



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)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 03/27/2023 Time/Period: 10:07 AM - 10:35 AM

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy</p> <p>Possible Misconceptions: Possible student misconceptions include: paragraphs may not follow logically. They must ask themselves are; Is my argument clear, Does my argument flow, does each paragraph follow logically from the last, Are the transitions smooth? Does my conclusion both sum up and add a new perspective to the rest of the paper? Reminding/asking students to describe what they plan to do with their paper (this is sometimes referred to as a "Plans to Do," as opposed to a "Plans to Say," approach).</p> <p>Teacher Guided Instruction:</p> <p>Teacher will model how to write an effective and appropriate argument essay conclusion. She will model the steps needed to successfully complete the learning task. Teacher will model the key points, in which students will be required to support her during the guided practice. Students will then be prepared to begin independently using the skills they've learned to write/develop their own conclusions.</p> <p>Writing a conclusion step-by-step:</p> <p>Step 1: State why your topic is important</p> <p>Step 2: Restate your claim</p> <p>Step 3: Restate your main points</p> <p>Step 4: Encourage your reader to do their research (call to action).</p> <p>Guided Practice:</p>	3- Effective

<p>Teacher will provide students with a claim on a particular topic. Students will support her in developing an appropriate conclusion, using the steps and skills explicitly taught during direct instruction. Teacher will take note of struggling students and use this as an opportunity to address misconceptions.</p> <p>Writing a conclusion step-by-step:</p> <p>Step 1: State why your topic is important (not your claim! Ask: Why is this topic important to me? Why did I choose this topic?)</p> <p>Step 2: Restate your claim</p> <p>Step 3: Restate your main points</p> <p>Step 4: Encourage your reader to do their research (call to action).</p> <p>Knowledge of Grade Level Content: There is evidence that the teacher has procedural AND conceptual understanding of the content. The teacher can identify important concepts 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>1e (obs): Designing coherent instruction</p> <p>Essential Question: What can you learn by seeing the world through an animal's eyes?</p> <p>LO: Today, we will write the conclusion for our argument essays. We will do this by restating key points from our introduction and body paragraphs.</p> <p>Words from previous lessons:</p> <p>argument, claim, convince, debate.</p> <p>Possible Misconceptions: Possible student misconceptions include: paragraphs may not follow logically. They must ask themselves are; Is my argument clear, Does my argument flow, does each paragraph follow logically from the last, Are the transitions smooth? Does my conclusion both sum up and add a new perspective to the rest of the paper? Reminding/asking students to describe what they plan to do with their paper (this is sometimes referred to as a "Plans to Do," as opposed to a "Plans to Say," approach).</p> <p>The instructional resources and materials are challenging and support the lesson objectives. There are many supplemental materials provided to enhance student learning and students are free to research and select additional material on their own. Instructional groups have been formed based on student ability and assessment data. Students are grouped appropriately for the activity. The lesson uses various strategies to meet the needs of all students.</p>	4- Highly Effective
<p>2a: Creating an environment of respect and rapport</p> <p>Mood meter check in: how do you feel about writing an argument essay? Why?</p>	4- Highly Effective

There is evidence that students and teacher collaborated to develop classroom norms. Students treat one another and the teacher with kindness, respect and encouragement. There is respect AND rapport. The teacher's reaction to a students' behavior, culture, work, etc. is respectful	
2d: Managing student behavior Monitoring Classroom Behavior: There is evidence that students view their behavior as a representation of their character and respect for the classroom.	4- Highly Effective
3b: Using questioning and discussion techniques 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.	3- Effective
3c: Engaging students in learning Strategic Grouping: Students are grouped based on teacher running record assessment data. Based on prior day and weekly observations, students are grouped based on the level of teacher support needed in order to successfully engage in the lesson as well as behavioral and emotional needs. Teacher observed students as they were engaged in independent writing, and pulled struggling students into a small-group to re-teach essential components of argument writing; explaining how we can reasoning, evidence, and transitional words to organize our thoughts and help our writing have a consistent pace. Based on MAP/ HMH data Differentiation provided to students in the form of: Scaffold supports Sentence Starters Write 2 supporting reasons (grade level = 3) Checklists Highlighted important information in the text Key vocabulary on post-its that will support during the process of learning Independent Practice: Students will begin independently drafting the conclusion to their argument essay. Students will use their checklists, writing steps, scaffolds, planning notes, and peer feedback, to begin writing their conclusion. Writing a conclusion step-by-step: Step 1: State why your topic is important Step 2: Restate your claim Step 3: Restate your main points	3- Effective

<p>Step 4: Encourage your reader to do their research (call to action).</p> <p>Creating Collaborative Groups: Collaborate groups are part of the daily classroom routine. The students collaborate but each person is responsible for their own work. Student groups are teacher-designed.</p> <p>Lesson Design & Pace: The lesson has a clear beginning, middle AND end (teacher-directed summary of the main points and objectives). The pace of the lesson is even.</p>	
<p><i>3d: Using assessment in instruction</i></p> <p>Assessments:</p> <p>Do Now: Students will look at their planning notes for their argument essay and set a goal for themselves to accomplish by the end of the period.</p> <p>Exit ticket Assessment: On a scale 1-5 how confident do you feel writing an argument essay?</p> <p>Assessment Design: Use feedback protocols to increase student reflection and metacognition</p> <p>The instructional tasks in this lesson provide 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>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. The teacher asks questions using bloom's taxonomy in order to develop critical thinking skills. The lesson was timed appropriately and allowed students the opportunity to reflect on the days learning. The lesson objectives are clearly stated in the beginning of class and connect to the prior days lesson. The instructor models how to complete the activity and provides plenty of strategies for students to prove mastery</p>	4- Highly Effective
<p><i>4e (obs): Growing and developing professionally</i></p> <p>Knowledge of Current Initiatives: The teacher may be a source where other teacher may go for clarification or support.</p> <p>Networking: The teacher is known throughout educational circles for their good work. The teacher sees these opportunities as a chance to represent themselves and the school within a larger circle of the educational community.</p> <p>Observations & Response to Feedback: The teacher comes prepared with reflective self-assessment AND has begun to conduct research on areas of interest to the post-observation discussion.</p>	4- Highly 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):

Next Step: 3B: Like we discussed during the post-observation, continue to build off this next step based on the previous observation. Use the Panorama site to identify different strategies to support class discussion. You've made tremendous improvement, and the work speaks for it. Keep explore different strategies to see which one will push your students in engage more independently without you having to facilitate the discussion. Perhaps you want to enlist a class "moderator" or use a tangible item such as a "squishy ball" to incentive 100% class participation.

Next Step: 1A: As discussed during the post-observation, continue to build off this next step that was reflected in the previous observation. Continue working with the ELA Department, Ms. Rassos, Alex, and leverage Special Ed. liaison meetings to best support your diverse learners. Begin to explore different methodologies for infusing the use of "Phonics for Reading" and vocabulary instruction into your daily routine.

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** _____