ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
TEACHER OBSERVATION REPORT

Teacher Name: Gina Maldonado **Teacher ID:**
School Year: 2022-2023 **School Name/DBN:** 07X029-P.S./M.S. 029 Melrose 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: 05/15/2023 Time/Period: 1:28pm - 1:52pm

Component	Ratings
1a (obs): Demonstrating knowledge of content and pedagogy 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. Evidence: You designed a lesson connecting angle relationships with solving equations in one variable. To begin the lesson, you reviewed the definition of supplementary, complementary, and vertical angles as a pre-requisite skill necessary to master this standard. Additionally, during the observed period, you ensured that students used correct mathematical vocabulary when sharing their thinking. Specifically, you ensured that they use the terms, “inverse operations” rather than “reverse” and “substitution” rather than replacing.	3- Effective
1e (obs): Designing coherent instruction The learning activities and materials are aligned with the instructional outcomes and represent cognitive challenge, but with no differentiation for different students. Evidence: You crafted a lesson aligned to the following learning target: “I can use complementary, supplementary, and vertical angle relationships to create equations and find the missing angle measures.” You divided the class into three primary groups. You facilitated a small group with 6 students while your co-teacher facilitated a small group with 7 students and the remaining 8 students worked independently on Zearn. You began the lesson with a mild-spicy-hot activity to review the definitions of complementary, vertical, and supplementary angles. After reviewing the learning target and success criteria for the lesson, you modeled how to write an equation to solve for a variable given two complementary angles. Although you used two complementary angles for your model, you emphasized the use of the relationship to write the equation. You then allowed	2- Developing

students to work together to write and solve equations to find the missing angle measures of vertical angles then supplementary. After reviewing the guided practice questions connected to the supplementary and vertical angles, you invited students to complete a task independently. Although the learning activities represented cognitive challenge, there was little evidence of differentiation. Specifically, the students in your small group were working on the same tasks and lesson as the students in the small group led by your co-teacher. Additionally, while students were working on the task you provided, there were no differentiated supports or examples to meet the needs of different learners. For example, there was no evidence of a separate task with simpler equations or a focus on one particular relationship as a differentiated support for struggling learners.	
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Evidence: In response to a student survey which indicated that students are able to focus better when there is light music playing in the background, you played soft instrumental music as students worked independently. Additionally, you provided students with feedback which indicated that you knew the students very well. For example, you said to one student, “C. I know that you are able to do this and should be much further along but it seems like you are not maximizing your time and are distracted.” As a result of your warm affect with students, most students were willing to share their thinking with the class, although some students were still hesitant to share.	3- Effective
2d: Managing student behavior 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. Evidence: Student behavior was generally appropriate as evidenced by the fact that there were no disruptions to student learning. Whenever students began to talk off task, you gently reminded them of the behavioral expectations, and they responded by getting back on task. For example, when V. started to talk off task, you said, “V. you are being a little too playful today and I am not sure why. You know what you should be doing.” In response, V. returned to doing his work. Additionally, when one student began to talk at volume that was too loud when sharing, you reminded him to “speak at [his] normal voice so that we don’t distract the other group.”	3- Effective
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, she poses questions designed to promote student thinking and understanding. The teacher challenges students to justify their thinking and successfully engages most students in the discussion. Evidence: During the observed lesson, you facilitated a whole group discussion connected to the angle relationships and resulting equations with the six students in your small group. Below is a transcript of a discussion with your small group:	3- Effective

T – What does it mean to set up an equation? S1 – We have to use the relationship to make an equation. T – How will the angle relationships help you to write an equation? S1 – The relationships will tell us if they are complementary or supplementary? T – OK, someone else, how will knowing if they are supplementary or complementary help you to set up an equation? S2 – If we know that the angles are complementary, we know that the sum will be 90 degrees so we can just add them together and make them equal to 90. S3 – I agree with C and would like to extend by saying that if we know they are supplementary we can make them equal to 180. T – Are those the only two relationships that will help us write an equation? S4 – If they are vertical, we know they are the same. T – So how would I represent that as an equation? S1 – We would put an equal sign between the two. T – OK so looking at this example, what would the equation be? S2– The equation would be 3x+45=90. T – Do we agree with C's claim? S5 – I agree with C because they are complementary, so they add up to 90. T – So what should we do now? V. I haven't heard your voice yet. S6 – We solve for x using reverse operations. T – So we are going to use inverse operations to solve for x.	
3c: Engaging students in learning The learning tasks and activities are aligned with the instructional outcomes but provide little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. Evidence: After the mini-lesson and guided practice, you provided students with a task sheet that had nine examples of angles relationships with a single variable. Students were expected to solve for x and give the missing angle measure for all 9 of the relationships. There was little evidence that students were required to show their work or explain their thinking for examples 1 through 8. The last part of the task, however, was to write a CER response justifying how they solved for example number 9. Although this task sheet was in alignment with the learning target, most of the questions did not ask students to show their work or explain their thinking. As a result, most students were compliant as they repeated the same process multiple times to complete the task. Specifically, there were 5 examples where students were writing and solving equations for complementary angles, 1 example for vertical angles, and 3 examples of supplementary angles.	2- Developing
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. Teacher feedback to groups of students is accurate and specific. Evidence: At the beginning of the lesson, you presented and reviewed the following success criteria: I know that I am successful when I can "use angle relationships to create equations; and use equations created from angle relationships to find missing angle measures." As students were working, you noticed that one student was providing the answers without writing the equation or showing his work. You reminded him of the success criteria saying, "I know you can solve for the variable	3- Effective

but remember today we are trying to make sure that you know how to write the proper equations. Please write your equations and show your work." You also reminded another student, "today the focus is on whether or not you know how to create the correct equation because I know that you already know how to solve for the variable." Additionally, when you provided feedback to students, it was accurate, specific, and intended to improve future work. For example, when you noticed that a student wrote an incorrect equation, you asked, "what is the relationship between these two anlges?" When the student responded "complementary" you asked, "so what is the definition of complementary?" The student responded, "they should add to 90." When the student said this, she realized her error and was able to write the correct equation.	
4e (obs): Growing and developing professionally	N/A

Teacher ID 1791691 Teacher Name Gina Maldonado

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
1a (p&p): Demonstrating knowledge of content and pedagogy	N/A
1e (p&p): Designing coherent instruction	N/A
4e (p&p): Growing and developing professionally	N/A

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

Thank you for welcoming me into room 333 as you facilitated a 7th grade math lesson.

After reading the attached feedback connected to our instructional focus and priority statement, please do not hesitate in reaching out to me directly if you have any questions.

Sincerely,

A. Cruz

Attachments:
This report also contains attachments in the Advance Web Application:
Maldonado 5.15.23.pdf

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): Alberto Cruz Jr

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