Department of Education

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
TEACHER OBSERVATION REPORT

Teacher Name: Gina Maldonado **Teacher ID:**
School Year: 2023-2024 **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)

[X] **Formal Observation (full period)** [ ] **Informal Observation (15 minutes minimum)**

Date of Observation: 11/03/2023 Time/Period: 8:30am - 9:15am

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: During the observed period, you asked students to determine if relationships were proportional or not by analyzing the constant of proportionality. During a whole class discussion, a student made a connection to multiplication and how they could tell if a relationship is proportional or not by checking if you can multiply by the same number to get each value. During this discussion, you helped students to make the connection the work that students were doing in 6th grade with proportional relationships. Through this discussion, you were able to draw a through line for students from 6.RP.3 to 7.RP.2.	3- Effective
1e (obs): Designing coherent instruction Most of the learning activities are aligned with the instructional outcomes and follow an organized progression. The learning activities have reasonable time allocations and represent significant cognitive challenge, with some differentiation. Evidence: You crafted a lesson aligned to the following learning target: “I can decide if a relationship represented by a table could be proportional and when it is definitely not proportional.” You began the lesson with a warm-up activity that asked students to create recipes for lemonade that would be more but taste the same, less but taste the same, more lemon flavor and less lemon flavor. You asked a student to share their answers with the class before moving on to the first of two lesson activities that asked students to analyze scenarios to determine if the	3- Effective

relationships were proportional or not and explain their reasoning. During the synthesis portion of the lesson, students were able to discuss the way they could determine if a relationship was proportional or not by finding the constant of proportionality. After the lesson synthesis, students were given five minutes to complete the cool-down activity which asked students to determine if a relationship was proportional and explain their reasoning.	
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: During the observed period, students were able to share their thinking and respond to the thinking of their peers using accountable talk and in a respectful tone. For example, when a student gave the wrong answer, the other students did not laugh but instead just said, "I disagree with A because I think we have to multiply." Additionally, when you noticed that a student's assigned seat was in the sun, you asked him if he would like to move to be more comfortable.	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 major disruptions to student learning. When a student was talking off task, you walked over to them and in a low voice, asked to see their work. When you noticed their work was blank, you reminded them of the expectation to finish before the timer went off and told them to get started. Both boys responded by getting on task.	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 period, you provided students with multiple opportunities to discuss their mathematical thinking with their peers through table talk, and with the class through whole group discussions. When reviewing the warm-up activity, you challenged student JC to explain his thought process for why he made particular adjustments to the recipe. For example, you asked, "JC, can you explain why you chose to multiply by 1/2 for recipe number 2?" JC proceeded to explain that he wanted to make less lemonade but still have the juice taste the same, so he wanted to reduce all of the ingredients by half. Additionally, when reviewing activity number 2, the following whole class discussion ensued: T - What do we notice about Han's rate? S1 – I noticed that he is taking longer for each lap. S2 – I agree, the time for each lap is increasing. T – Would anyone like to build upon what C. just said?	3- Effective

S3 – I noticed that the rate per lap is increasing each time. S4 – I looks like Han was getting tired and slowed down. T – So what does that tell us about the relationship between Han's time and laps? S2 – I think it is proportional. S5 – I disagree, I think it is not proportional because the rate is not the same. S6 – I agree, it is not proportional because the rate is increasing and is not staying the same. T – OK so let's look at Claire's relationship.	
3c: Engaging students in learning 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 teacher scaffolding to support that engagement. Evidence: During the observed lesson, you asked students to complete multiple activities from Unit 2 Lesson 7 of the Illustrative Mathematics curriculum. Specifically, you asked students to complete the warm-up, two activities, and the cool down. For each of these learning activities, you provided students with tables that supported the organization of student work which allowed students to complete the learning activities in the time recommended by the IM teacher notes. Additionally, for each activity, students were expected to make their thinking visible by justifying their answers. You also modified the cool down activity to include a prompt which directed students to explain their reasoning using the CER framework.	3- Effective
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 reviewed the following success criteria: "I can calculate and compare the quotients of the values in each row of a given table. I can justify (orally and in writing) whether values in a given table could or could not be a proportional relationship." Throughout the period, you walked around as students worked keeping notes on student responses using a tracker. When you noticed that students were struggling in Activity 1, you stopped the class and said, "before we move on, I noticed that a few of us were stuck. I want to make sure that you all feel successful going into the next task. Let's review this one together before we go into the next activity. You also provided accurate and actionable feedback to students. For example, when you noticed a student found the answer but did not explain their reasoning you said, "you have your claim J. but what about your evidence? How do you know that she is running at a constant pace?" Additionally, you asked students questions to diagnose evidence of learning. For example, you asked questions such as, "what makes Claire's pace proportional and Han's pace non-proportional?" You also asked questions like, "What does the y represent here? How do you know?"	3- Effective
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 Math lesson for our 7th grade students.

I have attached the feedback connected to our instructional focus and priority statement that was sent to you via email on 11.5.23. 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 - Formal 11.3.23.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**_____