

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS  
OBSERVATION REPORT**



DATE **February 26, 2021  
SPRING  
Obs. 3 - COVID**

SUPERVISED TEACHER **William McTarsney**

UNIVERSITY SUPERVISOR **Mary Collins**

**Colleen Gerke**

SCHOOL **Mango Elementary**

SUBJECT **Math**

GRADE **3**

TECHNOLOGY USED **Internet Teams, application, marker board**

LESSON TYPE: X

DIRECT INSTRUCTION

COOPERATIVE LEARNING

INQUIRY

LESSON SUBJECT **Rounding to the ones place**

OBSERVATION:

EDUC 459

EDUC 409

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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	
<b>TPE 1</b>	<b>Engaging and Supporting All Students in Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>I think your student engagement preparation and delivery was wonderful, Will. You did your homework here. You knew your students strengths and needs and accommodated for these throughout your lesson. Your student, being quite articulate and easily engaged was kept on track, number one, and then allowed or enable to use his ability to articulate and share and still be on task with your lesson. You were able to converse, comment, ask and validate all that he talked about. When he deviated a bit, you expressed an interest, but quickly got him back on the lesson. You did well in not giving him a lot of latitude or wiggle room for inappropriate behavior.</p> <p>Your student was engaged in your class environment and from his participation in your session, felt safe and confident. You kept him in the focus on your lesson and were able to navigate very well in steering him on course without too many barriers or distractions in his way of accessing the content of your lesson.</p> <p>You organized your lesson in a way that kept into account your student's needs. Seeing that he can be distracted and regularly "off task" you were mindful of not giving him the lost space to get distracted. When he started to draw off the lesson content, you</p>
	<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply knowledge of students to engage them in learning</li> <li><input type="checkbox"/> Maintain ongoing communication with students and families</li> <li><input checked="" type="checkbox"/> Connect subject matter to student interests and real-life context</li> <li><input checked="" type="checkbox"/> Use a variety of developmentally appropriate instructional strategies</li> <li><input checked="" type="checkbox"/> Promote students' critical, reflective, and creative thinking</li> <li><input type="checkbox"/> Provide supportive learning environments for students' first and/ or second language acquisition</li> <li><input checked="" type="checkbox"/> Incorporate visual and performing arts as appropriate for the content and context of learning</li> <li><input checked="" type="checkbox"/> Monitor student engagement during the lesson</li> </ul>					
<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"/>	
	<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Promote students' social-emotional growth, development, and individual responsibility</li> <li><input type="checkbox"/> Create culturally responsive learning environments that promote productive student learning</li> <li><input checked="" type="checkbox"/> Establish inclusive, healthy, and safe learning environments</li> <li><input type="checkbox"/> Knowledge of how to access student support resources</li> <li><input checked="" type="checkbox"/> Maintain high expectations for learning</li> <li><input checked="" type="checkbox"/> Clear procedures, routines, and norms for individual and group behavior</li> </ul>					
<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"/>	

						brought him back to the lesson in a way that he was receptive to what you were telling him. You kept him happy and engaged despite that one time when he went off lesson.
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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> <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>Nice work here. I can tell that you communicate with this student's teacher and that you both work together in meeting this child's needs. Since you mentioned that he likes to draw, you embedded a drawing activity at the end of your lesson, that gave him motivation to do well in the lesson and end the lesson with a drawing activity.</p> <p>You also mentioned IEP goals in letting the student know that the IEP was a plan to meet his needs in planning your instruction for him. Good job, Will!</p>
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<b>TPE 5</b>	<b>Assessing Student Learning</b>	<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> <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 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 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>Assessment appears to be ongoing and necessary for this student in reviewing previously taught material. You spent a lot of time, and utilized your time well, in reviewing the agenda frequently to let student know how he was doing, reviewing material, aside from the math rounding up concept, such as letters and sounds. You kept him in a position where he was able to tap prior knowledge in recalling and applying the learned material in this lesson.</p>
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<b>TPE 6</b>	<b>Developing as a Professional Educator</b>	<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> <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 type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media)</li> </ul>					<p>You are showing such professionalism, Will, in all of the sessions that I am seeing. Keep up the great work!</p>
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	<input type="checkbox"/> Analyze how the structure and history of public education in California influences current structures	
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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	<b>Mary Collins</b>
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<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		