



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: YURISA SUERO **Teacher ID:** 1632213
School Year: 2018-2019 **School Name/DBN:** 09X114-P.S. X114 - Luis Llorens Torres Schools

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: 05/15/2019 Time/Period: 8:30am-9:00am

Component	Ratings
<p><i>1a (obs): Demonstrating knowledge of content and pedagogy</i> The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> <p>While previous writing focused on personal narratives, by introducing this unit, students will begin to see the process of nonfiction writing as writing about what they see.</p>	4- Highly Effective
<p><i>1e (obs): Designing coherent instruction</i> These are appropriately differentiated for individual learners.</p> <p>ENL students are paired with students that speak their language as well as with English speaking students to support their verbalization, vocabulary development, and understanding.</p> <p>Quiet/shy students are paired with talkative students to support their group discussions.</p>	4- Highly Effective
<p><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.</p> <p>Boys and girls, have you ever grown out of your clothes and then your mom or dad say you're growing too fast, and then get you new clothes. Well I think the same thing is happening with your writing.</p>	4- Highly Effective

<p>2d: Managing student behavior Student behavior is entirely appropriate. Teacher monitoring of student behavior is subtle and preventive.</p> <p>I think you are ready to work independently on your own now. Thumbs up if you are ready to draw and write a lot on each page by looking at an item and then adding everything you see on the page using pictures and labels.</p>	<p>4- Highly Effective</p>
<p>3b: Using questioning and discussion techniques While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding.</p> <p>Why is it important to add a lot of details in a picture?</p> <p>How does having something in front of us help us add details?</p> <p>What would happen if only used pictures and labels?</p>	<p>3- Effective</p>
<p>3c: Engaging students in learning The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> <p>You actively engaged your students by doing the following things:</p> <p>What did I do to make sure that I wrote and drew a lot?</p> <p>Turn and tell your partner: Why is it important to add a lot of labels and pictures to your writing? Turn and tell your partner.</p>	<p>4- Highly Effective</p>
<p>3d: Using assessment in instruction 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.</p> <p>For Assessment: Teacher uses Conference Notes, Observations, Writing Folders and TC Writing Rubric.</p>	<p>3- Effective</p>
<p>4e (obs): Growing and developing professionally The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p> <p>Provides ongoing training for the paraprofessional in the school</p>	<p>4- Highly 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
<p><i>1a (p&p): Demonstrating knowledge of content and pedagogy</i> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>In your Lesson Plan you stated: Students have shown that they are beginning to develop an understanding of the Writing Process. However, due to your observations, you noticed that your students need more support in using patterns to write.</p>	4- Highly Effective
<p><i>1e (p&p): Designing coherent instruction</i> These are appropriately differentiated for individual learners.</p> <p>Students are strategically grouped heterogeneously at tables to support vertical movement.</p>	4- Highly Effective
<p><i>4e (p&p): Growing and developing professionally</i> The teacher initiates important activities to contribute to the profession.</p> <p>You attend outside and in house professional development sessions and eagerly turn keys the information learned to your fellow colleagues.</p>	4- Highly Effective

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

It was great to see that all your students were intellectually engaged in challenging content through well-designed learning tasks. Additionally, you provided suitable scaffolding and challenged your students to explain their thinking, although it's a kindergarten special education class.

Your lesson had a clearly defined structures, and the pacing of the lesson provided students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. Keep up the great work.

Next Steps:

In order to be highly effective in "Using questioning and discussion techniques": work on teaching your students how to initiate higher-order questions. Additionally, work on building on and using student responses to questions in order to deepen your student's understanding.

Teacher ID 1632213

Teacher Name YURISA SUERO

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): FRANCIS WEBBER, OLIVIA

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