

Observation Results for Catherine Catolos

Observer:

Adnan A. Khan

Date Started:

Jan 24, 2024, 8:31:13 AM

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Jan 24, 2024, 7:56:34 PM

Type:

Standard (Formal)

Location:

New Dawn Academy

Evaluation:

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

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:

Content objective , multiply 2 more 3 integers

language objective was written and evident to students.

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:

Please use the CHAMP activities to remind the students of conversation, help, activities, participation levels when they are in small groups

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:

Word wall is evident

students have access and use smart board easily

Students can move easily to write on the white/smart board

Organizing Students to Interact with New Content

Focus Statement: The teacher organizes students into appropriate groups to facilitate the processing of new content.

Desired Effect: Students interact in small groups to process and understand new knowledge.

Evidences:

Example Teacher Evidences:

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content

Example Student Evidence:

- 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

- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

Resources:

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

Scale:

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

Comments:

Students interact with a sense of responsibility

Previewing New Content

Focus Statement: The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Desired Effect: Students make a link from what they know to what is about to be learned: activating prior knowledge.

Evidences:

Example Teacher Evidences:

- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide

Example Student Evidence:

- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

- Teacher uses motivational hook/launching activity
 - Anecdote
 - Short multimedia selection
 - Simulation/demonstration
 - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

Resources:

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

Scale:

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

Comments:

Students were able to explain the link with prior knowledge (multiply 2 negative integers

Chunking Content into “Digestible Bites”

Focus Statement: Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Desired Effect: Students process and learn information in appropriate chunks.

Evidences:

Example Teacher Evidences:

- During a verbal presentation, the teacher stops at strategic points
- While utilizing multi-media, the teacher stops at strategic points
- While providing a demonstration, the teacher stops at strategic points
- 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

Example Student Evidence:

- Students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points
- Students can explain clear conclusions about chunks of content

Resources:

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

Scale:

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

Comments:

Teacher walk through classroom and check students answers

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 uses questions that require review of the content (2 integer multiplication)

Using Homework

Focus Statement: The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.
Desired Effect: Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.

Evidences:

Example Teacher Evidence:

- Teacher utilizes strategies associated with a flipped classroom
- Teacher communicates a clear purpose and gives directions for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence:

- Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- Students ask clarifying questions about homework that help them understand its purpose

Resources:

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

Scale:

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

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:

- 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

Example Student Evidence:

- Students make corrections and/or additions to information previously recorded about content
- 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](#)

Scale:

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

Comments:

Remind students of use PEMDAS in their 6th grade curriculum

Organizing Students for Cognitively Complex Tasks

Focus Statement: The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypothesis.
Desired Effect: Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

Evidences:

Example Teacher Evidence:

- Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- Teacher provides guidance on one or more conative 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 describe the importance of generating and testing hypotheses about content
- Students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses
- While in groups, students interact in explicit ways to generate and test hypotheses
 - Students actively ask and answer questions about the content
 - Students add their perspectives 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:

*Recognize the importance of group work together
'thanks students*

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:

*It is noticeable that one to 3 students are not engaged in the small group activities
teacher remind students to work together as group.*

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

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

- Teacher uses give-one-get-one activities that require students to move about the room

Resources:

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

Scale:

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

Comments:

Call on individual students to present and write their answers on white and smart board

Demonstrating “Withitness”

Focus Statement: The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Desired Effect: Students adhere to rules and procedures as a result of the teacher’s “withitness.”

Evidences:

Example Teacher Evidence:

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room, making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

Example Student Evidence:

- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

Resources:

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Scale:

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

Comments:

Teacher check on each students and walk around each students to support them.

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
- 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

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
- 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:

Students share their thinking with teacher about the content

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

Overall Comments and Notifications

Overall Comments:

*Warming up activity to link previous content with the new content
review of academic vocabulary (evaluate, variables,
'use of the PEMDAS to scaffolding of student learning
use of exit ticket worksheet
2 to 3 students are not engaged in the instruction. Need to support them*

Acknowledgements:

This observation has been completed by **Adnan Aabed** on Jan 24, 2024, 7:56:34 PM

Catherine Catala acknowledged this observation on Jan 25, 2024 7:52:20 AM.

Learner Comments:

Thank you so much, **Adnan Aabed**

Notifications:

Adnan Abbud's additional message in notification email:

Please review notes and let us meet for a follow up reflection conference

Signatures

Observer Signature:

Date:

Learner Signature:

Date:
