



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Rebecca Levy

Teacher ID: 1690027

School Year: 2022-2023

School Name/DBN: 02M260-The Clinton School

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: 11/16/2022 Time/Period: 4th period

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i> Observed as planned.	3- Effective
<i>1e (obs): Designing coherent instruction</i> Observed as planned.	3- Effective
<i>2a: Creating an environment of respect and rapport</i> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students.	3- Effective
<i>2d: Managing student behavior</i> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. * Use of chime to call students back * Reminded students that norms had been established around one person talking at one time	3- Effective
<i>3b: Using questioning and discussion techniques</i> Three rounds of a challenge, but all of them centered student voice.	4- Highly Effective
<i>3c: Engaging students in learning</i> The format of the simulation allowed for students to engage for the vast majority of the time. They also were asked to ensure that their responses accurately reflected the characteristics of the state.	3- Effective

3d: <i>Using assessment in instruction</i> Comprehensive exit ticket.	3- Effective
4e (obs): <i>Growing and developing professionally</i>	N/A

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 Planned lesson asked students, representing individual states, to engage in open debate around a series of issues facing the early United States. Multiple issues, revealing some of the economic struggles, and the very different needs that the various colonies/states had at that time.	3- Effective
1e (p&p): Designing coherent instruction Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	3- Effective
4e (p&p): Growing and developing professionally	N/A

Additional Evaluator Notes (please attach more pages, as necessary):

This was an exciting multi-day simulation with many strengths. As shared, it allowed students to interact as the states. It highlighted the difficulties of a system by which one state could veto the efforts of the other 12. Students were highly engaged, and I think will long remember what it meant to be working within the construct of the Articles of Confederation.

Suggestions to move to highly effective:

- * Leave time for students to complete the exit ticket.
- * Lesson plans should have a plan to write the ICT model choice and the accommodations given to individual students/groups of students that share the same need for support/challenge.
- * The objective as listed is more of the activity. The objective should be the goal, connected to student learning. For example, "students will learn that the Articles of Confederation's structure made passing laws very difficult," or "States had very different economic needs and were unlikely to agree on how to address them."

Attachments:

This report also contains attachments in the Advance Web Application:
confed lesson.pdf

Teacher ID 1690027

Teacher Name Rebecca Levy

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): Jonathan Levin

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