



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: 03/20/2023 Time/Period: 3rd period

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy</p> <p>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>Knowledge of Vertical Content Alignment: The teacher has competent, working knowledge of how prior knowledge has laid the foundation for the current unit of study as well as how this learning will build schema for future learning experiences.</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>	3- Effective
<p>1e (obs): Designing coherent instruction</p> <p>What can you learn by seeing the world through an animal's eyes?</p> <p>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>	4- Highly Effective

<p>argument, claim, convince, debate.</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. Instructional groups have been formed based on student ability and assessment data. Students are grouped appropriately for the activity. Instructional groups connect directly to the lesson and allow students to apply learning objectives from the lesson. A variety of grouping is used during the lesson. The lesson uses various strategies to meet the needs of all students.</p>	
<p>2a: Creating an environment of respect and rapport</p> <p>S: I feel happy because me and my family are going to Ohio and we are going to visit some parks.</p> <p>Kevin, I feel sleepy because I slept late. My baby brother was playing with a tool set.</p> <p>Kevin popcorn it.</p> <p>Lenny, how are you feeling today?</p> <p>Lenny, I need. a few minutes.</p> <p>Brittany, today I feel nervous and we are having visitors.</p> <p>Lenny, I feel happy because it's very nice out and I'm going to Manhattan after-school.</p> <p>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) All students are treated at the same level of respect.</p>	4- Highly Effective
<p>2d: Managing student behavior</p> <p>Monitoring Classroom Behavior: There is evidence that students view their behavior as a representation of their character and respect for the classroom.</p> <p>Teacher Response: The class is not interrupted to address behavior issues.</p>	4- Highly Effective
<p>3b: Using questioning and discussion techniques</p> <p>Ms. Fernandez works with a small group - Brian, children can watch scary movies. Do you think that's a claim?</p> <p>Homework helps us make us successful. Do you think that is a strong claim or not a claim?</p> <p>Let's sing & clap along - I am going to put the timer up and I will give you how much time do you need for this?</p> <p>5 or 7 minutes.</p> <p>names and class are on it.</p>	3- Effective

<p>All eyes are on me. The word is broken up in two syllables. Convince - Con-vince, con-vince, Con-vince, convince, convince - clap it out.</p> <p>Have you every seen this word?</p> <p>S: I think it's talk</p> <p>T: What do you think convince means&gt;</p> <p>S: Kevin, like a debate</p> <p>Lenyn, it's an argument to convince you to get on your side.</p> <p>Brian, like on Friday we had a debate about school lunch and we tried to convince if breakfast food or lunch food was better.</p> <p>Who did the best convincing?</p> <p>The 8-year old girl convinced her mom to buy her a cellphone.</p> <p>You can convince your parents to let you go to the movies by promising you'll do all your homework.</p> <p>The imposter - Children should be able to watch scary movies.</p> <p>Instead of can you should use the word "should" Children should be allowed to watch scary movies.</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: <i>Engaging students in learning</i> Differentiation provided to students in the form of:</p> <p>Scaffold supports</p> <p>Sentence Starters</p> <p>Write 2 supporting reasons (grade level = 3)</p> <p>Checklists</p> <p>Highlighted important information in the text</p> <p>Key vocabulary on post-its that will support during the process of learning</p> <p>Differentiation: The teacher differentiates assignments to address each learner in the class according to skill, interest, learning style, special needs, English language proficiency, etc.</p>	<p>4- Highly Effective</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. Students have a long-term project or task to complete once they are finished with the current lesson.</p> <p>Creating Collaborative Groups: The groups and student-designed.</p>	
<p><i>3d: Using assessment in instruction</i></p> <p>T: Happy Spring everyone! Let's plan for our do now. You each received 3 index cards. Two index cards have strong claims. What do you call something that pretends to be a claim?</p> <p>An argument.</p> <p>Sometimes they will have different opinions.</p> <p>T: Something that is pretending to be something, I know you play this game.</p> <p>S: Imposter.</p> <p>T: I know you play this game, Among us. If you get all 3 of them right, you will get points added to the average. I need 2 piles on your desk. One pile with claim and 1 pile with imposter. If you are unsure of the claim, you are going to go to the vocabulary word wall and grab a sticky.</p> <p>T: What's a fair amount?</p> <p>5 minutes. Mr. Perez, I will be recording the points.</p> <p>T: If the whole class gets everything right, I will give 5 points to the entire class.</p> <p>T: if you are confused, you may grab the sticky and go.</p> <p>T: Everyone hold up your imposter card. Is everyone in the position of a pink index card? Grab your arm and put it on the back of your back and give yourself a pat on the back.</p> <p>Student self-assessment and monitoring of progress: The lesson uses various strategies to meet the needs of all students. The teacher asks questions using bloom's taxonomy in order to develop critical thinking skills. 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. The lesson builds upon past lessons and students prior knowledge.</p> <p>Feedback to students: Instructional groups have been formed based on student ability and assessment data. Students work with small groups, pairs, and/or teacher led groups throughout the lesson</p>	<p>4- Highly Effective</p>
<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.</p>	<p>4- Highly Effective</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.	
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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
<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: 1A: As discussed during the post-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.

Next Step: 3B: Like we discussed during the post-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.

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** _____