



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2022-2023

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: 10/18/2022

Time/Period: 11:30AM / 5

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. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. Students learn about 3 different kinds of balance: symmetrical, asymmetrical, and radial balance. Students learn about mandalas and how and why Tibetan monks create mandalas. They are also shown the rose window of Notre Dame in Paris and a kaleidoscope pattern as other examples of mandalas and radial balance. Students create their own mandala using pencil that has radial symmetry, patterns, value techniques (such as stippling, hatching, cross-hatching, and blending), bold dark lines, and minimal blank space. Students are provided with a worksheet with concentric circles to create their mandalas. Students learn how to create the guidelines for their work using a ruler. They learn how to sketch their own shapes and designs using the guidelines. By Day 2 students begin to add value (the lights, darks, and greys in between to their work) along with bold lines to help their work stand out. Throughout the process, I assist students and pose questions to students so that they reflect on their work and take the next steps in their work. Students learn to self-assess their progress through reviewing a criteria checklist in relation to their own work. The teacher provided students with multiple examples of mandalas so they can gather background information and create their best work.	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. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. The	3- Effective

learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. The teacher stated and restated the learning objectives: -Students will learn how to complete their own mandala that has radial symmetry, patterns, value techniques (such as stippling, hatching, cross-hatching, and blending), bold dark lines, and minimal blank space. -Students will learn how to assess their own progress by referencing the project grading criteria as they finish their work. Students worked to: Draw an organic shape. 2. Fill in the shape with hatching then share and collect at the end of the lesson. The teacher circulated, assisted students, and monitored behavior as students worked. She reminded them, "Those that are finished after consulting me, will continue working on portfolio name drawings from the beginning of the year." There was time for "Clean-Up and Reflection."	
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 responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. The teacher says; "I need one person at each table to collect everyone's work today." A volunteer from each group did so and brought the materials to the front table for the teacher to store the student work. Student work samples are displayed out the classroom.	3- Effective
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. The teacher reminded a student to consider other peoples artwork and said, "You wouldn't like it if someone touched your artwork, so please don't touch anyone else's." Students are freely discussing their artwork with their classmate next to or across from them. Students are working on completing their mandala drawings before the class ends. Ryan, James, Aidan	3- Effective
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. "What do we know about mandalas?" "What do we know about the people who used them?" The Tibetan monks used them. "What did they do with them at the end?" They destroyed them. The are not attached to them so they used them for a reason. They used them for a meditative process. Some of the other questions posed were: "What is radial symmetry?" Radial Symmetry means equal all the way around. "What did you like about drawing the Mandalas? What was challenging? Why?" "What is our 4 different ways to shade with more than one value?" To hatch lines, creating dots, smudging or just	2- Developing

shading.	
3c: <i>Engaging students in learning</i> 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. All students are actively engaged in completing the shading of their mandala. Students who finished will continue their portfolio work that they started at the beginning of the year.	3- Effective
3d: <i>Using assessment in instruction</i> Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Amaya was finished with shading her mandala and the teacher reviewed it with her. The teacher asked; "do you think you can add more shading patterns to the center?" She said, "yes, I can." Formative Assessment: The teacher made observations of student work while circulating the room, monitoring behavior and appropriate use of materials, student responses in class discussion/reflection, conferencing with students about their work. Summative Assessment: The students were aware of and will be graded by the rubric for final artwork, and completed artwork.	3- Effective
4e (obs): <i>Growing and developing professionally</i>	N/A

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):

Thank you for this opportunity to observe this Art lesson in your classroom with your 6th graders. It was the highlight of the day. Your well planned lesson with challenging and well designed activities kept the students engaged throughout the entire class period. You provided multiple modes of entry points throughout the lesson focusing on the details of their mandalas.

Here are some suggestions I would like for you to keep focusing on as you continue to master your craft of providing differentiated supports to all students. 1E: Designing Coherent Instruction: Continue to expand and explore meaningful assessments in your classroom. I absolutely love how you provided choices for students and constantly encouraged them to support and explain their ideas.

Your learning objectives align to our school wide instructional focus however please continue to focus on embedding formative assessments throughout your lesson to take the pulse of the class. Be sure to provide the learning objective for students either on the blackboard next to the SmartBoard so students know at all times what is being expected of them.

Overall, this was an excellent lesson. I thank you for all you do for the students and for your colleagues. If you have any questions or concerns or if I could help you in any way, please do not hesitate to reach out to me. I look forward visiting your classroom in the near future to see differentiation and assessments in place.

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:

School Year: 2022-2023

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: 12/22/2022 Time/Period: 12:48PM/7

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. This is evident as Ms. Bielecki's 8th grade Art Lesson focused on having students use a rubric in order to self-assess and peer-assess their peers' artwork. It is evident that Ms. Bielecki aligns her lesson with appropriate learning standards in the NYC Blueprint for Teaching and Learning in the Visual Arts, PreK-12. As experiences become increasingly conflicting and diverse, so art making becomes a safe arena for experimenting in the construction of new relationships between inner and outer realities. This is evident as Ms. Bielecki had students create an Identity Map based on aspects of their identity. Students learned about the Brooklyn-based artist, Aaron Meshon, who created a large poster map of Brooklyn. Ms. Bielecki provides clear explanations of the content as students discussed the differences between regular maps they have seen before and his map. Students discussed the use of scale in how Aaron Meshon depicts objects that are representative of the communities and landmark places in Brooklyn. Ms. Bielecki was able to have students create their own island map after learning about Aaron Meshon.	3- Effective
1e (obs): Designing coherent instruction Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. This is evident as the learning activities are matched to instructional outcomes. Ms. Bielecki's learning objective is, "Students will learn how to self-assess their work through a criteria checklist and two short reflective responses." It was evident that Ms. Bielecki used resources such as digital and printed art models of Aaron Meshon's work for students during this lesson. She also modeled for students what would be considered strong feedback for a "Glow" and a "Grow" comment. Students were given support with "Glow" and "Grow" sentence starters. They were able to assess their peers work during this class period using the rubric.	3- Effective

2a: Creating an environment of respect and rapport The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. This is evident in Ms. Bielecki's class as some students have their heads down during the activity and make inappropriate comments during the lesson. This is evident at 1:02PM as students begin their assessment work and one student in the table closest to the door has his head down and another student in the middle table does the same. Mr. Hash is able to come and address the students but Ms. Bielecki does not. The students keep their heads down, as if they were sleeping during this activity. They eventually pick their heads up to participate. It is evident that Ms. Bielecki attempts to respond to disrespectful behavior among students, with uneven results. At 1:09 PM, Michael was making comments like, "I don't think there is anything good with this." Ms. Bielecki responds, "Find something nice." Michael then responds, "I don't think anything about this is nice." Ms. Bielecki then states, "You don't have to say everything you think aloud. Give something good, give good advice" and Ms. Bielecki walks away. Michael continues to mutter under his breath.	2- Developing
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. This is evident as Ms. Bielecki allows a student to go to the bathroom in the beginning of the period and the student comes back after 20 minutes. Seeing as the student has been to the bathroom for such a long time, Ms. Bielecki fails to address or question the student of her absence. Additionally, when Michael continues to loudly speak to his classmate while Ms. Bielecki is speaking, Ms. Bielecki does not address him. She allows for Michael to continue talking loudly as she proceeds with the lesson. It is distracting as other students glance over but Michael continues to speak, ignoring Ms. Bielecki.	2- Developing
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. This is evident as Ms. Bielecki begins the lesson reviewing the rubric with the students. She states, "Fill out the front. Think about whether or not you were able to complete the following. Think about where you scored. Be really specific about what it is that you did well. How did you do that?" As Ms. Bielecki circulates throughout the classroom she asks, "Did you come up with a creative way for your character traits?" At 12:20PM, Ms. Bielecki asks an open-ended question to the students. Ms. Bielecki asks, "As artists, we communicate something to our audience. It is helpful to get feedback from our audience. Read A and B and tell me which is the better feedback? Look at the board. How many think A?" (No students raise their hands) Ms. Bielecki continues, "How many think B?" (All students raise their hands.) "Why is B better?" S1 responds with, "More details." Ms. Bielecki asks the student to justify their reasoning by asking, "What is an example of a detail?" S2 states, "Ribbon, compass map."	3- Effective
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. This is evident as this Ms. Bielecki provides all the tools necessary for the students to peer assess, but many of the students are passively completing the assessment. There was no conversation or discussion that occurred while	2- Developing

students completed their task. Students waited for Ms. Bielecki and for Mr. Hash to find them different papers so they could continue their peer assessment. The pacing of the lesson is uneven- dragging throughout the lesson. This is evident as many students waited for Ms. Bielecki and Mr. Hash to get their papers to switch with other students to peer-assess. Although the lesson was aligned with the instructional outcome, student engagement with the content was largely passive; the learning consisting of completing the procedure of reviewing their peers work as they waited for the teacher to complete the switch for them. At 1:17PM, Michael completed his work and sat there staring at the wall. He did not raise his hand for another example, and no one noticed he needed another example of student work to complete. Michael then proceeds to put his head down at 1:20PM and no one addresses him.	
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 and assessments are regularly used to diagnose evidence of learning. This is evident as students utilize the rubric to create and give peer critiques of their identity maps. Students gave glow and grow feedback to one another. This is evident as student wrote critiques like, "Did very good on the coloring and had very good details. You can add more on your island." "I like the overall details of the island and also the coloring. A suggestion I have is make the ribbon a little bit smaller to conserve space." "I love your books city that you have people's shadow. I think you need to work on your ice and pack hill you might want to label more obstacles." It was evident that students are invited to assess their own work and make improvements; most of them do so as they are given their feedback at the end of class.	3- Effective
4e (obs): Growing and developing professionally Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. This is evident as Ms. Bielecki has attended professional development opportunities given by the school. Ms. Bielecki has attended "New Teacher PD" on October 26, 2022, "New Teacher Workshop #2" on November 15, 2022, and "Lesson Planning PD" on December 21, 2022. It is evident that Ms. Bielecki seeks regular opportunities for continued professional development.	3- 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>	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):

Ms. Bielecki,

Thank you for having me in your formal observation on 12/22/22 during period 7 with your 8th grade Art elective class. We were able to have a post-observation conference in my office on 12/23/22 during period 3. We were able to discuss the following:

2A: Creating an Environment of Respect and Support and 2B: Managing Student Behavior: I cannot stress enough that order precedes learning. In order for the lesson to run smoothly, you must be able to foster a learning environment where students are held accountable for their behavior. We had some students speak out of turn, loudly, and you did not address them and proceeded to teach. Purposefully teach students skills related to respecting one another (e.g., "Let's look at Luis while he's talking so he knows we're listening to him") and ask students to practice them. Misbehavior needs to be addressed so that students know it is not acceptable behavior to display in class. You can also utilize the school-wide PBIS system in order to commend and reward positive behavior in class. This will help you move from developing to effective in 2A: Creating an Environment of Respect and Support and 2B: Managing Student Behavior.

3D: Using Assessment in Instruction: During the assessment portion of the lesson, you circulated throughout the class in order to find another completed "feedback" form so students could switch. This resulted in you and Mr. Hash running around the room, looking for a piece of work so students can peer assess. For the future, have students choose other students to switch their work for feedback. Have the work and rubrics stationed at the students desk and teach students to rotate with one another. This way, students are independent and choosing whose work they are assessing, versus you running around trying to find work for students to critique. This will help you move from effective to highly effective in 3D: Using assessment in instruction.

Overall, this lesson was extremely creative and the students completed very beautiful character maps. They were also able to provide critiques to one another using the rubric. Please continue to keep in mind our school wide instructional focus as you explore other means of formative and summative assessments in your lesson. Please feel free to reach out to me with any questions or concerns and I look forward to seeing you implement the strategies we discuss in your future lessons this upcoming week.

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): Vinh Nguyen Horan_____

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



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2022-2023

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: 05/01/2023

Time/Period: 12:50PM-1:10PM/Period 7

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. This was evident as she explained what the term surreal means. The teacher also modeled a "Corpse Flip Book" and articulated clearly the steps needed for success. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher began having students draw surreal finger textures. This gave them the schema to draw the whole body using different imaginative characters. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. The teachers plan showed a clear and concise set of procedures. The plan chunked the material into attainable goals. The plan included visuals, differentiations and assessment.	3- Effective
1e (obs): Designing coherent instruction Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. It was evident that the lesson had a clear beginning, middle, and conclusion. That being as completed art piece. The lesson had step by step instructions. The lesson had finished projects that highlighted different levels of artistic talent. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. The lesson included benchmark dates as to what should be completed. The lesson included differentiations that included paper that was prepped for the student and marking the same connections for struggling students.	3- Effective
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and	3- Effective

respect. Ms. Bielecki is friendly, soft spoken and warm to her students. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. All her interactions with the class are appropriate. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Students are willing to try during Ms. Bielecki's art class. They were working.	
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. The class was behaved for the most part. Most students were following the teachers directions and being behaviorally appropriate except one table. They were off task and talking amongst themselves. It may benefit you to change their seats and break that table up. You should employ the schoolwide PBIS program into your daily lesson.	2- Developing
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. Ms. Bielecki began the lesson by taking the word surreal and asking, "What does it mean...What does the prefix 'Sur' mean...What does the suffix 'Real' mean." The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Students were able to answer most questions with some teacher assistance. Students were able to explain the ideas of using different textures when creating their 'Finger Textures'. 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. Ms. Bielecki called on students whether their hand was raised or not.	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 instructed to be creative and use their imaginations. Students were told that corpses could be anything not just human. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. It was evident that Ms. Bielecki accepted all work regardless of the artistic level. It was evident that she wanted students to try. 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. It was evident there was a clear scope and sequence that had incremental benchmarks. This lesson could take up to 6 days but there was an expectation of what needs to be completed on what day.	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. It would be beneficial for the teacher to create a rubric for this lesson and have all students engage with it prior to the lesson's start. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students	2- Developing

assess their own work. It would be beneficial to the teacher to have a reflection sheet to be used at the end of each lesson. It could include self reflection glow and grows. It could also include student next steps.	
<i>4e (obs): Growing and developing professionally</i>	N/A

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):

Ms. Bielecki,

I really enjoyed visiting your 7th grade Art class. You have shown growth this year as compared to last year. It is evident that you have a very nice way with your students and they respond nicely in your class.

Please accept these suggestions and employ them into your daily practice.

*The class was behaved for the most part. Most students were following the teachers directions and being behaviorally appropriate except one table. They were off task and talking amongst themselves. It may benefit you to change their seats and break that table up. You should employ the schoolwide PBIS program into your daily lesson.

* Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. It would be beneficial for the teacher to create a rubric for this lesson and have all students engage with it prior to the lesson's start. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. It would be beneficial to the teacher to have a reflection sheet to be used at the end of each lesson. It could include self reflection glow and grows. It could also include student next steps.

This was a good lesson if there is anything that I could do to further assist you please let me know

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): Frank Difranco

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



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2022-2023

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: 05/26/2023

Time/Period: Period 5 11:11- 11:56

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. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. It is evident that the teacher is aligning this lesson within the NYC Blueprint for the Arts. The 5 Strands of Arts Learning-III. Making Connections is clearly addressed here where the students' knowledge of the world grows from their family and community life to encompass global societies, students develop their understanding of art within social, cultural, and historical contexts. Throughout all grades, students learn the significance of the Visual Arts and its link to other curriculum areas. They come to understand how art may be used to help them observe and interpret their ever-expanding world. This project overview tasks student with creating a mystery door, drawing an imaginative scene within a zoomed keyhole. Student are introduced to the secret keyhole on the Aventine Hill in Rome, Italy, Malta Italy and Vatican City, including Saint Peter's dome. The teacher also ties in the story Chronicles of marnia and Alice in Wonderland to this assignment. The teacher shows samples of completed projects and exemplars.	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. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. Students are given a choice of what they want to draw for the Do Now Art Starter and for their imaginative keyhole drawing scene. They can also choose their own shape for the keyhole and the texture of the door. The students are all working at a	4- Highly Effective

different pace and on different drawings in the same unit. Some students draw freehand, while others trace the keyhole template. The lesson activity included a Do Now and Independent work using Powerpoint slides, template organizers, and physical materials for drawing.	
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. The teacher stated, "Your work is really coming along- I'd like to see more people in the art show." Interactions among students are generally polite and respectful. One student put his feet on another students chair. The student said, "Please don't put your feet on my chair and the students apologized. He said, "Oh, I'm sorry."The students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful.	3- Effective
2d: Managing student behavior Overall, student behavior is generally appropriate.Standards of conduct appear to have been established and implemented successfully. The teacher frequently monitors student behavior. At the onset of the lesson some students were talking while you were talking, but you quickly corrected that and then continued. Students also followed the school policy of signing out in the book to leave the classroom.	3- Effective
3b: Using questioning and discussion techniques The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher asks, "What is similar between the two illustrations?" "What makes you say that?" "What differences do you see?" "What materiel so you want that to be made of?" The teacher makes effective use of wait time by asking, "How do you know?", "Please explain." Discussions enable students to talk to one another without ongoing mediation by teacher. One student was not satisfied with her artwork and another student stated, "Why dont you add a little shading to your piece?" and she proceeded to show her how. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so.	3- Effective
3c: Engaging students in learning Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking and students are invited to explain their thinking as part of completing tasks. Every student was working on their project although at a different pace. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. This lesson activity is carried out over a series of 5- 6 days. The teacher uses groupings that are suitable to the lesson activities.	3- Effective
3d: Using assessment in instruction The teacher makes the standards of high-quality work clear to students. The teacher showed examples of completed projects and exemplars according to the rubric. The teacher elicits evidence of student understanding through questions, conferences, and observations of student work. Students are invited to assess their own work and make improvements; most of them do so. The teacher asked, " Do you notice some growth in your own work?" Feedback includes specific and timely guidance, at least for groups of students. Feedback includes, " Add darker	3- Effective

value to shadow in the bottom and gradually get lighter." "Let's try burnishing there." That is going to be great."	
<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):

Ms. Bielecki (Bye-a-leski)- My apologies, I have been pronouncing your name wrong all this time!,

Thank you for the opportunity to visit with you and your 6th grade art class. It is evident that you are well planned and prepared for your class. it is also evident that you are aligning your lesson to the standards and the Blueprints for the Arts.

It is evident that you have implemented strategies from your last observers. Particularly in 2d. I have seen tremendous growth in this area. Please continue to be consistent with your rules and routines to maintain classroom management.

You also implemented the suggestions made in your last observer to implement the use of a rubric for your students to assess their own work and be successful. Continue to remind your students to reference it during the lesson.

I would also be remiss if I did not compliment your classroom. Your room is neat and organized and the bulletin boards are filled with interesting art work. I love the accountable talk stems and vocabulary posted around the room.

Overall, this was a very nice lesson. Looking forward to future lessons and growth in all domains.

If I can be of any further support or assistance, please feel to reach out to me.

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): Jodi Degrotta_____

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