

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT**



DATE **2-26-21**
SPRING Obs. 4
COVID

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

SCHOOL **Mango Elementary** SUBJECT **ELA/Black History
George Wash. Carver** GRADE **5** TECHNOLOGY USED **Internet, Teams application, Markerboard**

LESSON TYPE:
DIRECT INSTRUCTION COOPERATIVE LEARNING INQUIRY LESSON SUBJECT **To write a reflection with headline, topic, and 3 important details**

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>One student in this session.</p> <p>Will went over the assignment as he presented a screen share view of the topic/assignment. He guided her well in how to access the assignment and modified the assignment for her needs so that she could access and comprehend the work.</p> <p>He reviewed the topic, George Washington Carver, and talked a bit about him. (Tus-kee-gee). He explained that what he was going to do aligned with her IEP goal. Good job, Will, in helping this 5th grader learn about what her IEP goal was. This is a way of helping her learn how to advocate for her needs so that she can be successful in school. Teaching her how to be responsible for what she know she needs.</p> <p>Will explained the way to navigate the Nearpod, URL, chat – all features of the program and technology he is using in his lesson with this student. He knows that in order for her to reach her goals in writing a topic sentences with supporting details includes a lot of scaffolding for this student. As this is Day 2 of Day 3 of the lesson, he is providing her with the foundation and initial steps of this lesson.</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 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 					

	<ul style="list-style-type: none"> <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>Will's knowledge and skills in navigating this distance learning session is enhanced with his experience and expertise in technology.</p> <p>In teaching about the life of George Washington Carver, Will presents a slide presentation of his life. Her is able to target the key vocabulary words to introduce to his student which is directly aligned to what he wants her to learn about this man. He guides her in the reading of the lesson on slides and highlights for her the important facts in grasping the meaning or definitions of the target vocabulary words that he introduced to her.</p> <p>His patience and attention to detail is wonderful in giving this student, with her particular needs, the instruction that she needs. He was able to give her the help she needed in providing her with hints to finding the meaning of the vocabulary words – unlocking those barriers for learning...</p>
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TPE 4	Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p style="text-align: center;">SUGGESTIONS</p> <p style="text-align: center;">Please give at least one constructive suggestion for each observation.</p>
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	<p><i>Check all elements appropriately observed:</i></p> <ul style="list-style-type: none"> <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 type="checkbox"/> Implement instruction and assessment that reflects the interconnectedness of content areas <input type="checkbox"/> Maximize learning opportunities and provide access for all students by removing barriers <input 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 type="checkbox"/> Integrate technology-rich lessons to engage students in instruction and offer students multiple ways of demonstrating their learning
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TPE 5	Assessing Student Learning	<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> <ul style="list-style-type: none"> <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 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 type="checkbox"/> Use assessment data, including students' IEP and 504 plans, to differentiate and/or modify instruction
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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> <ul style="list-style-type: none"> <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 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 checked="" 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
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Job well done. I do have one suggestion here...

When you want a student to learn a word, remember to explore a way to teach a word or short phrase instead of a complete sentence or definition to remember....So, with the word "agriculture," when she couldn't remember what it meant with the sentence definition you provided, have her remember one word or a short phrase to remember instead, such as "plants" or "crops" etc. Many students do better with just a few words to remember when bringing it to the level of recall.

As this was connected to Black History Month, you may want to introduce the topic – George Washington Carver – as part of your Black History month topic and then connect others that you have studied and have them make that connection. Black History, Hispanic History, etc. – all part of ALL history that we need to know about.

I did not mark "Assessing Learning" as I did not see it, but you did include it in your lesson plan. How did the graphic organizer and online writing go? Let's talk about it in our next visit. I would like to do a one-on-one session with you and talk about your data management and communication with colleagues and parents.

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

Observation completed by:
 University Supervisor
 School-Site Supervisor

Mary Collins

Rubric Score Explanations

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| 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 |