



Master Educator Program:

Teaching & Learning Framework Ratings and Comments

Observer	Felicia Messina-D'Haiti (felicia.messina-d'haiti@dc.gov)
Teacher	Mara Wilson
School	Payne ES
Grade and Subject	Art Pre-School
Observation Date and Time	March 29, 2011 9:04 a.m. – 9:36 a.m.
Conference Date and Time	April 12, 2011 8:00 a.m.

STANDARD	COMMENTS	RATING
<p>TEACH 1: Lead well-organized, objective-driven lessons</p>	<p>Ms. Wilson was highly effective at leading well-organized, objective-driven lessons. The lesson objective was to create a composition using two different types of art making tools/media. Students could authentically explain what they were learning as they worked on their projects. Ms. Wilson actively and effectively engaged students in the process of connecting the lesson to their prior knowledge. Ms. Wilson used a class discussion and reading of a book to connect the lesson to prior knowledge. The lesson objective was specific, measurable, and aligned to standards; it conveyed what students were learning and what they would be able to do by the end of the lesson. The lesson was well-organized: All parts of the lesson were connected to each other and aligned to the objective, and each part significantly moved students toward mastery of the objective.</p>	4
<p>TEACH 2: Explain Content Clearly</p>	<p>Ms. Wilson was highly effective at explaining content clearly. Explanations were concise, fully explaining concepts in as direct and efficient a manner as possible. Ms. Wilson effectively made connections with students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. When discussing the book they were reading together, Ms. Wilson had students talk to each other about what they saw in the book and discussed children's experiences with riding trains. When appropriate, Ms. Wilson explained concepts in a way that actively involved students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. Explanations provoked student interest in and excitement about the content. Students were engaged in listening to the story and discussing what they saw with their partners and with the class.</p>	4
<p>TEACH 3: Engage students at all levels in rigorous work</p>	<p>Ms. Wilson was highly effective at engaging students at all learning levels in rigorous work. Ms. Wilson made the lesson accessible to all students at different learning levels. Ms. Wilson visited with each student to ensure that the lesson was both accessible and challenging as appropriate. She provided additional assistance and support to students who appeared to be struggling, and she asked questions to prompt other students to further their work. She asked students who finished more quickly what else they would</p>	4

<p>like to add to their work, and how did they like their designs. Students re-examined their work and added additional elements to their compositions. There was an appropriate balance between teacher-directed instruction and rigorous student-centered learning during the lesson, such that students had adequate opportunities to meaningfully practice, apply, and demonstrate what they were learning. Students had the opportunity to experiment with using different colors, media as well as tools, such as rubbing blocks to create both color and texture in their compositions.</p>	<p>TEACH 4: Provide students multiple ways to engage with content Ms. Wilson was effective at providing students multiple ways to engage with content. Ms. Wilson provided students more than one way to engage with content, as appropriate, and all ways were matched to the lesson objective. Ms. Wilson engaged the students by reading the story, through their discussion and through the art activity in which students manipulated crayons, paint, and other tools to create their compositions. The ways students engaged with content all promoted student mastery of the objective.</p>	<p>TEACH 5: Check for student understanding Ms. Wilson was highly effective at checking for student understanding. Ms. Wilson checked for understanding at all key moments. Every check got an accurate "pulse" of the class's understanding. Ms. Wilson checked for understanding of the story they were reading, classroom procedures as well as individual student progress on their work. Ms. Wilson used a variety of methods of checking for understanding by asking questions, visually checking on students and asking students to repeat procedures.</p>	<p>TEACH 6: Respond to student misunderstandings n/a</p>	<p>TEACH 7: Develop higher-level understanding through effective questioning Ms. Wilson was effective at developing higher-level understanding through effective questioning. Ms. Wilson frequently developed higher-level understanding through questioning. Ms. Wilson asked students to interpret the story. One question she asked was "how do you know the people are inside or outside of the train?" A student answered that the people are inside. She asked, "How do you know?" She asked students to explain what kinds of designs they were making in their compositions as well. Nearly all of the questions used were effective in developing higher-level understanding. Ms. Wilson used a variety of questions.</p>	<p>TEACH 8: Maximize instructional time Ms. Wilson was highly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management. Routines and procedures ran smoothly with minimal prompting from Ms. Wilson; students knew their responsibilities and did not have to ask questions about what to do. Students transitioned quickly and quietly to their seats and proceeded to assist each other with their smocks. Transitions were orderly, efficient, and systematic, and required little teacher direction. Students were never idle while waiting for Ms. Wilson. Students shared responsibility for the operations and routines in the classroom. The lesson progressed at a rapid pace such that students or were never disengaged. The flow of the lesson was never impeded by inappropriate or off-task student behavior.</p>
<p>4</p>	<p>3</p>	<p>4</p>	<p>n/a</p>	<p>3</p>	<p>4</p>

Additional Comments

SUGGESTIONS:

1. Refer to the Architecture of Accomplished Teaching and other items discussed in the Post Observation Conference.
2. Consider using additional ways to engage the students in the content, by showing different images or art works.
3. Model higher-level thinking skills through “think-alouds” for students and encourage them to ask more questions.

RESOURCES:

1. DCPS Teaching and Learning Framework, 2010-2011, Resources Section.
2. Architecture of Accomplished Teaching, National Board for Professional Teaching Standards, www.nbpts.org
3. B. Jennings and M.A. Joseph, *Accomplished Teaching*, Revised 2nd Edition

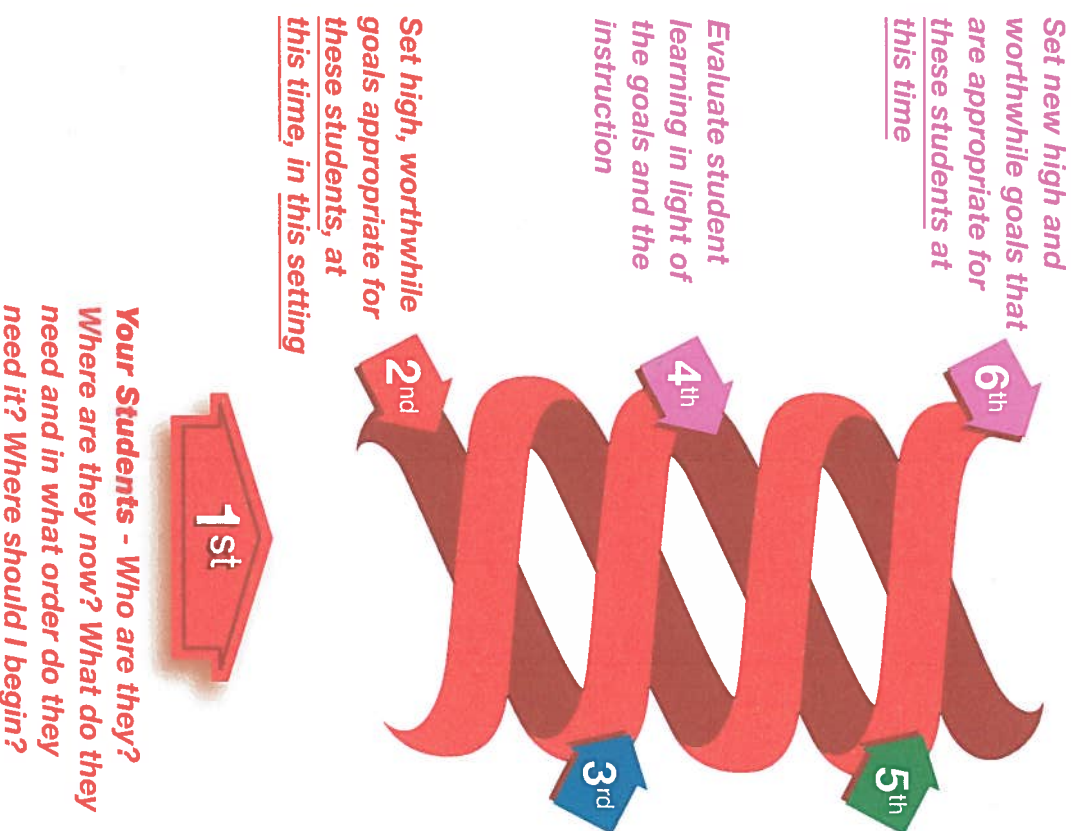
**Overall TLF Rating
3.75**

Teach 1	4	Teach 2	4	Teach 3	4	Teach 4	3	Teach 5	4	Teach 6	n/a	Teach 7	3	Teach 8	4	Teach 9	4
---------	---	---------	---	---------	---	---------	---	---------	---	---------	-----	---------	---	---------	---	---------	---

TEACH 9:	<p>Build a supportive, learning-focused classroom community</p> <p>Ms. Wilson was highly effective at building a supportive and learning-focused classroom community. Students were invested in the success of their peers. Students assisted each other with getting materials. Student comments and actions demonstrated that students were excited about their work and understand why it was important. There was evidence that Ms. Wilson had strong, individualized relationships with students in the class. Students demonstrated frequent positive engagement with their peers. Students worked well together, sharing materials on the table. Ms. Wilson complemented the students on their behavior and their academic work by making statements such as “I like the work you are doing here. That is a beautiful drawing,” and “You are welcome. I appreciate it when you use your manners. Thank you.”</p>	4
-----------------	---	----------

The Architecture of Accomplished Teaching:

What is underneath the surface?



Five Core Propositions

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

The Architecture of Accomplished Teaching:

Guiding Questions

Set new high worthwhile goals for these students, this time, this setting...

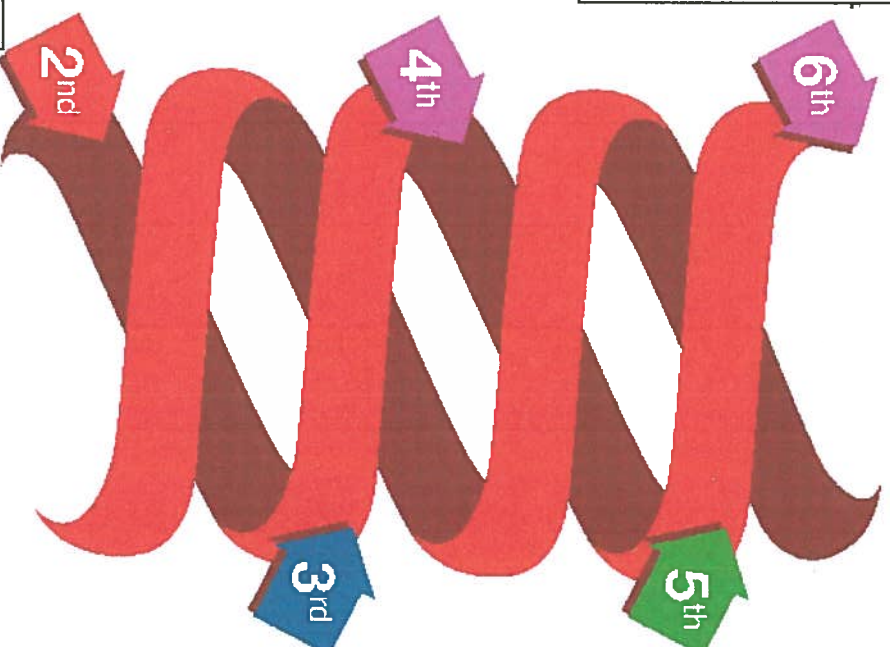
- What factors will contribute to your decisions about when to move on in the lesson?
- What key indicators might be most critical to setting future learning goals?
- What types of evidence from your students will you see that serves to demonstrate their level of mastery and/or readiness to move on?
- In what directions might you take them next?

Evaluate student learning...

- In light of your goals, how do you plan to assess student learning?
- Why did you choose this (these) method(s) of assessment for these students at this time?
- From the assessment(s), what new knowledge, if any, did you gain about your students?
- In what ways did the assessment(s) support your learning goals?
- What indicators or evidence, let you know that the assessment(s) was successful?
- What if anything, did the assessment(s) tell you about your instruction? Where will you go next?

Set high worthwhile goals for these students, this time, this setting...

- What are some of the ways in which these goals connect with NBPTS Standards/Portfolio Instructions?
- How do these goals fit in the sequence of your overarching goals?
- What do you want your students to walk away with?



Reflect on effectiveness of instructional decisions...

- What might you want to be aware of in yourself as you implement this lesson?
- What criteria might you use to assess whether you've made the right choices for the planning and implementation of this lesson?
- How has this conversation been helpful to you in you? Supported your thinking?
- What are some possible ways students might collect evidence of their own learning?

Implement Instruction...

- What approaches are you planning to use to accomplish this?
- As you consider alternative strategies, what seems most effective?
- In what sequence might you place these strategies?
- How might these strategies support your students in attaining your goals?
- What might be the primary value of implementing instruction in this way?
- How might your actions enhance the learning of these students, at this time, and in this setting?
- What criteria might you use to determine when to use another strategy?

Knowledge of Students- Who are they? Where are they now? Where should I begin?

- What about your students helped to influence your decisions about these goals?
- What do you already know about your students that factors into your instructional planning?
- What information do you have about your students that guide your decisions?
- How will it look in your students if you are successful?

1st

The Architecture of Accomplished Teaching:

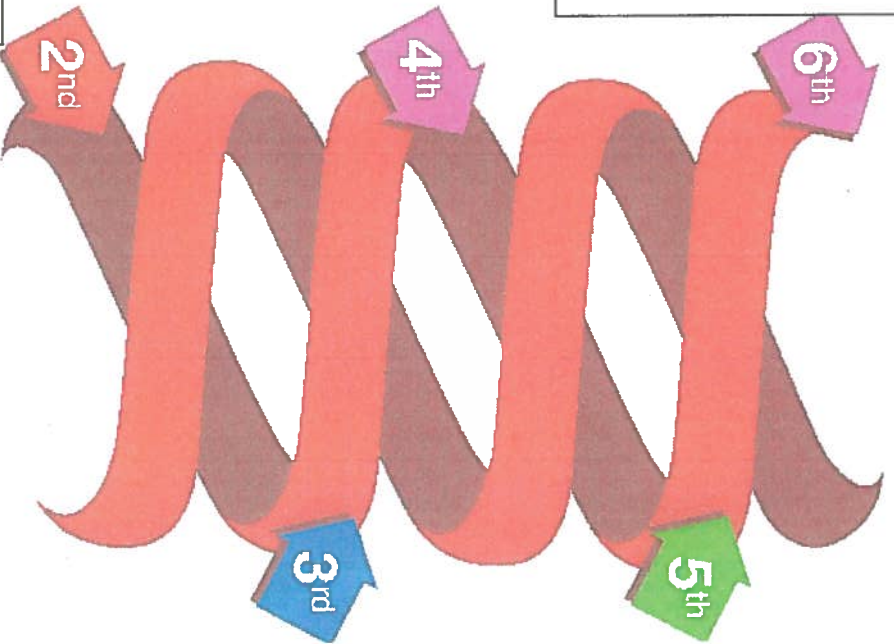
Activity 2

Entry Planner

Set new high worthwhile goals for these students, this time, this setting...

Evaluate student learning...

Set high worthwhile goals for these students, this time, this setting...



Reflect on effectiveness of instructional decisions...

Implement Instruction...

Knowledge of Students...