

The information below demonstrates how our completers apply professional knowledge, skills, and dispositions. Alumni who are one year into their career are asked to submit their most recent classroom observation evaluation completed by their employer. The forms are reviewed and categorized using a 4 point scale (Ineffective=1, Developing=2, Effective=3, Highly Effective=4). If the observation form includes a rating in a specific category (R1.1 Learner and Learning, R1.2 Content, R1.3 Instructional Practice, or R1.4 Professional Responsibility) the rating is equated to the 4 point scale. NOTE: Classroom Observation information was collected beginning with the 2020-21 program candidates.

### Classroom Observation Analysis

#### Classroom Observations Class of 2021 Aggregate Initial Program Completers

One Year Observation Ratings	Learner and Learning N=3	Content N=2	Instructional Practice N=3	Professional Responsibility N=3	Overall N=3
Grade 4 Undergrad	3.6	3.00	3.43	3.5	3.45
Mean	3.6	3.00	3.43	3.5	3.45
Median	3.6	3.00	3.43	3.5	3.45
Range					

#### Classroom Observations Class of 2023 Aggregate Initial Program Completers

One Year Observation Ratings	Learner and Learning N=3	Content N=2	Instructional Practice N=3	Professional Responsibility N=3	Overall N=3
Grade 5 Undergrad	4.0	N/A	4.0	N/A	4.0
Mean	4.0	N/A	4.0	N/A	4.0
Median	4.0	N/A	4.0	N/A	4.0
Range					

#### Classroom Observations Class of 2020-2023 Aggregate Initial Program Completers

One Year Observation Ratings	Learner and Learning N=3	Content N=2	Instructional Practice N=3	Professional Responsibility N=3	Overall N=3
Grade 4 Undergrad	3.6	3.00	3.43	3.5	3.45
Grade 5 Undergrad	4.0	N/A	4.0	N/A	4.0
Mean	3.8	N/A	3.72	N/A	3.73
Median	3.8	N/A	3.72	N/A	3.73
Range	3.6-4.0	3.0	3.43-4.0	3.5	3.4-4.0

major  
UG 1-6 w/speed  
grad 5/21

2021 undergrad completer employed as 1-6 sped teacher one year later

**CENTRAL SCHOOLS**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

This portion of the annual APPR meets the requirements for the Teacher Observation (Effectiveness) Portion of the 3012-d APPR

Name: [REDACTED]	Probationary: Yes	Year Completed: 2022-2023	Pre Conference: 11/14/22 Post: 11/16/22
School: [REDACTED] elementary	Tenure: No-year 2	Subject or Grade: Grade 4	Date of Evaluation: 11/14/2022

Definition of terms used in rating scale will be found in the scoring rubric. All items checked Ineffective must be explained in the comment section

2  
3  
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4

COMPONENTS OF PROFESSIONAL PRACTICE POINTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<b>PLANNING AND PREPARATION</b> The teacher:				
demonstrates knowledge of content.		X		
demonstrates knowledge of student development.	X			
demonstrates clear instructional goals. (lesson objective/essential question)		X*		
demonstrates coherence in activities and instructions	X			
develops lessons which are congruent with standards or goals		X		
<b>CLASSROOM ENVIRONMENT</b> In the setting for learning:				
respect and rapport are apparent	X			
a climate of learning is appropriate.	X			
procedures are managed effectively		X		
student behavior is effectively monitored and responded to.		X		
<b>PROFESSIONAL PRACTICE</b>				
Instructions are clearly communicated.	X			
Discussion techniques are evident		X		
Students are engaged in learning.	X			
An effective pace is apparent and lesson adjustments demonstrate flexibility		X		
Feedback is constructive and timely		X		
<b>PROFESSIONAL RESPONSIBILITIES</b> The teacher:				
maintains accurate records in a timely manner		X		
presents a professional appearance	X			
responds to appropriate suggestions for improvement when needed		X		
demonstrates a professional rapport with colleagues	X			
follows authorized policies and procedures		X		
exhibits interest and enthusiasm for the teaching profession	X			

COMMENTS: **Observation 1:** the class was finishing up their XTRA math sessions on their Chrometbooks when the observer entered the classroom. Miss Wilson explained the math review lesson for the day and how the kids would be working in pairs to answer a review practice sheet and then working on getting wooden blocks for every correct answer. (Each group will work on collecting blocks to use to build a tower at the end of the review session. The pair with the tallest tower will be the winners.) The class was reminded that the unit test is tomorrow and what was on learned in the unit. The lesson procedures were clearly explained to the entire class before they were paired up and began working on solving the math problems. The groups collected the green baskets (to hold the blocks they collected), their worksheets, pencils, and found a space to work quickly and efficiently. Miss Wilson moved around the room checking on the pairs' work while Mrs. Wheeler (co teacher, CT) read the directions and word problems to students that needed that accommodation. After each problem the pairs solved, they would then visit one of the teachers to have their accuracy checked. If they got the problem correct, the pair received a star and chose a block for their tower. The kids were engaged in their review practice and a focused, determine buzz was heard in the room as they worked to be as accurate as possible to earn their blocks in hopes of building the tallest tower. The kids had 30 seconds to plan the building of their tower and 2 minutes to build it with the blocks they earned. There was definitely excitement in the classroom as they worked to make their tower work. The tallest tower measured in at 38". Miss Wilson reviewed what they did in preparation for the test tomorrow.

\* The lesson objectives for this lesson were listed on the Focus Wall under the "Today we will learn." poster, however the lesson objectives were not explicitly read to or by the class prior to the start of the lesson

This evaluation is based on:

- (X) Daily routine contacts with teacher
- (X) Conferences with teacher
- (X) Classroom observation (formal)
- ( ) Classroom observation (informal)

\*Average Rubric Score (sum of all rubric points divided by the # of sub domains (20)) \_\_\_\_\_  
(Circle or highlight the score to the right!)

Highly Effective: 3.5 - 4.0 Developing: 1.5 - 2.49  
Effective: 2.5 - 3.49 Ineffective: 0 - 1.49

\*Teacher's signature

Evaluator's signature

\*This signature indicates that the teacher and evaluator together discussed this report. It does not necessarily denote agreement with all factors of the evaluation. The teacher will have the right to discuss a written answer to such material and it shall be attached to the file copies. Distribution of copies: Teacher / Building Principal / District Personnel File

The following is how the average rubric scores for each domain calculate to comprise the overall teacher score. General rounding rules apply for HEDI points unless rounding up will move a teacher into a higher HEDI category as per NYS APPR Guidance. A teacher who earns an average rubric score of 0 (scored ineffective in all 20 components above) shall be scored a 0 as per NYS APPR Guidance.

HEDI	Overall Average Rubric Score
	0 - 1.49
<b>Developing</b>	1.5 - 2.49
	2.5 - 3.49
	3.5 - 4.0





~~XXXXXX~~ **SCHOOL DISTRICT**  
EMPOWERING STUDENTS TO REACH THEIR MAXIMUM POTENTIAL

2023 undergrad completer

Grade 5 first year review.

~~Douglas X Regan Intermediate School~~

~~510325 Statewide Database on 200713~~

### Teacher Observation

Completed By: Braunscheidel, Maureen 03/22/2024 | Time from: 10:00 AM, Time until: 10:20 AM

Description	Rating (Points)
A. Observer Type	External Evaluator (10.0000%)
B. Select Observation Type	Unannounced
E. Domain 2	
2a Creating an Environment of Respect and Rapport	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Using students name in instructional materials</li> <li>Positive and enthusiastic tone</li> <li>Sense of humor appropriately used</li> <li>We are a family bulletin board</li> </ul>	
2b Establishing a Culture for Learning	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Students and teachers are enthusiastic about learning</li> <li>provides opportunities for students freely share their views and ideas • provides opportunities for students to work collaboratively with peers to promote learning • demonstrate enthusiasm for the content students are learning and the work they are doing</li> <li>Plays music while students are working in groups</li> </ul>	
2c Managing Classroom Procedures	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>What is needed to complete transisiton into the classroom and for the lesson on the panel when students walk into the room</li> <li>And a hush fell over the crowd...</li> <li>Stand up if you have the steps for preparing to complete the activity - knows all students are ready when they are standing</li> <li>Sweet Caroline...Different strategies to bring students back whole group - just make sure that all students participate in the response that you are looking for - som did not respond - but all students did refocus their attention to you</li> </ul>	
2d Managing Student Behavior	Highly Effective (4.0000)

2d Managing Student Behavior	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Standards of conduct appear to be clear to students</li> <li>No behavioral concerns observed</li> <li>Refocuses students when needed</li> </ul>	
2e Organizing Physical Space	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>The classroom is safe, and the physical environment ensures the learning of all students</li> <li>Technology is used skillfully, as appropriate to the lesson.</li> </ul>	
F. Domain 3	
3a Communicating with Students	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Ant Set - Activate your Schema (ant set should be 2-3 minutes, this one went 8 mins, make sure they don't take up too much of the lesson) This was a review of input as well.</li> <li>Expectations for learning, directions and procedures, and explanations of content are clear to students</li> <li>Review lesson goal - I can statement on panel and students discuss</li> </ul>	
3b Using Questioning and Discussion Techniques	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Use of shoulder partners - multiple times in the lesson</li> <li>Calls on a variety of students with questioning</li> <li>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</li> </ul>	
3c Engaging Students in Learning	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Lesson is well planned and implemented</li> <li>All students are actively engaged in lesson</li> <li>Figurative language hunt</li> <li>All students had a role in group work</li> </ul>	
3d Using Assessment in Instruction	Highly Effective (4.0000)
<ul style="list-style-type: none"> <li>Questioning/discussion</li> <li>Walks around and listens to group discussions</li> <li>Completion of group work</li> </ul>	
3e Demonstrating Flexibility and Responsiveness	Not Observed
H. Post-Observation	
Amazing job today!!!	