

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS  
OBSERVATION REPORT**



DATE **February 5, 2021**  
**Spring – COVID**  
**Obs. # 2**

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

SCHOOL **Maple Elementary** SUBJECT **ELA/Let's look at Iguanas** GRADE **RSP Gr2** TECHNOLOGY USED **Internet, Teams application, adobe illustrator, laptop and video camera**

**LESSON TYPE:**

DIRECT INSTRUCTION  COOPERATIVE LEARNING  INQUIRY  LESSON SUBJECT **SWBT read about iguanas and write about their favorite animal on an online worksheet as measured by a GO online in 1 out of 1 trials.**

**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
		1	2	3	4	
<b>TPE 1</b>	<b>Engaging and Supporting All Students in Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Please give at least one constructive comment for each observation.  “Fun Friday” agenda today.  Good way to end the week and engage students virtually.  Students started off with a morning message and warm up exercise of Jack Hartman’s “Let’s Get Fit,” counting to 100 video clip.  Then students did Drawing Board activity with the alphabet video as well. They were to think of words that began with a designated letter of the alphabet in conjunction with this video.  You captured their interest right away, Will. Again, your students look forward to seeing you and being engaged in your lesson. You respond to their needs, make your Zoom environment safe and inclusive for all of your students and set your class routines and norms clearly in place.  I like how you give the students an opportunity to select one of the apps to do....(noodle chrome, Believer, etc.) Kids feel empowered when given this opportunity.
	Check all elements appropriately observed:  <input checked="" type="checkbox"/> Apply knowledge of students to engage them in learning <input 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					
<b>TPE 2</b>	<b>Creating and Maintaining Effective Environments for Student Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Check all elements appropriately observed:  <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					
<b>TPE 3</b>	<b>Understanding and Organizing Subject Matter for Student Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Check all elements appropriately observed:					

	<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>“Let’s look at Iguanas.” - Great read and lesson with this book. You were able to successfully capture the interest of your students, especially the one that you mentioned loved iguanas!</p>
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<b>TPE 4</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>SUGGESTIONS</b> 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 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>You had the students read with you from the book on iguanas. You took your time in guiding and encouraging your student in their reading. Your patience enabled them to attack the words that they were having difficulty reading. They did a good job in pushing forward and reading.</p>
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<b>TPE 5</b>	<b>Assessing Student Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<p><i>Check all elements appropriately observed:</i></p> <input 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	<p>N/A for this lesson</p>
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	<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 type="checkbox"/> Use assessment data, including students' IEP and 504 plans, to differentiate and/or modify instruction						
<b>TPE 6</b>	<b>Developing as a Professional Educator</b>	<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 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 type="checkbox"/> Communicate effectively with peers, colleagues, families, and the larger community <input type="checkbox"/> 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	<p>You continue to implement various strategies and techniques in helping your students be successful!</p>					
<b>Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent</b>		<b>Observation completed by:</b> <input type="checkbox"/> University Supervisor <input checked="" type="checkbox"/> School- Site Supervisor		<b>Mary Collins</b>			

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