



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2021-2022

School Name/DBN: 22K278-J.H.S. 278 Marine Park

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 12/07/2021 Time/Period: 11:15 / 5

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy The teacher provides clear explanations of the content. The teacher asked the students to draw a spiral creating an oval. The teacher can identify important concepts of the discipline and their relationships to one another. The teacher asked the students, "What's a parallel line?" Student 1 said, "it is two lines that are like side by side." The teacher displayed her samples of ribbons on the board and on the document camera. These were an example that was completed for students to view a sample project that they were working on today.	3- Effective
1e (obs): Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. The focus of today's lesson was presented on the board and students were learning how to create different ribbons together, ultimately to overlap and make multiple ribbons. The students have their sketchbooks, pencils and were seated around the room in groups at the large tables. The students had access to all materials stored on the table. Students are given directions of how to draw parallel lines as the teacher models on the document camera for all students to view. Although the teacher has the students seated in groups, the lesson is mostly teacher directed with students responded to her questions.	2- Developing
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher tells the students; "I kind of like calling this spiral like a "cinnabun one" because it spirals like the frosting." The teacher's tone of voice is soft and encouraging to the	3- Effective

students. The room has few pieces of student art displayed.	
2d: Managing student behavior Standards of conduct appear to have been established and implemented successfully. The teacher has student seating charts and ensures the students are following as evident by the way she took attendance and compared the names called to the chart. Overall, student behavior is generally appropriate. 2 new students, Carmine and Joseph joined the class today.	3- Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher posed the question, "What are parallel lines?" Boy student says, " two lines side by side. " A girl student on the right side of the room asks, "how do I make the shading gradient?" After the teacher models drawing two parallel lines she asked, " what do you think I should do next?" Student 1 calls out saying, "Connect them."	3- Effective
3c: Engaging students in learning Effective The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. The teacher draws attention to the model she is drawing and the students are viewing from the document camera. She says "watch how the lines are separated with space in between them but they are almost identical. When you are shading, you want to follow the curve. See how my lines follow the curve" (she draws using the document camera.) The students choose to draw their own lines and then begin shading them in following step by step with the teacher. As the teacher pauses her own drawing she engages the students in discussion by saying; "as you draw your lines, spacing them apart a little, about an inch, you can look at the worksheet sample of the ribbons to see the end product." Students are seen drawing then looking up at the worksheet sample the teacher mentions.	3- Effective
3d: Using assessment in instruction Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Although the teacher had prepared a rubric for the lesson, there was no discussion of how the rubric connected to the grading or outcome of the student's work. At the middle of the mini lesson, 2 different boys asked; "Like this?", "Is this how to draw the ribbon?" 11:27 - a girl in the back left in the room raises her hand before the teacher begins demonstrating the shading and shadowing. The teacher explains the process of	2- Developing

shading and dropping the curves. The students follow along. The teacher begins walking around the room taking a pulse for participation, understanding and outcome of the students' drawings. The teacher asks the class for "thumbs up if you have completed the first ribbon." Most students did not at this point in the lesson.	
<i>4e (obs): Growing and developing professionally</i>	N/A

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i>	N/A

Additional Evaluator Notes (please attach more pages, as necessary):

Dear Ms. Bielecki,

Thank you for the opportunity to observe you teach this Art lesson with your 8th grade students. It was a pleasure to observe how students work to learn how to draw 2 or more different ribbons and apply gradation technique when shading in the ribbon with curves.

As we discussed in our post observation professional conversation on 12/8/21, you stated that students needed initial clarification on the number of ribbons to make and that you clarified for them.

This concurs with the rating of 3d and how students need to know the criteria of expectations. In reviewing or even designing a rubric of such expectations will be beneficial to the lesson and the outcome.

You also mentioned how some students struggled with parallel lines and how well they completed them, while others grasped the concept faster. You said, "I tried to keep everyone on the same page." (1e, 3c) Having differentiated expectations and plans will allow students to hone their own individuality of skill and creativity. Please consider this when designing your lessons. Provide opportunity to create at varied levels of expectations and include the rubric to set such expectations.(1e, 3c, 3d) As we discussed and also agreed upon, please focus on component 1e in designing future lessons to include, opportunities to expand on learning(differentiation), self /peer discussions, and formative assessment. An example of when you could have had students self and peer assess was after you had them draw and connect parallel lines to make a ribbon you could have had them turn to the their table mates, hold up their drawing and give a glow and grow. One thing to work on and one thing that they noticed or liked about the way the person drew the ribbon.

You agreed that student groups can be changed so to support instruction and enhance both student to student discussion and assessment.

This will also shift your rating in components 1e, and all of Domain 3(b,c,d). Please also design all lessons to include formative assessment tools such as rubric, exit tickets and any of the 60 suggested activities for student self/peer evaluation that was given to you during the IPC session we had.

During our post observation conference I shared with you the Special Considerations of the Visual Arts from the Danielson Rubric. Please familiarize yourself with the documents. They will help you hone your professional growth.

If I can be of any assistance with implementing these suggestions and or other areas of your professional growth, please let me know.

I look forward to visiting with your art studio/classroom again to see these recommendations in place this week ahead.

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

Thank you,
Kerri Moser, Principal

Teacher's signature: _____ **Date** _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): Kerri Moser_____

Evaluator's signature: _____ **Date** _____



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID: [REDACTED]

School Year: 2021-2022

School Name/DBN: 22K278-J.H.S. 278 Marine Park

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 01/05/2022

Time/Period: 1:39PM / 8

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (obs): Designing coherent instruction</i> Students were seated around the room in 5 groups with samples of the directions on each table. This enabled them to refer to the expectations the teacher set at the beginning of the lesson.	4- Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	N/A
<i>2d: Managing student behavior</i> When a girl student crumbled her paper up in frustration the teacher immediately responded with a soft and encouraging tone by saying, "Why would you do that?, your work looks great!" The teacher reassured her to see the diagonal lines and continue her work. There are LARGE Glow and Grow as well as ART CLASS AGREEMENTS that included "Be Respectful and Be responsible".	4- Highly Effective
<i>3b: Using questioning and discussion techniques</i> The teacher called upon students to the turn to their partners to exchange their artwork and then provide each other with a Glow and Grow feedback of their work so far. This occurred at 2:09PM after the teacher reviewed the Glow and Grow chart that was displayed at the front of the classroom.	4- Highly Effective
<i>3c: Engaging students in learning</i> Students easily transitioned into groups and when the teacher finished explaining the expectations to discuss and give feedback to each other. Students were initially working on drawing diagonal lines and curves to create an image that had	4- Highly Effective

a core, a pie, diagonal lines, triangles in even amounts, and gradient shading that made you feel as though it was 3 dimensional when you looked at it.	
<i>3d: Using assessment in instruction</i> Students were given clear expectations of how to complete the task assigned and the specific items as well as amounts to draw a particular 3 dimensional image. Students were given examples of what types of grows such as; "I like how you drew..., Your work made me feel like... I really like the colors you used." Examples of Grows included; "Maybe next time..., You might want to add..." Students were given a chance to choose a partner that was sitting near them to exchange their work with to provide feedback and assess.	3- Effective
<i>4e (obs): Growing and developing professionally</i> All of the suggestions given to the teacher in the prior lesson were addressed and implemented with student contribution. The teacher implemented suggestions made from her previous observation within the timeframe expected.	4- Highly Effective

Teacher ID [REDACTED]Teacher Name Vanessa Bielecki**ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):**

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i>	N/A

Additional Evaluator Notes (please attach more pages, as necessary):

Dear Ms. Bielecki,

It was a pleasure to visit your Art class with your students in this elective class. Students were clearly engaged in the tasks you planned for and were accustomed to the routines established in the class. The rapport and the behavior of the room were clearly structured and promoted engagement in learning. The purposeful charts and resources you created with your students was referred to when students were assessing their own and their partner's work.

In an effort to shift the rating of the component 3d, Using Assessment in Learning, please plan lessons to include such formative assessment opportunities to take place when students feel that their work is ready to be assessed on their own rather than you setting the time frame for them to begin or have a timer set with checklists for students to refer to while engaged on their work and when the timer sounds, student shift into the assessment portion.

Please consider these suggestions for future lessons in the upcoming weeks and let me know if you would like to attend professional development workshops to enhance your practice.

Thank you again and it was a pleasure observing your teaching.

Sincerely,
Kerri Moser
Principal

Teacher's signature: _____ **Date** _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): Kerri Moser

Evaluator's signature: _____ **Date** _____



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Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2021-2022

School Name/DBN: 22K278-J.H.S. 278 Marine Park

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)



Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 02/28/2022

Time/Period: 10:20AM-11:05AM-Period 4

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. To ease students into a new topic, the teacher reviewed the color wheel by asking, "What do we know about primary colors?" Student answers included, "Red, blue and yellow" and "They can't be made." The teacher also reviewed complimentary colors and pointed out that they are complimentary because they bring out the best in each other. When introducing the brushes, the teacher asked, "What type of brush do you currently have?" Student responses included, "We have round" and "The brush has a number."	4- Highly Effective
1e (obs): Designing coherent instruction The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. The objective of the lesson was to introduce watercolors. The lesson included a mindfulness activity, material distribution, mini-lesson, group practice, independent practice, clean-up and reflection. Students volunteered for distribution roles that included distributing brushes, water cups, paper towels and watercolors. The mini-lesson included a recap of colors and then the introduction of water colors. During the mini-lesson, the teacher modeled different techniques used with water colors on the document camera and the students followed along. The teacher asked, "What do you notice about the paint?" Student responses included, "Wet on wet is good for background" and "Gradient is like ombre and could be used for sunsets." The students learned ten different techniques and were able to save the paper for reference for future lessons. Students were given about ten minutes to practice techniques on their own. During independent practice, the teacher asked questions like, "What do you notice about wet vs dry water colors?" and "What is the difference between pan water colors and pencil water color?" Student responses included, "When the brush is very wet, the paint spreads faster," "Dry is more pigmented," "Pan water colors are more fluid" and	4- Highly Effective

"Pan water colors are harder to work with."	
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Student interaction took place during the last ten minutes of the lesson when they were tasked with independently experimenting with the two different types of water colors. The structure of the lesson was teacher led and student voice was heard in a question and answer form. Students followed the rules and only got out of their chairs when asked to go to the bathroom.	3- Effective
2d: Managing student behavior Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. Students are familiar with the routines and expectations of the classroom. Students volunteered for distribution roles that included distributing brushes, water cups, paper towels and watercolors. Students were assigned roles for clean up because no one volunteered for the jobs of collecting the brushes, water cups, paper towels, water colors and student work. Students answered teacher posed questions. During independent practice, the teacher asked questions like, "What do you notice about wet vs dry water colors?" and "What is the difference between pan water colors and pencil water color?" Student responses included, "When the brush is very wet, the paint spreads faster," "Dry is more pigmented," "Pan water colors are more fluid" and "Pan water colors are harder to work with."	4- Highly Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, she poses questions designed to promote student thinking and understanding. Classroom discussion was mostly teacher-led with students answering the questions, but not extending the discussion with questions of their own making. To ease students into a new topic, the teacher reviewed the color wheel by asking, "What do we know about primary colors?" Student answers included, "Red, blue and yellow" and "They can't be made." The teacher also asked, "Where can texture be handy?" Student responses included, "For drawing stuff in nature" and "When something is rough or bumpy."	3- Effective
3c: Engaging students in learning The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. Students were eager to complete the assigned tasks. The teacher modeled 10 different water color and water color pencil techniques which included, dry brush, wet brush, gradient, lifting and blending. Although the teacher's example was labeled, not many students labeled theirs or took notes on what the 10 different techniques were.	3- Effective
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions are regularly used to diagnose evidence of learning. Student work was collected at the end for grading and for future use as a reference for the main project of drawing their monster in watercolor. Assessment was mostly conducted in the form of question and answer. During independent practice, the teacher asked questions like, "What do	3- Effective

you notice about wet vs dry water colors?" and "What is the difference between pan water colors and pencil water color?" Student responses included, "When the brush is very wet, the paint spreads faster," "Dry is more pigmented," "Pan water colors are more fluid" and "Pan water colors are harder to work with."	
<i>4e (obs): Growing and developing professionally</i> The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. The teacher solicits and welcomes advice from colleagues and supervisors as is clear in the classroom. Hanging on the wall is a grow and glow chart. Students are given a more active role in the classroom to foster ownership. The teacher implemented suggestions made from her previous observation within the timeframe expected	4- Highly Effective

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. During the pre-observation conference, the teacher asked questions and welcomes feedback. The objective of the lesson was to introduce watercolors. Students were given background information on primary colors, complimentary colors and types of paintbrushes by the teacher before being introduced to the different kinds of watercolor paint.	4- Highly Effective
<i>1e (p&p): Designing coherent instruction</i> The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. During the pre-observation conference, the teacher asked questions and welcomes feedback. The objective of the lesson was to introduce watercolors. The lesson included a mindfulness activity, material distribution, mini-lesson, group practice, independent practice, clean-up and reflection. Formative assessment included observing the students while circulating the room and monitoring behavior and appropriate use of materials. Summative assessment included a rubric for final artwork of one monster in watercolor.	4- Highly Effective
<i>4e (p&p): Growing and developing professionally</i> The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. The teacher solicits and welcomes advice from colleagues and supervisors as is clear in the classroom. Hanging on the wall is a grow and glow chart. Students are given a more active role in the classroom to foster ownership. The teacher implemented suggestions made from her previous observation within the timeframe expected.	4- Highly Effective

Additional Evaluator Notes (please attach more pages, as necessary):

Ms. Bielecki,

Thank you for inviting me to observe you and your 7th grade Elective class. It was clear that you have established a classroom that is welcoming and orderly.

Component 3B includes using discussion techniques that ask students to explain and justify their reasoning and conclusions, based on specific evidence and using a range of techniques to encourage student participation. While you did ask many questions to ensure students were engaged in the lesson and understood the

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

concept, students should be considered to question and answer each other. For example, you could start the discussion with, "What do we know about the color wheel?" and then have the students call on each other to actually discuss the color wheel.

Overall, this was a good lesson and it was clear that the students learned how to use watercolors and watercolor pencils in a variety of ways. I look forward to seeing this suggestion implemented over the next few weeks.

Teacher's signature: _____ **Date** _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): Melisa Cucos_____

Evaluator's signature: _____ **Date** _____



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

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Teacher ID:

School Year: 2021-2022

School Name/DBN: 22K278-J.H.S. 278 Marine Park

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 05/09/2022

Time/Period: 1:43pm - 1:58pm (period 8)

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject The students were finishing up a multi-day project in class. The teacher reminded the students where the left off and walked around to ensure everyone finished. The teacher gave them models as examples to work from and to refer to, "so you see the space there? Like that." Students were also working in groups.	3- Effective
1e (obs): Designing coherent instruction The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. The teacher began reminding students what "Tessellations" were. She also reviewed the written instructions even though this was explained previously. Students then began working in groups. There were 4 groups. 2 large groups of students who sometimes worked with the student next. to them and sometimes with students across from them. There was a small group of 3 towards the back where there was a "leader" helping others "So it has to go all the way across." There was also a student by himself. He has an IEP and does not like loud noises. Regardless of where they were, the teacher made it over to everyone at least once. Students were also given choice over color and which shape they wanted to use.	4- Highly Effective
2a: Creating an environment of respect and rapport	4- Highly Effective

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. There was no misbehavior. There were 20 students in the class and they were all actively working on their tessellations. Students were giving each other encouragement "looks good", "mad nice". There was a sense of community as well, "do you still need the red?" "What color did you use here."	
2d: Managing student behavior Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. The teacher walked around and met with every student. She would remind them of time left as well. Students' off-topic conversations were brief as they stopped when the teacher approached. Regardless, the students never stopped working on their tessellations. The student who was working alone because of noise was doing so after the teacher witnessed an outburst in a previous class.	4- Highly Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. The teacher walked around to all 20 students at least once. She would challenge their thinking to create these tessellations, "What is the next going to do?" "So you see this space here? What color could go here to complete the pattern?"	3- Effective
3c: Engaging students in learning Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. All 20 students were actively engaged. The groupings were differentiated by how well the students worked in large or small groups. They were also given a model example if they needed help visualizing a pattern. Students were given choice of color, pattern, and shape to make the pattern.	4- Highly Effective
3d: Using assessment in instruction	4- Highly Effective

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. Students were self correcting their work. One student exclaimed, "oh wait, can you hand me the red? I messed up" When he received the red he went over boxes of a different color to correct the shape. Students would help each other, "So it has to go all the way across." The teacher walked around to each student to point something out, "So you see this space here?" or give words of encouragement, "I like it."	
<i>4e (obs): Growing and developing professionally</i>	N/A

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

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Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. In the post-observation meeting the teacher explained how she was able to use previous behavioral data and student choice to determine groupings.	3- Effective

Additional Evaluator Notes (please attach more pages, as necessary):

Ms. Bielecki,

Thank you for welcoming me into your 8th period class to observe you teach this Art lesson on Tessellations. It is clear that your students enjoyed working on this project. You have also created an environment where students are not only unafraid of taking risks, but are helpful to each other as well.

The students were hard at work creating these intricate patterns. My suggestion to increase 3B from effective to highly effective is to begin to deepen discussion. Have the students explain why they chose that particular pattern or how it makes them feel. Then use those as jumping off points to further discussion about how art is different for everyone.

I enjoyed your class and look forward to visiting you again to see the suggestion implemented in the next 2 weeks. If you have any further questions, I am here to support your professional growth.

Eric Shapiro

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

Teacher's signature: _____ **Date** _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): Eric Shapiro_____

Evaluator's signature: _____ **Date** _____