

Northern Burlington County Regional School District (NBCRSD)
Teaching Practice Evaluation Instrument

Teacher	Eric Gibbons Visual Art	Evaluator/Title	Matthew Konowicz Director of Instruction
Date	Sept 22, 2016, announced	Class/Period	Art 3/4, period 12-13
# Students Present	11/1	Grade level(s)	11-12
# Students Enrolled	11/1	Unit title	2 Create & Perform
Pre-observation date	Sept 21, 2016	Date received by teacher	Sept 27, 2016
Post-observation date	Sept 28, 2016		
Daily Learning Target(s)			
I can demonstrate that complex tasks can be made more simple by working in small chunks.			
Targeted NJCCS and/or Common Core Standards			
1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.			
Resources (Technology, handouts, etc.)			
projection, workbook, drawing supplies			
I. Lesson Narrative			
Beginning			
Mr. Gibbons greeted students as they arrived and retrieved their portfolios, drawing supplies, and workbooks. The target and agenda were projected on the board. Attendance was recorded and Mr. Gibbons introduced a sample portrait project on the screen and elaborated on how he broke it down into a number of small manageable projects. Students compared the portrait to their current project. Mr. Gibbons returned to the target, stated it and posed the following question, "What are three to four steps used to break down a project?" The class was directed to pair-share. Mr. Gibbons circulated listening to students explain the steps they followed in previous big projects.			
Middle			
Students were directed to record an anticipated finish date and anticipated benchmarks toward completion on workbook page 41. Mr. Gibbons referred to his fireman portrait again to describe the timeline followed in breaking down elements of the project. Mr. Gibbons circulated and observed student's written plans. Student were directed to pair-share their timelines as Mr. Gibbons refined individuals' ideas to what he thought was more reasonable. He recommended specific modifications to the projects that would help students meet the timeframe. Mr. Gibbons summarized his findings and directed students to continue progress on their renaissance art project. Students continued on their drawings. Mr. Gibbons circulated offering recommendations on technique and process and recorded his initials in student workbooks to note daily progress. An announcement was made indicating five minutes of work time remaining.			
End			
Mr. Gibbons gathered the classes' attention and announced the closure. Students were tasked with sharing how they chunked their project down with a partner they had not yet shared with. The pair was directed to restate their partner's process to check for understanding. Students offered advice to each other as Mr. Gibbons circulated. The class was directed to clean up and then were dismissed.			

II. Lesson Implementation				
ELEMENT	Ineffective	Partially Effective	Effective	Highly Effective
Daily Learning Target	Teacher does not communicate a daily learning target. <input type="checkbox"/>	Teacher communicates a daily learning target either visually or verbally but not both. The target does not include knowledge/skills or a performance of understanding. <input type="checkbox"/>	Teacher communicates a daily learning target visually and verbally. The target includes knowledge/skills or a performance of understanding. <input type="checkbox"/>	Teacher communicates a daily learning target visually and verbally, and references it throughout the lesson. The target includes knowledge/ skills and a performance of understanding. <input checked="" type="checkbox"/>
Accessing Prior Knowledge	Teacher does not access or link students' prior knowledge to the learning target. <input type="checkbox"/>	Teacher attempts to access students' prior knowledge but does not link to the learning target. <input type="checkbox"/>	Teacher accesses and links the students' prior knowledge to learning target. <input checked="" type="checkbox"/>	Teacher accesses and links students' prior knowledge to the learning target. Students have multiple and varied opportunities to engage prior knowledge in preparation for new learning. <input type="checkbox"/>
Interaction with New Knowledge	Teacher does not facilitate interaction with new knowledge. <input type="checkbox"/>	Teacher facilitates interaction with new knowledge in a way that lacks clarity. <input type="checkbox"/>	Teacher facilitates interaction with new knowledge with clarity. <input checked="" type="checkbox"/>	Teacher facilitates interaction with new knowledge with clarity, and uses a variety of strategies. <input type="checkbox"/>
Application of Knowledge	Teacher implements strategies that are not connected to the learning target and/or are unsuccessful. <input type="checkbox"/>	Teacher implements appropriate strategies to facilitate application of targeted knowledge, but the students do not demonstrate understanding. <input type="checkbox"/>	Teacher implements strategies to facilitate students' application of the targeted knowledge, and students demonstrate understanding. <input type="checkbox"/>	Teacher successfully implements purposeful strategies to facilitate students' ability to transfer and synthesize the targeted knowledge. <input checked="" type="checkbox"/>
Feedback	Teacher does not provide observable feedback and does not elicit feedback. <input type="checkbox"/>	Teacher provides feedback that is limited to affirming or rejecting students' responses. Teacher elicits simplistic feedback from students to affirm or reject their understanding. <input type="checkbox"/>	Teacher provides and elicits feedback that helps students recognize what they currently understand. <input checked="" type="checkbox"/>	Teacher provides and elicits feedback that helps students recognize what they currently understand and what they need to learn or do next. <input type="checkbox"/>
Closure	Teacher does not close the lesson or provide opportunities for the students to do so. <input type="checkbox"/>	Teacher closes the lesson for the students. <input type="checkbox"/>	Teacher involves students in a closure activity that correlates to the learning target. <input checked="" type="checkbox"/>	Teacher empowers all students to participate in a closure activity that correlates to the learning target and supports higher levels of academic rigor. <input type="checkbox"/>

III. Classroom Management				
ELEMENT	Ineffective	Partially Effective	Effective	Highly Effective
Active Engagement	Teacher does not acknowledge or respond when students are not engaged. <input type="checkbox"/>	Teacher does not consistently acknowledge and respond when students are not engaged. <input type="checkbox"/>	Teacher consistently acknowledges and responds appropriately when students are not engaged. <input type="checkbox"/>	Teacher enthusiastically and consistently implements strategies that maintain active student engagement throughout the lesson. <input checked="" type="checkbox"/>
Classroom Routines and Environment	No evidence of established classroom rules and procedures exists. <input type="checkbox"/>	Evidence of established classroom rules and procedures exists but teacher does not consistently acknowledge and respond to students' adherence to them. <input type="checkbox"/>	Evidence of established classroom rules and procedures exists. The teacher consistently acknowledges and responds to students' adherence to them. <input type="checkbox"/>	Evidence of established rules and procedures exists, are reinforced as needed, or students self-monitor adherence to them. Teacher purposefully organizes the environment to support learning. <input checked="" type="checkbox"/>
Interaction with Students	Teacher does not demonstrate evidence of positive interactions with students. <input type="checkbox"/>	Teacher does not consistently demonstrate evidence of positive interactions with students. <input type="checkbox"/>	Teacher consistently demonstrates evidence of positive interactions with students. <input type="checkbox"/>	Teacher consistently demonstrates positive interactions with students and a sense of community is evident. <input checked="" type="checkbox"/>

IV. Summary Comments

A. Strengths

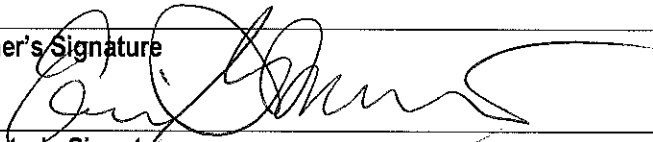
- Students' active engagement, the classroom routines and environment, and sense of community were all evidenced as students worked cooperatively with various peers and dialogued about progress and process in the current Renaissance art project.
- Mr. Gibbons successfully implements purposeful strategies, including a template, to facilitate students' ability to chunk their own projects and justify their plans.

B. Areas and Strategies for Growth

- Students in this lesson could frame their peer comments using academic art terminology such as syntax, compositional and stylistic principles.

V. Teacher Comments

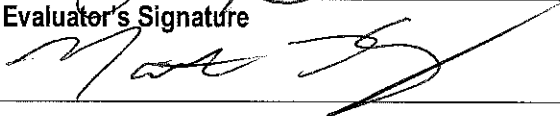
Teacher's Signature



Date

9/28/18

Evaluator's Signature



Date

9.28.18

