![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)

☐ **Formal Observation (full period)**   ☒ **Informal Observation (15 minutes minimum)**

Date of Observation: 01/31/2025   Time/Period: 3rd Period

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy Essential Question: How do you find courage in the face of fear? Learning Objective: Today we will identify the central idea of excerpt, "Fears and Phobias" by analyzing informational text features. Academic Vocabulary: Text Features, Main Idea, Subheading, Boxed feature, analyze, courage Student Misconceptions: Students may confuse headings and subheadings. Students often skip the subheadings when they're reading which may create challenges when completing the graphic organizer. 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. This is evidenced by the lesson plan incorporating a review for students on elements of the informational text genre. The work that students engaged in during the lesson required students to identify text features that could support them in identifying the main idea.	3- Effective
1e (obs): Designing coherent instruction T: You are now going to work on the next section independently. Task: Students work independently or in their group with a teacher to read two additional sections of the text, determine the text feature, and the main idea of the section.	4- Highly Effective

Back Pocket questions to use as needed: All students - Ind work #1 Why do some people enjoy feeling scared, while others don't? How might two people feel differently about the same scary experience, like a roller coaster ride? Learning activities illustrate the student's ability to process and apply in the information in a variety of ways. This is evidenced by the students engaging in the independent portion of the lesson where they had to read the next section of the text, identify the text feature, and the key idea. This was after students were provided with a teacher model, and engaged in a we-do. The learning activities are connected to the lesson objectives and all students engaged. The activities are challenging and provide students the opportunity to process information and apply specific knowledge to the task to confirm understanding. The lesson uses various strategies to meet the needs of all students. This is evidenced by the use of a graphic organizer, amplified text, text feature anchor chart from the HMH curriculum, vocabulary wall with words pertaining to the lesson, sentence frames, parallel teaching model to leverage the 3 teachers in the room with students grouped according to data, language, and reading comprehension needs.	
2a: Creating an environment of respect and rapport S: Can we read it aloud? T: Yes, of course we can. Who would like to start? Ss take turns to read the section aloud. T: Let's write it down, I know that you know! 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	4- Highly Effective
2d: Managing student behavior Ss raise their hand T: I love that everyone has their hand up. Ss raise their hand to share. T circulates, and timer goes off. There is a feedback mechanism implemented in the classroom to aide students in monitoring their behavior. Students in the entire class are engaged throughout the entire lesson due to high	3- Effective

levels of engagement. All students are in a group with one of three teachers in the classroom, working towards the same learning objective.	
3b: Using questioning and discussion techniques T: What is the job that a sub-heading? S: To give the reader a hint on the topic that the section is about. T: How can fear help our bodies be safe? Ss: React. T: That is a great word? What is our body doing? Ss: Fight or Flight... T: How is our fear hurting us? T: Good, can we build on that...? T: What is the word that we discussed yesterday? Ss: Anxiety Dylan: You can overthink and miss out on fun. 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. This is evidenced by the use of back pocket planned questions that were used within the lesson.	3- Effective
3c: Engaging students in learning T: You are now going to work on the next section independently. S: Can we read it aloud? Ss jot on their graphic organizer. T: It seems that some of us is having a little bit of a hard time. Let's check in. T re-reads the section again. The author wants to let the reader know that people have different fears. The teacher has completely aligned the task, materials and resources to the standards. The students are engaged in content with well-designed learning tasks. This is evidenced by the use of the explicit model framework to model the task for students, providing an opportunity for them to engage with the teacher, and then try independently. A student suggests that they continue working as a group, as opposed to going right into working independently. The teacher differentiates assignments to address each learner in the class	4- Highly Effective

according to skill, interest, learning style, special needs, English language proficiency. This is evidenced by the use of materials and resources to support student comprehension of the text including amplified versions of the text for some students, sentence frames, vocabulary wall with words pertaining to the lesson, and personalized anchor charts.	
3d: Using assessment in instruction T: Give me a thumbs up if you understand what we have to do. Ss jot on their graphic organizer. T checks in 1 to 1 with a student. T circulates. T: What should we be using to help us determine the key idea of this section? S: The subheading. Exit Ticket: Choose one text feature that we discussed today that helped you identify the central idea of the text. T: Let us rate ourselves on how we feel about today's lesson and objective. Remember yesterday we were at.. Most students put up a 3. T checks in with 3 students. Students appear to be aware of the assessment criteria. The lesson uses a number of strategies so that all learners can understand the learning objectives. This is evidenced by multiple check for understandings that the teacher uses such as "give me a thumbs up", use of model example of task, teacher circulation, one to one check in, an exit ticket, and teacher anecdotal notes. Students engage in self-assessment. The teacher also discusses in the post-observation how she used the data from the exit ticket to re-teach aspects of the lesson the following day. Students were able to identify the text feature, but needed additional support in identifying the key idea. There is evidence that the instructional groups have been formed based on student ability and/or assessment data. This is evidenced by the use of the parallel teaching co-teaching model to support all students. Students were grouped based on MAP Growth data- students who need support with reading and comprehension of the text, and students who need support with academic language development.	3- Effective
4e (obs): Growing and developing professionally The teacher comes prepared with reflective self-assessment on the lesson to the post-observation discussion. The teacher is open to ideas and develops a plan to implement these ideas in future lessons. Thank you for actively contributing to our school's literacy initiatives by joining the Literacy Council alongside fellow educators. This collaborative effort focuses on analyzing the progress of our strategic reading program, ensuring that our instructional practices are aligned with the program's goals. By engaging with colleagues in reflective discussions and data analysis, you have contributed to a shared understanding of the program's effectiveness and areas for growth while also playing a key role in helping other teachers gain insights into effective	4- Highly Effective

| strategies for supporting students with the Rewards intervention. This involvement demonstrates a commitment to professional development and a willingness to work collaboratively to improve student outcomes in literacy.

Thank you for also taking the initiative to lead your 6th grade team, and colleagues from grades 7th and 8th to plan and execute an upcoming Poetry Month celebration. | |

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:
As you continue to incorporate discussion techniques into your practice, consider how you could use the jigsaw strategy to incorporate and encourage peer discussion in your lessons. The website linked here: https://www.readingrockets.org/classroom/classroom-strategies/jigsaw provides an overview of this strategy and its benefits. In this particular lesson, because the text is informational, allowing students to become experts in a section as a group or partnership, allows them the time to deepen their understanding of that one particular section. It also encourages discussion because students have to collaborate to build consensus on what they will share with their home groups.

Component 3D:
As you continue to deepen your work in assessment, continue to monitor student learning through the varied formative assessment strategies that you have implemented so far. In addition to students engaging in self-assessment, consider making it a continuous practice for students to engage in peer feedback to advance their learning by evaluating each other's work. I would suggest using the check-list and two point RACER rubric that you had developed for this lesson for students to use as a basis for providing feedback to each other. Another idea to deepen your work in assessment would be to show students a model response, and have them develop aspects of the rubric or checklists collaboratively with you. This will allow students to contribute to the assessment criteria.

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): <u>Rebecca Jean</u>

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