

EPISODE 1: Pre-Meeting to determine dates and learning opportunities

Coach: Principal	Teacher: Laurie Doran (non-tenured)
Term of Observations: Spring 2022	Goal(s): Setting Instructional Expectations
Date(s): <ul style="list-style-type: none">● Pre-Meeting: 3/23/22● Pre-Conference Observation: 3/27/22● Classroom Observation: 3/28/22● Post Observation: 3/29/22● Teacher Rating Form: 3/30/22● Debrief: 3/31/22	Standard: RE7 Perceive; CR2 & 3 Objective: Students will be able to create their own Op Art Wormies (Art of Illusion) <ul style="list-style-type: none">● Using lines and value to create dimension● Experimenting with different forms - no prescribed outcome
What will the teacher work on for next time: Teacher to Student communication and relationship building.	

EPISODE 2: Teacher Reflection

PRE-PLANNING

Areas of strength: <ul style="list-style-type: none">● Identify what your successes have been with student achievement.<ul style="list-style-type: none">○ Engagement - they were willing to revise○ Pride in work - want to present and assist others in their● Identify what areas of professional development have been most successful.<ul style="list-style-type: none">○ Rare in SDP○ Apple and Twitter and Networking with other artist○ String Theory was motivated toward PD because of the emphasis of the school - creativity and support● What are you really good at?<ul style="list-style-type: none">○ Content knowledge○ How to get students to be successful○ Technology

Area(s) for targeted growth:

- Identify areas for growth
 - Student relationships
 - Trying to determine what is driving the student?
 - Younger grades - more disciplined
- What is the subject, content, focus of your plan?

The rationale for selecting a topic:

- Why have you chosen this area of focus?
 - Op Art - students can be successful and it is very structured and this was something my students needed. They want freedom, but they struggle with choice. So I placed some choices within a structured project.
- What problem or issue would you like to resolve?
 - Getting the students using tutorials - they don't want to do the work.

Professional goal:

- What do you want to know or be able to do at the completion of the plan?
 - Build more choice for students - releasing responsibility and prescribe their own outcome
- How will you be a more proficient educator when you have completed the plan?
 - By creating choice I can just put options out there and not needing me

Essential question:

- What do you want to know?
- Does the question have the answer?

- Is the question too narrow or too broad?
- Do you know the answer to the question?

Action plan to accomplish goals:

- What steps will you follow to complete the plan?
- What resources will you review?

Resources needed:

- What resources do you need to complete the plan?
- What experts in the building will assist you?

EPISODE 3: Lesson Observation

OBSERVATION:

Teacher	Laurie Doran	Grade	7	Subject	ART
Week of Observation	3/28-4/1/22	Date	3/28	Time	10:15 am

List objective(s) for the lesson:

Students will be able to create their own Op Art Wormies (Art of Illusion)

- Using lines and value to create dimension
- Experimenting with different forms - no prescribed outcome

Describe your process for determining the objective(s) for this lesson and what you considered to ensure it was at the appropriate level of rigor for your students:

Teachers presentation - 3rd slide (Steps: review all options, watch a tutorial, practice in a sketchbook, explore variation, Experiment with materials and choose what you will use, layout a page in pencil, build paying close attention to craft)

The work the students are creating in class.

Some are gaining mastery, but others (focus and behavior) are struggling to understand what they are meant to be doing.

Standards-based for 7th grade Art and Art history

Using materials well.

Finding choices for them can be difficult. (choices with specific outcomes)

What key questions will you ask in order to determine if students understand the content?

Are you the curves moving up?

How are you getting that to work?

It could work, but you are not using any of the tutorials that we covered.

Looked at a bunch of work: What is movement here? What different ways that artists use to create the illusion?

What methods will you use to check for understanding during this lesson?

How well they are producing the work they have chosen and researched (they had a choice; they could have chosen what was available or researched another Op Art piece and done that)

Rubric - restate criteria - grade self according

Describe what you will use to assess whether your students mastered the skill at the end of this lesson.

They have a final project they must produce and present to the class

What else should the observer look for (i.e., particular students, student engagement, classroom climate, instructional strategies, etc.)

Kamiah, has difficulty with and responds to her with a bit of a tone that is irritated and annoyed. ("if you need help don't ask me.")

The teacher is criticizing the work and targeting what is wrong without giving many solutions

Teacher is struggling to connect with the group she is working with because the relationship is clearly not good.

Student engagement is 100% - varying degrees and not giving up. Restarting project.

Amazing lessons and student are producing interesting work.

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EPISODE 4: Teacher Interview and Reflection

POST - OBSERVATION:

Teacher	Laurie Doran	Grade	7	Subject	Art
Week of Observation	3/28-4/1/22	Date	3/28	Time	10:15 - 11am

Did your students master the objective? How do you know?

Most mastered the objective and the rest were moving toward mastery. Students were able to reflect on the work and verbalize understanding, even if their artwork was not 100% successful.

Did you deviate from your plan? If so, how and why?

I stuck to my plan but did add a few additional options to support student interests.

If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

Although there was time allotted for students to review resources and practice techniques, it seemed that many students skipped the resources and jumped into the project without a thorough understanding. I might have them explore resources as a group and present to the class as a check for understanding before moving to individual work.

STRENGTHS TO LEVERAGE: Identify the two biggest strengths that this teacher brings to the work that can be leveraged to enhance his or her practice.

Strength	Evidence from observation
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Passion And knowledge for the content. Interest in engaging students through relevant projects.	This lesson was well-planned and the teacher in student conversations was excited about what they were accomplishing and enthusiastic about the medium they were engaging in as a group and certain individuals.
Planning and expectations were high and she is encouraging opportunities for productive struggle and inquiry.	Doran provided all resources virtually and encouraged students to engage in a variety of resources and tools for mastery.

AREA FOR GROWTH: Identify the two areas of highest priority for this teacher to develop.

Strength	Evidence from observation
Doran provided resources, but could have scaffolded students' opportunity to discuss and explore given resources.	Great deal of time spent with one group in particular trying to get them on board with how to continue with the task. She kept referring to the resources and tutorials, but it was clear students were skipping this step.
Teacher used deficit language with students and her frustration was clear with a handful of students who were not following instructions.	Her conversation with Kamiah and her group she told them to do it on their own and to not look to her for any more assistance. They did not respond to her well.

EPISODE 5: Classroom Teacher Rating Form (Discuss with Teacher)

Commonwealth of Pennsylvania	Department of Education	333 Market St. Harrisburg, PA 17126-0333
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CLASSROOM TEACHER RATING FORM

PDE 82-1(4/13)

_____ DONAN	_____ Laurie	_____
Last Name	First	Middle
_____ School District of Philadelphia	_____ Overbrook Educational Center	_____
District	School	

3/28/22

Rating Date

Evaluation (check one) Periodic

Semi-annual

Annual

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (AxB)	Max Points
I.	Planning & Preparation	2	20%	0.40	0.60
II.	Classroom Environment	1	30%	0.30	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	2	20%	0.40	0.60

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Need Improvement	1
Proficient	2

Distinguished	3
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(B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data	
Building Level Score (0-107)	NA
(1) Teacher Observation & Practice Rating	1.70
(2) Building Level Score Converted to 3 Point Rating	2.25
(3) Teacher Specific	2.00
(4) Elective Rating	2.00

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating	Factor	Earned Points	Max Points
(1) Teacher Observation & Practice	1.70	50%	0.85	1.50
(2) Building Level Rating	2.25	15%	0.34	0.45
(3) Teacher Specific Rating	2.00	15%	0.30	0.45
(4) Elective Rating	2.00	20%	0.40	0.60
TOTAL EARNED POINTS			1.89	3.00

CONVERSION TO PERFORMANCE RATING

TOTAL EARNED POINTS	RATING
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0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvements
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

Rating. Professional Employee, OR Rating. Temporary Professional Employee

I certify that the above-named employee for the period beginning 00/00/00 and ending 00/00/00 has received a performance rating of:
 Distinguished Proficient Need Improvement Unsatisfactory

Resulting in a final rating of: Satisfactory Unsatisfactory

A performance rating Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of falling shall be considered unsatisfactory,

Date 3/29/22 Rater/Position Kelly Schaaf (Principal Intern) Date 3/29/22 Administrator Meredith Foote

EPISODE 6: DEBRIEF

QUESTIONS AND FINAL THOUGHTS:	TEACHER RESPONSE
Moving forward, what would you like to see happen?	I would like to improve my student relationships. They have gotten better, but there is still a good amount of animosity with a few that require attention
Why do you think the tension in student relationships exists?	Started the year out rough. Being a new teacher to the building and

	requiring work of the students that they were not ready to do (teacher before did not teach to the standards set). The students were frustrated and struggled to achieve. The expectations were higher and they just wanted to sit back and relax.
How do you hope to commit to relationship building?	I would like to create more opportunities for student leadership and peer collaboration in the classroom. I want to highlight student excellence more and be available to them on an individual basis.