

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT**



DATE **February 1, 2021**
Spring – COVID
Obs. #1

SUPERVISED TEACHER **William McTarsney** UNIVERSITY SUPERVISOR **Mary Collins** SCHOOL-SITE SUPERVISOR **Colleen Gerke**

SCHOOL **Mango Elementary** SUBJECT **ELA/Art** GRADE **RSP Gr4** TECHNOLOGY USED **Laptop, Video, Teams Application, Tripod Camera**

LESSON TYPE:
 DIRECT INSTRUCTION COOPERATIVE LEARNING INQUIRY LESSON SUBJECT **Draw a Blind Contour /Verbally explain and share the process**

OBSERVATION:
 SPED 459 SPED 409 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>Well done, Will. You reviewed the lesson as the gen ed teacher took attendance and assisted you in the lesson, when needed. Good collaboration here.</p> <p>As it was an art lesson, the students were eager to see you today to have you begin the lesson. You explained the topic of the lesson-Blind Contour lesson, well and intrigued them a bit with using an old shoe that they could obtain in their home. After you introduced the lesson to them, you gave them time to find the materials in their home that they would need for the lesson. As you had a small group, they were readily able to find the materials, and get back to you in a timely manner.</p> <p>Your students, by how they interacted with you throughout the lesson, appeared safe and content – speaking to their social emotional state. Your demeanor with them invites a spirit of safe participation free of judgement. You have clear protocol and</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 checked="" 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 						
TPE 3	Understanding and Organizing Subject Matter 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"/> 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	<p>procedures in place, rewarded with Dojo points and verbal praise, (“That’s so cool , Esme”).</p> <p>Your lesson was well planned, with step by step verbal direction, encouragement and praise. This showed in their finished drawing – everyone had a creatively sketched pizza shoe drawing as guided by you!</p>
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TPE 4	Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SUGGESTIONS Please give at least one constructive suggestion for each observation.
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	<p><i>Check all elements appropriately observed:</i></p> <input 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 type="checkbox"/> Access resources including the expertise of community and school colleagues <input 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>Knowing the population of kids you were working with, was evident in the way you taught this lesson, Will. You guided them very deliberately, giving them hints and suggestions to make the task successful for them. (“When you go slower, you can control the amount and quality of the detail you are drawing as you are going.”) Loved the part where when shadowing was mentioned, you gave them a snippet of a lesson on how to shadow and then even may want to implement it in the shoe drawing. I am sure your student felt really good when you used that method when he had already done it. You valued his comment in this way tremendously!</p>
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TPE 5	Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<p><i>Check all elements appropriately observed:</i></p> <input checked="" type="checkbox"/> Use multiple methods to assess student learning <input 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 type="checkbox"/> Use technology to analyze assessment data and communicate to students and families <input type="checkbox"/> Communicate student progress towards learning goals to students and families <input type="checkbox"/> Work with specialists to interpret assessment results <input 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	<p>The assessment was the finished drawing and the sharing of each student’s creative work.</p>
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TPE 6	Developing as a Professional Educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<p><i>Check all elements appropriately observed:</i></p>	<p>Job well done, Will. You are doing an amazing job in being the</p>
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	<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 Demonstrate ethical and professional behavior for all aspects of the teaching profession <input type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media) <input type="checkbox"/> Analyze how the structure and history of public education in California influences current structures	consummate professional as an educator.	
Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent		Observation completed by: <input checked="" type="checkbox"/> University Supervisor <input type="checkbox"/> School- Site Supervisor	Mary Collins

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		