



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)

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Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 11/02/2023

Time/Period: 2nd period

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy</p> <p>Possible Misconceptions: Student misconceptions stem from lack of vocabulary. Students struggle using grade-level vocabulary terms to self-reflect and have effective conversation during writing conferences. Therefore, to address students' misconceptions, rubric vocabulary is explicitly modeled, used, and taught. This will support students in their understanding of essay expectations and broaden their language use of cross-content words.</p> <p>Differentiation/Accommodations:</p> <p>Preferential Seating, graphic organizers, sentence starters, sentence stems, student-friendly rubric, variety of writing conference slips, visuals, talking-sticks for discussion, talking rings with sentence stems, white-boards for writing supports, writing checklists.</p> <p>Students are given a choice in this argumentative writing essay activity through deciding which of the given options is the best way to express oneself, allowing the student voice to shine through academic writing. Students are supported socially and emotionally by learning how to communicate with appropriate language during writing conferences. Students feel confident in their writing by learning how to appropriately give constructive criticism and receive compliments from teachers and peers.</p> <p>Knowledge of Grade Level Content: There is evidence that the teacher has procedural AND conceptual understanding of the content. The teacher can connect the essential concepts of one discipline to others essential concepts within AND outside of the discipline.</p>	4- Highly Effective

<p>Learning Progressions: The teacher has strong understanding of prerequisite skills needed for students to reach their learning goal.</p> <p>Pedagogy and Research-Based Methodologies: The teacher uses a mix of pedagogy that has been successful in the past with recent/methods for instruction.</p>	
<p>1e (obs): Designing coherent instruction</p> <p>Learning Objective: We can self-reflect on the writing process by writing 1 glow and 1 grow sentence (written on the board in teal).</p> <p>Vocabulary: Claim Evidence Reflection Analyze Tracing Evaluate Rubric</p> <p>Station teaching was implemented in this ELA/ENL lesson in order to leverage all of the adults in the room appropriately as well as to support all students simultaneously. The prompt, directions, and learning objective were given to the whole group by Ms. Fernandez and then explained. Mr. Higgins then elicited examples of each from students as a warm-up and to check for understanding. Before breaking up students into the aforementioned appropriate groups with corresponding adults, Ms. Goldberg explained the language that would be used in today's lesson.</p> <p>The learning activities are connected to the lesson objectives and all students are highly engaged.</p> <p>There is evidence that the lesson activities are based on student choice and allow various ways to complete the task.</p> <p>The activities are challenging and provide students the opportunity to process information and apply specific knowledge to the task to confirm understanding.</p>	4- Highly Effective
<p>2a: Creating an environment of respect and rapport</p> <p>T; I need a little more than that... if I am using exceeding, what does that look like. Teacher reads a loud the rubric. Did you you elaborate? now, you are going to fill this out and while you are doing that I will go one by one and we will check each other and then we will check-in using the mood meter? And, I don't want to hear about your excited for lunch. I want to know how you are doing with your 6th grade essay, ok. Does that make sense? ...As taecher reads one paragraph with one student, I can already tell that you're doing great in your introduction. ... how are you feeling Javier?</p> <p>Javier, good!</p> <p>Student/teacher created practices for the classroom are posted. There is evidence that students and teacher collaborated to develop classroom norms. The teacher's reaction to a students' behavior, culture, work, etc. is respectful</p>	4- Highly Effective
<p>2d: Managing student behavior</p> <p>Take another deep breath and breath out</p> <p>Monitoring Classroom Behavior: There is evidence that students view their behavior as a representation of their character and respect for the classroom. 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>T: what do you think?</p> <p>S: developing (as teacher shows the rubric)</p> <p>T: read paragraph 2, it's technically step 3 but body paragraph #3... look up when you're done so I know that you're ready.</p> <p>S: done</p> <p>T: what did you think about your writing. I want you to use language from here. What is this called?</p> <p>S:</p> <p>T: is that using language from the rubric. Are short sentences good?</p> <p>S: no, they're elementary school</p> <p>T: next time, ... is?</p> <p>S: good</p> <p>T: that's elementary? If we're saying short sentences are elementary, then if I want to have a middle school sentence longer and juicy, what will I add? what kind of juice do I need to make it juicy?</p> <p>S: evidence</p> <p>S: details</p> <p>T: next time I should add</p> <p>S: details to the sentence</p> <p>T: what are we writing?</p> <p>S: paragraph</p> <p>T: next time I should, ... (more blank). what can I add to make my sentence stronger?</p> <p>S: details</p> <p>T: good job</p> <p>T: what am I going to use to grade and decide</p> <p>S: the rubric</p> <p>Questions are thoughtful and designed to push student thinking. There is adequate wait time in between questions.</p> <p>Questions require students to seek patterns among concepts and then apply that</p>	<p>3- Effective</p>
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knowledge to a new situation.	
<p>3c: <i>Engaging students in learning</i> ELA/WIN Strategic Grouping: (color codes are ENL proficiency levels)</p> <p>Miss. Fernandez: Justin, Yaretzi, Johaan (all tested-out for phonics for reading, focus on IEP Goals in writing and expand vocabulary skills to improve comprehension of grade-level content)</p> <p>Mr. Higgins: Jeremy, Bryan, Elvin</p> <p>Ms. Goldberg: Rodrigo (Emily Pulled Out for Speech) Ms. G works with ELLs to support taking spoken English and transitioning it into written English, which Rodrigo needs much support in).</p> <p>Ms. Rodriguez: Lady (Speech-Push-In Intervention)</p> <p>Mr. Hayes: Javier (one-on-one support)</p> <p>Ms. G: Freddy (one-on-one support)</p> <p>Ms. Grace: Support for all students</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>	4- Highly Effective
<p>3d: <i>Using assessment in instruction</i> A - Assess:</p> <p>Assessments are in the form of, self-reflection slips,"how's it going slip," peer-discussions/interactions during writing conference, and completion of argumentative writing piece.</p> <p>Students participated in a self-reflection, using a student-friendly rubric to evaluate themselves and their peers' writing. Teachers assessed students' level of understanding informally and formally. Teachers listened and recorded students' verbal responses, as they used the language from the rubric to determine next steps. Teachers provide on-going feedback in the form of glows and grows to improve student learning.</p> <p>I - Implement:</p> <p>Self-reflection in the form of writing conferences was chosen as a way to move instruction. 6th grade students are unfamiliar with using language from a rubric. Teachers worked with students in small-group conferences to guide students in self-reflection and using rubric language to determine the areas in which they struggle with and how they can achieve not only a higher score, but to become more effective writers. Students listen and read teacher feedback in order to grow as writers and learners.</p> <p>M - Monitor:</p> <p>There is evidence of students' learning throughout the entirety of the writing</p>	4- Highly Effective

<p>process. Students' showcase their understanding of the standards and learning goals, through the completion of graphic organizers, drafts, and scaffolded paragraph organizers. There is evidence of student learning through their self-reflections and verbal conversations during small-group conference discussions. Teachers monitor their students' understanding in order to guide next-steps of instruction for the following win-period. Teachers provide feedback in verbal and written form in order to help students improve.</p> <p>Student self-assessment and monitoring of progress: The concept built on prior knowledge and prepared students for the next skill set. They were able to prove mastery of the concept in a number of ways. 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</p>	
<p><i>4e (obs): Growing and developing professionally</i></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>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: 3D: As discussed during the post-observation, you want to elicit opportunities for build off one another and engage in meaningful discussion. At our most recent PD, we discussed the importance of incorporating all four modalities into instruction. When students respond to questions, they should be encouraged to speak in complete sentence and utilize grade vocabulary. Perhaps you want to consider the use of accountable talk stems and class participation rubrics that targets all modalities, so students are reminded of what expectations are and can self-assess.

Next Step: 4E: As discussed during the post-observation, consider how you can share the incredible work you are currently doing with MTSS with your peers. Please schedule time during a Tuesday, OPWT to turnkey some of the most successful strategies you've found to be effective with your colleagues.

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** _____