



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: Ingrid Running **Teacher ID:** 1895619
School Year: 2022-2023 **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: 03/30/2023 Time/Period: 9:30 aM

Component	Ratings
<p>1a (obs): Demonstrating knowledge of content and pedagogy All students ranging from K-5 in a various of class ratios (6, 8, and 12) participated in the Disney themed Spring Show. Students sang, danced, and performed using musical instruments during their part. The music teacher breaks down lyrics and movement for students to learn their performance routine.</p> <p>Rubric: The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	4- Highly Effective
<p>1e (obs): Designing coherent instruction To enhance such a student driven and centered show, students can share the responsibility of being the MC that introduces the show and announces the next act. Students can be provided with visuals and scripts as supports in preparing to be the announcer. There is a lot of behind the scenes planning that takes place for a school wide performance. For future shows, please continue to collaborate with related service providers and work together on strategies that will reduce transition time in between performances.</p> <p>Rubric: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p>	3- Effective
<p>2a: Creating an environment of respect and rapport Students performed various Disney songs on stage by singing, dancing, and using props (i.e. scarves). Classroom teachers, paraprofessionals, and related service providers practiced the routine in the classroom with their students and contributed to the show by creating scenery. Ms. Scapparo's class became a worksite for students to create their class shirt for the show. At the end of the show, Alwon displayed gratitude for your hardwork and dedicatiron on behalf of the school and</p>	4- Highly Effective

presented you with flowers. Rubric: The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	
2d: Managing student behavior The teacher designed the Spring Show program to include visual rules that reminded students to remember to be quiet and remain seated. Rubric: Student behavior is generally appropriate.	3- Effective
3b: Using questioning and discussion techniques	N/A
3c: Engaging students in learning Each class performed a Disney song for 295's Spring Show. Students sang, danced, and used a variety of musical instruments for their performance. Class Y01 and Y02 performed "You've Got A Friend In Me" from Toy Story. Class X01 and Y03 performed "Try Everything" from Zootopia. Class Z01 performed "It's All Right" from Soul. Class V01 and Y04 performed "What Else Can I Do?" from Encanto. V02 performed "You're Welcome" from Moana. The grand finale included all students from every class singing and dancing to "I Like To Move It" from Madagascar. Rubric: Virtually all students are engaged in well- designed activities and tasks.	4- Highly Effective
3d: Using assessment in instruction The teacher creates targeted skills for each student in her classes that assists in monitoring student progress. An example of a targeted skills for a student is appropriately playing a musical instrument for 1 minute. Rubric: Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students.	3- Effective
4e (obs): Growing and developing professionally	N/A

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>This is Ms. Running's second school- wide show this year that has included students in all of the classes, which include ratios of 6:1:1, 8:1:1, 12:1:1, and 12:1:4. She collaborates with teachers, paraprofessionals, and related service providers in supporting students for their upcoming performance by practicing dance moves and lyrics. Ms. Running also collaborates with staff to create sets and stage decorations. She has volunteered to lead a class in a performance at each Student of the Month Assembly.</p> <p>Rubric: The teacher initiates important activities to contribute to the profession.</p>	4- Highly Effective

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

Thank you for displaying the many talents of our students during 295's Spring Show. The Disney theme that you selected was upbeat and enjoyed by all. It takes courage to perform on stage and this opportunity supports our students in building their confidence. When preparations begin for the next show, please collaborate with teachers and Ms. Alicea (parent coordinator) to encourage parents to come see their child perform on stage. 295 also has instagram and I suggest using that platform to remind parents as well.

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** _____