



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Rebecca Levy

Teacher ID: 1690027

School Year: 2021-2022

School Name/DBN: 07X625-Bronx Legacy High 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: 06/03/2022

Time/Period: Period 7

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (obs): Designing coherent instruction</i> Learning Standards 10.1 THE WORLD IN 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. ? 10.1a Powerful Eurasian states and empires faced and responded to challenges ca. 1750. ? Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity. ? Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world. Objectives ? Describe how the Ottoman Empire (1299-1922) gained, consolidated, and maintained power in their multicultural society. ? Describe the similarities and differences between how the Ottoman Empire (1299-1922) and the other empires of the time period governed their diverse societies. ESSENTIAL QUESTIONS ? What is imperialism? ? How do nations seek power and at what cost?	3- Effective

Identity The Ottoman Empire was an empire that was generally a benevolent force in a world filled with imperial conquest. They are a core part of Middle Eastern history and not discussed as much Skills Students are analyzing primary and secondary source documents to demonstrate their knowledge of the Ottoman Empire Knowledge Students will become more knowledgeable about the way empires gain, consolidate and maintain power Criticality Students learning about the concept of empire is essential to critiquing the American Empire. Our history as an imperial force isn't understood until students understand how all empires gain, consolidate, and maintain power This lesson is the students' formative assessment on their study of the Ottoman Empire, within the larger unit of 'Empire' in the Early Modern Era	
<i>2a: Creating an environment of respect and rapport</i>	N/A
<i>2d: Managing student behavior</i>	N/A
<i>3b: Using questioning and discussion techniques</i>	N/A
<i>3c: Engaging students in learning</i>	N/A
<i>3d: Using assessment in instruction</i>	N/A
<i>4e (obs): Growing and developing professionally</i> As a first-year teacher, Ms. Levy should pursue professional development around curriculum development and planning/preparation in her discipline. Additionally, professional development in pedagogical and instructional practices would be beneficial for her growth.	2- Developing

Teacher ID 1690027Teacher Name Rebecca Levy**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):

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): Kameca Waugh

Evaluator's signature: _____ Date _____