



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Elizabeth Chateau

Teacher ID: 1733432

School Year: 2024-2025

School Name/DBN: 24Q419-MS 419

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 11/08/2024

Time/Period: 3rd Period

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy</p> <p>The activities are challenging and provide students the opportunity to process information and apply specific knowledge to the task to confirm understanding.</p> <p>There are many supplemental materials provided to enhance student learning and students are free to research and select additional material on their own.</p> <p>Instructional groups connect directly to the lesson and allow students to apply learning objectives from the lesson. A variety of grouping is used during the lesson.</p> <p>Strategic Grouping: By breaking up into smaller groups, it leverages all adults in the room and allows students to receive more individualized attention and support. It also is a form of data gathering to see how students are progressing in writing and how appropriately they are implementing the scaffolds. Ms. Chateau's group consists of students with IEPs, Ms. Goldberg prioritized working with the ELL/MLLs in the class, and Ms. Liuzzo works with students who have demonstrated that they are able to work more independently/closer to grade level.</p> <p>Differentiation: Multiple versions of the graphic organizer were created to scaffold student's writing. A checklist and sentence-by-sentence writing structure were also included to keep their thoughts cohesive and organized. Students were given a writing checklist, peer and teacher feedback, a revision checklist, and annotations to further support students. Anchor charts are displayed as additional support to help students revise and edit their writing.</p> <p>These are appropriately differentiated for individual learners. Instructional groups are varied</p>	4- Highly Effective

<p>appropriately, with some opportunity for student choice. Students were able to choose their own essay topics aligned to the text that they read in the unit.</p>	
<p><i>1e (obs): Designing coherent instruction</i></p> <p>The activities are challenging and provide students the opportunity to process information and apply specific knowledge to the task to confirm understanding.</p> <p>There are many supplemental materials provided to enhance student learning and students are free to research and select additional material on their own.</p> <p>Instructional groups connect directly to the lesson and allow students to apply learning objectives from the lesson. A variety of grouping is used during the lesson.</p> <p>Strategic Grouping: By breaking up into smaller groups, it leverages all adults in the room and allows students to receive more individualized attention and support. It also is a form of data gathering to see how students are progressing in writing and how appropriately they are implementing the scaffolds. Ms. Chateau's group consists of students with IEPs, Ms. Goldberg prioritized working with the ELL/MLLs in the class, and Ms. Liuzzo works with students who have demonstrated that they are able to work more independently/closer to grade level.</p> <p>Differentiation: Multiple versions of the graphic organizer were created to scaffold student's writing. A checklist and sentence-by-sentence writing structure were also included to keep their thoughts cohesive and organized. Students were given a writing checklist, peer and teacher feedback, a revision checklist, and annotations to further support students. Anchor charts are displayed as additional support to help students revise and edit their writing.</p> <p>These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. Students were able to choose their own essay topics aligned to the text that they read in the unit.</p>	<p>4- Highly Effective</p>
<p><i>2a: Creating an environment of respect and rapport</i></p> <p>Ms. Chateau works with 7 students in the hallway. Anchor charts are placed on the walls in the corner of the hallway nook ; White board is being used; T has soft music playing.</p> <p>T: What do you call the things that we like? Can someone help him out</p> <p>Students monitor one another with the classroom norms as needed. Classroom interactions between the teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p> <p>Students treat one another and the teacher with kindness, respect and encouragement. There is respect AND rapport.</p> <p>The teacher's reaction to a students' behavior, culture, work, etc. is respectful</p> <p>Teacher and each individual student have a personal, professional relationship.</p>	<p>4- Highly Effective</p>

<p><i>2d: Managing student behavior</i></p> <p>T: Can we pause for a second? (T pauses the music) What do we want to make strong? How do the authors make their argument strong?</p> <p>T: Cafe party, what's going on? Jovan, do you need an appointment?</p> <p>S thinks...um yes.</p> <p>T: Okay, come..</p> <p>Student behavior is entirely appropriate. Teacher monitoring of student behavior is subtle. Students take an active role in monitoring their own behavior. This is evidenced by all students engaged in their writing during the session. Additionally, a student reminds another student to remain at a quiet level while working respectively. Student movement is managed through the use of appointment sign up with the teacher.</p>	<p>4- Highly Effective</p>
<p><i>3b: Using questioning and discussion techniques</i></p> <p>T: What's another word for confident?</p> <p>S: Like you look different from the photo?</p> <p>T: What if I put it into a sentence for you?</p> <p>S: Happy and joyful</p> <p>T: Repeats...I like it...</p> <p>T: We are looking for what supports it</p> <p>T: How would that make you feel?</p> <p>T: Woah! What did you hear the author just say?</p> <p>S reads a section of the text...</p> <p>S: repeats the section</p> <p>T: What does it mean when we take words that are not ours?</p> <p>T: Can we pause for a second? (T pauses the music) What do we want to make strong? How do the authors make their argument strong?</p> <p>Questions are thoughtful and designed to push student thinking. There is adequate wait time in between questions.</p> <p>Questions require students to make connections to prior knowledge. Questions were planned in advance based on anticipated student responses.</p> <p>Pre-planned higher order thinking questions were posted for students and referred to throughout the work session in one-to-one conferences with students.</p> <ul style="list-style-type: none"> - What ideas justify the author's claim? - How would you rate the author's argument? Why? 	<p>3- Effective</p>

<p>3c: Engaging students in learning</p> <p>T: Can we pause for a second? (T pauses the music) What do we want to make strong? How do the authors make their argument strong?</p> <p>T: Say it louder; say it stronger.</p> <p>T: Point to your claim.</p> <p>Appointments will be open. students assess where they are. by putting their post-it in the writing process stage that they are at. They move it as they finish each section.</p> <p>T: I am putting 10 minutes on the timer. I expect that you're able to move your post-it the next step after these 10 minutes.</p> <p>The teacher has completely aligned the task, materials and resources to the standards.</p> <p>The teacher differentiates assignments to address each learner in the class according to skill, interest, learning style, special needs, English language proficiency, etc. This is evidenced by how the class was separated into three groups, truly leveraging the use of the three teachers in the Integrated co-teaching space. Students were provided with materials to support their understanding of the learning objective inclusive of a claim chart and checklist.</p> <p>The teacher provides points of entry to the material but allows the students to engage with the material for the overwhelming majority of the lesson. This is evidenced by effective pacing of the lesson. Students were engaged in the independent work portion of the lesson for a majority of the lesson. This allows students to work through the writing process as they develop the writing pieces. Students advocate for themselves by setting up appointments with the teacher to check-in when needed during the work period. Students also move their post-it to the stage of the writing process that they are at, as they work through each stage of the process.</p> <p>Virtually all students were engaged in the lesson.</p>	<p>4- Highly Effective</p>
<p>3d: Using assessment in instruction</p> <p>Appointments will be open. students assess where they are. by putting their post-it in the writing process stage that they are at. They move it as they finish each section.</p> <p>Show me with your finger: 1, 2, 3, 4--</p> <p>T: I see 3's back there, which means I expect to see everyone working back there. Over here I see 2's which means you are going to continue working with me.</p> <p>T: That is a stunning paragraph. Do you have any questions for me?</p> <p>T provides student with revising & editing checklist to one student to edit their paragraph.</p> <p>T: Remember you have two minutes, before you have to move your pot-it to the next step</p>	<p>3- Effective</p>

<p>Student self-assessment and monitoring of progress: The concept was explained, students worked through a number of examples with the teacher and then students worked independently to prove mastery.</p> <p>Feedback to students: Grouping is based on assessment data and student progress/ability</p> <p>Feedback to students: Students are grouped based on assessment data and the activity challenges students to apply learning objectives from the lesson.</p> <p>Monitoring of student learning: The instructional resources and materials support the lesson objectives.</p>	
<p><i>4e (obs): Growing and developing professionally</i></p> <p>The teacher comes prepared with reflective self-assessment on the lesson to the post-observation discussion.</p> <p>The teacher is open to ideas and develops a plan to implement these ideas in future lessons.</p> <p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p>	3- Effective

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i>	N/A

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

Thank you for welcoming me into your classroom. Please see below for the following next steps that I would like for you to consider.

Component 3C:

As we discussed during our debrief while we reviewed the post-its of your students reflection on how they were feeling based on the concluding reflection question: Critique/reflect on your writing process today. How did you feel and why? Students were able use feeling words to describe their feelings due to the sentence frame that you provided for students. Consider incorporating the mood meter as a school-wide SEL tool in this practice. This can serve as an instructional tool that provides vocabulary support to elevate the language that students are producing when considering how they felt during the task that they engaged in for the day.

Component 3D: As we discussed in our post-observation debrief conversation, I would like you to consider ways to incorporate peer assessment strategies to involve students in evaluating each other's work and providing constructive feedback, creating opportunities for collaborative learning. The rationale for this is to foster critical thinking, collaboration, and deeper understanding, as students learn to analyze and evaluate the work of others. When thinking about ways to implement this, remember to model effective feedback language to students first, and have them focus on one specific section at a time. For example, students may just provide feedback to their peers on the claim sentence of their introduction paragraph. This will allow the feedback to be very specific, and the teacher can easily monitor for accuracy. This can serve as a mid-lesson checkpoint and then students can implement that feedback immediately during the work period. Additionally, when thinking about rubrics, consider ways to take the HMH provided student rubric and develop a student friendly version. Attached, I have provided an example developed from Dr. Kate Kinsella, an author and researcher who has revised the traditional rubric to a scoring guide that breaks down expectations into sentences for students to score themselves and each other from 1 to 4, similarly to the check-in you had students do with you during the lesson to assess whether they needed to sign up for an appointment with you.

Component 4E

I want to take a moment to thank you for your outstanding effort and dedication in collaborating with your co-teachers to organize and execute such a wonderful publishing party for class 603 to celebrate the students' argumentative essays. Your thoughtful planning, from creating the flyer and inviting families to supporting students in designing their cover art was impressive.

Teacher ID 1733432

Teacher Name Elizabeth Chateau

It was also great how the students turned their essays into a podcast, offering both English and Spanish versions. This thoughtful inclusion is a responsive way to engage and celebrate the diverse talents and perspectives of your students and their families. Please consider how we can use elements of this celebration in planning for our ELA department wide family facing event this Spring.

Teacher's signature: _____ **Date** _____

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

Evaluator's name (print): Rebecca Jean

Evaluator's signature: _____ **Date** _____