



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)



Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 03/17/2022 Time/Period: 9:45 AM

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i> It's like peace and harmony is good at certain points in time, but sometimes you need to take action, and you need to go for what you're needed for at the time 9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. 9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism 9.2b Belief systems were often used to unify groups of people, and affected social order and gender roles. Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles. IDENTITY How will my teaching help students learn something about themselves or others? SKILLS	3- Effective

What skills and content learning standards are you teaching? KNOWLEDGE What will my new students become smarter about? CRITICALITY How does this lesson advance students' thinking about equity, power, and anti-oppression? Students are immersing themselves in roles they have not previously taken in the history classroom They are also learning about unfamiliar eastern schools of thought See above learning standards 3 major belief systems, Legalism, Confucianism, Daoism Debate/oratory Primary Source Analysis Students will be able to describe the major beliefs of Legalism, Confucianism, and Daoism Bringing government and civics into the history classroom is essential, so far our study of World History hasn't discussed much of how laws and policies are created It also brings into question the role of religion in gov. Students will be able to develop a logical argument to convince a panel of lawmakers in China to adopt a belief system/philosophy as the official religion of the country. Students will then critique and analyze the counter arguments presented by the students of the opposing belief systems	
<i>1e (obs): Designing coherent instruction</i> Students will be able to develop a logical argument to convince a panel of lawmakers in China to adopt a belief system/philosophy as the official religion of the country. Students will then critique and analyze the counter arguments presented by the students of the opposing belief systems IDENTITY How will my teaching help students learn something about themselves or others? SKILLS What skills and content learning standards are you teaching?	3- Effective

KNOWLEDGE What will my new students become smarter about? CRITICALITY How does this lesson advance students' thinking about equity, power, and anti-oppression? Students are immersing themselves in roles they have not previously taken in the history classroom They are also learning about unfamiliar eastern schools of thought See above learning standards 3 major belief systems, Legalism, Confucianism, Daoism Debate/oratory Primary Source Analysis Students will be able to describe the major beliefs of Legalism, Confucianism, and Daoism Bringing government and civics into the history classroom is essential, so far our study of World History hasn't discussed much of how laws and policies are created It also brings into question the role of religion in gov. Anticipatory Set/Do Now/Spark: How are civilizations' values and policies impacted by the beliefs of a religion? Students will work in their distinct groups where students at different levels are able to support one another in analyzing the document, paraphrasing, and determining what parts could potentially be used to back up their argument Teachers will go around and assist students in their primary source analysis and make sure students have something written down on their paper Mr. Johnson and I will lead the students through an example analysis of a primary source. This source is from the Basic Annals of the First Emperor, an encyclopedic history of what the first Emperor of China did when it was his turn to decide how to lead the country. Students will be able to develop a logical argument to convince a panel of lawmakers in China to adopt a belief system/philosophy as the official religion of the country. Students will then critique and analyze the counter arguments presented by the students of the opposing belief systems	
<i>2a: Creating an environment of respect and rapport</i>	3- Effective

Johnson will start on the other one. Do not panic about this, by the way because again, this is just practice. I'm not gonna say a lot. But I appreciate your passion.	
2d: Managing student behavior Your teachers are going to ask you what primary source documents you have to back up your evidence, which is what we're doing right now. If you don't have an answer to give them that's gonna look really weak.	3- Effective
3b: Using questioning and discussion techniques Now that you know this is the mentality of well, who you know are wonderful teacher panel is going to be pretending to be How does this help you in creating your own argument? Maybe I would say that my belief system actually helps people reflect on that belief and realize that it's wrong. You're having to make an argument. Student Presentation So our central beliefs is that human beings are evil by nature, so people must be controlled through strict laws and harsh punishments, which is what gives us order We also believe in strict law. We believe that people are not expected to be good. People will break long loose. So because of that, we want strict laws. It's like peace and harmony is good at certain points in time, but sometimes you need to take action, and you need to go for what you're needed for at the time	2- Developing
3c: Engaging students in learning So people get really passionate about this at this point. We're about to give you out a practice document. Okay. You guys analyze primary sources before with us, right? Yes, we have all right, but practicing redoing that. So we're kind of combining like, what you have been learning about each other's religions kind of all in one giant clump. And it's the same thing that we've been talking about forever. How are these belief systems similar different from each other? Let's practice it together. And then I'm going to give you the one for your religion, the one for the one for Confucianism or one for Taoism Student Presentations You have an initial eight minutes after each of you present. You will have time to do counter arguments against the other groups. So our central beliefs is that human beings are evil by nature, so people must be controlled through strict laws and harsh punishments, which is what gives us order We also believe in strict law. We believe that people are not expected to be good. People will break long loose. So because of that, we want strict laws. It's like peace and harmony is good at certain points in time, but sometimes you need to take action, and you need to go for what you're needed for at the time	3- Effective

<i>3d: Using assessment in instruction</i> Let's practice it together. And then I'm going to give you the one for your religion, the one for the one for Confucianism or one for Taoism Your teachers are going to ask you what primary source documents you have to back up your evidence, which is what we're doing right now. If you don't have an answer to give them that's gonna look really weak. This is a graded assignment. So how are you getting your full grade. Everyone in your group has to speak that's your two points for debate. That packet you've been working on that you've been prepping for three days. It has to be fully complete And at the end of this you have a reflection a ticket.	2- Developing
<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 March 17th, student founders were engaged in a lesson on developing a logical argument to convince a panel of lawmakers in China to adopt a belief system/philosophy as the country's official religion.

Area of Celebration

During your lesson, it was clear that you worked to engage students with many different primary source documents, specifically covering the significant beliefs of Legalism, Confucianism, and Daoism. Additionally, student founders had prepped for multiple days before the debate on developing arguments to support their assigned religion while critiquing and analyzing the counterarguments presented by the students representing the opposing belief systems.

Area of Focus

As we discussed in your post-observation conference on March 19th, during the debate panel some students struggled to cite specific evidence from the primary source documents they reviewed in preparation for the debate. As a result, students' ability to articulate specific evidence from the primary source documents was inconsistent and uneven. As we discussed in your observation debrief, students' preparation packets should have been reviewed carefully, and they should have been provided feedback prior to the debate. By doing this you would have had clarity on which students could successfully use primary source documents to support their arguments. I have included a resource on using assessment instruction for your reference.

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** _____