

Master Educator Assessment #15840

Educator Information

Educator Mara Wilson
School Payne ES
School Year 2009-2010
Group Group 2

Cycle Information

Cycle

Cycle 2 (Must be complete by June 15)

Date of Observation (For Groups 1-8 only)

03-24-2010

Click on the calendar icon above to select the date of the observation.

Date of Conference

03-24-2010

Click on the calendar icon above to select the date of the conference.

NOTE: For teachers (Groups 1-8), the conference must occur within 15 calendar days of the observation, but no later than the end date of the master educator assessments cycle.

Master educator assessments Cycle Complete



NOTE: After the conference, if you would like to make any edits to the ratings or comments that you initially provided, please click the "EDIT" button at the top of this page. Once you have made your edits, please check the box above and click "SAVE." Please note that you will NOT be able to make any changes to the ratings or comments once you have checked this box and clicked "SAVE."

Date Checked

TLF Rating

TLF Average Score

2.15

TEACH 1: FOCUS STUDENTS ON LESSON OBJECTIVES

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|--|--|---|--|
| Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring back to the objective at key points during the lesson. | Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the importance of the objective. | Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; and 2) connecting the objective to prior knowledge. | Teacher Ineffectively develops students' understanding of the objective by not communicating the objective OR teacher does not have a clear objective OR teacher's lesson does not connect to the objective. |

TLF-T1 Score *

1

TLF-T1 Comments *

Ms. Wilson communicated the objective: "By the end of the lesson, students will be able to use various shapes to create geometric and biomorphic shapes. Students are expected to complete the experimentation page." Ms. Wilson said the objective, it was written, and a child read it from the board. She referred back to this objective as students completed their assignments. Ms. Wilson did not explain the importance of the objective or connect it to prior knowledge. She could have explained the importance of knowing how to create these shapes by demonstrating how it makes it easier to draw accurately. She could connect it to prior knowledge by discussing with students the shapes they have learned so far and reviewed an earlier-studied painting in which those shapes can be found.

TEACH 2: DELIVER CONTENT CLEARLY

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|---|--|---|--|
| Teacher has a dynamic presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to all students. | Teacher has a solid presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to most students. | Teacher has a solid presence in the classroom AND delivers content that is factually correct. | Teacher has an inadequate presence in the classroom OR delivers factually incorrect information. |

TLF-T2 Score *
2

TLF-T2 Comments *

Ms. Wilson had a solid presence. She used body language and tone of voice to engage students. Ms. Wilson presented information that was factually correct. The content of the lesson included:

- Students came in slowly and received their papers and books
- Teacher explained to some students that they would be working independently with the drawing books
- Student and then teacher read the objective from the board and the definition of "shape"
- Students took two minutes to read the first page of the worksheet and then the teacher read it
- Students started their worksheet on Jacob Lawrence (drawing geometric and biomorphic shapes found in the pictures of his work)
- Teacher called on students to name the shapes they see in the picture
- Students continued to work on worksheet as the teacher circulated and helped some students

Ms. Wilson's lesson could have been more well organized. Ms. Wilson could have first started by explaining the objective in depth, modeled for students what she expected them to do, and then given them an opportunity for guided practice, with checking for understanding throughout.

The content was accessible and challenging to most students. Ms. Wilson made the content accessible by offering alternative ways to complete the assignment for some students and checking in with individual students who had misunderstandings or needed clarification. The lesson could have been more challenging if Ms. Wilson had probed students with higher-level thinking questions or asked them to analyze the pictures. She could have also required that they draw comparisons between the shapes or explain how the presence of the shapes affects the painting.

TEACH 3: ENGAGE ALL STUDENTS IN LEARNING

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|--|---|---|---|
| All or nearly all students are actively engaged throughout the lesson. | Approximately 3/4 of the students are actively engaged throughout the lesson. | Approximately 1/2 of the students are actively engaged throughout the lesson. | Less than 1/2 of the students are actively engaged throughout the lesson. |

TLF-T3 Score *
3

TLF-T3 Comments *

Approximately ¾ of the students in Ms. Wilson's class were engaged during the 30-minute observation. Students were generally on task as they completed their assignments. Some of the students working independently on drawing were at times not attending to their task and were instead interacting socially with one another.

TEACH 4: TARGET MULTIPLE LEARNING STYLES

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|--|---|---|--|
| Teacher attempts to target 3 or more learning styles and effectively targets at least 3. | Teacher attempts to target 3 or more learning styles and effectively targets 2. | Teacher attempts to target 2 learning styles and effectively targets 2. | Teacher attempts to target fewer than 2 learning styles OR effectively targets fewer than 2. |

TLF-T4 Score *
1

TLF-T4 Comments *

Ms. Wilson attempted to target two learning styles: visual and auditory. The visual style was targeted through the poster paintings of Jacob Lawrence at the front of the room that students could use as a reference in addition to the black and white pictures on their worksheet handouts. The poster that had geometric shapes also served as a visual aide for students who could not remember the shapes. The auditory style was attempted as Ms. Wilson spoke to students. This style would have been more effective if Ms. Wilson had provided more verbal explanations to students. She told students what to do on their assignments, but did not provide direct instruction in explaining the concepts, modeling, or questioning to check understanding.

TEACH 5A: CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING DURING THE LESSON

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|--|--|--|---|
| A | Teacher is very effective at checking for understanding. | Teacher is mostly effective at checking for understanding. | Teacher is somewhat effective at checking for understanding. | Teacher is ineffective at checking for understanding. |

TLF-T5a Score *

1

TLF-T5 Score

2.00

TLF-T5a Comments *

Ms. Wilson was ineffective at checking for understanding. She occasionally checked students' progress, but several key moments for checking were missed and most checks did not get an accurate "pulse" of the class. Checks included:

- What shape did you see?
- Simone, do you understand what's expected?
- Ms. Wilson conferenced briefly with two students and clarified their assignment for them.

Some of the key moments to check understanding that were missed were a check of prior knowledge before the lesson was introduced. This check would have given Ms. Wilson information about who needed further review before beginning. Another check could have occurred after the assignment was given, but before students started their work, to make sure they understood what to do. Ms. Wilson could have checked students' understanding of the content in addition to checking their understanding of the process of how they were to complete their task.

TEACH 5B: RESPOND TO STUDENT MISUNDERSTANDINGS

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|--|--|--|--|
| B | Teacher responds to almost all student misunderstandings with effective scaffolding. | Teacher responds to about 3/4 of student misunderstandings with effective scaffolding. | Teacher responds to about 1/2 of student misunderstandings with effective scaffolding. | Teacher responds to less than 1/2 of student misunderstandings with effective scaffolding. |

TLF-T5b Score *

4

If this was not observed, do not select a score. Please write "Not Observed" in the comment field.

TLF-T5b Comments *

Ms. Wilson responded to almost all of student misunderstandings with effective scaffolding. There were a few instances when students seemed to have a misunderstanding about the assignment. One student didn't understand what a sphere was and Ms. Wilson got out a wooden sphere for him to handle as she explained the difference between it and a circle. There was another moment when a student needed help and Ms. Wilson sat with him to provide assistance.

TEACH 5C: PROBE FOR HIGHER-LEVEL UNDERSTANDING

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|--|---|--|---|
| C | Teacher frequently responds to students' correct answers by probing for higher-level understanding in an effective manner. | Teacher sometimes responds to students' correct answers by probing for higher-level understanding in an effective manner. | Teacher rarely responds to students' correct answers by probing for higher-level understanding in an effective manner. | Teacher never responds to students' correct answers by probing for higher-level understanding in an effective manner. |

TLF-T5c Score *

1

TLF-T5c Comments *

Ms. Wilson never probed for higher-level understanding in an effective manner. Some probing questions she could have posed are:

- What are the differences between geometric and biomorphic shapes? How are three-dimensional shapes different? (This could be paired with a sorting and classifying activity or a teacher-guided use of a Venn diagram to highlight the similarities and differences.)
- What is your impression of the picture? How does it make you feel? How does it convey feeling? Are shapes used to convey these feelings?
- Why do you think Jacob Lawrence drew this picture? What could his intent have been? Why do you think he chose the shapes and lines that he chose for his art?

Probing students with higher-level, open-ended questions such as these is an important way to enhance their critical thinking skills and empower them to feel confident in their ability to think for themselves.

TEACH 6: MAXIMIZE INSTRUCTIONAL TIME

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|---|---|---|--|
| Teacher is very effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is mostly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is somewhat effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. | Teacher is ineffective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. |

TLF-T6 Score *
3

TLF-T6 Comments *

Ms. Wilson was mostly effective at maximizing instructional time. A little time was lost due to inefficient instructional pacing. Ms. Wilson did not spend time introducing the lesson to students and thoroughly explaining the project on which they would be working. No time was lost due to poorly executed transitions. A little instructional time was lost due to off-task behavior. Students who were working independently were occasionally unfocused.

TEACH 7: INVEST STUDENTS IN LEARNING

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|--|--|---|---|
| There is significant evidence that the teacher 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard. | There is some evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard. | There is at least a little evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard. | There is no evidence that the teacher establishes high expectations for all students and engages students in rigorous academic work OR there is no evidence that the teacher effectively works to instill the belief that students can succeed if they work hard. |

TLF-T7 Score *
2

TLF-T7 Comments *

There was at least a little evidence that Ms. Wilson established high expectations for students and worked to instill the belief that they can succeed with hard work. She allowed students to read the objective and the definition of the day. She told students, "You all would say ball, but the proper term is sphere" to encourage their use of more mature vocabulary. Ms. Wilson could show further high expectations by giving more rigorous work and asking higher-level thinking questions. Ms. Wilson could instill the belief that hard work leads to success by stating this to students explicitly and continuously, by allowing wait time after questions are posed and giving students an opportunity to come up with answers, or by connecting academic achievement to a reward system such as a sticker chart or table points.

TEACH 8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS

| LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|--|---------------------------------|--|-------------------------------|
| There is significant evidence that the | There is some evidence that the | There is at least a little evidence that | There is no evidence that the |

TLF-T8 Score *
3

| | | | |
|---|---|---|---|
| teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher. | teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher. | the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher. | teacher has a positive rapport with her/his students OR there are 1 or more instances of disrespect by the teacher. |
|---|---|---|---|

TLF-T8 Comments *

Ms. Wilson had some evidence of a positive rapport and relationship building with her students. Ms. Wilson used polite language with students, including saying "please" and "thank you." She insisted that students use this language, too, such as when she asked a student, "What's the magic word please?" Ms. Wilson could show more evidence of a positive rapport by giving students feedback on their positive behavior and by showing encouragement or support when they have correct academic answers.

TEACH 9A: STUDENT BEHAVIOR

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|---|---|---|--|
| A | Inappropriate and off-task student behavior has no impact on the learning of students in the class. | Inappropriate and off-task student behavior has little impact on the learning of students in the class. | Inappropriate and off-task student behavior has some impact on the learning of students in the class. | Inappropriate and off-task student behavior has a significant impact on the learning of students in the class. |

TLF-T9a Score * **TLF-T9 Score**
 3 2.33

TLF-T9a Comments *

Inappropriate and off-task behavior had a little impact on the learning of students in Ms. Wilson's class. The off-task behaviors included students talking to one another or not completing their assignment.

TEACH 9B: REINFORCE POSITIVE BEHAVIOR

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|--|---|---------------------------------------|---|
| B | Teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. | Teacher strategically reinforces positive behavior. | Teacher reinforces positive behavior. | Teacher does not reinforce positive behavior. |

TLF-T9b Score *
 1

TLF-T9b Comments *

Ms. Wilson did not reinforce positive behavior. Some examples of specific, meaningful feedback that could have been given to students during this lesson are:

- Thank you for getting right to work on your assignment.
- I appreciate how this table is staying on task and working quietly as I asked them to do.

TEACH 9C: ADDRESS INAPPROPRIATE, OFF-TASK, OR CHALLENGING BEHAVIOR

| | LEVEL 4 (Highest) | LEVEL 3 | LEVEL 2 | LEVEL 1 (Lowest) |
|----------|---|---|---|---|
| C | Teacher addresses almost all inappropriate, off-task, or challenging behaviors efficiently. | Teacher addresses most inappropriate, off-task, or challenging behaviors efficiently. | Teacher addresses some inappropriate, off-task, or challenging behaviors efficiently. | Teacher does not address off-task, inappropriate, or challenging behaviors efficiently. |

TLF-T9c Score *
 3

TLF-T9c Comments *

Ms. Wilson addressed some inappropriate behaviors efficiently. Many of the off-task behaviors that were exhibited by the independent workers were ignored. This is an understandable instructional choice, but their behavior could have been addressed indirectly by giving them a more engaging assignment that would maintain their attention and thus limit the amount of off-task behaviors. Ms. Wilson used the following strategies to address student behavior:

- If you can hear me clap once/twice. (Used several times during the observation)
- Sh. Please do not yell out.
- How do you get my attention?
- I should not hear any voices. If I hear anyone's voice again we will have clips (?)
- Ms. Peterson's class look up.
- How do I respond? How am I gonna pick you? (When a student wasn't raising his hand.)
- I asked you to work quietly. You are white right now. (On the color coded behavior management system)

Some behaviors that were addressed continued or recurred later in the lesson, as evidenced by Ms. Wilson's need to repeat her directions.

TLF Average Score

2.15

Next Steps**Next Steps ***

Ms. Wilson should focus on the following Teaches:

- Teach 1: Be sure to have a specific, measurable objective for each lesson worded in child-friendly language. Explain the importance of the objective using real world applications and connect it to prior knowledge.
- Teach 4: Use a variety of learning styles and make sure that the activities promote mastery of the objective.
- Teach 5: Use various kinds of checks to gauge how well students are grasping the material presented. When students have a misunderstanding, guide them with explanations and clarifications, rather than simply giving them the correct answer. Probe students for higher level thinking when they are able to give correct responses.
- Teach 9B: Provide students with specific, meaningful feedback on their positive behavior.

Please feel free to call or email me if you have questions about your TLF ratings and comments.
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