



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Rebecca Levy

Teacher ID: 1690027

School Year: 2023-2024

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)



Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 01/08/2024

Time/Period: 2nd 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> Warm and friendly interactions with students, and they often showed that they were willing to take intellectual risks.	4- Highly Effective
<i>2d: Managing student behavior</i> Appropriate as per clear norms.	3- Effective
<i>3b: Using questioning and discussion techniques</i> Preplanned questions, and you balanced individual, table and group responses.	3- Effective
<i>3c: Engaging students in learning</i> At each step in the lesson, students appeared to move quickly into the activity. This included guided notes (which built on work they did in 9th grade), table discussion, and the simulation of passing a bill through both Houses.	3- Effective
<i>3d: Using assessment in instruction</i> Clear guidelines on what tables should have accomplished in the simulation by the end of the period, as well as a table check-in.	3- Effective
<i>4e (obs): 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
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i> Planned lesson used a variety of formats (article, videos) to help students understand the limitations of the Congressional process in advancing bills.	3- Effective
<i>1e (p&p): Designing coherent instruction</i> As we discussed in the debrief, efficiently moving through activities, visual learning, scaffolds and activities. Students readily engaged in the material.	3- Effective
<i>4e (p&p): Growing and developing professionally</i>	N/A

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

As discussed, there were many strengths of the lesson. These included:

Focus on the legislative process and how difficult it is to pass a bill.
Efficiently moving through activities, visual learning, scaffolds and activities.
Positive and engaged classroom culture

We also discussed two important changes. One, every lesson plan should clearly reflect the ICT model that is being used and the rationale.

While one teach/one assist is often the default, the only way to change that is to identify proactively which you and the special educator are going to use and why.

Planning for ict/model reflected in weekly plan

Ensure that students also understand that one of the reasons senators/congress can't agree is due to nature of representations (2 vs. population), and also diversity of U.S.

Attachments:

This report also contains attachments in the Advance Web Application:
The Legislative Process LP.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** _____