



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.