



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: 01/24/2022

Time/Period: 9:45

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (obs): Designing coherent instruction</i> Skills: Students will learn how to write a historical paragraph Identity: Students will be able to learn about the identity and ethnicity of the Jewish people o Intellect: Students are Criticality: Students are Anticipatory Set Students will be asked to get their work portfolios (binders). Graded work will be passed out so that they can review it. Students will complete their "Do Now" on their own. Once completing their Do Now, they will be tasked with completing the rest of their primary source analysis they started the week prior. Mini-Lesson (with Modeling) Students will then be guided through the work they were completing from last week. Besides asking them for their own answer interpretations for question 2, I am also going to model the traits of a complete sentence, as a basis to the end of our lesson. Guided Practice (with Teacher Monitoring) Students will then be asked to work in groups to analyze their answers to the last question on the primary source analysis sheet. They will be asked to compare answers with each other to see if anyone used quotes or complete sentences. IRACES Mini Lesson -> Independent Practice (if Students will begin to be introduced to the IRACES acronym. We will go over this together, and ask students who are familiar with the younger "RACE" acronym will help explain the concept to their peers. Anchor chart will be created at this time.	2- Developing

ONLY IF TIME ALLOWS WILL STUDENTS BEGIN THEIR OWN IRACES PARAGRAPH (highly doubtful we will get there on day one of this sub unit) Closure Students will have to recite the acronym and the meaning aloud, quickly they will thumbs up/thumbs down to confirm they understand Plans for Differentiation/ Culturally Responsive Instruction I will go around to the different groups to see who needs assistance, all of our groups in Lorde are paired up strategically	
<i>2a: Creating an environment of respect and rapport</i>	N/A
<i>2d: Managing student behavior</i> Student behavior is generally appropriate.	3- Effective
<i>3b: Using questioning and discussion techniques</i> T: Can you read this out loud please? Again, we are going over numbers 2 and 3. And our primary source right now is the ten commandments S: (Reads from paper ... the commandments) T: Excellent. Your question was as follows, identify one piece of evidence that suggests Judaism is a monotheistic religion T: So Matthew, please remind us what a monotheistic religion is? S: A monotheistic religion is believing in one god	2- Developing
<i>3c: Engaging students in learning</i> T: Can you read this out loud please? Again, we are going over numbers 2 and 3. And our primary source right now is the ten commandments S: (Reads from paper ... the commandments) T: Excellent. Your question was as follows, identify one piece of evidence that suggest Judaism is a monotheistic religion T: So Matthew, please remind us what a monotheistic religion is? S: A monotheistic religion is believing in one god T: I know a lot of people had difficulty with this. What is the evidence? S: A piece of a primary or secondary source that supports the claim you are trying to make T: We need to make sure that we are citing a piece of evidence and that we put it in quotes T: So everyone look up here at the board ...I am watching you and your little eye balls. Let's say I was going to answer this question on a regents exam here is what I would say	2- Developing

Model A piece of evidence that suggests that Judaism is a monotheistic religion...	
<i>3d: Using assessment in instruction</i>	N/A
<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 January 24th, student founders were engaged in a lesson on how to write a historical paragraph.

Area of Celebration

When I visited your classroom, it was clear that you had implemented structures for a strong classroom culture. Student founders were attuned to your lesson focus and stayed on task for the duration of the class time.

Area of Focus

As was mentioned in your previous observation, consider the following as you plan with your co-teachers. It is important that you structure your lessons around one learning objective that will be assessed at the end that requires student thinking and intellectual engagement.

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?

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?

In an effort to support you with this, I will join your next common planning meeting to co-plan a lesson with you and your co-teacher utilizing the considerations above.

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 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): Kameca Waugh

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