

Jessica Marquardt's Evaluation Document

Observation Conference Form

Name: Marquardt, Jessica

Administrator: Ariana Wright

School: Kasson-Mantorville Elementary

Grade: First

Subject: Reading

Date and Time of Observation: 11/1/18

Standards for Effective Teaching:

Planning, Instruction, Environment, Professionalism

Lesson Analysis:

Brief Summary:

Mrs. Marquardt began the lesson at the carpet with students reminding them of learning targets and expectations. Students moved to independent work including reading, exploring words, advance skills, and daily writing. While students worked, Mrs. Marquardt met with small group guided reading groups. Students met together to share out about the book they read. Finally, the class participated in a STEAM challenge including math practice.

Classroom Environment

Strengths Observed:

- The classroom is safe and welcoming.
- The classroom is organized and understood by students.
- Supplies, equipment, and resources are easily and readily accessible to students.
- The classroom uses displays/creative materials/student work to enhance the environment.
- The classroom is arranged to promote individual and group learning.
- Teacher-student interactions demonstrate caring and respect for one another.
- Positive relationships have been established.

Evidence

- Mrs. Marquardt goes above and beyond to make sure her students have what they need to learn.

Expectations

Strengths Observed:

- Mrs. Marquardt creates learning opportunities where students can experience success.
- Expectations for student performance are clear and highly challenging.
- All students are on-task, focused and productive. Strategies have been implemented to support on-task behavior.
- All expectations are clearly communicated and logical consequences are delivered respectfully.
- A variety of behavior management strategies are consistently utilized and are sensitive to individual student needs.
- Classroom routines and procedures are established and clearly contribute to the efficiency of the classroom on a daily basis.

Evidence

- Mrs. Marquardt uses several visuals to help students understand the expectations.

Standards & Objectives Instructional Plans

Strengths Observed:

- Learning targets and lesson outlines/agendas are communicated and referenced verbally and visually throughout the lesson.

Evidence

- Mrs. Marquardt connects the learning targets of each activity together with transitional comments.

Presenting Instruction

Strengths Observed:

- Strategies are implemented to support appropriate transitioning.
- The lesson includes visuals, examples, illustrations, analogies, and/or labels for new concepts and ideas.
- Mrs. Marquardt uses modeling to demonstrate performance expectations.
- Concise communication with essential information presented throughout the lesson.
- The lesson is logically sequenced and segmented.
- The lesson highlights key concepts and ideas.
- The lesson has a clear beginning, middle and end.

- Lesson activities and materials support the lesson targets.

Evidence

- Mrs. Marquardt modeled during interactive writing.
- Mrs. Marquardt showed a turn and talk expectation and then had students share with their partner.

Professional Strengths

Strengths Observed:

- Mrs. Marquardt practices the principles, ethics, and legal responsibilities of teaching as a profession.
- Mrs. Marquardt establishes positive relationships with staff, parents, and the school community.
- Mrs. Marquardt has good attendance, is punctual, and dresses appropriately.
- Mrs. Marquardt participates in individual professional growth and supports the growth of colleagues.

Evidence

- Mrs. Marquardt is always willing to work collaboratively to share resources and ideas.

Grouping

Strengths Observed:

- Varied student grouping enhances the learners' understanding of the lesson's target.

Evidence

- Students are grouped for guided reading.

Feedback & Differentiation

Strengths Observed:

- Feedback is academically focused, frequent and high quality.
- Mrs. Marquardt monitors and adjusts instruction when necessary.
- Mrs. Marquardt circulates to prompt student thinking.

Evidence

- Mrs. Marquardt gave feedback to students individually while they wrote at the guided reading table.

Questioning

Strengths Observed:

- Mrs. Marquardt's questions are varied, providing a mix of Bloom's question types.
- Questions are purposeful, coherent, sequenced and provide opportunities for students to generate their own questions.
- Students engage in practical thinking - to use, apply, and/or implement what they learn in real-life scenarios.

Evidence

- Mrs. Marquardt asked students questions to help them think about their writing.
- Mrs. Marquardt asked students in the second reading group about what they notice about the illustrations and asked a clarifying questions about the description of the book as "fake."

Suggestions for Growth:

When completing the share out, lots of time is spent in transition for a short sharing time. Consider having different students assigned to share out each day so that they are the only ones that need to bring their materials. They could share to the whole group or a smaller group of students who need to listen to their sharing.

You mentioned the strategies you are already using to help your students have lots of talking time as they naturally are talkative. How are these strategies working to improve student focus and attention to tasks?

Comments:

The overall picture of instruction in your classroom is engaging, empowering, and content rich. Students are highly engaged in the activities and learning opportunities you are planning. Students are empowered to know the expectations and complete work independently as they are able. All activities and feedback from you are filled with content vocabulary and practice. As you work toward continuous instructional improvement, consider how your students' are meeting your specific expectations and what tweaks you might make to increase student success.

Administrator's Signature/Date

Teacher's Signature/Date