

GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS  
OBSERVATION REPORT

DATE 10-7-19

DATE

SUPERVISED TEACHER William McJannet UNIVERSITY SUPERVISOR MARY COLLINS SCHOOL-SITE SUPERVISOR S. Carroll

SCHOOL Affix Academy SUBJECT MATH GRADE 7-9 TECHNOLOGY USED Computer - projector / History film  
Rialto

LESSON TYPE: DIRECT INSTRUCTION  COOPERATIVE LEARNING  INQUIRY  LESSON SUBJECT MATH/HISTORY

OBSERVATION: EDUC 459  EDUC 406  1  2  3  4  5  6  7  8  9  10

TEACHING PERFORMANCE EXPECTATIONS aligned with the California Standards for the Teaching Profession

TPE 1 Engaging and Supporting All Students in Learning

Check all elements appropriately observed.

- Apply knowledge of students to engage them in learning
- Maintain ongoing communication with students and families
- Connect subject matter to student interests and real-life context
- Use a variety of developmentally appropriate instructional strategies
- Promote students' critical, reflective, and creative thinking
- Provide supportive learning environments for students' first and/or second language acquisition
- Incorporate visual and performing arts as appropriate for the content and context of learning
- Monitor student engagement during the lesson

TPE 2 Creating and Maintaining Effective Environments for Student Learning

Check all elements appropriately observed.

- Promote students' social-emotional growth, development, and individual responsibility
- Create culturally responsive learning environments that promote productive student learning
- Establish inclusive, healthy, and safe learning environments
- Knowledge of how to access student support resources
- Maintain high expectations for learning
- Clear procedures, routines, and norms for individual and group behavior

TPE 3 Understanding and Organizing Subject Matter for Student Learning

Check all elements appropriately observed.

- Demonstrate knowledge of subject matter, standards, and framework
- Use knowledge of students and learning goals to organize curriculum and make modifications
- Plan, design, and implement instruction consistent with current pedagogy
- Individual and collaborative planning that uses multiple ways of engaging students
- Adapt subject matter to support academic language acquisition for all students

COMMENTS

Please give at least one constructive comment for each observation.

Students and Teacher were together in front of room - instructions and examples of math lessons were explained with both teacher and student involvement...

Classroom was clean and orderly, students went back to seats to work independently

Teacher working thru room, helping individually those students who needed assistance, collecting and checking work of those who had completed assignment

<input type="checkbox"/> Use and adapt resources, materials, technology, and assistive technology <input checked="" type="checkbox"/> Model and develop digital literacy <input type="checkbox"/> Teaching strategies thoughtfully aligned with technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p style="text-align: center;"><b>SUGGESTIONS</b></p> <p>Please give at least one constructive suggestion for each observation.</p> <p><i>Expand lesson objective and activity          / active on board or other high          contrast presentation medium          (projector / computer)</i></p>	Observation completed by: <input type="checkbox"/> University Supervisor <input checked="" type="checkbox"/> School-Site Supervisor
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<input type="checkbox"/> Use and adapt resources, materials, technology, and assistive technology <input checked="" type="checkbox"/> Model and develop digital literacy <input type="checkbox"/> Teaching strategies thoughtfully aligned with technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p><b>TPE 4 Planning Instruction and Designing Learning Experiences for All Students</b></p> <p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Locate and apply information about students to short and long-term goals</li> <li><input checked="" type="checkbox"/> Apply characteristics of typical and atypical child development</li> <li><input checked="" type="checkbox"/> Implement instruction and assessment that reflects the interconnectedness of content areas</li> <li><input checked="" type="checkbox"/> Maximize learning opportunities and provide access for all students by removing barriers</li> <li><input checked="" type="checkbox"/> Use strategies that meet individual learning needs and assist students with specific learning needs (IEPs and 504 plans)</li> <li><input checked="" type="checkbox"/> Access resources including the expertise of community and school colleagues</li> <li><input checked="" type="checkbox"/> Use a range of communication lesson activities</li> <li><input checked="" type="checkbox"/> Integrate technology-rich lessons to engage students in instruction and offer students multiple ways of demonstrating their learning</li> </ul> <p><b>TPE 5 Assessing Student Learning</b></p> <p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use multiple methods to assess student learning</li> <li><input checked="" type="checkbox"/> Use assessment data from a variety of sources to plan and modify instruction</li> <li><input checked="" type="checkbox"/> Involve students in self-assessment and reflection</li> <li><input checked="" type="checkbox"/> Use technology to analyze assessment data and communicate to students and families</li> <li><input checked="" type="checkbox"/> Communicate student progress towards learning goals to students and families</li> <li><input checked="" type="checkbox"/> Work with specialists to interpret assessment results</li> <li><input checked="" type="checkbox"/> Interpret English learners' assessment data in English as well as in their primary language</li> <li><input checked="" type="checkbox"/> Use assessment data, including students' IEP and 504 plans, to differentiate and/or modify instruction</li> </ul> <p><b>TPE 6 Developing as a Professional Educator</b></p> <p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reflect on teaching practices to plan and implement instruction</li> <li><input checked="" type="checkbox"/> Recognize how personal values and biases may positively or negatively affect teaching</li> <li><input checked="" type="checkbox"/> Establish and make progress towards professional learning goals</li> <li><input checked="" type="checkbox"/> Communicate effectively with peers, colleagues, families, and the larger community</li> <li><input checked="" type="checkbox"/> Demonstrate ethical and professional behavior for all aspects of the teaching profession</li> <li><input checked="" type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media)</li> <li><input checked="" type="checkbox"/> Analyze how the structure and history of public education in California influences current structures</li> </ul>	Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent
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**Rubric Score Explanations**

1 Not Present: Inappropriate, irrelevant, missing; lesson plan is not connected  
 2 Emerging: Minimal, limited, cursory, ambiguous; lesson plan is weakly connected  
 3 Competent: Appropriate, relevant, accurate; lesson plan is connected  
 4 Excellent: Appropriate, accurate, relevant, clear, concise, detailed; lesson plan is purposefully, connected