



## 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: 10/21/2022      Time/Period: 9:10 AM

Component	Ratings
<p><b>1a (obs): Demonstrating knowledge of content and pedagogy</b></p> <p>The teacher used visuals on google slides for students to identify how they were feeling. Jaylen responded "at ease". The teacher had students use their bodies to make poses and facial expressions to act out the different characters and emotions from the book "Glad Monster, Sad Monster". Students also used musical instruments while displaying these various emotions to bring the characters to life.</p> <p>Rubric: The teacher displays solid knowledge of the important concepts in the discipline and how these related to one another. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	3- Effective
<p><b>1e (obs): Designing coherent instruction</b></p> <p>The lesson began with a warm up that included students engaging in a stretching routine by "picking an apple", "scooping the ice cream" and "slicing the pizza". The teacher modeled while the students acted out these stretches. The teacher used visuals on google slides for students to identify how they were feeling that day, which connected to the book "Glad Monster, Sad Monster". The students were given the opportunity to choose their favorite musical instrument to work with while acting out characters from the book. Michael chose the purple bongos.</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><b>2a: Creating an environment of respect and rapport</b></p> <p>The students were enthusiastic during the warm up and pretended to eat the ice cream and be very high up on a ladder. The students yelled "surprise" for the glad monster. The teacher chose the emotion "cheerful" to tell the students how she</p>	4- Highly Effective

<p>was feeling. The teacher asked for students to make their "heart hands".</p> <p>Rubric: Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p>	
<p><b>2d: Managing student behavior</b></p> <p>The teacher reminded students to be in control of their bodies (ie during orbiting around the world) and not to run (i.e during warm up and when acting out "silly monster"). Teacher gave a 3, 2, 1 countdown for students to return to their seats. Please participate in team meetings with the classroom teachers, related service providers, and paraprofessionals from 8:00- 8:30 AM to discuss student behaviors and intervention strategies.</p> <p>Rubric: Student behavior is generally appropriate.</p>	3- Effective
<p><b>3b: Using questioning and discussion techniques</b></p> <p>The teacher asked the students "Why do we stretch out bodies?" During the warm up, the teacher asked the students what their favorite flavor of ice cream was. The teacher used visuals on google slides to ask students how they are feeling today. Michael responded "happy". The teacher had students demonstrate "at ease" and explained that it means calm and quiet. Two students told the class that they was "excited". The teacher and students acted out excited. The teacher asked "what do we do with our ears". A student responded "listen". The teacher asked "what do we do with our brains?" A student responded "learn".</p> <p>Rubric: While the teacher may use some low-level questions, she poses questions designed to promote student thinking and understanding.</p>	3- Effective
<p><b>3c: Engaging students in learning</b></p> <p>A student noticed the teacher's spin wheel had changed from "loud and quiet" to "fast and slow". A student responded that "scared" monster wasn't chosen yet. The teacher and students then acted out being scared. The teacher used a spin wheel that indicated emotions for students to act out. The first spin was "glad", teacher modeled arms up and exclaimed "yay!"</p> <p>Rubric: The lesson had a clearly defined structured, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	3- Effective
<p><b>3d: Using assessment in instruction</b></p> <p>Questions are regularly used for students to demonstrate evidence of learning. Students were able to identify emotions through acting them out.</p> <p>Rubric: Questions are regularly used to diagnose evidence of learning.</p>	3- Effective
<p><b>4e (obs): Growing and developing professionally</b></p>	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&amp;p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&amp;p): Designing coherent instruction</i>	N/A
<i>4e (p&amp;p): Growing and developing professionally</i>	N/A

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

Thank you for inviting me to your music lesson about exploring emotions. Further questioning for this lesson can include students identifying what makes them glad, worried, or sad and incorporating how we can help ourselves when we feel a certain way such as angry or scared. Your lesson correlated to theme of "change" because our emotions change. Please continue to align your lessons to the monthly curriculum theme.

**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** \_\_\_\_\_