Teacher ID 0268938 Teacher Name MICHAEL KLEIN

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Formal Observation Cycle

Observation Time/Location:

Date: 03/03/2014 Time/Period: Periods 7 and 8 12:40-2:16pm Senior Animation Room 619 Attendance: Location : 02M630-Art and Design High School

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Evidence: Mr Klein related the lesson and content to the needs of industry and skill building:""I want to teach you the basics. This is a trade-school.We have to get you ready for industry. Your lesson demonstrated awareness of possible student misconceptions, and you introduced a pre-recorde video to teach the lesson whilst explaining the various steps to all the students. The reaction from a student was:"You should do this more often, Mr Klein." Your lesson taught the students Maya and ToonBoom, both software programs currently in use by industry professionals in Animation.	4- Highly Effective
1b: Demonstrating knowledge of students The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. Evidence: You included with your lesson plan a breakdown of the students' achievements in your class. Your plans also addressed both Anthony and Storms IEP's and how you differentiate your instruction to accommodate their specific needs, example:" Storm creates political cartoons and animations. He is current with all assignments and is able to work independently."	3- Effective
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. Evidence: The outcomes for this lesson was not quite as rigorous as the students were	2- Developing

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capable of completing. However, the learning fit into their Maya curriculum and the students were able to apply previously learned concepts. They also had to complete play blasts for these animations. The outcomes stated what the students will achieve rather than what they will learn. All the students easily completed the task assigned to them.	
1d: Demonstrating knowledge of resources The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Evidence: You have maintained relationships with professionals in animation and have invited them to speak to your students.example Paul Clarke. You are also familiar with a variety of resources available to students online to teach and improve their skills and in this lesson you directed them to the free software AutoDesk offers students to use at home. You have invited students to visit the Society of Illustrators and have enrolled your students' reels in a viewing at the Museum of the Moving Image. One of your students Ariel Hernandez was offered a job through Toon Boom that you facilitated.	4- Highly Effective
1e: Designing coherent instruction he sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. Evidence: The activities taught a students how to create a floating device, however the device was left to the students to decide , thereby providing the students with choice. This was the first lesson in the unit on Dynamics. Students were able to complete the task as they built on previous Maya skills acquired in the class.You differentiated the lesson by providing notes onto the Smartboard as well as individual computers. You also created a video to demonstrate to the students exactly how to achieve the results you were after.In addition you make all instruction available to the students online to review when they get stuck.You lesson plan included differentiation for both Storm Als and Anthony Colon, both who have IEP's in your class.	4- Highly Effective
1f: Designing student assessments Assessment criteria and standards have been developed.All the instructional outcomes may be assessed by the proposed assessment plan. Evidence: you submitted a rubric that you would use to assess the students Maya component of the lesson. You said: "You have to have sound if you want to get a full score on the rubric". However, the assessment does not allow for differentiation within the class.	2- Developing
2a: Creating an environment of respect and rapport Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. Evidence:	4- Highly Effective

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I did not observe any disrespectful behavior among students. You enquired about the students' senior trip. The students were comfortable asking questions from each other: S;"Adiel, How did you do the glow on it?" Response: "I idid it all in Toon Boom". All 18 students participated without fear of put-downs or ridicule from either the teacher or other students. You encouraged the students' efforts efforts throughout the lesson:"Your thesis boards are amazing" and "Frances did a great job creating a floating boat. Let's look at it together." The students responded to your new lesson format:S: "I have a response to the whole lesson You should do this more often. We actually see you doing it." You responded: " I appreciate it.You can open it now and I will come around the room."	
2b: Establishing a culture for learning The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. Evidence: You are clearly passionate about teaching the students Animation.Student asked: "Can you make storms? " You answered: "Yes, but I want to teach you the basics. This is a tradeschool, we have to get you ready for industry. You said: "Dynamics is on the map for hollywood industry. We are going to make an object float on what appears to be water."Students indicate through their questions and comments a desire to understand the content. S: "Can you just select all the individual sheets?" You answered: "Very good.If you grouped them,they would move together".S: "Why do they bounce around so crazy?" T :" Because we turned up the turbulence". You said:"I want these to be unique."	4- Highly Effective
2c: Managing classroom procedures There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. Evidence: As you described the activity, 9 students used notebooks in taking notes, 9 students recorded their notes were on the computer, 2 students were helping peers. The transition from the Do Now to the lesson activity was smooth. All 18 students worked on their Do Now.T:"I love it(Do Now) because I consistently get something from you every day." Students were given a computer generated image of a face and hand. One student is drawing lips nose, eyebrows;another student draws a hand. All are different.Most of the students had their notebooks out as you started the lesson. Some took notes on the computer.All the students were engaged and all 18 completed a floating device. There wass no loss of instructional time.	3- Effective
2d: Managing student behavior Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. Evidence: You addressed the students who arrived late to class and instructed them to sign the late log. Please do so every day. They should not need a prompt from you. It should be part of their classroom routine to sign the late log when they enter your	4- Highly Effective

Teacher ID 0268938 Teacher Name MICHAEL KLEIN

classroom late.During the two periods that I observed, student behavior was entirely appropriate. As you moved around the room, you kept the students on task and answered questions.	
2e: Organizing physical space The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. Evidence: All the students had computers to work on. Every computer was equipped with Maya and toon Boom Animate Pro software. You taught the lesson using the SmartBoard which in turn was projected onto the individual screens of the student computers.There was total alignment between the learning activities and the physical environment. You pre recorded your lesson to enable you to break it into smnaller sections as you modelled the steps to the students. S:"I have a response to the whole lesson. You should do this more often. We can actually see you doing it."	4- Highly Effective
3a: Communicating with students The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Evidence: Your Aim for the day was:" How can we make something float in AutodeskMaya? You Do Now activity was to log onto the class portal,to go to Doodle Now and to create a cartoon character based on the image you had posted. The students spent 7 minutes completing this. You used the Smartboard to instruct the students using a custom video that you had prepared to take the students through the process and steps needed to make a floating object.T:" The play blast is what I want today, but I like your images so much I don't want you to stop." During the time you played the pre-recorded video,you were modeling what you wanted students to be able to do.You stopped the recording throughout as you directed the students on possible pitfalls in completing the assignment. As I moved around the room, every student was able to explain what they were learning and where it fits into the larger curriculum context. You motivated the students by showing them previous students' floating objects that they had created in Maya. You clearly explained the steps and added the floating movement to increase the students imagination and excitement with this project. You invited Samantha to explain how to extend the square to create a boat to another student. In every row , students were assisting one another to explain various aspects of the content to their classmates.S1:"Can you show me how to extrude?S2: "Yes, you have to be in the polygone section, go to mesh, and then click on this."	4- Highly Effective
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with	2- Developing

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answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. Evidence: Starting with the Do Now, you asked the students:" This is not animation or cartooning. What makes it relevant to the arts?" SS responded:"It's creative", "It looks like Maya": " It looks like it has movement in it". You asked: "Does anybody know what dynamics means?" SS answered: " Action", "Visual effects". You also asked the class:"What is the difference between an animation and a simulation?" S:"Animation is 2D and simulation is making it 3D. Student asked: "Can you make storms? " You answered: "Yes, but I want to teach you the basics." Only seven students answered your questions and did you direct your questions at.	
3c: Engaging students in learning The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Evidence: All 18 students were intellectually engaged in the lesson.You allowed choice by saying:"I don't care what you model, but your shape is going to be a polygone".The task of creating a floating object allowed students to be creative and the students were all able to complete their own form of floating device by the end of the class. The students had to use their understanding of Maya to expand their ideas from a simple sphere to a more complicated object, in some cases well defined and rendered boats. The students viewed their submission to the Museum of the Moving Image and were asked to write about it on their blog. The software installed on all the computers combined with the tablets supported the learning goals of the lesson.As the students completed their floating device, they turned to ToonBoom to continue their work on their thesis.	3- Effective
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Evidence: You demonstrated your expectations to the students at the onset of the lesson by showing the class previous students' floating devices.T:"Those are 5 examples. Any questions? Does everyone know what we are doing? "Would you like to see a couple more?" You informed the class:"You have to have sound if you want to get a full score on the rubric". At the conclusion of the lesson, you displayed Frances' boat to the class to demonstrate an example of high-quality work. Throughout the lesson, you enquired from the students whether they understood the steps they had to take to complete this. You also used "cold-call" methods of calling on students to respond to questions to determine understanding of the project and the terms, example:"Does everyone know how to create 300 frames? Lance, can you explain?" As you circulated amongst the students, you guided students who felt insecure and offered feedback that was specific. "Can you give me a play blast to	3- Effective

Teacher ID 0268938 Teacher Name MICHAEL KLEIN

it? Why don't you model this and make this also a boat?" you suggested to a student. Another example:T:"You have to do this first.Go to extrude edit mesh use the arrow head. If you want to scale it use the blue." S:"Oh I see, I got it."	
3e: Demonstrating flexibility and responsiveness The teacher successfully accommodates students' questions and interests.T:" Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. Evidence: T:"I dont care what you model, but your shape is going to be a polygone."Student asked: "Can you make storms? " You answered: "Yes, but I want to teach you the basics. You adjusted the way you teach the information. T:"I prerecorded the lesson. If you want I will do it over.You can watch it over and over again. This is the first time I am trying it but if you feel it works, I will do it more often."	3- Effective
4a: Reflecting on teaching The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Evidence: When we met to discuss the lesson, you said:" I think the lesson was too easy. I could have asked them to do more with the floating device."	3- Effective
4b: Maintaining accurate records The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Evidence: Your records are all maintained digitally and record all the students assignments and their progress. You also communicate through your blog with the students on their progress in the class and in turn the students can share their difficulties, frustrations as well as breakthroughs with you and their peers. However, you explained that except for Adiel most students do not frequently respond to their peers' blogs. Your process of maintaining student work, feedback and achievement online making it accessible to students and parents are both efficient and effective.	3- Effective
4c: Communicating with families The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Evidence: You shared with me the outreach you have done to students' homes and their parents.You answer all email requests from parents and reach out to let them know about concerns within the classroom. You complete all progress reports in a timely fashion. You have also guided parents in their decisions about their child's college applications and aptitudes, example your responses to Frances mother's requests.	3- Effective
4d: Participating in the professional community The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school	2- Developing

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events and school and district projects when specifically asked. Evidence: Unfortunately you maintain a strained a relationship with your colleagues in the Art department. However, when I asked, you participated in the Open House for incoming parents to demonstrate the work the students have completed in Animation.	
4e: Growing and developing professionally Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Evidence: You participated in a training session over the summer to become certified in Storyboard Pro and Animate Pro.You have attended al the professional development trainings that I arranged for the Art Department this year. You have offered to assist colleagues with software issues and shared how to implement Moodle into their classrooms. You are a member of ASIFA and are actively engaged with professionals online to stay abreast of developments in the field.	3- Effective
4f: Showing professionalism The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. Evidence: You have gone out of your way to help your students succeed by taking them to the Society of illustrator and assisting with college applications and letters of recommendation. You have also worked towards getting your students certified in the technical assessments and presently most will graduate with a CTE diploma due to your diligence. You have also participated in both NYCATA and NYSATA where you presented to their members. Through your outreach, Adiel was able to find an internship online using his Toon Boom experience in your class. You have complied with all the NYCDOE and NYS Education department regulations.	3- Effective

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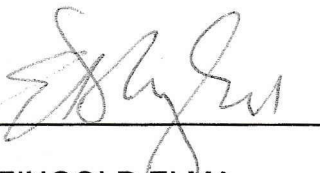
Additional Evaluator Notes (please attach more pages, as necessary):

During our Post-Observation conference we reviewed the low-inference evidence and discussed steps that you could implement to improve instruction in your class.
Next Steps:
1.) There was a lack of class discussion amongst the students in the class I observed. When you played the students' reel, you lost a perfect opportunity for a discussion.Most of the students were not really looking at it, only when their own piece played and commented on their own work.They mostly questioned you about certain cuts to their animations. Consider open discussions where you invite all the students to evaluate and offer feedback to their peers. Showing two portfolios, in your students case reels, have the rest of the class discuss each reel according to a strict rubric that they have to adhere to. This will give feedback to all students on how to improve their work, what they lack and invite these capable students to professionally discuss the merits of a piece.You can pace these to take place over the next few weeks. I know that you invite students to participate in a blog, but few actually do so.
2.)As we discussed in my office, the students were capable of more intricate work on Maya. Proper differentiation would have encouraged and instructed the class to try to complete objects demanding greater skills ranging from a simple sphere to a more complicated object, in some cases well defined and rendered boats. The students had all completed their floating devices before the end of the first period of the class.
3.) I would like to encourage you to participate in more departmental school activities. You did not participate in proctoring any auditions or high school fair events. I also encourage you to develop the Game Design club as discussed earlier. It will offer you an opportunity to gauge the interest in the school to develop a new major for the students at Art and Design.

I look forward to see the students' work. Discuss with Mr. Harchol the opportunity to exhibit the students' animations during the Film Festival scheduled for May.

Evaluator's signature  Date 3/9/2014

Evaluator's name (print) REINGOLD,ELMA

Teacher's signature  Date 3/11/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

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