



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2023-2024

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: 10/26/2023

Time/Period: 12:25PM / 6th period

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. All the directions and expectations were displayed on the board, around the room for all students to review. The LO was posted and stated by the teacher. Students are well aware of the projects that they need to complete on Neurographic art and their explosion books. Students are given the chance to work at their own pace and the teacher provides clear expectations and resources to support their completion.	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 the chance to choose what they would like to work on when they are finished with a project. Those students who finish faster than others are able to move on to the next project. The teacher presents the rubric and expectations for each project and has them displayed for student reference. Students seemed quite aware of the expectations and were on task throughout the lesson.	4- Highly Effective
2a: Creating an environment of respect and rapport All students are given the chance to talk with their peers or to work silently. Soft instrumental music is playing throughout the lesson. Everyone is working.	4- Highly Effective

As the teacher circulated around the room, she complimented a student by saying, "wow, that is amazing." "If there is any thing you want to keep you can, just cut it out and put it in your pile."	
2d: Managing student behavior All behavior is appropriate. Everyone is engaged in their work. 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.	4- Highly 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.	2- Developing
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. 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. Students seemed to be completely aware of what they needed to work on and to complete. Once they finished one project, they moved on to a free draw in their sketch books.	4- Highly 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 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. There is a rubric displayed on the main board in the front of the room. The students look to the rubric for cross checking purposes and self assessment. The learning objective was stated, posted and referred to during the lesson. The students were working both independently and in groups. Students were quiet and some were talking to their peers. No entry or exit tickets were noticed however students knew when their project had all it needed and was ready to submit as completed.	3- Effective
4e (obs): Growing and developing professionally Ms. Bielecki is attending NYCPS Arts Professional Learning Opportunities and acquiring new knowledge of how to teach Digital Animation to her students in an After-school program.	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):

Thank you for the opportunity to observe you teach this art lesson with your enrichment class. I do notice several improvements over the last 3 years in your teaching.

Please continue to work on 1e, designing structured lessons that are data driven based on assessment information and on the spot assessments during daily lessons. As we discussed during our post observation conference, please develop a system of assessment where students can determine WIN and who can they learn from. A traffic light smiley system of (Red, yellow, green) meaning, "I need help, I am okay/understand, and I am done and can help" is something that promotes individual and group assessment opportunities.

Students were engaged during the lesson by viewing what you were presenting on the dry-erase and Smartboard. However,

- please ensure that targeted differentiation based on BOY beginning of the year data shared during the PD given, along with flexible grouping designed to assess student acquisition of both academic language and comprehension of learning objectives, are evident in each lesson. Domains 1 and 3 are the key components of the Danielson Rubric. There was not clear evidence of you identifying or addressed these students' differentiated abilities and needs, how you captured learning/understanding or achievement of the Learning Objective on the spot assessments.

Please continue to keep in mind the Danielson rubric for Components 3C Engaging Students in learning and 3D: Using Assessment in Instruction. Please ensure that you are continuing to scaffold and support your SWDs during the lesson by having specifically designed scaffolds ready for them. Rather than have a whole class directed lesson. design rigorous lessons for individual or groups of students. As we discussed in our post observation professional conversation, you must design the lessons to be student centered in small groups or individual learning targets to enhance engagement and support learning.

Additionally, continue to familiarize yourself with the Danielson Rubric particularly for Component 3B Questioning and Discussion. A strategy you could utilize in order to have more active student engagement with your students with varied needs (targeted see below) in particular is by having pre-made plan in your lesson plan with "Think-Pair-Share" so that that students could have a guide to refer to when you are facilitating group/partner work. On the bookmarks, you could provide small visual cues and teach students the protocol of how to actually "Think-Pair-Share." Students can self and peer assess through Q and A sessions amongst each other. Then this discussion can provide holistic information for you to use to know who needs more support.

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

You have such a nice rapport with your students however, they need to show you what they learn from your teaching. (3d) Please be sure to capture on the spot data with assessment checklists/entry and exit tickets, each lesson, each period, every day. This Tier 1 MTSS differentiation/assessment practices must be occurring daily while you circulate around the room making connections and providing individualized feedback with intentions of next steps in learning goals for these specific students.

(3c) Please ensure that you identify all your SWD/ENL students in the class so that you are appropriately supporting these students in order to meet their individual educational needs.

Just a few other IMPORTANT reminders regarding the classroom environment, lesson plans:

- Please ensure that bulletin boards inside and outside your classroom are updated with current student work and celebrate the work that you all have been doing this marking term.
- It is your professional responsibility to ensure student work is celebrated, their safety is priority, therefore; the sign out book is dated and signed when students are leaving the room with one to a pass along with the time out of the room monitored by you.
- Lesson Plans must be accessible upon request for each lesson
- Behavior management techniques must be in place to gain student focus,
- It is easier to teach to smaller groups than to the whole group. Design lessons for such by giving rigorous tasks to those who are ready for such engagement and work with a rotation cycle in the period to meet with the students who require more teacher directed support.

Finally to recap the areas of next steps to focus on include:

1. Component 1e, and Domain 3, particularly 3b and 3d.

Thank you for your sense of urgency to provide exceptional educational opportunities for all our students as we end this first marking period. Please have these suggestions in place in the next week.

Should you have any questions or concerns, please feel free to reach out to me.

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:

School Year: 2023-2024

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: 12/01/2023

Time/Period: 9:35AM-10:20AM/Period 3

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. This lesson was aligned to the Blueprint for the Arts and required students to finish and reflect upon their portraits. Students were able to define and discuss how to add value to their portraits. The students self-assessed their work and then were given time to add finishing touches to their portraits before the portraits were self assessed by peers.	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. This lesson included a do now, vocabulary review, independent work and peer assessment. The teacher provided a schedule for the students that was posted in a few different places around the classroom. Students reviewed the rubric before completing their portraits. Self-assessment worksheets and glow and grow sentence stems were translated in Spanish and Russian.	4- Highly Effective
2a: Creating an environment of respect and rapport 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. Students worked	4- Highly Effective

diligently throughout the lesson. To build a connection with her students, the teacher showed her own portraits from her middle school and high school portfolio. This was obviously not the first time she had done this and the students were very excited and eager to learn more about their teacher. Student feedback was assisted with an anchor chart that was available in English, Spanish and Russian. Student responses included, "You did well on the hair because it has highlights, however you can darken the hair a bit because it is lacking value" and "You did the shading well and I like the wrinkle and beard details."	
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. Students were on task and had ample time to complete tasks. Teacher redirected one student by saying, "You have to turn around and lets focus on your work" and "You wrote that the student needed more shading, but what does that mean, you need to add more to your comment." At one point student had a bloody nose. Her friend pointed it out to the teacher and without missing a beat, the teacher called the nurse and had the student's friend escort her to the nurse.	4- Highly Effective
3b: Using questioning and discussion techniques The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. The teacher checked in with all students throughout the lesson offering positive feedback and ensuring all students were on task. When asked what tools they could use to add value through smudging, students were able to answer with the following: "Finger," "Tissue," "Blending stump," and "An ebony pencil makes the shade stronger." When reflecting on their portraits students said, "It was nice to see the drawing come to life through adding value" and "I now know what different tools can do and I can choose the right one for the effect that I am going for."	4- Highly 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. The lesson included translated anchor charts and worksheets to ensure student comprehension and engagement. Students were able to choose what to draw during the peppermint do now and students were also able to choose the subject of their portrait.	4- Highly Effective
3d: Using assessment in instruction 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	4- Highly Effective

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 performed self and peer assessments. The teacher progress monitored students throughout the lesson using a checklist and also collected the do now drawings for a classwork grade. The students during the self-assessment portion of the lesson contributed the following: "I am most proud of my values because I added a few different ones," "The shading was realistic enough and I tried to include as many details as possible" and "I really focused on the eye position in the face, but the height isn't really as accurate as I would like." The students also judged portraits using a rubric that the teacher reviewed during this lesson and during previous lessons as told by the students in the class.	
<i>4e (obs): Growing and developing professionally</i> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. The teacher is an active member in the Arts department. She helps beautify our school by hanging the drawings of her students throughout the first floor and she updates them regularly.	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):

Ms. Bielecki,

When I left your lesson, I felt amazed and inspired about how far you have come in such a short time. I believe I did your formal last year as well and all I can say is WOW!

I only have one suggestion for future lessons as you incorporated assessment, differentiation and academic vocabulary in this lesson flawlessly. My one suggestion is that when you create the agenda for the lesson that you give a time frame for each separate part so that students are aware of their time and create a plan to complete what is expected. Your students wind up getting very absorbed in their work, which is a great thing, and would benefit from knowing that they have to utilize their time wisely.

Keep up the great work and please don't hesitate to stop by and share any new and exciting ideas that you may have for your students in the future. Keep on incorporating our school's weekly vocabulary words in your lessons. I applaud you for your translated worksheets and anchor charts. I would love for you to share that with the MLL department and the 6th grade Science and Social Studies teachers as I know they are feeling a little overwhelmed with the amount of new MLL students we are receiving.

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

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2023-2024

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: 02/16/2024

Time/Period: Period 3 9:35 AM-10:20 AM

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. This lesson was aligned to the Blueprint for the Arts and required students to hone observation skills and discuss works of art and to also reflect upon their pieces. Students were able to define, draw and discuss how to create surreal rooms using a one point perspective. The students self-assessed their work and then were given time to add details such as curtains, frames, etc. to their drawings all while performing self and peer assessments.	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. This lesson included a do now, vocabulary review, independent work and peer assessment. Vocabulary included surrealism, surreal, perspective, vanishing point, horizon and depth. The teacher provided a schedule which was recommended by the previous observer for the students. Students reviewed the rubric before and while working on their pieces. completing their portraits.	4- Highly Effective
2a: Creating an environment of respect and rapport Classroom interactions between the teacher and students and among students are	4- Highly Effective

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. Students worked diligently throughout the lesson. They were engrossed in the project as the calming music played in the background. I was surprised to see some of my most boisterous students sitting quietly and concentrating on the task and details involved. All of the students called you to see their work and ask for advice at some point during the lesson. Amiera said, "What do you think? I am trying to get the details just right." One student said to her classmate about another's drawing, "It's so good- look at this."	
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. What a pleasure to see the students so engaged in their projects.	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. 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 asked, "Why is it called one point perspective?" "How do we measure?" Student responses included, "You did well on the window" "You line it up with the object" "Only 1 vanishing point can be seen."	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. The lesson included anchor charts and worksheets to ensure student comprehension and engagement. They were all provided with an appropriate rubric as well. Students were able to choose their own details to add to the room they were drawing. Students engaged in light conversations about the project prior to assessing one another's. One student asked, "Where's your wall?" "Are you doing curtains?" "What else should I add?" "Are we shading this part?"	4- Highly Effective
3d: Using assessment in instruction 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 performed self and peer assessments. The teacher	4- Highly Effective

progress monitored students throughout the lesson using a checklist and also collected the do now drawings for a classwork grade. The students during the peer assessment portion of the lesson provided feedback such as , You added a lot of shading to this portion" "There is only 1 vanishing point" "You need to connect it- use the ruler so its straight"	
<i>4e (obs): Growing and developing professionally</i> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues	3- 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):

Ms. Bielecki,

Wow- Your classroom is like walking into a tranquil, calming spa. The music is playing, the students are creating and fully committed to the piece they are working on.

You have really grown as a teacher. It is evident that you have systems and procedures in place. Your lesson activities have caught the interest of the students and they are producing beautiful works of art.

I applaud you on supporting our school wide Vocabulary for all initiative. Please continue incorporating our school's weekly vocabulary words in your lessons.

You implemented the suggestion from your last observer and you created the agenda for the lesson that you give a time frame for each separate part so that students are aware of their time and create a plan to complete what is expected.

I would love to see you work with one of our content area teacher to create an interdisciplinary piece. Maybe to align with one of the ELA novels?

Overall this was a really good lesson. Looking forward to seeing the suggestions made put into place and for you to continue the practices you already have successfully in place.

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

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** _____



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2023-2024

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: 04/05/2024

Time/Period: 11:25AM/Period 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 models to the class and explains how "Impressionist have movement in their work." 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. The essential question was, "How do Impressionist artists give the impression of movement in their work and how can I apply the same techniques in my work using marker and crayon? How can I draw a front and a side-facing flower?" The teacher's plans reflect recent developments in content-related pedagogy. The lesson was aligned to the Blueprint for the Arts Benchmark of "Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; interpret artwork by providing evidence to support assertions; reflect on the process of making art." Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.	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. An example of student choice observed was students were able to select positioning of flower, lines, vase, number of petals and had choice of colors and patterns.	4- Highly Effective

Students learned about the components of Impressionism art style through discussion about Van Gogh's work. Students learned about also learned how to draw two types of sunflowers, front facing and side facing. The learning objective was students will be able to create a vase and sunflower drawing in an Impressionist style (sense of movement and texture) using sharpie, markers and crayons. Draw both front and side-view flowers in their flower arrangement so that they have a 3D effect. Understand the components of Impressionist work through discussion of Vincent Van Gogh's artwork. Students created impression of texture and movement with lines using marker and lines. The teacher informed students, "Marker creates dark bold lines while crayon makes a lighter color and rougher texture." The students determined the pace of the lesson task. After checking in with their teacher, students were able to move on to next step independently. Targeted students were provided with individualized supports. Students requiring translations were allowed to use their iPads to digitally translate instructions and responses.	
2a: Creating an environment of respect and rapport 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. Students participate without fear of put-downs or ridicule from either the teacher or other students. Students worked diligently throughout the lesson. They were engrossed in the drawing task. Most of the students called you over at least once to see their work and ask for advice during the lesson. The teacher respects and encourages students' efforts.	4- Highly 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. At one table group, a student had no drawing materials and then rested his head on the table. After several minutes, he was provided with drawing materials at his table but did not participate during my visit. The teacher moved around the classroom and checked in with each student table group at least once. Standards of conduct appear to have been established and implemented successfully.	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 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. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher asks, "What's next?" to one table group. One student responds, "I need to outline and color." The teacher uses a guide to model drawing different size flowers. The teacher says to one student, "Ok, how about you. You have these flowers, make a curve like this and small points this way and that was will make it 3D." The student responds, "Oh, ok" as they attempt to replicate the drawing of flower petals. The teacher asks, "Make an outline of your flowers." One student asked, "How do they fit?" The teacher explains, "Maybe a	3- Effective

front facing flower like the one her to the top side of the vase.” The teacher models how to fit the flowers on a paper.	
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. Twenty-eight out of twenty-nine students were actively engaged in the flower drawing task. 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. The teacher says, “Make sure when you are coloring you have texture.” The teacher models how to fit flowers in the vase and says, “Make a small size flower and a medium size flower, they will fit.” Students listen to the feedback provided, view the model and draw. One student was absent yesterday and did not know how to proceed. For this student, the teacher modeled and provided a step-by-step guide. The teacher says, “Start with the vase.” The teacher provides the student with a modification laminated document of Vincent Van Gogh’s flower and explains each stage of the guide. The teacher uses a pencil to draw the base position of the vase. The student non-verbally signals he understands, smiles, views the visual guide with the teacher and begins drawing. The teacher moved around the classroom and checked in with each student table group at least once.	4- Highly Effective
3d: Using assessment in instruction 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. The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The lesson pace was determined by the students’ ability to move through the task. After checking in with their teacher, students were able to move on to next step independently. One student calls over the teacher. The teacher observes his work and says, “Okay, Brandon, I would put another flower. Big petals to this side, just like you did here.” The teacher demonstrates a blending technique. The student listens to the feedback provided. The student says, “Oh yeah” and then edits his work by blending blue, purple and black on his vase. A criteria checklist with color-coding was provided for students to self-assess. An example of the criteria checklist questions include, “Did I create texture through the use of marker and crayon?” and “In coloring are my lines, markings loose and organic to give a sense of movement?” The teacher assessed student work while circulating the classroom, monitoring behavior, student centered discussion, use of materials and student self-assessment through a criteria checklist.	4- Highly Effective
4e (obs): Growing and developing professionally	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> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher initiates important activities to contribute to the profession. The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession. Ms. Bielecki works with students in our Digital Arts after school program. She has prepared students to submit artwork for the District 22 Art Show as well as collaborates with other Art teachers and administration to host a Marine Park JHS 278's Art Showcase. The teacher solicits feedback on practice from both supervisors and colleagues.	4- Highly Effective

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

Ms. Bielecki,

Thank you for welcoming me into your Grade 8 Art classroom. Academic vocabulary was displayed in your classroom. It is evident that you are very knowledgeable of Art content. Your classroom is a calming, engaging and vibrant environment!

Please continue to keep in mind the Danielson rubric when planning for lessons. In an effort to improve on Domain 3b: Using questioning and discussion techniques try embedding higher-order guiding questions in your lesson, using sentence starters and track the conversation. Wiggins states that the components of a good question should be "open-ended; provoke thought and intellectual engagement; call for higher-order analysis, evaluation, and predictions; and raise additional questions." Students should be talking to one another to problem-solve, share their thinking, and build on one another's ideas. Students should invite comments from their classmates during a discussion and challenge one another's thinking. For this to occur, students need to be taught how to have these discussions. One method of sparking discussion is to share sentence stems with students, such as "I agree with you", "But could you clarify...?" Try providing students with a written example of someone else evaluating a piece of artwork. Inviting students to be an art critic provides students with an example of how to talk about art. Use of the Spider Web Discussion model to track a conversation is also helpful. By graphing classroom conversations and using this type of visual, students can reflect on their engagement and contributions during the discussion. Visually tracking conversations is a good way to identify a balanced conversation. Another strategy to promote artist discussion and questioning is Zoom and Assume. Slowly zoom in on an image that is appropriate for your topic. Question students about

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

their observations and what they think it is? Ask them to justify their answers.

Please continue to collaborate and plan with your colleagues to provide support to all students. Please continue to keep in mind the school-wide instructional focus as you continue to plan your lessons for the future. When planning lessons, please refer to the Blueprint Benchmarks.

I look forward to seeing you implement the suggestions above in the upcoming week. If you have any further questions, I am here to support your professional growth. Thank you!

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): Laura Scarfogliero_____

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