



## ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Erika Santa Teacher ID: 1441549  
School Year: 2023-2024 School Name/DBN: 20K186-P.S. 186 Dr. Irving A Gladstone

### 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: 11/30/2023 Time/Period: 11:45 am - 12:16 pm

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i> The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	3- Effective
<i>1e (obs): Designing coherent instruction</i> Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	3- Effective
<i>2a: Creating an environment of respect and rapport</i> Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	4- Highly Effective
<i>2d: Managing student behavior</i> Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	3- Effective
<i>3b: Using questioning and discussion techniques</i> While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a	3- Effective

<p>genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	
<p><b>3c: Engaging students in learning</b>  The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>3- Effective</p>
<p><b>3d: Using assessment in instruction</b>  Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>3- Effective</p>
<p><b>4e (obs): Growing and developing professionally</b>  Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. You participate in weekly grade meetings where you share ELL strategies and best practices with the grade K team.</p>	<p>3- Effective</p>

## 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&amp;p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&amp;p): Designing coherent instruction</i>	N/A
<i>4e (p&amp;p): Growing and developing professionally</i>	N/A

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

When I walked into the Kindergarten Standalone classroom you were singing the song from the letter factory with the students for phonics enrichment. After you went on to the vowel extension and the students said the vowel sounds after you. The students were actively engaged and you swiftly redirected any challenging behaviors.

You introduced the character and setting anchor chart to the students and explained that characters are the people and animals in a story. The students repeated after you the meaning of characters. You asked the students to turn to their partners and ask if a dog, cow, unicorn, or girl can be a character. You had them share out. You used a spinner to see if they were correct with their answers.

You showed the students slides for a character sort that had a box for yes and no. You had pictures listed for a dog, teacher, window, and house. You placed the pictures of what was a character and what was not in the appropriate boxes. (I Do). Then you went through some more pictures with the students- giraffe, cake, leaf, chef. The students came up to move the right pictures into the boxes for the yes or no. You discussed with the students as this was done (We Do).

You showed a short animated video "Kindness and Joy" about characters with a fish and you asked them to think about how many characters and what the characters are. You elicited from the students the answers. You discussed the difference between why a dog can be a character and why a rock can not be. It was discussed how a dog has eyes and mouth but a rock does not. You instructed the students to draw a character from the video and write the character name. (You Do)

### 3b. Using Questioning and Discussion Techniques

Recommendations:

- \* Begin to model for students how to initiate higher-order questions. Use visuals.
- \* Challenge the students to extend the discussion which will enrich it. Use sentence stems to move the process along and give the students the confidence to practice deeper conversations.
- \*Model for the students how to comment on their classmates answers during a discussion and how they can challenge one another's thinking.
- \*Allow time for more opportunities for students discussions using HOT questions.

### 3d: Using assessment in instruction

Teacher ID 1441549

Teacher Name Erika Santa

Recommendations:

\*Challenge the students to help establish the evaluation criteria.

\*Constantly "take the pulse" of the class where you are taking notes and monitoring student understanding for next steps.

\*Begin to have students monitor their own understanding, either on their own or as a result of tasks set by the you.

You have a wonderful rapport with your class. There is a caring way that you work with the students that allow them to have the confidence to engage and work on new things. You consistently give positive feedback to the students for their correct answers and for behaviors. It is great to see how the positive words and patience you have are working for classroom management.

It was a pleasure visiting your Kindergarten Standalone classroom. I look forward to visiting again to see the recommendations we discussed implemented in your classroom.

**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):** Mary Grace Altilio

**Evaluator's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_