



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2024-2025

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: 10/11/2024

Time/Period: 12:50PM/Period 7

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 reflect upon their artistic creations. The Blueprint Benchmark was, "Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems." The lesson had clear learning objectives, focusing on creating a spooky house with specific features. The essential questions were, What is the role and responsibility of an architect? How can I design a haunted house with several architectural and spooky details? The teacher continually rotated the room to take the pulse of the class and clarify student's questions. The majority of students were engaged on the Do Now activity. The Do Now activity motivated students to make connections with real world connect. At table groups, students discussed holidays with eggs. Students then gave in their yellow Do Now prompt cards to the teacher. The teacher checked in with table groups and provided students with specific refocusing reminders. The teacher models step four by adding pencil lines to drawings. The Do Now activity effectively engaged students and made real-world connections. The teacher guided students to be imaginative as the task prompted creativity, allowing students to explore and add personal touches to their 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	4- Highly Effective

groups are varied appropriately, with some opportunity for student choice. The plan for the lesson is well structured, with reasonable time allocations. The learning objectives were students will be able to learn about the roles and responsibilities of an architects, discuss the similarities in architect, Antoni Gaudi's Casa Mila & Casa Batllo, use multiple resources to make a sketch and plan of a haunted house prior to final drawing and demonstrate creative decision making by including several architectural details and "spooky" details to fill the space around the house. The teacher introduces the task of creating a scary house. The teacher prompted students to add seven additional spooky features to their house and to add details. One group showed their pictures to other members, the students had positive reactions including "That's nice!," "I love art!," "Who doesn't?!", "Let me see your house.," "It is good.," and "Art is so peaceful!." The teacher provides a variety of appropriately challenging materials and resources for students to create their spooky house pieces. The teacher incorporates Marine Park JHS 278's Vocabulary for All initiative by reviewing and using academic vocabulary during questioning, "What evidence in the work, or your work, indicates that the house is abandoned or haunted?" Some evidence of student choice was observed, when the teacher asked students to "Add seven architectural details and seven spooky details and colors." The teacher provided steps for each stage of completion with this spooky house task.	
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 rotates the room checking in with each table groups. The teacher conferences with almost all students about their progress. The students appear to be familiar with the procedures of pencil sketching. The environment is respectful with low voices and a calm atmosphere for students to engage in drawing details.	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 addresses loud behavior at one group by refocusing them to task and the group immediately settles down. The teacher rotates and checks in with another group. Students are on task and adding pencil sketches to their building outline. Effective classroom management was evident as the teacher addressed off-task behavior promptly and refocused students.	3- Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Effective modeling was utilized as the teacher demonstrated to students how to add details and use color in their artwork. The teacher encouraged student inquiry by asking thought-provoking questions and fostering creativity. For	3- Effective

example the teacher asked, "What could be in front of the house to make it spooky? And "What will you add color to later on that will add to the spooky look?" The teacher addresses the entire class, "Remember yesterday's lesson, you can play around with mixing different colors using unusual colors." Four out of 13 students respond, "Oh wow," "That's unique," "Good colors," and "I'm gonna do that!" The teacher addresses the class, "Take your time with shading and coloring, so you can see the shapes and outlines." The majority of students respond, "Ok." The teacher addresses the class, "Those that are still drawing your details make sure you have at least seven art details and at least seven spooky additions." Students began to count what they have and what they still need. One student asks, "Can we have more than seven?" The teacher responds, "Yes, more is totally fine." The teacher says to one student, "Oh wow, nice!" The questions asked by the teacher, fostered creative thinking and allowed students to articulate their ideas about their artwork, making connections between the spooky theme and their visual choices.	
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 teacher models with using color and shows the class a finished piece of art. A student asks, "Can I get a circle to make a moon?" The teacher provides a cap to make a circle and offers help to that child's table. The teacher asks a student, "What could be in front of the house to make it spooky, strange and unusual?" The student responds, "I'm making a blood moon!" The teacher rotates the room and checks in with another table group. The teacher asks, "Are you ready for color?" The students at this table respond, "Yes, thanks." A student asks, "Can I please have a ruler?" The teacher provides the student a ruler and offers him feedback on structural improvements and items in the foreground. The lesson was highly engaging, with students actively participating in the Do Now activity and discussing their ideas for the spooky house art. The collaborative nature of the activity, with students sharing ideas and reactions, "That's nice!" "I love art!", promoted a motivating environment. The teacher also kept the energy high by addressing the class with reminders and encouragement such as, "Remember yesterday's lesson, you can play around with mixing different colors using unusual colors", which reinvigorated students' interest in exploring new techniques.	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. The teacher effectively used formative assessment by constantly checking in with individual students and table groups. Phrases like "That's a good idea!" and "What is going on between these windows?" helped guide students and refocus their attention on key areas of their work. The teacher moves around the classroom to offer individual student feedback to sketches, "That's a good idea!," "What is going on between these windows?," "It is nice!," "What will you add color to later on that will	3- Effective

add to the spooky look?" and "Are these going to be sidewalks?" Students request feedback from the teacher, "What do you think of my room?" One student describes what they are going for, "I want two windows" and continues describing their vision and the artist details used to the teacher. The teacher effectively circulates to provide timely feedback and support to students, addressing individual needs.	
<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> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.	3- Effective

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

Ms. Bielecki,

Thank you for the opportunity to visit with you and your class! It is evident that your students are familiar with your classroom routines and norms. You demonstrated strength in planning an engaging lesson and providing effective instruction.

To enhance the teaching experience, focusing on differentiation, structured assessments and more open-ended questioning will be beneficial. Implementing these strategies will help foster an even more inclusive, engaging and respectful classroom environment. In Grade 6 Art, try establishing clear signals for transitions between activities, for example play a specific sound or visual cue, to help students know what to expect and reduce downtime. Also incorporating tiered tasks in the art activity caters to varying skill levels, which ensures that all students can participate meaningfully.

In an effort to improve on Domain 3B: Using Questioning and Discussion Techniques – While your questioning techniques were effective, there could be more emphasis on prompting students to explain their thought processes in greater detail. For example, instead of just asking, "What could be in front of the house to make it spooky?" you could have followed up with, "How does adding this element contribute to the atmosphere of your house?" Providing more structured opportunities for peer-to-peer feedback could also expand the variety of perspectives students receive and deepen their understanding of artistic techniques. You can also try increasing and tracking the use of open-ended questions to promote deeper thinking and engagement from all students.

In an effort to improve on Domain 3D: - Using Assessment in Instruction - To enhance student engagement and participation in learning activities while providing specific, actionable feedback that helps students understand their learning progress and goals. Although you provided verbal feedback, it could have been

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

helpful to use more specific rubrics or checklists to track each student's progress and ensure they are meeting all the required artistic elements. For example, students could have self-assessed with a checklist to ensure they included seven spooky features and detailed elements. Challenge students to think about the emotional impact of their art choices, for example their color choices. Try creating a structured feedback form and/or checklist for students to use when asking for teacher input on their work. You can also encourage a culture of peer feedback, where students can share their art and provide suggestions to each other.

Please check the Marine Park Lunch and Learn calendar and DOE PL opportunities for professional learning sessions on Socratic questioning and inquiry-based discussions to refine questioning techniques and ensure more meaningful artistic discussions.

By focusing on these next steps and providing additional structured support, you can enhance student engagement, deepen their critical thinking, and improve the effectiveness of assessments in guiding artistic development. I look forward to seeing you implement the suggestions above in the upcoming weeks. If you have any further questions, I am here to support your professional growth. By addressing these next steps and providing additional supports for students, you can create a more inclusive, dynamic, and responsive learning environment. Please feel free to reach out to me if you have any further questions or concerns.

Thank you,
Laura Scarfogliero

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** _____



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2024-2025

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: 12/16/2024

Time/Period: pd.4 10.23am-11.08am

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. According to her plans, the teacher designs her lesson based on the Blue-Print for the Arts and NYSLs for the Arts developing visual arts vocabulary, tools and techniques used to produce art. The topic of the lesson is Optical Illusions. The lesson observed is part of a series of lessons culminating in a final project of an optical illusion drawing. The Learning Objective is that students will be able to create an optical illusion drawing, using repeating curved lines and colored pencil value gradation. Create color pattern of 3 or more colors in their optical illusion artwork. View and discuss the optical illusion in several optical illusion artworks. The teacher includes the Marine Park December Vocabulary 4 All term "compare". Questions asked were "Compare the art works; What is similar and how are they different? What in the work visually supports this?" Additionally, content related academic vocabulary reviewed and posted were "Op Art, value, value gradation, optical illusion, line and pattern". On the smartboard, the teacher presents a paragraph discussing Op Art artist Victor Vasarely whose works and techniques students are engaging with. During the lesson, the teacher explained how shading a surface from dark to light makes a form appear to be 3-dimensional. She explained that the term for this technique is called value gradation.	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. The lesson	4- Highly Effective

is well-organized, with clear transitions from student engagement leading into direct instruction followed by guided practice and independent work. The lesson is paced appropriately, beginning with a SEL connection having students draw a food covered in chocolate to celebrate "It's Chocolate covered Anything Day" in which students practice drawing from observation and giving students the choice to select what they wanted to draw. There are 7 instructional groups organized based on teacher observation of positive student interactions. The teacher has identified various student needs in her lesson plan, providing options for students struggling in writing by having them circle the component of the rubric that relates to them instead of writing out their goals. Additionally, work is provided to further challenge students who complete their assignment early. These students are given a selection of activities to create op art, weaving-vortexes or cubes. These students will also reflect on their artwork and assess if their goals have been met. The teacher discusses the techniques of value gradation to create 3D objects and lines to create the illusion of volume and movement. Students are presented 4 types of visuals and are asked to compare them and discuss within their group. They then work independently on their Op Art project. The lesson ends by teacher assessing students on terms and techniques discussed in addition to engaging students in self-assessment.	
2a: Creating an environment of respect and rapport Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The teacher has created a very welcoming environment for her students. The classroom is print rich with colorful student work. Behavioral expectations are posted in a visible location.	4- Highly Effective
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. At no time during my observation did I witness any student misbehavior. Students remained engaged and on task throughout the lesson and also positively interacted during their group discussions. During the group activity, students took turns discussing the techniques of making an object appear to be three-dimensional. Student Robert said "when you shade the corners in, it makes the middle pop up. Taif what do you think". Student Taif said he agreed.	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 instructed students to work together and compare the art work. Posted on their tables, she has attached instructions on comparing the works of art they had been provided. While circulating to each group, the teacher stopped at table 3 and asked: "So when we look at these pictures what do they all incorporate?" Student Ayesha responded: "all of them incorporate shading and depth". The teacher continues: "What are the patterns we observe here?" (as she showed them a picture of 3 dimensional cubes). "Which picture would you prefer to draw or to have on your wall?" "Why?" When students were working on their own drawing she asked "How can you create more depth here?" The teacher noticed	3- Effective

that group#3 wasn't engaging in discussion. She said: "Table 3 I haven't heard from you. Who wants to tell me what you notice about these drawings?" Student responses were: "They all have black and white in them", "The techniques they used were all similar", "When you are shading dark to light in art what is called value graduation".	
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. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content. Attached to each table is a sheet with the question: "Compare: What is similar in these artworks?" Students are provided with copies of 4 different pieces of art. They discuss within their group and post the answers on the sheet. Group #4 states: "they all have black and white in them; they are shading from outside to inside". The teacher circulates the groups and discusses student responses. Then goes back to the whiteboard and invites a representative of each group to share some of their observations. She types in the responses on the 7 digital "post its"-one for each group-in the Google Slide show. The teacher has also planned extension activities for students who complete their work early, providing them with the option to engage in more challenging drawings. Also for the students who are struggling, she has provided a step by step guide on the gradation technique.	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 the assessment criteria. The teacher provided multiple opportunities for assessment throughout the lesson. Students are provided with a rubric on drawing lines and shading which is reviewed at the beginning of the lesson. The rubric is presented on the white board and the teacher asks the class to circle the category that best describes their progress in the Op Art project. Students are instructed to set goals for themselves and identify steps they must take to reach them. In circulating the room, I observed table # 5 as they were going over the rubric and setting their goals. Student Aleena was going over her drawing and said: "I think I did pretty good. I would like to work on my blending, and I could have made each one shaped differently because the way I did it they mostly look all the same. I'm going to fix it". Student Andy said that he wants to work more on shading because he needs to create more depth for the optical illusions. The teacher circulates the class assessing student work and assisting those who need help. At the end of the lesson the teacher asks the class if they think they have reached their set goals.	4- Highly Effective
4e (obs): Growing and developing professionally Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. She engages in opportunities for professional development and growth. Ms. Bielecki is a member of our R&D Urban Learning Team and applies methodologies of meaning making and transfer in her planning and instruction.	4- Highly Effective

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

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

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

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

Dear Ms. Bielecki,

It was a pleasure visiting your class and observing your students as they worked on their Op Art! As this is an elective, you have students from varied classes. I appreciated how you provided differentiated activities for all, ranging from line drawing to weaving and vortexes.

To further elevate your rating in component 3b Questioning and Discussion Techniques, please see my recommendations: Provide sentence starters or frames so they can have a base for their discussion. For example: "In picture A the artist is drawing_____. They create an optical illusion by_____."

An additional note I have, is to always incorporate opportunities for reading, writing and targeted vocabulary application in a lesson. You posted a passage describing artist Victor Vasarely. To further its impact on students, have a brief summary of the artist and his work. List three questions for students to respond to so they can practice-and you can assess- their comprehension. Using an AI platform can quickly create such a short summary for you. Additionally, you can create fill in the blank activities for vocabulary practice or have the students summarize what they learned using at least three new terms.

Overall this was an engaging lesson students enjoyed. Please do not hesitate if you have any questions.

Thank you!

Joanne Pistikos
Assistant Principal
JHS 278 Marine Park

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): Joanne Pistikos_____

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



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Vanessa Bielecki

Teacher ID:

School Year: 2024-2025

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: 02/10/2025

Time/Period: 1:10PM / 7

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. The teacher posted the learning objective and discussed ideas of how students will be able to create and name a logo design for a food truck. They had to use 3 color schemes in the truck designs. The essential questions included, "What are the responsibilities of the graphic designer? How do a designers use color scheme?How can we make our food truck designs eye-catching?" The Visual Arts Blueprint Benchmark: "Students gain an awareness of careers in visual arts" & "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."	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 will be able to create and name a logo design for a food truck and, • Apply a color scheme in their food truck/logo design with color pencil. • Assemble food truck through cutting, folding, and gluing the truck template.	4- Highly Effective

• Add truck detail, such as windshield, windows, headlights, etc. to their design. • Discuss and recall the responsibilities of a graphic designer in the truck designs. 23 students were working individually in groups at their tables using pencils, colored pencils, blunt scissors and glue to create their food trucks. Students were having conversations about their work with their peers. Vocab: Graphic Designer - use computers to combine text (typography) & images together to communicate a message Color scheme - group of colors Warm colors - red, orange, yellow Cool colors - green, blue, violet Analogous colors - 3 colors in a row on the color wheel Monochromatic - tints and shades of one color. The materials included a paper truck cutout, pencils, sharpies, scissors, glue sticks and tape. RUBRIC as well.	
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 were all engaged in their learning of creating their food trucks with using color scheme. Students were talking with their peers, cutting pasting, gluing, and coloring in their trucks. Students were having nice conversations.	4- Highly Effective
2d: Managing student behavior All behavior was appropriate. Students were all on task and working on their food trucks. Some were cutting, others gluing, and others were coloring. Those who finished got to work on valentines heart creations.	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 circulated to only a few of the tables around the room and met with only a few of the students. Although she planned for these questions below to be asked, she they were only asked to about 1/2 of the class. "Can you simply define the role(s) of a graphic designer?" What challenges do graphic designers face?" How did you feel successful as a "graphic designer" during this lesson?"	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. The teacher circulated to only a few of the tables around the room and met with only a few of the students. Although she planned for the questions to be asked students knew what the tasks were, the LO was, and were engaged in the work. Students were working and talking about creating their Food Trucks. Students	3- Effective

were sharing their colored pencils, and crayons. They used Color Schemes: Complimentary, Warm colors, Cool Colors, Monochromatic/limited, Analogous Colors.	
<i>3d: 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. Although she planned for the questions to be asked, students knew what the tasks were, the LO was, and were engaged in the work, and the students were working and talking about creating their Food Trucks, and the teacher was asking some of the class the questions, as well as some of the students had their rubrics on their desks, the whole class did not have their rubrics out and the there was no evidence of a medial or final assessment with the whole class. The medial assessment only took place with 3 tables in the front of the classroom with the teacher. Those students did and were able to share their reasons of why they chose their color schemes and graphic designer and typography catchy logo.	3- Effective
<i>4e (obs): Growing and developing professionally</i> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher is attending arts workshops after-school hours from NYC PS and outside agencies to hone in on her practice with my permission. She is eager to learn and grow. She also is willing to lead our after-school innovative StopMotion digital animation.	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 this opportunity to visit and observe your visual arts class. I would like to start out by complementing you on this very engaging and creative visual arts lesson that included, exploring graphic designs, using various tips that are relative to the real world, including designing a 3d food trucks with a color scheme and tints, and shades that our students can completely relate to. This lesson included the materials, such as videos and tips with pictures and colors, along with a rubric for assessment in alignment with the visual arts blueprint for the arts.

Component 1e: Designing Coherent Instruction

Strengths: The lesson plan was well-structured and aligned with learning objectives. Activities were logically sequenced, and materials were prepared in advance.

Areas for Improvement: Consider incorporating more opportunities for student questions and discussions. This will help deepen their understanding and engagement with the material.

Component 3b: Using Questioning and Discussion Techniques

Strengths: You used a variety of questioning techniques to check for understanding and encourage student participation in the front few tables but the students overall in the whole class did not get a chance to take part in a questioning or discussion session or even a medial or final assessment.

Areas for Improvement: Allocate specific times during the lesson for open-ended questions and student-led discussions. This will allow students to explore concepts more deeply and learn from each other.

Component 3d: Using Assessment in Instruction

Strengths: You effectively used formative assessments to gauge student understanding throughout the lesson.

Areas for Improvement: Ensure that students are aware of the assessment criteria by consistently referring to the rubric provided. This will help them understand how their learning is being evaluated and what they need to focus on to improve.

So overall to shift your ratings in Domain 3 to highly effective:

Integrate Discussion Time: Plan specific moments in your lesson for student questions and discussions. This can be done after introducing new concepts or at the end of the lesson to consolidate learning.

Use the Rubric: Regularly refer to the rubric during the lesson to remind students of the assessment criteria. This will help them stay focused on the learning goals and understand how their performance is being measured.

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

Encourage Peer Learning: Foster an environment where students feel comfortable asking questions and discussing ideas with their peers. This can be achieved through group activities or peer review sessions. These recommendations are in full alignment with our schoolwide instructional focuses and if you plan for your lessons to include such your teaching will be as well!
Thank you for this opportunity and I look forward to visiting again to see these in place in the upcoming week.
Best,
Ms. 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: 2024-2025

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: 04/11/2025

Time/Period: 9:40AM-9:55AM/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. Students were tasked with creating pattern landscapes. The terms foreground, mid ground, background, line, pattern and color we're focused on throughout the lesson. Students discussed why things in the foreground appeared to be darker and larger while things in the background we're not as clear and lighter. Students who were stuck on pattern designs were encouraged to think about the texture of this section that they were working on. For example the sky may have a curvy or circular pattern to reference wind or something flowing. Students were also given 3 examples of pattern landscapes to refer to while they created their own patterned landscapes.	4- Highly 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. 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. During the do-now students drew a submarine which was collected by the teacher. The agenda was posted on the board for students to refer to throughout the lesson. During the learning activity anchor charts were on tables for students to use for motivation and drawing ideas. Students were able to define a pattern as something that had repeating shapes lines or designs. Everyone was on different stages of the project and the teacher checked in on students to	3- Effective

provide pointers.	
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 knew what was expected of them. While all students were at different stages in the project the vibe of the room was calm and peaceful.	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. For the most part student behavior was on task and respectful. Two students were frequently off task and had off task conversations. These two students sit next to each other at two different tables and have been in those same seats for the past month and a half. Their misbehavior has been observed on multiple occasions and despite this they are still sitting next to each other.	3- Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Before the learning activity the teacher reviewed vocabulary. Students were able to define a pattern as something that has repeating shapes lines or designs. The teacher did check in with each student as they were working and offered suggestions and encouraged them to consult the anchor chart. Students also consulted each other and encouraged each other if they were creating something pretty or something that they liked.	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. 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. Although the project did allow for student choice as they were able to choose their own colors, patterns, lines, and shapes, some students were overwhelmed with the huge space that they had to include their drawing on.	3- Effective
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions 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. Formative assessment included observation of student work while circulating the room, monitoring behavior and appropriate discussion and use of materials. Summative	3- Effective

assessment included completed artwork and reflection on the art project.	
<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,

The projects you assign to your students are always innovative and engaging. Students truly enjoy creating their projects and respond well to your positive critiques and suggestions. You are truly a great art teacher and know how to bring out every bit of talent that your students possess.

To achieve a highly effective rating in component 3B, I suggest creating question stems and conversation stems to place on each table. This will encourage students to discuss art in an academic and professional manner while working on their projects. Here are some additional options to increase discussion in an art class:

Gallery Walks: Organize gallery walks where students can view and discuss each other's work. This promotes peer feedback and critical thinking.

Art Critique Sessions: Schedule regular critique sessions where students present their work and receive constructive feedback from their peers. This helps them articulate their artistic choices and learn from others.

Discussion Prompts: Use open-ended discussion prompts related to the art projects. Questions like "What emotions does this piece evoke?" or "How does the use of color impact the overall composition?" can stimulate thoughtful conversations.

Collaborative Projects: Encourage students to work on collaborative art projects. This fosters teamwork and allows them to discuss and negotiate artistic decisions.

Differentiation is something that many teachers struggle with, but it is essential for meeting the diverse needs of students. In an art classroom, differentiation can include:

Choice-Based Projects: Offer a variety of project options that cater to different interests and skill levels. This allows students to choose projects that resonate with them.

Flexible Grouping: Group students based on their strengths and areas for growth. This enables targeted instruction and peer support.

Scaffolded Instructions: Provide step-by-step instructions and visual aids for complex tasks. This helps students who need additional support to understand and complete their projects.

Varied Assessment Methods: Use different assessment methods, such as portfolios, self-assessments, and peer reviews, to accommodate diverse learning styles.

Keep up the great work! I look forward to seeing these suggestions implemented when I next visit your classroom. I am so proud of the growth you've made as a teacher. Every time I visit, your lessons get better

Teacher ID [REDACTED]_____

Teacher Name Vanessa Bielecki_____

and better. Your students are truly lucky to have you as their teacher. Please know that I am always available if you want to run ideas by me or need any support.

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** _____