

Date: 12/6/21

Teacher: Adelmund (Drawing)

Script of Class:

- **Students asked to go to Google Classroom**
- **Reflections and graphite reminder to students**
- **Mr. A intro theme of colored pencils w/rubbing alcohol**
- **Intro artist (Thomas Moran) tomorrow (inspiration of National Parks in Western US)**
- **Mr. A teaches how alcohol acts as a solvent to color pencils**
- **Goal convo today: Washes, blend thick colors, restoring paper tooth**
- **Students can try different brand of coloring pencils w/rubbing alcohol**
- **Mr. A roams room to check on students**
- **Mr. A provides more time for tomorrow and asks students to know the brand of pencil students' most prefer**
-

Likes:

- **I like you can speak from experience in using this form of drawing**
- **I like your use of Google Classroom as hub of content and class notes**
- **I like your depth of content understand (i.e. relating to TM)**
- **I like how you encourage students to try different kinds of pencils ... language of trying vs. challenge**
- **Students were clear about expectations and purpose today, I like how intent they were on trying different drawing techniques.**
- **I like how you roamed the room to check in with each student.**

Wonders:

- **I wonder how students would know if they effectively applied the three drawing techniques requested today?**
- **I wonder if students have the chance to provide support and analysis for their peers?**
- **I wonder if students have the chance to reflect on their creations today?**
- **I wonder what you learned about your students today and what your next instructional moves will be based off your observations today?**

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence:

Observed Mr. Adelmund's class as a productive, calm, and purpose driven learning environment. Students in this culture are willing to take risks artistically (d, e).

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content Area.

Evidence:

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in

planning for instruction.

- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence:

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence:

Observed Mr. Adelmund's use of Google Classroom to guide students with class instructions and effective modeling (a - d, f).

Standard 5

Uses a variety of methods to monitor student learning.

Criteria

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student Progress.

Evidence:

Standard 6

Demonstrates competence in classroom management.

Criteria

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence:

Observed Mr. Adelmund's classroom with a calm, productive, and comfortable working environment for students (a, b).