ensure to have them practice it 2. Try to see if you can do a data chart on how far along the students are doing with flash cards and fluency of words 3. Try to ensure 100% of eyes are engaged on you. Here are three things going well for best practices 1. Excellent pacing of activities 2. A strong respect for growth and high learning 3. Outstanding usage of technology.*

### Notifications:

## Signatures

**Observer Signature:**

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**Date:**

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**Learner Signature:**

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**Date:**

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