

Master Educator Assessment #8610**Educator Information**

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

Cycle Information**Cycle**

Cycle 1 (Must be Complete by February 1)

Date of Observation (For Groups 1-8 only)

10-28-2009

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

Date of Conference

11-08-2009

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**

3.41

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 *

2

TLF-T1 Comments *

Ms. Wilson had the objective written on the board to be "Students will be able to identify cool, neutral, primary and secondary colors." She communicated it effectively by having a student read it, connected it to student's prior knowledge by singing a song with them about mixing colors and referred back to it at key points during the lesson by identifying colors on the color wheel. The importance of learning the objective was not explained.

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 *

3

TLF-T2 Comments *

Ms. Wilson had solid presence in the classroom and maintained student interest through singing with them about color. She presented the content in a well-organized manner and made it accessible and challenging to most students.

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 *

4

TLF-T3 Comments *

All students were actively engaged throughout the lesson. They were attentive to visual cues, eager to respond, and tracking the teacher.

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 *

4

TLF-T4 Comments *

Ms. Wilson effectively targeted 3 learning styles; visual, by having various color wheels and posters to observe, auditory, by discussing color vocabulary and singing a song about color, and tactile, by using markers, pencils and scissors.

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 *

4

TLF-T5 Score

3.67

TLF-T5a Comments *

Ms. Wilson was very effective at checking for understanding. She passed out a color vocabulary list, gathered the students around her and methodically went through all of the terms on the list with the students, sometimes moving into the hallway to look at a large hand made color wheel so students could see color relationships a little more clearly. She questioned students about all terms and told them to ask her, at any point, if they had a question about anything.

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 scaffolded several misunderstandings: in responding to the term shade, a color you get when you add black, she told them to think about standing beneath a tree outside for shade, because it's always a bit darker. Also, in explaining analogous colors, the colors that are next to each other on the color wheel, she scaffolded the meaning of the term by suggesting that they think of them as neighbors, living next to each other. Another example was about mixing complementary colors together to get the color brown. She explained it twice, but an actual demonstration of color mixing to get tints, shades and the color brown might have been beneficial. They would have been able to see that all browns, and tints and shades of a color are different.

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 *
3

TLF-T5c Comments *

– Ms. Wilson effectively probed for higher-level understanding when she asked the students if the artist, Giuseppe Arcimboldo was using tints or shades when he created his portraits from fruit. It encouraged them to be more observant and actually think about using tints and shades in a different context. She also might have asked them, specifically, what they observed to come to their conclusion.

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 *
4

TLF-T6 Comments *

Ms. Wilson was very effective at maximizing instructional time. Routines, procedures and transitions ran smoothly. When they were ready to start working, she said, "There are the scissors and markers, you know what to do." Instructional pacing was appropriate and there was no time lost due to off-task behavior.

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 a little evidence that Ms. Wilson effectively worked to instill the belief that students can succeed if they work hard. She mentioned that art time was always short, that's why they needed to use their time wisely.

TEACH 8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
There is significant evidence that 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.	There is some evidence that 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.	There is at least a little evidence that 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.	There is no evidence that the teacher has a positive rapport with her/his students OR there are 1 or more instances of disrespect by the teacher.

TLF-T8 Score *

4

TLF-T8 Comments *

There was significant evidence that Ms. Wilson had a positive rapport with her students. For example, she had a friendly, but no nonsense demeanor. She clearly enjoyed singing with them and gave them lots of encouragement in terms of quiet finger snaps.

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 *

4

TLF-T9 Score

4.00

TLF-T9a Comments *

Inappropriate and off-task behavior had no impact on the learning of the students in the class

TEACH 9B: REINFORCE POSITIVE BEHAVIOR

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)

TLF-T9b Score *

4

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.
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TLF-T9b Comments *

Ms. Wilson strategically reinforced positive behavior mainly by use of the phrase, "Give him/her finger snaps." to individual students.

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 *

4

TLF-T9c Comments *

There was no off-task behavior during the class.

TLF Average Score

3.41

Next Steps

Next Steps *

Please refer to the DCPS Teaching and Learning Framework and focus on the Teach section to explore new strategies for ways to improve the delivery of content to students and why this is important. Also, refer to the rubric for specific ways to accomplish this.

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