

Date of classroom visit: 4/2/2019 (Wayne with Jen and 5 Red class)

(Check one) The classroom I visited was part of:

- Lower primary Upper primary Grades 6-9 Grades 10-12

(Total class visit time expectation: 10-15 minutes)

Time I entered classroom: 12:36pm Time I left classroom: 1:06pm

(Check one) Lesson space:

- Classroom Gym Field Outdoor classroom Other:

(Check all that apply) During the classroom visit, students were engaged in

- | | |
|---|---|
| <input type="checkbox"/> Transition/s | <input type="checkbox"/> A small group with the teacher |
| <input type="checkbox"/> Whole group direct instruction | <input type="checkbox"/> A small group with the teaching assistant |
| <input checked="" type="checkbox"/> Collaborative work groups | <input checked="" type="checkbox"/> Other: Teacher conferring with students |
| <input checked="" type="checkbox"/> Independent work | |

(Check all that apply) While in the classroom, I *observed* the following:

- Teaching and learning engages students as inquirers and thinkers (IB standard C3.2).
- Teaching and learning builds on what students know and can do (IB standard C3.3).
- Teaching and learning supports students to become actively responsible for their own learning (IB standard C3.5).
- Teaching and learning uses a range and variety of strategies (IB standard C3.9).
- Teaching and learning differentiates instruction to meet students' learning needs and styles (IB standard C3.10).
- Teaching and learning incorporates a range of resources, including information technologies (IB standard C3.11).
- Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others (IB standard C3.12).
- Teaching and learning engages students in reflecting on how, what and why they are learning (IB standard C3.13).
- Teaching and learning fosters a stimulating learning environment based on understanding and respect (IB standard C3.14).
- The school provides environments in which students work both independently and collaboratively (IB standard C3.14a).
- Teaching and learning empowers students to take self-initiated action as a result of the learning (IB standard C3.14b).
- Teaching and learning encourages students to demonstrate their learning in a variety of ways (IB standard C3.15).
- Teaching and learning develops the IB learner profile attributes (IB standard C3.16).

Anecdotal notes about the IB Standards and Practices I observed:

Students working at collaborative tables

Student interviews:

M: She was working on a mind map. She spoke about her 2 goals (3D drawing and symmetry).

Me: Why did you choose these goals?

M: Interesting. I am still not good at them and I am working to learn more about it.

Me: Do you like art?

M: Yes

Me: Why?

M: Making my creativity higher.

Me: Do you like your teacher?

M: She is very responsible. When we do not know something, she will explain it very clearly. I also like her own art work.

T checking in with kids. T asking lots of good questions.

T: "Do you remember the 3 techniques of creating an illusion in a work of art?"

Motivating music playing in the background.

T: Can I have your focus in 4,3,2,1. (Most kids stopped and placed attention on T).

Me: What are you working on?

P: Creating a timeline of all the art work I have been working on. I can prepare for SLC.

Me: Why are you preparing for SLCs?

P: It is coming up and we don't want to run out time to prepare.

Me: Do you like art class?

P: Yeah, actually. It is one of my favorite classes.

Me: Why is art class one of your favorites classes?

P: I can express myself.

Projected on Smart Board: Two objectives for today's lesson.

When I am finished list. . .

1. Mind map/ timeline
2. Personal project
3. Take a break and use English (Seesaw activities) – Really cool.

T: Does anyone want to share their personal project?

Me: What is your personal project?

M & L: Linear perspective.

Me: What is LP?

M&L: We did two point perspectives

Me: Love the building, budding architects

M&L: Inspired from a YouTube video

T respecting kids, giving students opportunities to pursue personal projects, their passions.

T: Time to clean up

T: Eyes on me.

IDEA: Wait for 100% of hands free and eyes on you.

Some kids acting silly during clean up time - L and A.

IDEA: Clean up song. i.e. Mission Impossible theme song

T: Return to your seats

You deliberately waited for everyone to comply with eyes on you

Dice roll reflection game for remaining few minutes of class

#3 Rule – Respect

#1 Rule - We are all artists

Six reflection questions for today's lesson i.e., What studio habit did you use today and how? Why is planning important when thinking like an artist? Deep thinking questions.

(Check all that apply) Other items before leaving the classroom;

√ There was a clear line of sight onto all students.

√ There were no physical safety concerns within the classroom.

Other:

Optional discussion questions during feedback time (Only if time permits):

How do you plan for differentiation?

How do you increase learning through play (K4-G2)?

How do you amplify inquiry in math and writing?

What experience do you have in using student data to inform instruction?

How do you promote social and emotional well-being in your classroom?

Other:



Classroom Observation Feedback Form 1: Student Learning

Teacher: Ms. Jennifer Nicklas

Date: Oct 10/2017

Class: Start Time: 8:20am End Time: 9:20am

Subject: Visual Arts – PYP – 4B

Observer: Gloria Carnevale

Position: Head of Arts: Visual Arts and Design

Choose 3 students at random (or one low, average and high) in the classroom to speak with and complete the following table.

	What are you learning?	Why are you learning this?
Student 1: Melanie	<ul style="list-style-type: none"> Scientific illustration Value – coloured pencils and pencil 	<ul style="list-style-type: none"> Doing unit on how we express ourselves Learning about observation and imagination Going to make a book of the illustrations
Student 2: Grace	<ul style="list-style-type: none"> Observation skills Scientific illustration with colour and value Values is shades and light and darks How to draw value with colour – darks uses use cooler colours, brown in shades, bright colours for the light part (warm colours) 	<ul style="list-style-type: none"> Theme is exploration and observation Practice Drawing real life things through observation Ms. Nicklas is making a book of scientific illustrations
Student 3: Max	<ul style="list-style-type: none"> Exploration Observation Scientific illustration Drying leaves to preserve them longer 	<ul style="list-style-type: none"> Art teacher wants them to focus on observation.

The best evidence that learning was taking place today was:

- Students are engaged in project (quiet and focused)
- Teacher is consistently observing, questioning and giving feedback to students throughout the duration of class
- Observing students and questioning them: asking students how to improve artwork and letting them respond (eg. What colours should you use for shades, tones, etc.)
- Teacher is consistently reinforcing project rules (not using black, and using cool colours for shadows)
- Positive reinforcements to students by teacher – very warm and comforting mindframe
- Great classroom management: techniques to keep students motivated (1st rule is “everyone is an artist,” 3rd rule is respect), team leaders who have clean up tasks, Monalisa quiet reference when student need to pay attention to announcements from teachers
- Luna (Art teaching assistant) is reinforcing Ms. Nicklas’ instructions and engaging with the students.
- Thumbs up (good) side (ok) down(lost) to indicate how the students feel about the lesson/activity. Most students have thumbs up, little to the side, and very little thumbs down. Great way to get quick feedback from students!



1. Evidence and feedback regarding student engagement.

Students were very eager to share their thoughts when they were given the opportunity to. All students were also on task at each station during the time I was here.

2. Evidence and feedback regarding student-directed learning/environment.

As I walked around and asked students why they were doing the activity they were, it was very clear to see that they understood how their learning experience was part of a bigger picture. They mentioned they were practicing creating art with different colours and materials. Students were very aware of the classroom essential agreement as well.

3. Evidence and feedback for including the inquiry cycles.

It was clear to see that students are finding out more about their unit if inquiry. You have given them opportunities to find out more about artists and different materials that can be used to create art. Also, they explored colours and different brush strokes they can use to create art.

4. Any other feedback or comments welcome!

I loved how engaged the students were. Especially when you were showing them examples and asking question. They were very eager to share and Lesley understood what was being asked of them! You have strong classroom management strategies that helped the students stay on task and be productive throughout the learning experience.

Monday, January 15th, 2018

Observer: Wayne Russell

- With the “progressive painting” art project, you are rocking Standard and Practice C3.11 (“Teaching and learning incorporates a range of resources, including information technologies.”).
- I love your emphasis on respect. Reminds me of something we did in Shanghai – Respect S.O.A.P. (respect self, respect others, respect authority, respect property). You also naturally tied your focus on “Communication Skills” into a conversation with a student about communicating respectfully.
- Great how each student had a specific job to do i.e., artist, director, art assistant.
- You and your TA were actively involved in working with groups of students.
- From my vantage point, when you said, “3...2...1...” students stopped what they were doing and focused their eyes on you.