

N GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT



DATE 10/17/2019

SUPERVISED TEACHER William McTarsney UNIVERSITY SUPERVISOR MARY COLLINS SCHOOL-SITE SUPERVISOR JEAN CARROLL

SCHOOL Altus Academy Ratio SUBJECT MATH ALL GRADE 7-8 TECHNOLOGY USED COMPUTER - OVERHEAD PROJECTOR

LESSON TYPE:
DIRECT INSTRUCTION COOPERATIVE LEARNING INQUIRY LESSON SUBJECT MATH

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		Rubric Score				COMMENTS Please give at least one constructive comment for each observation.
		1	2	3	4	
TPE 1	Engaging and Supporting All Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>TEACHER reviewed previous lesson for comprehension... before starting lesson for today.</p>
<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply knowledge of students to engage them in learning <input checked="" type="checkbox"/> Maintain ongoing communication with students and families <input checked="" type="checkbox"/> Connect subject matter to student interests and real-life context <input checked="" type="checkbox"/> Use a variety of developmentally appropriate instructional strategies <input checked="" type="checkbox"/> Promote students' critical, reflective, and creative thinking <input type="checkbox"/> Provide supportive learning environments for students' first and/ or second language acquisition <input checked="" type="checkbox"/> Incorporate visual and performing arts as appropriate for the content and context of learning <input checked="" type="checkbox"/> Monitor student engagement during the lesson 						
TPE 2	Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Promote students' social-emotional growth, development, and individual responsibility <input checked="" type="checkbox"/> Create culturally responsive learning environments that promote productive student learning <input type="checkbox"/> Establish inclusive, healthy, and safe learning environments <input type="checkbox"/> Knowledge of how to access student support resources <input checked="" type="checkbox"/> Maintain high expectations for learning <input checked="" type="checkbox"/> Clear procedures, routines, and norms for individual and group behavior 						<p>Students working individually with classroom aides/teacher assisting...</p>
TPE 3	Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Lesson Plan completed and implemented using multiple ways of engaging & assessing students</p>
<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate knowledge of subject matter, standards, and framework <input checked="" type="checkbox"/> Use knowledge of students and learning goals to organize curriculum and make modifications <input checked="" type="checkbox"/> Plan, design, and implement instruction consistent with current pedagogy <input checked="" type="checkbox"/> Individual and collaborative planning that uses multiple ways of engaging students <input type="checkbox"/> Adapt subject matter to support academic language acquisition for all students 						

- Use and adapt resources, materials, technology, and assistive technology
- Model and develop digital literacy
- Teaching strategies thoughtfully aligned with technology

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

SUGGESTIONS

Please give at least one constructive suggestion for each observation.

Check all elements appropriately observed:

- Locate and apply information about students to short and long-term goals
- Apply characteristics of typical and atypical child development
- Implement instruction and assessment that reflects the interconnectedness of content areas
- Maximize learning opportunities and provide access for all students by removing barriers
- Use strategies that meet individual learning needs and assist students with specific learning needs (IEPs and 504 plans)
- Access resources including the expertise of community and school colleagues
- Use a range of communication lesson activities
- Integrate technology-rich lessons to engage students in instruction and offer students multiple ways of demonstrating their learning

Lessons address curriculum as well as individual learning needs/goals (IEP)

TPE 5 Assessing Student Learning

Check all elements appropriately observed:

- Use multiple methods to assess student learning
- Use assessment data from a variety of sources to plan and modify instruction
- Involve students in self-assessment and reflection
- Use technology to analyze assessment data and communicate to students and families
- Communicate student progress towards learning goals to students and families
- Work with specialists to interpret assessment results
- Interpret English learners' assessment data in English as well as in their primary language
- Use assessment data, including students' IEP and 504 plans, to differentiate and/or modify instruction

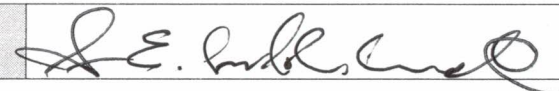
TPE 6 Developing as a Professional Educator

Check all elements appropriately observed:

- Reflect on teaching practices to plan and implement instruction
- Recognize how personal values and biases may positively or negatively affect teaching
- Establish and make progress towards professional learning goals
- Communicate effectively with peers, colleagues, families, and the larger community
- Demonstrate ethical and professional behavior for all aspects of the teaching profession
- Comply with all laws and responsibilities, including mandated reporting and ethics (including social media)
- Analyze how the structure and history of public education in California influences current structures

Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent

Observation completed by:
 University Supervisor
 School-Site Supervisor



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