



Teacher Formal Observation / Performance Rubric

2013-2014

Sand, Melissa (OH1370169)

LEA: Princeton City (044677)
Building(s): Princeton High School (030759)
Evaluator: Leech, Tryvan (OH1321224)
Status: **Completed**

The educator completed this form on 11/26/2013 1:51:43 PM.

The evaluator completed this form on 11/24/2013 10:50:47 AM.

Formal Observation

Date of Observation:

11/1/2013

Beginning Time:

11:33 AM

Ending Time:

12:22 PM

Subject:

Foundations of Digital Art

Observation Notes:

Do Now: Level 1 voices. Work independently for 10 minutes.
Open your daily journal and write the goals for class in your words.
Open the RUBRIC below.
Then begin a new Photoshop document that is 14"X11", 300 resolution, RGB mode, transparent background. Consider using <http://www.morgue.file.com/> or <http://www.sxc.hu/> to find a picture of the main character or object from your current event.

Objectives:
Understand how to achieve focal point
Text mask
Image mask
Color replacement

Overall Rating

Overall Rating:

Skilled



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Teacher Performance Evaluation Rubric

Instructional Planning

Focus for Learning (Standard 4: Instruction)

Sources of Evidence: Pre-Conference

Rating:

Accomplished

Notes for Accomplished

During this unit, Mrs. Sand's students will be learning content information and skills in order to create a piece of digital artwork that reflects the Pop Art of Peter Max. Within the process of making this artwork, students will understand the emotional response associated with using particular colors as they depict a scene from a current event of their own choosing. Mrs. Sand establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. Mrs. Sand demonstrates how the goal (s) fit into the broader unit, course and school goals for content learning and skills.

Assessment Data (Standard 3: Assessment)

Sources of Evidence: Pre-Conference

Rating:

Skilled

Notes for Skilled

Mrs. Sand planned for two types of formal assessments which were analyzed for student knowledge and two surveys were given. One assessment was the quarter assessment that students completed one project prior to this one. Mrs. Sand demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.

Mrs. Sands employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.

Prior Content Knowledge/Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference

Rating:

Skilled

Notes for Skilled



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Students need to understand and apply the move, shape, paintbucket, selection, and eraser tools in Photoshop as well as the layer window, layer styles, and lighting effect filter. Students need to know about abstraction. They need to understand how to navigate documents with instructions for projects and the Edmodo class site online. Mrs. Sand makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.

Mrs. Sand plans and sequences instruction to include the important content, concepts and processes in school and district curriculum priorities and in state standards.

Knowledge of Students (Standard 1: Students)

Sources of Evidence: Analysis of Student Data, Pre-Conference

Rating:

Skilled

Notes for Skilled

Mrs. Sand's class is composed of a diverse group of students when one analyzes the demographics and skill set of students. No two students are similar in experience or ability in this type of class. This class needs a wide variety of differentiated instruction and assessments.

Mrs. Sand demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.

Mrs. Sand's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence: Formal Observation, Classroom Walkthroughs/ Informal Observations

Rating:

Skilled

Notes for Skilled

Project goals, which are outlined in a rubric/self assessment for each project, daily class goals, which are posted in Edmodo for students. Students are also responsible for including daily journals. Students will also be verbally and visually introduced to project goals through assignment instructions and examples of exemplary artworks.

Mrs. Sand's explanations are clear and accurate. Mrs. Sand uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking.

Mrs. Sand effectively addresses confusion by re-explaining topics when asked and ensuring understanding. Mrs. Sand employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Accomplished



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Notes for Accomplished

A class of students as diverse as this group, the unit must be differentiated according to art making skill, technology and literacy skills, but all students should make growth in this area. Developmental gaps for this unit may be addressed by: reducing the number of layers per project, work in groups when possible to generate and share ideas, reflection on daily journals, reflection on home language and summary in English to name a few. Mrs. Sand matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. Mrs. Sand effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Accomplished

Notes for Accomplished

Mrs. Sand used Adobe Photoshop CS2, Powerpoint/Website portfolios, Graphic Organizer, suggested current websites, etc. Technology is incorporated into lesson delivery on a daily basis in various ways, online, Powerpoint creations, daily journals, digital art making, self-assessment/rubrics, digital portfolio and more. Mrs. Sand's instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Skilled

Notes for Skilled

Mrs. Sand classroom is safe and supportive for all students. The positioning of the desks are set up so there is limited unseen area coverage. Students can change seats if there is an open seat available. Students work in groups, independently and with different changing groups throughout the year. Safety is established early with a learning contract and safety agreement. Mrs. Sand has positive rapport with students and demonstrates respect for and interest in all students. For example, Mrs. Sand makes eye contact and connects with individual students. Routines and procedures run smoothly throughout the lesson and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). Mrs. Sand engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate and effective.



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Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations, Post-Conference

Rating:

Skilled

Notes for Skilled

Daily journals with the information of what they are working on, and they address the goals with checklists to help with cunking. Mrs. Sand uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly.

Mrs. Sand checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). Mrs. Sand responds to student misunderstandings by providing additional clarification.

Mrs. Sand gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.

Ms. Sand provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality.

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence: Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others

Rating:

Accomplished

Notes for Accomplished

Mrs. Sand communicates effectively with students, families and colleagues, she is in constant contact with parents, students, (some of which may be future students (8th)). Mrs. Sand collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. Example teaming with L. Hartmann last year concerning, craft projects, Festival of Arts to share ideas, plan instructional development workshops, research on a potential STEAM program. Building Leadership Team, Art Club as well as attending many public events especially when it involves Princeton High School. Mrs. Sands meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.

Mrs. Sand sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.