



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Ingrid Running

Teacher ID: 1895619

School Year: 2024-2025

School Name/DBN: 75Q177-P.S. Q177

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: 02/11/2025

Time/Period: 12:05 pm

Component	Ratings
<p><i>1a (obs): Demonstrating knowledge of content and pedagogy</i></p> <p>The teacher has initiated preparations for the upcoming Spring Show at the school. The class has been rehearsing their song, "Can't Stop Won't Stop," featured in the movie "The Bad Guys."</p> <p>The objectives for this lesson were aligned with the New York State Learning Standards for the Arts:</p> <ul style="list-style-type: none">-experience and understand elements of music through performance-take responsibility for instruments and materials-establish music routines <p>Rubric: The teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches.</p>	4- Highly Effective
<p><i>1e (obs): Designing coherent instruction</i></p> <p>At the start of music class, students check their individual schedules, an essential component of structured teaching. The teacher used pre-planned Google Slides displayed on the smartboard for students to follow. This included visual aids for rules to follow when using instruments, the story "Black is a Rainbow Color" by Angela Joy, links to songs and their lyrics, as well as the overall sequence of activities for the lesson.</p> <p>Rubric: The sequence of learning activities is aligned to instructional goals.</p>	4- Highly Effective
<p><i>2a: Creating an environment of respect and rapport</i></p> <p>Ayvin displayed great enthusiasm while playing the drums during the lesson. The students had fun pulling the teacher's scarf from the magic bag and enjoyed taking a movement break by playing with the parachute.</p> <p>Rubric: Classroom interactions between the teacher and students reflect genuine warmth, caring, and sensitivity to students as individuals.</p>	4- Highly Effective

<p>2d: Managing student behavior</p> <p>Joseph has shown impressive improvement in his ability to stay at the table with his classmates and take part in the lesson on his own. It is important to motivate our learners throughout the lesson and to deliver frequent and consistent reinforcement to shape positive behaviors. A next step involves collaborating with our PBIS leads to utilize the virtual platform where students earn Panther points.</p> <p>Rubric: Student behavior is generally appropriate.</p>	<p>3- Effective</p>
<p>3b: Using questioning and discussion techniques</p> <p>The teacher asked the following questions during the music lesson: What book are we reading? Which song are we singing for the Spring Show? What can you find? What instrument do you see? Where can you find this instrument?</p> <p>Rubric: The teacher poses questions designed to promote student thinking and understanding.</p>	<p>3- Effective</p>
<p>3c: Engaging students in learning</p> <p>The teacher is celebrating Black History Month through the reading of "Black is a Rainbow Color" by Angela Joy. The teacher planned a sensory activity with students selecting visual representations of various colored items from a bin filled with pom poms. Students are using this visuals to create their own "Colors Song".</p> <p>Rubric: The lesson has a clearly define structure and the pacing of the lesson is appropriate.</p>	<p>3- Effective</p>
<p>3d: Using assessment in instruction</p> <p>The teacher uses a weekly data tracking sheet to monitor student progress towards the objectives for the music class:</p> <ul style="list-style-type: none"> -Participation in musical warm-ups -Demonstrating proper care for instruments -Selecting an instrument for participation <p>Rubric: Assessments are used to diagnose evidence of learning.</p>	<p>3- Effective</p>
<p>4e (obs): Growing and developing professionally</p>	<p>N/A</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&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<p><i>4e (p&p): Growing and developing professionally</i></p> <p>From the beginning of this school year, Ms. Running collaborated with the Bridges Program through Arts Connection to provide enriching music and art experiences for our students. This partnership includes professional development, sharing insights about our students, and coordinating schedules with classroom teachers. These residencies not only enhance the educational experience but also bring joy to all of our students.</p> <p>Rubric: The teacher actively assists other educators and looks for ways to contribute to the profession.</p>	3- Effective

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

The teacher shared with me that Joseph shared his interest in "Bad Guys" by Dreamworks and inspired the music selection for his class for the upcoming show. With the NYC Reads initiative, I value the way you integrate literature into your lessons. As a follow-up, consider organizing the music class into smaller groups. It would be beneficial to start with two groups and then rotate activities. One group can engage in the sensory activity related to the text with the classroom paraprofessionals, while the other group works on instrument chords, rhythms, and similar tasks with your guidance.

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): Meghan Brosnan

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