



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Elizabeth Fernandez Teacher ID: 1733432
24Q419-New 2021 D.24 MS in
School Year: 2022-2023 School Name/DBN: Building Q419

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)



Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 12/15/2022 Time/Period: 4th period

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy</p> <p>I need everyone to go back to their seats. And we gong to begin coming to an end of our emotional journey. For our conclusion, for step 5 - our last chance to give our reader what they are waiting for. Move to your binder to sequence word sheet. Your binder should look like my board over here.</p> <p>The instructional tasks in this lesson provided students with the opportunity to connect instructional content to their lives' while engaging them in community-learning and cooperative learning. The welcome task provides students with the opportunity to set personal goals and take ownership in their academic development. Providing peer feedback at the end of the lesson will help students identify and take ownership in their academic development by identifying strengths, struggles, and strategies for next steps.</p> <p>Students received tiered supports based on guided practice data. Students were provided with on task writing checklists. One on one writing conferences were held periodically to support students during the writing process. Teacher provided constructive feedback and individualized support. Students made annotations with highlighters and colored pencils. This served as a support for visual and struggling learners. Students observed struggling after guided practice will be pulled into a small group with a teacher and guided through an individualized process with their own writing piece in order to clarify any questions about the steps to write a nonfiction narrative conclusion. .</p> <p>Knowledge of Grade Level Content: There is evidence that the teacher has procedural AND conceptual understanding of the content.</p> <p>Knowledge of Grade Level Content: The teacher can identify important concepts</p>	3- Effective

<p>and how these relationships are intertwined within the grade level domains.</p> <p>Learning Progressions: The teacher has strong understanding of prerequisite skills needed for students to reach their learning goal.</p> <p>Learning Progressions: The teacher can plan out an entire unit that address each key step of a learning progression for a learning goal.</p>	
<p>1e (obs): Designing coherent instruction</p> <p>Teacher guided students through the process of writing a nonfiction narrative conclusion. Teacher modeled an explicit 4 step process of writing an effective concluding paragraph:</p> <p>Step 1: Uses a transitional phrase to close the story. (As you can see....Finally...All things considered...)</p> <p>Step 2: Tells how the author feels about the topic. (Although Miss. Fernandez felt _____ before _____, she felt _____ that _____).</p> <p>Step 3: Repeats the main idea of the nonfiction narrative.</p> <p>Step 4: Ends with a wish, hope, or lesson.</p> <p>Teacher explicitly modeled annotating the essential components of a concluding paragraph using a checklist:</p> <p>I used transitional words in my writing. I used sensory details in my writing. I re-stated the main idea of my story. I have a strong concluding statement, wishing, hoping, or providing a lesson to my reader. (I hope that you _____..... Based on Miss. Fernandez's experience, _____ is an important life lesson.)</p> <p>The learning activities are connected to the lesson objectives and all students are highly engaged. There is evidence that the lesson activities are based on student choice and allow various ways to complete the task. The instructional resources and materials are challenging and support the lesson objectives. Instructional groups have been formed based on student ability and assessment data. Students are grouped appropriately for the activity. The teacher asks questions using bloom's taxonomy in order to develop critical thinking skills.</p>	<p>4- Highly Effective</p>
<p>2a: Creating an environment of respect and rapport</p> <p>Ms. Fernandez, everyone did a great job - now, I want you to give yourself a 1, 2, 3, or 4 based on how you did today in group work.</p> <p>i give myself a 3 because I needed a little help but next time I need a little more help.</p> <p>Britany, I give myself a 3 because</p>	<p>4- Highly Effective</p>

<p>Tenzin gave herself a 4 because she was helpful.</p> <p>Brandon gave himself a 3 because he was a great reader.</p> <p>Alex, I give myself a 3 because Kevin was mostly helping.</p> <p>Kevin, sometimes the leader needs help.</p> <p>Kevin, I give myself a 3 because I needed some help from my classmates. and next time I should improve.</p> <p>Ryan, I gave myself a 2 because we completed everything.</p> <p>Student/teacher created practices for the classroom are posted. Students monitor one another with the classroom norms as needed. Students treat one another and the teacher with kindness, respect and encouragement. There is respect AND rapport. Students give encouraging yet specific critique to their classmates. (I like the way you remembered punctuation and capitalization rules. What would make your work stronger is varying the first word in the sentence like) The teacher's reaction to a students' behavior, culture, work, etc. is respectful</p>	
<p><i>2d: Managing student behavior</i></p> <p>Timer goes off - we have 60 seconds left to finish up your work.</p> <p>Monitoring Classroom Behavior: Students exhibit good behavior because it is the "right thing to do" instead of the consequences bad behavior may bring.</p>	4- Highly Effective
<p><i>3b: Using questioning and discussion techniques</i></p> <p>Alex, in the second paragraph we can under line Jake because he's a character.</p> <p>Alex, can you please repeat.</p> <p>Kevin, a therapist is a character because it is someone that takes notes of some that has problems.</p> <p>Alex to Kevin, is there any evidence that supports this more?</p> <p>Kevin reads the paragraph. There is bill and Cathline.</p> <p>Alex, it's where the story takes place. There is one character that we should underline. Alex looks at Ryan's paper and shows him. Briana, which one do we underline.</p> <p>Kevin, is the warden a detail we should underline.</p> <p>Alex, what is descriptive language?</p> <p>Kevin, I'm not sure. Ryan, do you know?</p> <p>Ryan, sensory details.</p> <p>In your groups, you will have 2 minutes to discuss and check how we worked as a group. We are going to share out using our talking post and then you are going to</p>	3- Effective

<p>give yourself a 1, 2, 3 on how you did.</p> <p>Alex, so Kevin thank you for your help with the descriptive language when I didn't know where it was.</p> <p>Ryan and Britany, I think next time you can participate more and help. Kevin, who would like to add on.</p> <p>Britany, I felt good doing this? the article from Jack .. hmm. by finding the characters.</p> <p>Questions are thoughtful and designed to push student thinking. There is adequate wait time in between questions. Questions require students to seek patterns among concepts and then apply that knowledge to a new situation. Questions require students to make connections to prior knowledge. Questions were planned in advance based on anticipated student responses.</p>	
<p>3c: Engaging students in learning</p> <p>Tenzin works with Ms. P - we are missing our transition word. Lets mark those off. Ms. P reads the story aloud to Tenzin. Do you hear any transition words there? For, then, also.</p> <p>Tenzin, yes.</p> <p>Brandon works with Ms. Grace. Ms. P, Brandon - do you see any other transitional words?</p> <p>Brandon, yes - finally!</p> <p>Kevin, where is your falling action? Kevin goes into his desk and takes out the packet. "My story is about the day my baby brother was born."</p> <p>Brittany, "As you can see, Britney and Kevin made it on time."</p> <p>Task Design: The teacher has completely aligned the task, materials and resources to the standards.</p> <p>Differentiation: The level of rigor is mixed to keep students at various degrees of mastery of a topic thinking deeply about the content.</p> <p>Lesson Design & Pace: The lesson is structured yet proceeds in a seamless way. 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.</p> <p>Use of Materials: However, the teacher also integrates other resources (i.e. technology, various modes of assessment, supplemental texts and articles, extended performance tasks, etc.) to provide a holistic learning experience.</p>	3- Effective
<p>3d: Using assessment in instruction</p> <p>Students work in a small group with Ms. Fernandez, Mr Perez - Kevin reads aloud. Other students read independently. Ms. Fernandez takes notes of students as they complete their independent work.</p> <p>Alex, we have to underline with our color pencils and ... as the facilitator you can</p>	4- Highly Effective

<p>ask someone ... if it says, fir department I think that's part of the setting.</p> <p>Ms. Fernandez - I like how our groups are working and we have 8 minutes. Before the 8 minutes are up - I need to see that check-list.</p> <p>In your groups, you will have 2 minutes to discuss and check how we worked as a group. We are going to share out using our talking post and then you are going to give yourself a 1, 2, 3 on how you did.</p> <p>Alex, so Kevin thank you for your help with the descriptive language when I didn't know where it was.</p> <p>Ryan and Britany, I think next time you can participate more and help. Kevin, who would like to add on.</p> <p>Britany, I felt good doing this? the article from Jack .. hmm. by finding the characters.</p> <p>Ms. Fernandez, everyone did a great job - now, I want you to give yourself a 1, 2, 3, or 4 based on how you did today in group work.</p> <p>i give myself a 3 because I needed a little help but next time I need a little more help.</p> <p>Britany, I give myself a 3 because</p> <p>Tenzin gave herself a 4 because she was helpful.</p> <p>Brandon gave himself a 3 because he was a great reader.</p> <p>Alex, I give myself a 3 because Kevin was mostly helping.</p> <p>Kevin, sometimes the leader needs help.</p> <p>Kevin, I give myself a 3 because I needed some help from my classmates. and next time I should improve.</p> <p>Ryan, I gave myself a 2 because we completed everything.</p> <p>Student self-assessment and monitoring of progress: The lesson uses various strategies to meet the needs of all students. The concept built on prior knowledge and prepared students for the next skill set. Student self-assessment and monitoring of progress: The lesson was timed appropriately and allowed students the opportunity to reflect on the days learning. Students have a chance to reflect on the days learning.</p> <p>Feedback to students: Instructional groups have been formed based on student ability and assessment data.</p>	
<p>4e (obs): Growing and developing professionally</p> <p>Knowledge of Current Initiatives: The teacher has a strong, detailed knowledge of current initiatives, programs, standards, pedagogy, etc., how these initiatives are relevant to a variety of entities and how these initiatives are interconnected with past initiatives and to one another. The teacher may be a source where other</p>	<p>4- Highly Effective</p>

<p>teacher may go for clarification or support.</p> <p>Observations & Response to Feedback: The teacher actively seeks feedback from supervisors, colleagues and, even, students. The teacher comes prepared with reflective self-assessment AND has begun to conduct research on areas of interest to the post-observation discussion. The teacher develops a plan to implement feedback into future lessons and follows up with the evaluator with updates.</p> <p>Continuing Professional Development: The teacher is firmly committed to making their mark on the profession through their work.</p>	
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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 Knowledge of Grade Level Content: There is evidence that the teacher has procedural AND conceptual understanding of the content. Knowledge of Grade Level Content: The teacher can connect the essential concepts of one discipline to others essential concepts within AND outside of the discipline. Learning Progressions: The teacher has strong understanding of prerequisite skills needed for students to reach their learning goal. Learning Progressions: The teacher thoughtfully plans out an entire unit to address the learning progression as well as modify to learning styles, modes of assessment, special needs, parent participation, etc.	4- Highly Effective
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):

Next Step: 3B: As discussed during the post-observation, you are making tremendous strides with your students and it is evident that accountable talk structures are in place. Continue to practice and monitor students. Consider at some point, to begin to move away from the talking "stick" at some point to see if what you put is sustainable and students can begin to engage in academic discourse organically using the structures you've taught them to use. In addition, encourage students to use academic vocabulary from the unit in their discussions as a reinforcement. Keep up the excellent work!

Next Step: 3C: As discussed during the post observation, continue to explore different techniques to get students engaged similar to the observed lesson. Use flexible seating, grouping, and bring learning to life by providing tangible and sensory oriented items. For example, we brainstormed how you can have student live out "sensory details" in the beginning of the unit by giving them an "experience" they can refer back to during the entire unit. The experience will trigger them to think more about the details they are using in their narratives to give their readers a richer experience.

Furthermore, we also discussed how you can continue to explore different ways of learning by making it kinesthetic. Here are some excellent suggestions to keep at hand as you continue to plan ahead:
<https://www.richlandone.org/cms/lib/SC02209149/Centricity/Domain/120/Discourse%20Strategy%20Sheet.pdf>

Teacher ID 1733432

Teacher Name Elizabeth Fernandez

These suggestions will also support you in 1a, 1e, and 3b.

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): Soledad Montanes

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