ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
TEACHER OBSERVATION REPORT

Teacher Name: Gina Maldonado **Teacher ID:**
School Year: 2024-2025 **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: 10/07/2024 Time/Period: 10:00am - 10:33am

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's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. Evidence: During the observed period, you demonstrated knowledge of content by connecting students' prior understanding of ratios to the concept of equivalent ratios. You used specific mathematical vocabulary, such as "equivalent ratios," and asked students to recall prior knowledge. For example, you asked, "Does anyone know what it means to be an equivalent ratio?" which prompted students to remember what they had learned in previous years. Throughout the lesson, you reinforced the concept by referring back to this term and ensuring students applied it in various contexts. During the whole-class discussion, you brought up the double number line and asked students to interpret the lines and quantities, ensuring that they understood how the concept applied visually. When students gave answers, you responded with follow-up questions such as, "Does it make sense to put half a chocolate chip in one cookie?" to push students' thinking further. You also connected the mathematical concept to real-world examples, such as using tablespoons for units, which helped clarify the meaning of ratios for the students	3- Effective
1e (obs): Designing coherent instruction The learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Evidence:	3- Effective

You crafted which followed a clear progression from the introduction of the learning target to engaging students with the core activity. You began by reviewing the learning target, “I can use equivalent ratios to describe scaled copies,” and asked students to copy it down quietly, giving them two minutes to do so. This structured start provided clarity on the objectives of the lesson. You then transitioned into the warm-up activity involving a double number line, allowing students to engage with familiar content before moving on to new material. The sequence of the activities showed clear planning, as students moved from simple explanations of ratios to analyzing more complex examples, such as determining which mixture had the strongest taste. For each activity, you set specific time limits, such as setting timers for the warm-up and group discussions, which ensured that the pace of the lesson remained focused. You also integrated multiple types of engagement, including independent work, group discussions, and whole-class sharing. The progression from reviewing the double number line to analyzing the mixtures was smooth, and your instructions throughout the lesson were concise, helping students stay on task and transition between activities with minimal confusion.	
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: During the lesson, interactions between you and the students were respectful and supportive. For example, when a student, Emmanuel, hesitated to explain his reasoning during a class discussion, you responded by saying, “Hold on, give him a minute,” allowing him time to gather his thoughts. This created a supportive environment where students were not rushed to answer. When Dezire shared her answer, you encouraged her to speak louder so everyone could hear, demonstrating that you valued her contribution and wanted all students to engage with her thinking. You praised students in a positive way without over-affirming, as when you said, “Everyone needs to make sure they are paying attention to what Dezire is saying because it is crucial to the entire lesson,” emphasizing the importance of her contribution without directly praising the content. Throughout the lesson, you used phrases such as “my love” when redirecting students like Chelsea, which helped maintain a warm tone even when addressing off-task behavior. Your interactions with students were consistently polite and encouraging, helping to build a respectful classroom environment where students felt safe to share their thoughts. There was no evidence of disruptive behavior, and students spoke to one another respectfully when sharing their ideas.	3- Effective
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Evidence: During the observation, student behavior was generally appropriate, and when minor disruptions occurred, you responded promptly and respectfully. For example, when a student mentioned Beyoncé during the lesson, you redirected the conversation back to the lesson by asking, “Why are we talking about Beyoncé when we are in math?” This gentle reminder was enough to bring the student back	3- Effective

on task without disrupting the flow of the lesson. Additionally, you used proactive strategies to prevent off-task behavior by setting clear expectations at the start of each activity. You set timers to keep students focused, and when students began to drift off task, you reminded them of what they should be working on. For example, when Chelsea was not on task, you said, “Chelsea, my love, can you open to page 92 and begin the activity?” which redirected her attention to the task in a calm and respectful manner. These small interactions ensured that the class remained focused without causing larger disruptions. Your responses to behavior were consistently respectful and proportionate, maintaining a positive classroom environment where students were encouraged to stay engaged with the material.	
3b: Using questioning and discussion techniques While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher challenges students to justify their thinking and successfully engages most students in the discussion. Evidence: You used questioning throughout the lesson to engage students in thinking about the concepts of equivalent ratios and scaled copies. For example, you asked open-ended questions like, “Can someone tell me why we agree with Yaisak?” which encouraged students to explain their thinking rather than simply providing answers. You followed up with additional questions, such as “Does it make sense to put half a chocolate chip in one cookie?” which prompted students to think critically about the scenarios they were discussing. During the whole-class discussion about the mixtures, you asked, “What do we notice about the two mixtures?” and “What is different here?” These questions pushed students to look deeper at the relationships between the ratios and to explain their reasoning. When Emmanuel hesitated in his response, you allowed him time to think and encouraged other students to build on his ideas, promoting student-to-student dialogue. Throughout the lesson, your questions were designed to elicit deeper thinking and engage all students in the discussion. You also encouraged students to use academic language by prompting them to explain their reasoning using the correct terminology, which supported a more rigorous understanding of the concepts.	3- Effective
3c: Engaging students in learning The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. Evidence: Students were actively engaged throughout the lesson as they participated in a range of tasks that were aligned with the learning target. During the “Mystery Mixtures” activity, you asked students to analyze three different recipes and determine which one had the strongest taste. You prompted them to share their thoughts using “notice and wonder” strategies in their groups, which gave all students a chance to participate. When students shared their answers during the whole-class discussion, you ensured they were explaining their reasoning clearly by asking follow-up questions like, “How do you know?” and “What do you notice about the color?” These questions helped keep students engaged and encouraged them to think critically about their responses. You also provided visual supports, such as the double number line and tables, to help students organize their thinking and make connections between the concepts. By encouraging students to	3- Effective

articulate their thinking and use evidence from their observations, you helped deepen their engagement with the lesson content. Additionally, the use of timers to manage transitions and group work ensured that students remained on task throughout the lesson.	
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Evidence: Throughout the lesson, you monitored student understanding through informal checks and provided timely feedback. While students worked on the “Mystery Mixtures” activity, you circulated the room, asking probing questions like, “What do you notice about the color?” to diagnose student understanding. This allowed you to assess whether students were grasping the key concepts related to ratios and mixtures. You also provided specific feedback to guide their thinking, as when you asked a student who needed help, “Maybe you can look at how much water and how much mix you have,” prompting the student to refer back to the problem for clues. During the class discussion, you continued to assess understanding by asking students to explain why two mixtures were equivalent ratios, ensuring that students were able to articulate their reasoning. You also used visual aids, such as drawing tables on the board, to clarify student responses and ensure that the class had a clear understanding of the key concepts. These continuous interactions allowed you to gather evidence of learning and provide immediate support where needed.	3- Effective
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 welcoming me into room 333 as you facilitated a Math lesson for our 7th grade students.

I have attached the feedback connected to our instructional focus and priority statement that was sent to you via email on 10.15.24.

Please do not hesitate in reaching out to me directly if you have any questions.

Sincerely, A. Cruz

Attachments:
This report also contains attachments in the Advance Web Application:
Maldonado Informal 10.7.24 FB.pdf

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): Alberto Cruz Jr

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