



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki
School Year: 2021-2022

Teacher ID: [REDACTED]
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
<i>1a (obs): 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. 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
<i>1e (obs): 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. 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	4- Highly Effective

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. 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	4- Highly Effective

watercolor. Assessment was mostly conducted in the form of question and answer. 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."	
<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

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> 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

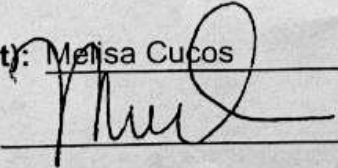
concept, students should be considered to question and answer each other. For example, you could start the discussion with, "What do we know about the color wheel?" and then have the students call on each other to actually discuss the color wheel.

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: Vanessa Bielecki Date 4/12/22

(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 4/1/22



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki
School Year: 2023-2024

Teacher ID: [REDACTED]
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	4- Highly Effective

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. 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	4- Highly Effective

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 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):**

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

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

Ms. Bielecki,

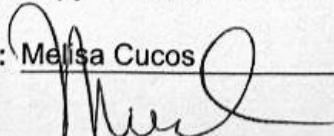
When I left your lesson, I felt amazed and inspired about how far you have come in such a short time. I believe I did your formal last year as well and all I can say is WOW!

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 2-01-24

(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 CucosEvaluator's signature: Date 1-30-24