



Observation: 1

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	9/12/2022 12:51:00 PM - 1:01 PM
Class Name	Studio Art and Design	Feedback Date/Time	9/13/2022 9:00:00 AM
Grade Level	9-12		

Feedback

Mrs. McKeefery has transformed the set up of her classroom over the summer. She worked with the maintenance and technology staff to move her desk to the front of the room and fix broken shelves, drawers and cabinets. The foresight of planning these work orders over the summer has helped her classroom to feel operational by herself and the students. The large wall sized cork board has become the place where she clearly communicates SLO's, vocabulary, project expectations and models drawing and painting techniques. She is commended for re-envisioning the space and using the room to engage students in taking ownership of the classroom and building autonomy and self-discipline for time management skills.

During the observation, Ms. McKeefery was clearly providing students with direction toward building their portfolios. When they became off task, she quickly and swiftly engaged students by redirecting their attention and giving them small manageable tasks that could be accomplished before the end of the period. She encouraged collaboration among students, especially ELL students who had little English proficiency. She is continuing to set the expectations of the year by ensuring engagement of all students in the project.

During the post conference, Ms. McKeefery reflected that many students struggled to build a folder, and that she was able to formatively assess which students will need more help with measuring in the future.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes



1. Rapport And Relationships: Ms. McKeefery is in the process of knowing most students names. She continues to demonstrate and builds a mutual respect between teacher and students.
2. Connections to Curriculum: During the post conference, Ms. McKeefery discussed that she was happy to have written the curriculum this summer. It has helped her to plan and organize her year, and has given her an advantage before school has started. She is thanked for taking the time and effort to write an updated curriculum and work with Apple farms to provide students with relatable curricular tasks and connections to multicultural representations.
3. Technology Utilization: N/A for this lesson. During the post conference, Ms. McKeefery is clearly thinking about ways to incorporate technology searches into her lessons, and to organize herself with project ideas. As Ms. McKeefery was discussing the student inventory she is providing students after they have created their color wheel projects, she could work with students to use thesaurus.com as way to build and apply vocabulary. The connection between vivid, expressive and animated language in writing could be a great cross curricular attribute toward her current project.
4. Assessment Practices: During the observation, Ms. McKeefery quickly and constantly formatively assessed student comprehension of the preliminary project and provided them with positive constructive criticism to correct their mistakes.
5. Professional Responsibilities: Ms. McKeefery continues to meet all of her professional responsibilities in a timely manner.



Observation: 2

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	10/18/2022 1:37:00 PM - 1:47 PM
Class Name	Honors Portfolio and AP 2D Art and Design	Feedback Date/Time	10/19/2022 11:30:00 AM
Grade Level	11-12		

Feedback

During the observation, Mrs. McKeefery was conferencing with students independently. She was working to help them focus their sustained investigations in AP 2D Art and Design in order to choose a diversified and in depth researchable topic. Students were very receptive toward Mrs. McKeefery's feedback and wrote her thoughts into their sketchbooks for reference. Mrs. McKeefery was using vivid language and examples that related directly to different artists that were showcased in previous lessons. The Honors Portfolio students were creating works of art for the inktober bulletin board in the hallway using different mediums that helped them to explore before the illuminations unit.

During the post conference, Mrs. McKeefery discussed that she used the mood board assignment in September to teach the pre-requisite skill of creating an in depth sketchbook that is required by AP. She is commended for having students use their own thoughts, feelings and interests to pursue a topic of inspiration, and easily go through the process of creating AP quality sketchbook pages prior to beginning their investigations. Mrs. McKeefery discussed that she has been sending students videos and resources to help them develop different points of view, and has specified which topics make good choices for AP investigations.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes



1. Rapport And Relationships: It is evident through student interaction and conversation that Mrs. McKeefery shows great warmth, mutual respect and care for her students. Students are very receptive towards feedback, and they communicate their ideas freely in a safe environment. During the post conference, it was discussed that some phone calls need to be made for students in Art I. Please document these phone calls in genesis under notes.

2. Connections to Curriculum: The Honors students began exploring the next unit of Illumination through the inktober sketches. The students were using white charcoal and black paper to create sketches. During the post conference, Mrs. McKeefery discussed that she uses Inktober as a way for students to practice drawing in their sketchbooks across all levels. She is commended for using the inktober challenge as a way to engage students in drawing creative pictures that represent 31 different words from the list. Students can post their own pictures on instagram using the hashtag, or research how other artists have interpreted the word. This sketchbook assignment helps students to feel a part of a larger artistic community participating in the same framework.

3. Technology Utilization: During the post conference, Mrs. McKeefery discussed that she will be using google forms for students to vote for the most creative name for a color swatch. This extra credit assignment required students to create names for a color swatch, and she will have students vote as a group.

4. Assessment Practices: Mrs. McKeefery uses observation and discussion most days. In the gradebook, she has summative project grades and assignment grades. She also incorporates critique grades into her assessment and assignment categories.

5. Professional Responsibilities: Mrs. McKeefery has been meeting her professional responsibilities in a timely manner. Please remember to monitor the number of assignments and assessments in the gradebook at the end of the trimester. Teachers should have about 10-12 assignments and 3-4 assessments by the end of the trimester.



Observation: 3

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	11/14/2022 10:08:00 AM - 10:18 AM
Class Name	2D Art and Design	Feedback Date/Time	11/14/2022 11:36:00 AM
Grade Level			

Feedback

During the observation, students were provided a rubric with guided questions. They were taking turns discussing their projects, but were required to focus on their process, medium choice, reflect on something that had went well or did not, and apply a vocabulary word that was implemented in their project. Students were willing to share, and ask a question about another students work. Mrs. McKeefery is commended for building a safe space for students to share their thoughts about their projects, as well as, provide them with guided questions that would fine tune their academic vocabulary and provide them rich context about discussing art. The communication of discussing art work is very important to developing students who are culturally responsive.

During the post conference, Mrs. McKeefery discussed how she graded on a rubric and evaluated student responses. She is encouraged to find a method that will quickly provide students with written or oral feedback. After reviewing the data, she quickly assessed student understanding of the academic vocabulary and could identify where students had lost points. Her next goal is going to be how to devise a plan to give students feedback that is meaningful. Furthermore, she discussed how she will use the data in a card sort activity to help students apply key terms before the progress assessment and allow them to work in groups to discuss their answers.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes



1. Rapport And Relationships: During the observation, the students were very respectful in conducting the critique. It was evident that Mrs. McKeefery was working to build classroom community and student to student relationships where students are comfortable to share.

2. Connections to Curriculum: Communication of art is an anchor standard, and this lesson is an example of the impact that discussing art can have to increase communication skills.

3. Technology Utilization: N/A for this observation.

4. Assessment Practices: Communication and conversation was observed in this lesson as the assessment practice. Mrs. McKeefery is commended for using multiple approaches this week. This assessment practice provided students the opportunity to practice and receive feedback prior to the progress assessment. She discussed how she will use this data to intervene with students who are struggling prior to the progress assessment. Different applications of data driven instruction were discussed in the post conference to help engage students in remediating and learning definitions prior to their progress assessment.

5. Professional Responsibilities: Mrs. McKeefery's gradebook was reviewed and she will be adding more assignments and assessments before the end of the trimester. She continues to write lesson plans in google classroom that are aligned with the curriculum.



Observation: 4

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	11/14/2022 11:36:00 AM - 11:46 AM
Class Name	Desk Audit	Feedback Date/Time	11/14/2022 11:36:00 AM
Grade Level			

Feedback

During the desk audit, Ms. McKeefery discussed her progress toward completing her PDP goals for the 22-23 school year. The first goal is using apptegy to post a classroom or event during the day. During today's department meeting, Ms. McKeefery will go through training to support her growth in this area. She is willing and eager to learn how to create posts through thrill share, and supported afterwards if she needs more time to learn the new system. The second goal is go get virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy. Ms. McKeefery is working toward this goal through BRAVE time and building her classroom community. Her classroom routines and procedures require and allow for students to be responsible for getting their projects and starting their work before the bell rings. She has about 85% of students who are doing this willingly, and is working toward helping the rest of the students master their classroom responsibilities. Her classroom is set up to be a studio atmosphere where students know where to find supplies and can move through the classroom freely through the artistic process. Ms. McKeefery's last goal is to implement the new curriculum that she wrote over the summer. She has begun thinking about revisions and documenting them as she progresses through the curriculum. She is also adopting ways of keeping herself digitally organized for future planning.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes



1. Rapport And Relationships: Ms. McKeeefery discussed that she is working to build her classroom community so that all students are comfortable with sharing their thoughts, feelings and taking risks with their art work.
2. Connections to Curriculum: Ms. McKeefery knows how to find the curriculum in the shared Google Drive. She continues to write lesson plans that pull the SLO's from the curriculum.
3. Technology Utilization: Ms. McKeefery uses technology as it is appropriate for lessons. Her progress assessment will be given on a google form. She is commended for making adjustments to a paper based assessment that will support students with testing on the computers.
4. Assessment Practices: Ms. McKeefery uses many forms of formative and summative assessments. She is complimented for describing how she alters between formal and informal feedback to students.
5. Professional Responsibilities: Ms. McKeefery's gradebook is set up to 50% assessments, 40% assignments and 10% progress assessments. She discussed that she will be adding more grades into the assessment and assignments categories before the end of the trimester. She is working on updating the grades, and adding recently finished projects. A best practice is to monitor the assignments tab in Genesis to analyze how each assignment is weighted in the trimester.



Observation: 5

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	12/13/2022 1:10:00 PM - 1:20 PM
Class Name	Mid Year Conference	Feedback Date/Time	9/15/2022 9:00:00 AM
Grade Level			

Feedback

During the mid year conference, Ms. McKeefery discussed her growth in a short period of time with building her classroom community and developing student autonomy in the studio. She has been working with students to fully understand routines and procedures, and to take an initiative with their classroom responsibilities. She centralized the room and uses the wall size cork board to recognize students work, celebrate progress, drive and motivate them to increase their skills, and to model skills and project criteria. The room relocation has been vital to developing a classroom community of pride and growth among students. It takes the idea of the process of art and makes it the focal point of every lesson. Therefore these qualities contribute to the underlying growth mindset she teaches to students about taking chances.

Ms. McKeefery has made gains with organization and foreseeing timelines. She discussed that she has become more organized with technology, grading, and planning. Ms. McKeefery is commended for these gains. In the upcoming months, she will be collaborating with her colleagues to plan a field trip and bring guest speakers to Absegami.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes

1. Rapport And Relationships: Ms. McKeefery is building relationships with students. She has built a classroom culture of respect. It was suggested that Ms. McKeefery increases her positive parent contact by sending a postcard once a week to a student with a positive message.
2. Connections to Curriculum: Ms. McKeefery wrote the curriculum this past summer, and has amendments that she would like to discuss in articulation.
3. Technology Utilization: Ms. McKeefery uses technology appropriately in her lessons. Her google classroom is well organized for students to reference project descriptions.
4. Assessment Practices: Ms. McKeefery has made tremendous gains with peer critiques. She is commended for continuously working with and applying the core elements and principals to every project.
5. Professional Responsibilities: Ms. McKeefery meets her professional responsibilities in a timely manner. She will be working on updating her gradebook before she leaves for Winter break with more grades.



Observation: 6

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Jennifer Rushton	Date/Time	1/25/2023 9:25:00 AM - 9:35 AM
Class Name	Studio Art and Design	Feedback Date/Time	1/26/2023 11:00:00 AM
Grade Level			

Feedback

Students were creating diagrams on the Role of Thirds. When I sat at the table in the back of the classroom and discussed the assignment with two students, they were very willing to share their drawings and the meaning behind it. One student was finished but could not clearly articulate the learning goal for the day. The lesson goals were very clear and Ms. McKeefery supported students with having resources readily available at each desk. Students had available their sketchbooks, various magazines, colored pencils and rulers to complete their assignment. She also moved around the classroom to assist students as needed in their task. The learning environment felt warm and welcoming with student art, texture and a desk arrangement that promoted collaboration.

During our post conference, I commented Ms. McKeefery on creating a learning space that helped to foster student creativity. We discussed enrichment strategies for students who have mastered the learning goals for the day along with students who need additional opportunities for success because of missed studio time. Strategies may include use of informational text articles in Google Classroom that are rich in various cultures and include standards aligned vocabulary from the unit of study.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes

1. Rapport And Relationships - It was apparent that Ms. McKeefery has created positive student relationships. During the lesson, she moved around the classroom as students asked questions and to check progress.
2. Connections to Curriculum - The Role of Thirds follows the district approved curriculum.
3. Technology Utilization - Ms. McKeefery used the whiteboard to project an example of the Role of Thirds with a graphic overlay for students to have a visual representation of the learning task.
4. Assessment Practices - Formative assessments were taking place as Ms. McKeefery moved around the class to check for understanding and provide immediate feedback.
5. Professional Responsibilities - All Public School Works Professional Development requirements have been completed.



Observation: 7

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	2/23/2023 1:36:00 PM - 1:56 PM
Class Name	Honors Portfolio/ AP 2D Studio Art	Feedback Date/Time	2/24/2023 9:45:00 AM
Grade Level	11-12		

Feedback

When students entered the room, Ms. McKeefery instructed for students to hang up their art work on the bulletin board. Without hesitation, the students sat on the carpet in front of the room. The environment was comfortable, inclusive and inviting for students to critique their works of art. Before beginning the critique, Ms. McKeefery explained the rubric and the standards on the rubric. She provided students with a highlighter so they could emphasize certain parts to discuss with the rubric. The rubric was used as more than an assessment tool, it was used as a guide to focus student conversations about important aspects that they needed to discuss. They provided each other with feedback in a very comfortable conversation that demonstrated Ms. McKeefery has built critiques into a routine. During the post conference, Ms. McKeefery discussed that she used the same rubric for her 2D art students to critique their project and had met the standards. She was impressed with the conversation that organically developed after the observer left the room. Students were commenting about each other's work providing insightful feedback and articulating how the elements and principals were applied to their works of art. Ms. McKeefery is highly commended for implementing a standards aligned rubric for the critique.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes

1. Rapport And Relationships: Students were freely talking and discussing their projects. It is evident that Ms. McKeefery has created an environment of respect among students.
2. Connections to Curriculum: The rubric was standards aligned with the 2021 art standards. Four art standards were chosen in the rubric.
3. Technology Utilization: The rubrics were uploaded to Genesis.
4. Assessment Practices: Verbal articulation and discourse was the method of collecting and giving students feedback about their projects.
5. Professional Responsibilities: Ms. McKeefery's gradebook is well balanced. The end of the trimester is quickly approaching, and grades are due on 3/7/23.



Observation: 8

Teacher	Molly Ann McKeefery	Employee ID	
Submitted By	Megan Potter	Date/Time	3/16/2023 1:38:00 PM - 1:48 PM
Class Name		Feedback Date/Time	3/20/2023 9:45:00 AM
Grade Level			

Feedback

During the observation, students quickly entered the room at the beginning of the period. They had went to their portfolios, taken out their supplies, and began working without hesitation or redirection. This shows that Ms. McKeefery has been building consistent routines with students. As Ms. McKeefery was giving students who were absent a mini lesson, the students were quietly beginning their work. Afterwards, she moved from student to student providing them feedback. One student was completely finished, and Ms. McKeefery gave her water color and paper to practice medium experimentation.

During the post conference, Ms. McKeefery discussed that the observed lesson was a diagnostic assessment and skill based assessment about one point perspective. She reviewed the skill level that students produced and their ability to conceptualize perspective, and decided to tier the summative project. She discussed that the day before, the direct instruction was provided through multimodalities of modeling, reading and practice. She reflected that she will be thinking about how to approach this unit differently in the future to help students understand build a better understanding. She consistently reflects that students lack the measuring skills of using a ruler, and this could also be a PDP goal for a future year. Ms. McKeefery is commended on her reflection as it will continue to help her build better lessons.

Teacher Response

Response Given On

Ob. Viewed by Teacher

Additional Notes



1. Rapport And Relationships: Ms. McKeefery continues to build relationships with students. There were virtually no interruptions, and students have well understood the routines of the classroom. They have taken ownership of understanding the classroom procedures to use the space as their studio.
2. Connections to Curriculum: Ms. McKeefery is following the scope and sequence of the curriculum. During the post conference, the major project was discussed and Ms. McKeefery will be scaffolding the project and changing the theme in order to help students be successful with one point perspective. She has changed the theme to "what's outside my window" to incorporate SEL. She is commended for finding ways to making the curriculum accessible for all students while building the next group of students who will go into Art II.
3. Technology Utilization: N/A for this lesson.
4. Assessment Practices: Ms. McKeefery used the observed practice as a diagnostic assessment and a skill building assessment. She used formative assessment as students were working to provide them with feedback and help them develop their conceptual understanding of one point perspective.
5. Professional Responsibilities: Ms. McKeefery reviewed the status of her SGO, and she is on track with finishing before the 3/31 deadline.