ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
TEACHER OBSERVATION REPORT

Teacher Name: Gina Maldonado **Teacher ID:**
School Year: 2021-2022 **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: 03/31/2022 Time/Period: 9:55 - 10:35

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: Learning Target displayed: I can write an equation in slope intercept form by calculating the slope and identifying the y-intercept. You provided key vocabulary: Slope, Y-intercept, Slope-Intercept form, Positive and Negative Slope, coefficient, proportional relationship. The slides for each of these had visuals as well as definitions. T- “So when we see a number next to a variable, what is that called?” S – “Coefficient” T – “So the coefficient of x is the slope” T – “When you are doing the state test and see it in other places, how might we talk about slope? S – “Rate of change?” T – “it can be known as rate of change.” When the teacher is reviewing the definition of slope, she asks, “What does proportional mean again?” • Student says “It means that it (referring to the line) goes through the origin”	3- Effective
1e (obs): Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some	2- Developing

variety. Evidence: Learning Target displayed: I can write an equation in slope intercept form by calculating the slope and identifying the y-intercept. First task: Entry Ticket – You gave the equation y=4x-2 and asked students to identify the slope and the y-intercept Second Task: Model – How to find the equation of a graph using the slope and the y-intercept. Teacher models how to find the slope using rise over run. Third Task: Individual Practice - You displayed a graph and asked students to find the equation of the graph using the slope and the y-intercept. (Students worked independently in their notebooks) Fourth Task: Exit Ticket - Teacher displayed two graphs and were asked to determine which of the two graphs had the greater slope and which had the greater y-intercept. (Students were given a half sheet with this question and the graphs printed on it)	
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: One student forgot her math notebook. Teacher responds by saying “Oh so you bring your sketch book but not your math notebook.” Student says, “I forgot because I cleaned out my bag” and teacher responds, “So your sketch notebook is more important than your math notebook?” Student responds and smiles saying “no” to which M responds, “please bring it next time but write it down on the sheet and we can put it in your notebook tomorrow” T - “Jaylianis, what is the y-intercept and how do you know?” A student raises her hand. Teacher responds by saying “let’s give Jaylianis a minute to think about it” When Jul-leez had a question about the work, she says “Ms. Maldonado can you come here?” Teacher says, “Give me one second” - Student does not ask her neighbor for help. When teacher asks what another way to write -4/6, Jul-leez calls the teacher over and asks in a low voice, “Is it -2/3?” Teacher responds, “Yes, share that!” Jul-leez then shares, “It is -2/3,” to the rest of the group	3- Effective
2d: Managing student behavior Student behavior is generally appropriate. Evidence: Two students in the front of the room are talking to each other. Teacher reminded them to get to work.	3- Effective
3b: Using questioning and discussion techniques The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	2- Developing

Evidence: At 10am, the teacher begins to review the entry ticket and the following exchange takes place: T – “Does anyone want to share, which is the slope?” Brianna has her hand raised. T – “Bri, go ahead, which is the slope?” S1 – “4” T – “How do you know 4 is the slope?” S2 – “Because it is next to the y” T – “So when we see a number next to a variable, what is that called” S3 – “Coefficient” T – “So the coefficient of x is the slope, what about the -2?” Teacher puts up 3 graphs and says, “These do not have any numbers, which of these would be representing the graph?” Some students say “b” and other students say “c.” The following exchange took place: T – “I am curious why did no one choose A?” S1 – “Because the y-intercept is -2 so that means it has to cross the y-axis under the x” S2 – “Can I add on to what she said? I am now thinking it is B because it is below the y-axis” S3 – “But since it is going to the left it is negative, but the slope is supposed to be positive” S4 – “ok that means it has to be c because it is going up from left to right.” T – “So we have to be able to look at the direction of the slope and the location of the y-intercept to get a good idea of which graphs we could eliminate right away”	
3c: Engaging students in learning The learning tasks and activities require only minimal thinking allowing most students to be passive or merely compliant. Evidence: Teacher models how to find the rise over run by counting by drawing the “jumps” on the graph and has the following exchange: T – “Who agrees one?” (3 students raise their hands) T – “Who agrees two?” (2 students raise their hands) T – “You can do either one” T – “So we have 2/4 and that gives us?” S1 – “0.5” S2 – “1/2” T – “So lets give the equation.” S2 – “2/4” T – “ok 2/4 and what comes next?” S3 – “Y=2/4x+2” The groupings of students are moderately suitable to the activities. Teacher is providing instruction to a group of 8 students. 6 students are seated in pairs with 2 students seated individually at opposite sides of the room. All students are working independently and are not working or speaking together during the practice task. One student who was having difficulty with the practice question said, “Ms. Maldonado can you come here?” Teacher responds, “Give me one second” and student waits quietly for the teacher and does not speak to her	2- Developing

neighbor.	
3d: Using assessment in instruction Questions and assessments are rarely used to diagnose evidence of learning. Evidence: During the observed period, teacher asked the following questions of the whole group to assess student learning: T – “is this a positive slope? Who agrees and why?” T – “So this is a positive slope? Why is that? T – “What does proportional mean again?” T – “I just want to know, why was this so hard for you? Was it because the graph is far away on the board or because it is hard to find the slope or find the y-intercept?” Exit Ticket - Teacher displayed two graphs and were asked to determine which of the two graphs had the greater slope and which had the greater y-intercept. (Students were given a half sheet with this question and the graphs printed on it) Few students assess their own work. Evidence: Students were not given assessment criteria or a rubric before or during the lesson. I did hear one student who was working to find the equation of a line when given the graph, “No, this can’t be right because it has to be a positive slope since it is going up to the right”	2- Developing
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 providing me with the opportunity to observe your practice as you facilitated Math instruction for our Grade 8 students in our ICT setting on March 31, 2022. As we engaged in the formal observation cycle we had the opportunity to have a professional conversation during a post-observation conference on March 31, 2022. During the conversation we discussed the importance of providing our students with the opportunity to engage in discussion during the lesson with questions that promote student thinking. You agreed that this is an area of your practice that you would like to continue to improve and refine. I have captured feedback in support of these identified next steps in a document aligned to our school's Instructional Focus and the Danielson Framework. That document is attached to this report.

Should you have any questions after reading the full content of this report and/or the attached feedback, please let me know so we can schedule a meeting to engage in a professional conversation.

Lastly, please stop by the main office to sign your observation report and to obtain a copy for your personal records.

I look forward to our continued collaboration as we advance your practice and student outcomes.

Best,
Danielle Presto

Attachments:
This report also contains attachments in the Advance Web Application:
Maldonado Advance Feedback 3.31.22.pdf

Teacher ID 1791691 Teacher Name Gina Maldonado

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): Danielle Presto

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