



Master Educator Program: Teaching & Learning Framework Ratings and Comments

Observer	Felicia Messina-D'Haiti (felicia.messina-dhaiti@dc.gov)	
Teacher	Mara Wilson	
School	Payne ES	
Grade and Subject	Art	
Observation Date and Time	October 27, 2011	10:59 a.m. – 11:43 a.m. (minus video time of 8 minutes)
Conference Date and Time	November 10, 2011	8:00 a.m.

STANDARD	COMMENTS	RATING
TEACH 1: Lead well-organized, objective-driven lessons	Ms. Wilson was highly effective at leading well-organized, objective-driven lessons. The lesson objective was for students to create a composition using at least three shapes. Students could authentically explain what they were learning, beyond simple repeating back the stated or posted objective. Students were drawing pictures from their imagination as well as from their experiences using the shapes they learned about and analyzed in the lesson. Students could authentically explain why what they were learning was important, beyond simply repeating Ms. Wilson's explanation. Students could explain that they were learning how lines make shapes and how they could use lines and shapes to create anything they wanted to make. Ms. Wilson actively and effectively engaged students in the process of connecting the lesson to their prior knowledge by reviewing and then building upon student knowledge of lines and how to express and draw different types of lines. They discussed how lines were then the building blocks for shapes.	4
TEACH 2: Explain Content Clearly	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 in order to make the content relevant and build student understanding and interest. Ms. Wilson explained the content through discussing examples the students were familiar with as well as through showing them a clip from a Blues Clue's episode in which Blue and Joe were searching for and identifying shapes in their environment. 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. Ms. Wilson asked students questions to involve them in explaining the content. She also asked students to participate in body movement exercises to explain different types of lines as well as singing a song about shapes. Explanations provoked student interest in and excitement about the content.	4
TEACH 3: Engage students at all levels in	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 made the lesson challenging to all students at different learning levels. Ms.	4



rigorous work	Wilson provided students with a frame and a problem to solve in creating their composition. She then provided students with the opportunity to solve their own problem creatively. Students each chose their own topic, drew a picture of interest to them but were able to articulate which shape they chose for different objects in their composition. Ms. Wilson provided shape manipulatives for students who needed additional support to make the shapes, particularly the more complex polygons.	
TEACH 4: Provide students multiple ways to engage with content	Ms. Wilson was highly effective at providing students multiple ways to engage with content. The ways students were provided to engage with content all significantly promoted student mastery of the objective; students responded positively and were actively involved in their work. Ms. Wilson engaged the students in song, movement, watching a video, verbal explanation and questioning, all of which were relevant and promoted student growth toward the objective.	4
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. Ms. Wilson checked for understanding by observing student participation in activities, asking questions of individual students as well as the whole class and by visiting and conferencing with each table group during independent practice. Every check got an accurate “pulse” of the class’s understanding. Ms. Wilson used a variety of methods of checking for understanding. Ms. Wilson Ms. Wilson seamlessly integrated information gained from the checks by making adjustments to the content or delivery of the lesson, as appropriate. (nearly all of 3 plus some)	4
TEACH 6: Respond to student misunderstandings	There were no evident student misunderstandings during the observation period.	n/a
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 effective questioning. Nearly all of the questions used were effective in developing higher-level understanding. Ms. Wilson used a variety of questions. Ms. Wilson asked students questions requiring that they compare different shapes, explain their compositions and why they chose particular shapes as building blocks for different objects. She also asked students to explain what distinguished one type of shape from another (number of lines, etc). She presented students with open-ended questions and statements, such as “Tell me what’s going on here,” to invite them to analyze and explain their compositions. She probed for more detail when students gave one word answers and asked students to more fully explain their thoughts and ideas.	3
TEACH 8: Maximize instructional time	Ms. Wilson was 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 some prompting from Ms. Wilson; students generally knew their responsibilities. Students knew and followed classroom procedures with some prompting from Ms. Wilson to remain on task. Transitions were generally smooth with some teacher direction. Students were only idle for very brief periods of time while waiting for Ms. Wilson to begin the video (and fix some technical issues). Ms. Wilson spent an appropriate amount of time on each part of the lesson. The lesson progressed at a quick pace, such that students were almost never disengaged or left with nothing meaningful to do. Inappropriate or off-	3



	task student behavior rarely interrupted or delayed the lesson. Students were talkative but were responsive to Ms. Wilson when she brought them back to attention and on task.	
TEACH 9: Build a supportive, learning-focused classroom community	Ms. Wilson was effective at building a supportive and learning-focused classroom community. Students were invested in their work and valued academic success. Students were engaged in the activities and in creating their drawings. The classroom was a safe environment for students to take on challenges and risk failure. Students showed their artwork to Ms. Wilson and answered her questions without hesitation. Students were always respectful of Ms. Wilson and their peers. Ms. Wilson meaningfully reinforced positive behavior and good academic work as appropriate by making positive comments to students. Ms. Wilson had a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	3

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

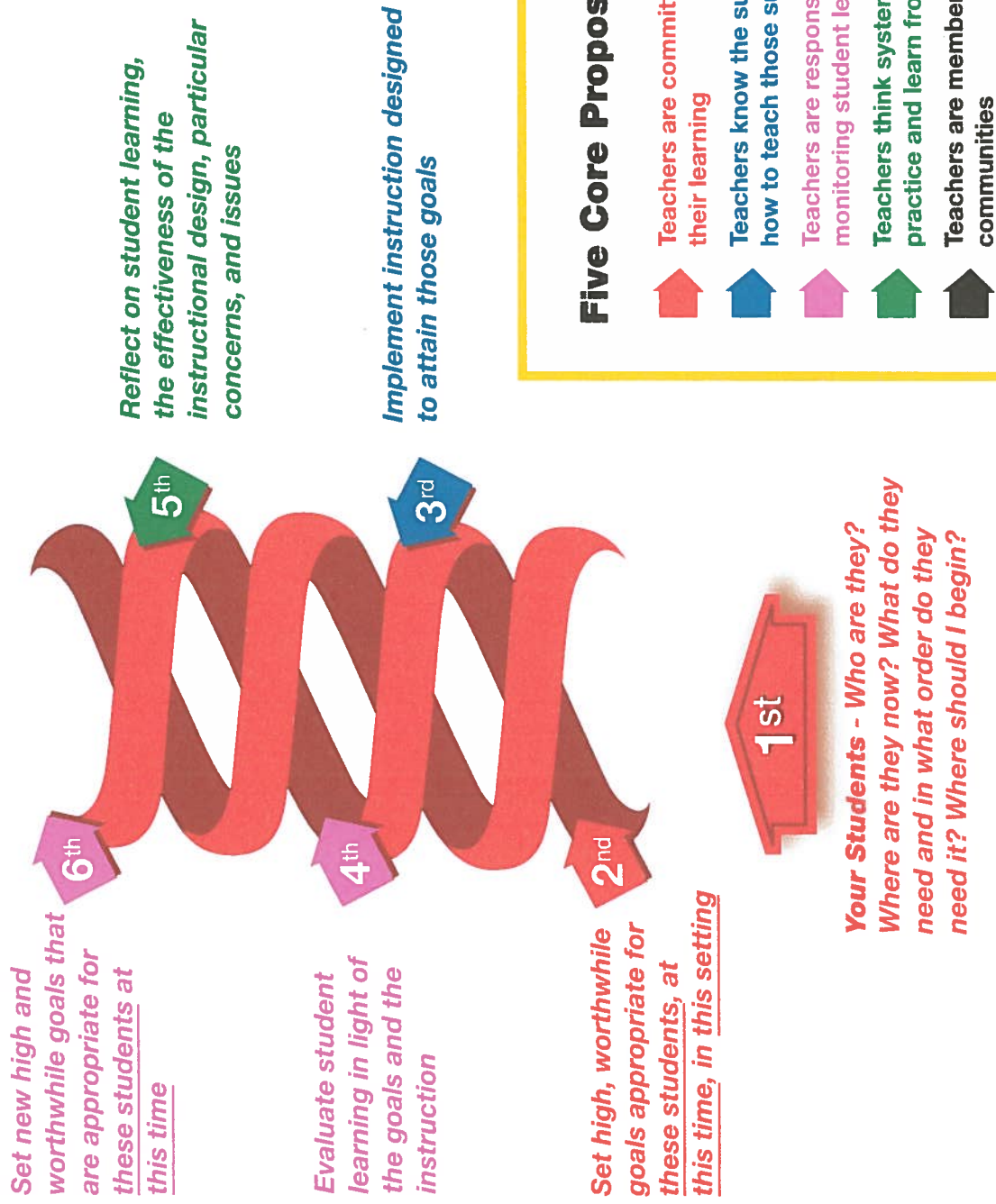
**Overall TLF Rating
3.625**

Additional Comments/Suggestions

1. Consider encouraging students to ask extension questions about the content of the lesson. You may start with question prompts to allow them to feel more comfortable with asking questions about the content, or thinking aloud to ask extension questions. For example, asking students if they "wonder" anything about what you've taught them, and then give your own example of an "I wonder."
 2. Post in the classroom or provide to the students a list of "answering sentence starters" that they can use to reply to questions that correspond to Bloom's taxonomy. Pre-teach the meaning and different contexts for these phrases and review them (through modeling).
 - Possible questions: How could you add more detail to your drawing? I could....
 - How are these two colors different? Similar? They all have/are....One has/is...and the other is....
 - What would happen if you added red to.....?
 - What would it look like if you drew/added.....?
 3. Model higher-level thinking skills through "think-alouds" and scaffold the language according to the different levels of proficiency of the students.
 4. Consider providing opportunities for students to take on more responsibility in the classroom and to provide feedback to each other.
 5. Consider providing more specific positive feedback for students focused on student effort.
 6. Refer to the Architecture of Accomplished Teaching and other items discussed in the Post observation conference.
- Resources:**
1. **DCPS Teaching and Learning Framework, 2010-2011, Resources Section.**
 2. R. Schirrmacher, Art and Creative Development in Young Children. 2006 (Thomson Delmar Learning)
 3. Architecture of Accomplished Teaching, National Board for Professional Teaching Standards, www.nbpts.org

The Architecture of Accomplished Teaching:

What is underneath the surface?



The Architecture of Accomplished Teaching:

Guiding Questions

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

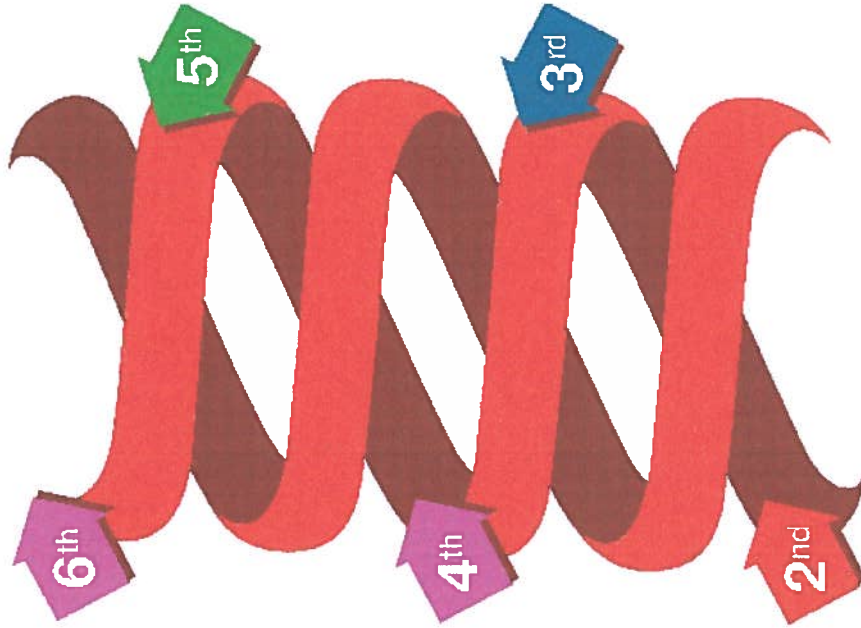
- What factors will contribute to your decisions about when to move on in the lesson?
- What key indicators might be most critical to setting future learning goals?
- What types of evidence from your students will you see that serves to demonstrate their level of mastery and/or readiness to move on?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

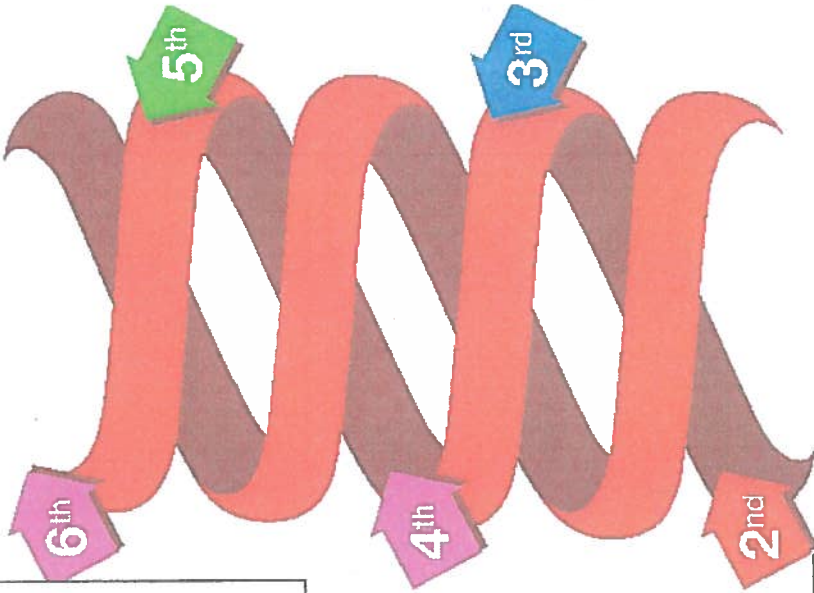
The Architecture of Accomplished Teaching:

Activity Z

Entry Planner

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

Reflect on effectiveness of instructional decisions...



Evaluate student learning...

Implement Instruction...

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

Knowledge of Students...

