



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Elizabeth Chateau **Teacher ID:** 1733432
School Year: 2023-2024 **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: 01/17/2024 Time/Period: 2nd period

Component	Ratings
<p><i>1a (obs): Demonstrating knowledge of content and pedagogy</i> T: Hold up 1 thing on your desk that will help you? (Students lift different class materials and scaffolds to support the RACE strategy.)</p> <p>What is your first step?</p> <p>Restate</p> <p>Step 1 State the question</p> <p>Step 2 Answer the question</p> <p>Learning Progressions: The teacher has strong understanding of prerequisite skills needed for students to reach their learning goal.</p>	<p>3- Effective</p>
<p><i>1e (obs): Designing coherent instruction</i> LO: Today, we will learn how to cite evidence when writing a short response by using the RACE Strategy.</p> <p>Unit 3 EQ: How do you find courage in the face of fear?</p> <p>T: Teacher models how to remove question words on the whiteboard and makes the question into a statement. Now, you are going to move on to step 2. What will you do?</p> <p>S: Answer the question in your own words.</p> <p>T: In two minutes, we are taking out the yellow cards.</p>	<p>4- Highly Effective</p>

<p>There is evidence that the lesson activities are based on student choice and allow various ways to complete the task. 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>	
<p>2a: <i>Creating an environment of respect and rapport</i> T: Let's have eyes on me . for this period, did you meet your goal. Our goal for this period, did you meet the goal? Did you meet your goal for writing in complete sentences, for using transitional words, for elaborating using my own words.</p> <p>Student/teacher created practices for the classroom are posted. Students treat one another and the teacher with kindness, respect and encouragement. There is respect AND rapport.</p>	<p>4- Highly Effective</p>
<p>2d: <i>Managing student behavior</i> T: I don't want to make everyone go crazy, but 1 group is done. ... make sure you are explaining.</p> <p>Ms. Goldberg's group just gave me goosepumps. Can you please give me signal words. As a result, what does that show you ... it's explaining in our own words. According to the text... it's C for citing evidence.</p> <p>Monitoring Classroom Behavior: Students understand that their behavior is being tracked and is their own responsibility to monitor. Students are dissuaded by the consequences their bad behavior may bring.</p> <p>Rules and Consequences: Overall classroom behavior is good.</p>	<p>3- Effective</p>
<p>3b: <i>Using questioning and discussion techniques</i> S: The nervous system connects to fears, so this has to be here. S: If this one has quotation marks, it shows that the evidence is not in our own words, so we have to put it here in C. This one is E... S: Let's double check and make sure we are all done.</p> <p>T: Ryan, what did you have for R?</p> <p>S: Green</p> <p>T: Can you please read it a loud for us? (Student reads ... the nervous system is connected to fears.)</p> <p>T: What did you do to make that question into a what?</p> <p>S: Restatement</p> <p>T: nWhat did you have to get rid of?</p> <p>S: What is</p> <p>T: How do you convert a question into a statement?</p> <p>S: You take out the question word and the quotation mark</p>	<p>3- Effective</p>

<p>T: If you had the green for R, give yourself a pat on the back.</p> <p>T: Can you justify your response?</p> <p>S: It says, you are answering the question.</p> <p>T: Did you get those words from the text? If you don't know ... look at the anchor chart? Answer the question with your own words. If there are no quotation marks, you put it in your own words. How did you guys justify it was C. Because it said, according to the text. Do you what kind of word " according to the text is?" ... it starts with s...</p> <p>S: Signal words</p> <p>S: I said if that person had a vacation and that they were fearful about it and they will be scared about their relationship</p> <p>T: is that helpful or unhelpful. Do you agree?</p> <p>S: I agree</p> <p>T; ellaborate, explain why</p> <p>S: fears can be there for the rest of your life</p> <p>T: give me some examples of fears</p> <p>Questions require students to seek patterns among concepts and then apply that knowledge to a new situation.</p>	
<p>3c: <i>Engaging students in learning</i></p> <p>Ms. Silva works with 2 students. Ms. Ashley works with 1 student, Ms. Goldberg works with 2 students, Ms. Fernandez monitors groups, and 1 group with 4 students work independently as a group.</p> <p>T: Eyes on me -- 1 person in your group hold up the yellow card. Now, turn and talk - choose 1 person in your group to ask the question. The lighter to darker is what -- easiest to hardest. You should all be aiming to get from medium (medium yellow) to hardest (darker yellow).</p> <p>Applying - Why does our body go into fight or flight?</p> <p>Analyzing - How would you explain why people have fears?</p> <p>Evaluating - What is your opinion, is fear helpful or unhelpful? Explain your reasoning.</p> <p>Task Design: The teacher has completely aligned the task, materials and resources to the standards.</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>3- Effective</p>

<p>3d: Using assessment in instruction</p> <p>T: You will categorize ... everyone repeat. Cat-e-gor-ize What will you do first?</p> <p>S: Match the letter.</p> <p>Before we get started, we can review. Do you want to work on this together, or do you want to work in your groups?</p> <p>1, 2, 3 groups</p> <p>Ok, we will work on groups.</p> <p>T: Let's sort through... How many minutes do we need?</p> <p>S: 10</p> <p>T: I'm going to give you 7</p> <p>T: they are showing you a sign, and evidence from the text. What did you get for E, Freddy?</p> <p>S: As a result ... student reads from the text</p> <p>T: beautiful, stunning Freddy... on a scale from 1-5, how do you score yourself distinguishing yourself from R A C E</p> <p>5 out of 5 ...</p> <p>T: Let's have eyes on me . for this period, did you meet your goal. Our goal for this period, did you meet the goal? Did you meet your goal for writing in complete sentences, for using transitional words, for elaborating using my own words.</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 lesson objectives are clearly stated in the beginning of class and connect to the prior days lesson. Students have a chance to reflect on the days learning. 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 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 Students have a chance to reflect on the days learning.</p>	<p>4- Highly Effective</p>
<p>4e (obs): Growing and developing professionally</p> <p>Knowledge of Current Initiatives: The teacher has a working knowledge of current initiatives, programs, standards, pedagogy, etc. and how these initiatives are relevant to the class, the school, the district and the State.</p> <p>Seeking Learning Opportunities: The teacher will select opportunities that are of interest to them regardless of when they are offered.</p>	<p>3- Effective</p>

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: 4E: As discussed during the post-observation, please register for the PD's that were emailed you on January 22nd to support your work with students that exhibit behavior challenges and autistic. In addition, during the post-observation you were given a series of articles for EL Magazine that are grounded in research and will offer additional insight on how to build a toolbox of strategies and approaches for your diverse student needs.

Another resources available free of charge is Goldie Hawn's brain-based program that focuses on positive psychology and mindful practices: <https://member.mindup.org/courses-overview/>. Please set up a free account and complete asynchronous modules as you see fit. Our UFT Teacher Center will be partnering up with MIndUp soon. Perhaps you'd like to be considered to be the liaison for 419.

Next Step: 1A: Please look at the next step in 4E to push your practice in this area.

Next Step: 2B: Please look at the next step in 4E as it will impact your practice in this area.

Next Step: 3C: As discussed during the post-observation, begin to explore ways in which students that are assigned a 1 to 1 para can work collaboratively with their peers.

Next Step: 3B: As discussed during the post-observation, continue to build off your desire to explore different questioning techniques. Consider ways in which students can create their own questions using DOK. The articles that were provided to you during the post observation, " Beyond Comprehension" by Daniel T. Willingham and " Teaching Literacy Skills for Real Life" by ReLeah Cossett Lent will offer addition insight on how you can grow your practice in this area.

Teacher ID 1733432

Teacher Name Elizabeth Chateau

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** _____