

Observation Results for **Any Quito**

Observer:

Adnan Arshad

Date Started:

Jun 1, 2024, 3:24:19
PM

Date Submitted:

Jun 13, 2024, 9:22:45
AM

Type:

Standard (Formal)

Location:

New Dawn Academy

Evaluation:

These results count towards
evaluation

Domain 3: Reflecting on Teaching (v2)

Copyright 2011 Robert J Marzano, exclusive in iObservation (2)

Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

Evidence:**Teacher Evidence:**

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Resources:

Scale

Scale:

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

Comments:

Pick three professional developers growth goals.

Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Resources:

Scale

Scale:

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

Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Resources:

Scale

Scale:

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

Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

Evidence:

Teacher Evidence:

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Resources:

Scale

Scale:

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

Comments:

Pick three professional developers growth goals.

Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Evidence:

Teacher Evidence:

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Resources:

Scale

Scale:

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

Overall Comments and Notifications

Overall Comments:

keep a folder to document the monitoring process of achieving the PD goals

Acknowledgements:

This observation has been completed by [redacted] on **Jun 13, 2024, 9:22:45 AM**

[redacted] acknowledged this observation on Jun 13, 2024 10:26:46 AM.

Signatures

Observer Signature:

Date:

Learner Signature:

Date:
