

Observation Results for Jeffrey Rasmussen

Observer: Todd Selk	Date Started: Nov 15, 2019 9:06:21 AM	Date Submitted: Nov 18, 2019 11:20:41 AM	Type: Standard (Formal)	Location: Valley Middle School
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Evaluation:
These results
count towards
evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- Domain 1: Classroom Strategies and Behaviors - 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.
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- ☐ Teacher has a learning goal and/or target posted for student reference
- ☐ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- ☐ Teacher makes reference to the learning goal or target throughout the lesson
- ☐ Teacher has a scale that builds a progression of knowledge from simple to complex
- ☐ Teacher relates classroom activities to the scale throughout the lesson
- ☐ Teacher has goals or targets at the appropriate level of rigor
- ☐ Performance scales include application of knowledge

Example Student Evidence:

- ☐ Students can explain the learning goal or target for the lesson
- ☐ Students can explain how their current activities relate to the learning goal or target
- ☐ Students can explain the levels of performance, from simple to complex, in the scale
- ☐ Student artifacts demonstrate students know the learning goal or target
- ☐ Student artifacts demonstrate students can identify a progression of knowledge

Resources:

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

Scale:

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

Comments:

Posted and read by a student. Good.

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

Scale:

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

Comments:

Bell ringer on board. Most got going on this. Some did not.

How do you get 100% compliance?

Identifying Critical Content

Focus Statement: The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Desired Effect: Students know what content is important and what is not important.

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

- ☐ Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- ☐ Teacher identifies differences between the critical and non-critical content
- ☐ Teacher continuously calls students' attention to accurate critical content
- ☐ Teacher integrates cross-curricular connections to critical content
- ☐ Students can describe the level of importance of the critical content addressed in class
- ☐ Students can identify the critical content addressed in class
- ☐ Students can explain the difference between critical and non-critical content
- ☐ Formative data show students attend to the critical content (e.g., questioning, artifacts)
- ☐ Students can explain the progression of critical content

Resources:

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

Scale:

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

Comments:

Teacher did a good job of outlining the day's activity by giving explicit directions and expectations.

What will you do for the kids that wanted to do one first but you decided to just get going?

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:

Teacher led a quick review with high student engagement.

Organizing Students to Practice and Deepen Knowledge

Focus Statement: The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Desired Effect: Students practice and deepen knowledge by interacting in small groups.

Evidences:**Example Teacher Evidence:**

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- ☐ Teacher provides guidance regarding group interactions
- ☐ Teacher provides guidance on one or more cognitive skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- ☐ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- ☐ Students explain how the group work supports their learning
- ☐ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
 - Students actively ask and answer questions about the content
 - Students add their perspective to discussions
- ☐ Students move and work within groups with an organized purpose
- ☐ Students have an awareness of the power of interpretations
- ☐ Students avoid negative thinking
- ☐ Students take various perspectives
- ☐ Students interact responsibly
- ☐ Students appear to know how to handle controversy and conflict resolution
- ☐ Students attend to the cognitive skill(s)

Resources:

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

Scale:

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

Comments:

Through task cards, students moved about the room working on problems relative to deepening their knowledge and skill in solving equations.

Using Physical Movement

Focus Statement: The teacher uses physical movement to maintain student engagement in content.
Desired Effect: Students cognitively engage or re-engage as a result of using physical movement activities.

Evidences:

Example Teacher Evidence:

- ☐ Teacher facilitates movement to learning stations or to work with other students
- ☐ Teacher has students move after brief chunks of content engagement
- ☐ Teacher has students stand up and stretch or do related activities when their energy is low
- ☐ Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- ☐ Teacher has students physically act out or model content to increase energy and engagement
- ☐ Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence:

- ☐ Student behavior shows physical movement strategies increase cognitive engagement
- ☐ Students engage in the physical activities designed by the teacher
- ☐ Students can explain how the physical movement keeps their interest and helps them learn

Resources:

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

Scale:

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

Comments:

Students were released from their desks to participate in the activity. This allowed for movement while still maintaining learning.

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

Focus Statement: The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.
Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and nonverbal behaviors that indicate affection for students.

Evidences:

Example Teacher Evidence:

- ☒ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher compliments students regarding academic and personal accomplishments relative to their initiative

Example Student Evidence:

- ☐ Students describe the teacher as someone who cares for them
- ☐ Students respond positively to verbal interactions with the teacher
- ☐ Students respond positively to nonverbal interactions with the teacher

- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☒ Teacher uses humor with students when appropriate
- ☒ Teacher smiles and nods to students when appropriate
- ☐ Teacher uses "high five"-type signals when appropriate
 - Pat on shoulder
 - Thumbs up
 - "High five"
 - Fist bump
 - Silent applause
- ☐ Teacher encourages students to share their thinking and perspectives
- ☐ Students readily share their perspectives and thinking with the teacher

Resources:

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

Scale:

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

Comments:

Teacher used a calm, caring, and fun voice. His words and actions display a real interest in his students and a sincere care for them.

Overall Comments and Notifications**Overall Comments:**

Teacher is off to a good start as a professional. His sincere interest in his student is displayed in his words and actions. He is organized and thorough. He clearly lays out directions and expectations for his students. Checking for understanding is something for him to continue to work on. He will need to find the fine line in helping one student vs. trying to touch base with as many students as possible in a period. His efforts are sincere. Students were engaged and respectful. Classroom management was well maintained.

All in all a good day in this classroom. Well done!

Notifications:

This observation has been completed by **Todd Selk** on **Nov 18, 2019 11:20:41 AM**

Jeffrey Rasmussen acknowledged this observation on **Nov 18, 2019 11:21:31 AM**

Signatures

Observer Signature:

Date:

Learner Signature:

Date:
