



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: 11/29/2021

Time/Period: Period 3

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (obs): Designing coherent instruction</i> Overall Goal/Objective of Lesson/AIM: Students will be able to understand their Unit 1 Summative Assessment "Fighting the Narrative" and what criteria will be used to grade their work and assessments. Content Objectives NYS Common Core Social Studies, 9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH) Skill Objectives: oSkills: Students are going to be asked throughout the Unit 1 Assessment to research and evaluate sources. As well as demonstrate their capabilities in taking research notes and turning that into a final product that communicates a clear message Identity: Students will be able to link the identities of African, Middle Eastern, and Asian people with the inventions and discoveries that impact us today Intellect: Students are being asked to retrieve information they have learned over the past two months and apply it to real life situations of activism Criticality: Students are challenging traditional narratives of history where Europe is claimed to be the beginning of civilization. Together we are working to shift focus away from the Eurocentric focus of global history Students will complete their "Do Now", which will include them discussing what	2- Developing

they did over their fall break. Before break we had them discuss what they anticipated doing and it will be a good SEL moment to compare expectations. Since we just came back from break, students will also have a recap of classroom expectations Mini-Lesson (with Modeling) Students will be transitioned to the majority of the period which consists of myself and Johnson explaining to them the task that is assigned to them in the Unit 1 Assessment. It is imperative that we go over the formal instructions and the official prompt, and finally confirm that they understand what is being asked of them. This is essential because in the past two formative assessments, there has been misunderstandings with what they actually had to complete as their task. Students will go through the Exemplar Graphic as well as the Exemplar Caption interactively with their teachers. I will ask if they can see the hook, I will ask if they can see the depth and effort into which I put into the caption. I will also point out that the Canva graphic I created wasn't just done in 5 minutes and that I used artistic effort. I will then have students read out sections of the rubric and we will go into more depth as to what is expected of them. Independent Practice Students will be asked to repeat back sections of what is expected of them in their Unit 1 Assessment. The confidence, the students display will be a core way we see their progress towards their objective of understanding the assessment ahead. Closure All Students will begin to think about which invention they want to use for their Unit 1 Summative Assessment. I will also stress for them to use the knowledge about the civilizations to help guide their decision. They will begin research tomorrow.	
2a: Creating an environment of respect and rapport	N/A
2d: Managing student behavior T: Before we go in detail about the assessment we just want to review classroom procedures, because I already saw when we came in it was a little chaotic. So we had to call a break. We had a break it was four days so we will review.	3- Effective
3b: Using questioning and discussion techniques	N/A
3c: Engaging students in learning T: However, we have to give you guys a good assessment to make sure that you understood the stuff that we learned about in the first unit. T: You have studied the first four civilizations in great detail, the Mesopotamians, the Indus, these early civilizations created thousands of inventions and technologies T: It's like, hey, where does civilization start? There will still be sources out there that's like, oh, yeah, it started in Europe. We know that's not true. T: Since you are an influencer, you know that you have an audience of millions of followers. Those millions of people come from different backgrounds and different cultures. They may not know both Eurocentric and biased narratives. Therefore we shouldn't assume that they have been given accurate information and you have a responsibility to change the status quo and inform your audience about the truth.	2- Developing
3d: Using assessment in instruction	2- Developing

The teacher provides an exemplar of the final assignment and shares it with students. Exemplar When you think of Julius Caesar? Would you think of gleaming white pillars in ancient Rome? Would you picture the men and women of Pompeii enjoying the luxury marble bath? But what if I told you that the first public baths live far away from the Mediterranean world row in Greece or Egypt? Deep into the mountains and past the Himalayas is where we find our truth. The Indus River Valley civilization was the first to create great bathhouses, the largest of which is located in current-day Pakistan.	
<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>	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):

When I visited your classroom on November 29, student founders were engaged in understanding the criteria for their Unit 1 Summative Assessment "Fighting the Narrative". We met for a post-observation conference on December 6.

Area of Celebration

When I visited your classroom, it was clear that you had established protocols and routines in place for students during classroom instruction.

Area of Focus

As we discussed in the post-observation conference on December 6, work with your co-teacher to clearly define instructional roles throughout the lesson. This may include instructional activities and materials and how you will engage students (whole group or small group) in meeting the instructional objective of the lesson. Think through how you will differentiate and offer students multiply entry points to the learning activities while making sure they are clear on success measures. During the lesson, you reviewed the final unit assessment. Rather than lecturing, you could have used a jigsaw model and had students work in groups to become experts and share out each element of the final project. This would have provided students with a specific learning activity for the lesson and also an indicator for you to assess their understanding of the task.

As you go forward, consider the following while planning:

Co-Teaching

What co-teaching model is appropriate for the lesson?

Do both teachers share equal responsibility for the delivery of instruction?

How do we plan for and take equal responsibility for the incorporation of accommodations, adaptations and modifications to provide access to the general education curriculum?

Instructional Groupings, Materials & Activities

What conceptual or content understanding do you want students to learn from this lesson?

How are the materials and resources appropriate to the learning needs of the students?

How will you group students and why?

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Assessment

What were the criteria for assessing the students' work?

How did the students know the assessment criteria?

How did you check for student understanding throughout the lesson?

I look forward to visiting your classroom in the near future to see how you have implemented the feedback above. Thank you for your commitment and dedication to our student founders and the school community.

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** _____