NYC Public Schools

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)

[X] **Formal Observation (full period)**   [ ] **Informal Observation (15 minutes minimum)**

Date of Observation: 12/17/2024   Time/Period: 2nd Period

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy Learning Objective: Today, we will evaluate our nonfiction narratives by using a revision checklist and rubric to revise our drafts. Next Generation Learning Standards: 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3c: Use a variety of transitional words and phrases,to convey sequence and signal shifts from one time frame or setting to another. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other. Today, we will evaluate our nonfiction narratives by using a revision checklist and rubric to revise our drafts. Essential Question: What keeps people from giving up? Language Objective: We will be able identify transition words by highlighting them and identifying their purpose in the text.	3- Effective

Academic Vocabulary: Feedback Plot (previously taught) Perseverance Sensory Details Misconceptions: Misconceptions during the non-fiction narrative writing process include; students oversharing/including information too early on in the plot mountain process and carrying on with their story as they would a verbal/casual conversation rather than utilizing transitional words to help their writing/story process flow seamlessly. Misconceptions will be addressed by explicitly modeling the narrative process on an ongoing basis, providing scaffolded writing graphic organizers to support the writing process and transitional word scaffolds for support. There is evidence that the teacher has procedural AND conceptual understanding of the content. The teacher has strong understanding of prerequisite skills needed for students to reach their learning goal.	
1e (obs): Designing coherent instruction Walked into classroom, and students who are in Chateau's group were asked to get their materials by ENL teacher and meet her in the hallway. Strategic Groups: 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. Shapero works with students who have demonstrated that they are able to work more independently/closer to grade level. Differentiation/ Accommodations/ Personalized Learning: 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. The learning activities are connected to the lesson objectives and all students are highly engaged. The activities are challenging and provide students the opportunity to process information and apply specific knowledge to the task to confirm understanding. The instructional resources and materials are challenging and support the lesson	4- Highly Effective

objectives. This is evidenced by the plan and materials including multiple versions of the graphic organizer, checklists, and anchor charts to scaffold student writing. The concept built on prior knowledge and prepared students for the next skill set.	
2a: Creating an environment of respect and rapport T: Mike has been absent for a few days, but we are so happy to have him back. He's going to read one of yours so that he is really prepared when it is time for him to write. Ss are completing feedback slip for students. Jac: (referring to rubric) Because he had at least 2 transitional phrases, and I think he can use the chart to use phrases such as "later that day". T: What kind of changes are you going to make? S: Sensory language, especially if you got a 2 or a 1. CR-SE & SEL: Students were allowed to choose their own topic (personal experience) for their nonfiction narrative, prioritizing student voice and choice. We are affirming diverse identities by utilizing texts featuring authors from various linguistic, gender, and cultural identities. All teachers in this class have built a positive rapport with their students. All teachers provide(d) opportunities for continuous improvement by providing ongoing feedback to revise work, promoting continuous improvement, and setting next-step learning goals. We developed an intellectually challenging task by requiring students to expand their knowledge utilizing new skills such as descriptive language, engaging in reflections, making connections to worldly issues, and elaborating on times where they persevere through a difficult situation. Students treat one another and the teacher with kindness, respect and encouragement. There is respect AND rapport. This is evidenced by students willingness to participate throughout the entire lesson. Students give encouraging yet specific critique to their classmates. This is evidenced by students completing feedback slips for each other based on the skill station they were working at: either sensory language or transitional phrases. Students also used the feedback slips to make revisions to their writing in the independent work portion of the lesson.	4- Highly Effective
2d: Managing student behavior T: Time check, 3 minutes. Timer goes off and T asks students to switch groups. T: in the middle of your table is a pile of your essay? Look for yours in the pile. If you need clipboards, table monitor please get them for your table. Timer goes off. T: That timer indicates that you should be grading your partner's rising action using the rubric.	3- Effective

T sets timer for 3 minutes. There is a feedback mechanism (timer) implemented in the classroom to aide students in monitoring their behavior. Student behavior is generally appropriate.	
3b: Using questioning and discussion techniques Ss are provided a number to go to a Chalk Talk- #1 and #2- T: You will be in at the chalk Talk for 5 minutes and then we will switch. Ss are working. T: What are we thinking here? S: Like a scary movie. T: Time check, 3 minutes. S: But what did it sound like? S: Like boom! S: Like scary.. T: Okay, what sense are we connecting that sound to? S: Hearing. T: What visual can you connect that to? S: Uhh like a car crash? S: Like frightened S: What do you mean? T reviews the chart T: How are we grading this out of 5? S: 4 T: 4, why? T: Dow we agree or disagree? Ss: demonstrate the agree sign language sign. S: Because they need to add questions. T: Reflecting on your partner's comments, what did you take away from this experience?	3- Effective

T: Why? How do you plan on improving your writing? S: I can make it more intense. T: Good, you can write that. Santiago: what did your partner tell you to do? Questions are thoughtful and designed to push student thinking. There is adequate wait time in between questions. Questions require students to make connections to prior knowledge. Questions were planned in advance based on anticipated student responses.	
3c: Engaging students in learning Ss are provided a number to go to a Chalk Talk- #1 and #2- T: You will be in at the chalk Talk for 5 minutes and then we will switch. T: I agree, there are visuals, connected it to the text, we could add questions. So yes, I agree it could be a 4. T: It connects to our senses, using sensory language. Nobody wants to read a story that just says, I was scared. Is that interesting? Ss: Noo T: This station, what are we working on today? Group 1: Sensory Language T: This station, what are we working on today? Group 2: Transition Words T models with group on an anchor chart? T: After 5 minutes, we should be done reading our partner's text, the rising action, and finish annotating. T: At this time, you're going to take your own paper back T: What kind of changes are you going to make? S: Sensory language, especially if you got a 2 or a 1 I forgot the to do do our surprise sensory language activity T hands out chocolate kisses- looks white, Feels smooth, hard, squishy, tastes like chocolate, vanilla, smell like vanilla, sweet. Guess the flavor.	4- Highly Effective

T: All of these words, we used to described just one little "kiss" So as you review your writing, think about how you can use the chart and your words to elevate your writing. S: What if you already have three? T: What do we think? Refers to the chart-- Does Amelia have more than 3? Ss try to guess (birthday cake; T: Sugar cookie Task Design: The teacher has completely aligned the task, materials and resources to the standards. This is evidenced by the development of the station task for students to revise their non-fiction narratives based on either sensory language or transition phrases. Students are provided with materials to support them in meeting the learning objectives such as checklists, sentence frames, and anchor charts. Differentiation: The teacher differentiates assignments to address each learner in the class according to skill, interest, learning style, special needs, English language proficiency, etc. Lesson Design & Pace: 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.	
3d: Using assessment in instruction T reviews the chart T: How are we grading this out of 5. S: 4 T: Dow we agree or disagree? T: 4, why? Ss: demonstrate the agree sign language sign. S: Because they need to add questions. T: This station, what are we working on today? Group 1: Sensory Language T: This station, what are we working on today? Group 2: Transition Words T: Do you notice him using transition words to help his writing flow? T: If he didn't use any, which part of the rubric is he at?	4- Highly Effective

S: 2 T: Okay, good, now tell me why. Ss are completing feedback slip for students. Check in w/ Jac-- Tell me about what feedback you are giving your partner. J: I gave him a 2. Jean: Can you tell me why? J: (referring to rubric) Because he had at least 2 transitional phrases, and I think he can use the chart to use phrases such as "later that day". T: This group started to tell me how they felt. Let's check in with ___cafe. How are you feeling from 1 to 4. S: 3 because I learned that i can add more sensory language, to make my ideas more clear. Victor: I also felt a 3 because i have to add more sensory words, to be more realistic. The lesson uses various strategies to meet the needs of all students. Assessment is fully integrated into instruction through the use of formative assessment. This is is evidenced by the use of student checklists, teacher monitoring of student understanding through questioning, use of peer feedback forms, and student friendly rubrics. Student self-assessment and monitoring of progress: The lesson was timed appropriately and allowed students the opportunity to reflect on the days learning.	
4e (obs): Growing and developing professionally	N/A

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

Additional Evaluator Notes (please attach more pages, as necessary):
Thank you for welcoming me into your classroom. Please consider the following next steps:

Component 3B:
To develop your practice around questioning and discussion, consider ways in which you can provide opportunities for students to take more control of the discussion. This can include student-led seminars and mini debates where they generate the questions. Encourage students to not only answer questions but also pose them to their peers, building their discussion skills and fostering a collaborative learning environment. This will support ensuring that students themselves are all heard in discussion. The resource linked below from Colorin Colorado provides ideas of strategies and resources to incorporate more student led discussion activities in your classroom.

https://www.colorincolorado.org/developing-students%E2%80%99-discussion-skills

Component 3C: As we discussed in your post-observation conference, it is great to see how you are leveraging the educators in the room to support all students by using the parallel teaching co-teaching model. As you continue working with your co-teachers in analyzing the student data, consider rotating groups throughout the school year. Some benefits can include:

-Co-teachers can observe students in various group settings and contexts, gaining deeper insights into their learning styles, strengths, and challenges. This makes it easier to offer personalized support and adjust instruction accordingly.

-In co-teaching environments, rotating groups ensure that students with diverse learning needs interact with various peers and receive support from both teachers. This approach can address gaps in learning and promote inclusive practices.

-Rotating students helps ensure that all students have equal access to different instructional approaches, both teachers, and a variety of learning experiences. It prevents some students from being left behind or underrepresented in certain types of instruction.

-Co-teachers can share observations about how students interact in different group settings and collaborate to adjust instruction accordingly. For example, one teacher may notice that a student who struggles with

Teacher ID 1733432_____   Teacher Name Elizabeth Chateau_____

writing becomes more confident when working with a particular peer, and this insight can inform future groupings and instructional approaches.

In addition, consider the question:
In an ICT setting, how do you and your co-teacher design tasks that are rigorous for all students and select the appropriate co-teaching model(s) that match tasks, activities, and student needs?

I would encourage you to try out additional co-teaching models such as station teaching and alternative teaching to amplify your practice as an ICT teacher. Consider how you can showcase the effectiveness of different co-teaching models in the form of a lab classroom for other ICT teachers.

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**_____