

GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT



DATE 11/18/19

SUPERVISED TEACHER William McCartney UNIVERSITY SUPERVISOR MARY COLLINS SCHOOL-SITE SUPERVISOR SEAN CARROLL

SCHOOL Altru-Academy SUBJECT ENGLISH GRADE 6-8 TECHNOLOGY USED Computer/projector

LESSON TYPE:
DIRECT INSTRUCTION COOPERATIVE LEARNING INQUIRY LESSON SUBJECT Reading Comprehension

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>* Students at different levels, so working on different assignments</p> <ul style="list-style-type: none"> • reading on own answering come questions • word recognition / flash cards (aided working w/ student groups) <p>Teacher monitoring student engagement</p>
	<i>Check all elements appropriately observed:</i>					
	<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 checked="" 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>* Students are engaged with sides working -</p> <p>Clear procedures, routines, and norms</p>
	<i>Check all elements appropriately observed:</i>					
	<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 checked="" type="checkbox"/> Establish inclusive, healthy, and safe learning environments <input checked="" 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					
TPE 3	Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>* Show clear and complete lesson plan w/ instructional objective set to state standards</p> <p>Students are in groups working or individually assisted</p>
	<i>Check all elements appropriately observed:</i>					
	<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 checked="" type="checkbox"/> Adapt subject matter to support academic language acquisition for all students					

	<input checked="" type="checkbox"/> Use and adapt resources, materials, technology, and assistive technology <input checked="" type="checkbox"/> Model and develop digital literacy <input checked="" type="checkbox"/> Teaching strategies thoughtfully aligned with technology	
TPE 4	Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	<i>Check all elements appropriately observed:</i> <input checked="" type="checkbox"/> Locate and apply information about students to short and long-term goals <input checked="" type="checkbox"/> Apply characteristics of typical and atypical child development <input checked="" type="checkbox"/> Implement instruction and assessment that reflects the interconnectedness of content areas <input checked="" type="checkbox"/> Maximize learning opportunities and provide access for all students by removing barriers <input checked="" type="checkbox"/> Use strategies that meet individual learning needs and assist students with specific learning needs (IEPs and 504 plans) <input checked="" type="checkbox"/> Access resources including the expertise of community and school colleagues <input checked="" type="checkbox"/> Use a range of communication lesson activities <input checked="" type="checkbox"/> Integrate technology-rich lessons to engage students in instruction and offer students multiple ways of demonstrating their learning	<p style="text-align: center;">SUGGESTIONS</p> <p style="text-align: center;">Please give at least one constructive suggestion for each observation.</p> <p><i>* student point sheets are completed to be sent home to inform parents/family of progress/work</i></p>
TPE 5	Assessing Student Learning	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<i>Check all elements appropriately observed:</i> <input checked="" type="checkbox"/> Use multiple methods to assess student learning <input checked="" type="checkbox"/> Use assessment data from a variety of sources to plan and modify instruction <input checked="" type="checkbox"/> Involve students in self-assessment and reflection <input checked="" type="checkbox"/> Use technology to analyze assessment data and communicate to students and families <input checked="" type="checkbox"/> Communicate student progress towards learning goals to students and families <input checked="" type="checkbox"/> Work with specialists to interpret assessment results <input checked="" type="checkbox"/> Interpret English learners' assessment data in English as well as in their primary language <input checked="" type="checkbox"/> Use assessment data, including students' IEP and 504 plans, to differentiate and/or modify instruction	
TPE 6	Developing as a Professional Educator	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	<i>Check all elements appropriately observed:</i> <input checked="" type="checkbox"/> Reflect on teaching practices to plan and implement instruction <input checked="" type="checkbox"/> Recognize how personal values and biases may positively or negatively affect teaching <input checked="" type="checkbox"/> Establish and make progress towards professional learning goals <input checked="" type="checkbox"/> Communicate effectively with peers, colleagues, families, and the larger community <input checked="" type="checkbox"/> Demonstrate ethical and professional behavior for all aspects of the teaching profession <input checked="" type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media) <input checked="" type="checkbox"/> 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
3 Competent: Appropriate, relevant, accurate; lesson plan is connected

2 Emerging: Minimal, limited, cursory, ambiguous; lesson plan is weakly connected
4 Excellent: Appropriate, accurate, relevant, clear, concise, detailed; lesson plan is purposefully connected