

**EDUCATION SPECIALIST TEACHER PERFORMANCE EXPECTATIONS
OBSERVATION REPORT**

DATE **3-10-2021**



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

SCHOOL **Mango Elementary** SUBJECT _____ GRADE _____ TECHNOLOGY USED _____

LESSON TYPE:

DIRECT INSTRUCTION IEP or SUPPORT MEETING INCLUSION LESSON SUBJECT _____

OBSERVATION:

SPED 459 SPED 409 1 2 3 4 5 6 7 8

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>Will has shown, both in the lessons I have seen, and from our conversation today, that he strives to engage and support all students in learning. He is consistent in being mindful in what the students are experiencing during COVID, and tries to make it possible for ALL students to be engaged in his instruction, whether from the student's home, the family automobile, by phone etc., if the child is in transport with his parents, if their home computer is broken or unavailable, etc.</p>
	<p><i>Check all elements appropriately observed:</i></p> <p><input checked="" type="checkbox"/> 1.1 Collaboratively develop and implement IEPs aligned to CA CCSS that lead to effective inclusion (HLP1.11)</p> <p><input checked="" type="checkbox"/> 1.2 Understand students with complex communication needs, develop appropriate language IEP goals</p> <p><input checked="" type="checkbox"/> 1.3 Monitor progress toward learning goals</p> <p><input checked="" type="checkbox"/> 1.4 Develop transition goals, IFSP-IEP-ITP, including post-secondary education goals</p> <p><input checked="" type="checkbox"/> 1.5 Support students in assuming increasing responsibility and developing self-advocacy</p>					
TPE 2	Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Will's experience and skills in the world of technology and graphic design, has served him very well during this pandemic in which technology through distance learning has been very much utilized. He is quite proud of how this prior knowledge of various programs and applications has been beneficial in guiding his instruction and in teaching his students how to use the various programs. Students have been very receptive to the fun and educational classroom environment he has created during this virtual time. He has done this, while at the same time, making sure that his developmentally appropriate instruction and setting is suited to each of his students.</p>
	<p><i>Check all elements appropriately observed:</i></p> <p><input checked="" type="checkbox"/> 2.1 Develop accommodations and modifications including assistive tech, alternative and augmentative communication to move toward effective inclusion</p> <p><input checked="" type="checkbox"/> 2.2 Demonstrate knowledge of communication intent of behavior and develop positive communication skills and systems to replace negative behavior</p> <p><input type="checkbox"/> 2.3 Distinguish whether behavior is manifestation of disability and develop positive BIP</p> <p><input checked="" type="checkbox"/> 2.4 Collaborate across agencies and professionals in support of behavior, social, emotional, trauma, and/or mental health (HLP1)</p> <p><input checked="" type="checkbox"/> 2.5 Collaborate supports for success in LRE (HLP1)</p> <p><input checked="" type="checkbox"/> 2.6 Ensure developmentally appropriate instruction and setting, including community-based instructional environments</p>					

	<input checked="" type="checkbox"/> <input type="checkbox"/> 2.7 Implement systems (FBA) to assess plan and provide social skills to support positive behavior in all students including those with complex social communication, behavioral and emotional needs (HLP9.10)							
TPE 3	Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	<i>Check all elements appropriately observed:</i> <input checked="" type="checkbox"/> 3.1 Adapt, modify, accommodate and differentiate instruction to develop goals for students in LRE <input checked="" type="checkbox"/> 3.2 Demonstrate knowledge of disabilities and related services including mental health <input checked="" type="checkbox"/> 3.3 Knowledge of atypical development and resilience strategies and implication for learning Establish age appropriate and culturally responsive expectations, routines, and procedures (HLP7)							
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"/> 4.1 Demonstrate the ability to use assistive tech, augmentative and assistive communication including low and high tech (HLP19) <input checked="" type="checkbox"/> 4.2 Use evidence based high leverage practices and a variety of pedagogical approaches to instruction to ensure equitable access <input checked="" type="checkbox"/> Provide positive and constructive feedback (HLP8.22) <input checked="" type="checkbox"/> Provide intensive and explicit instruction for focused learning goals and provide scaffolded supports (HLP12.15.16.20) <input checked="" type="checkbox"/> Adapt curriculum tasks and materials for specific learning goals (HLP13) <input checked="" type="checkbox"/> Teach cognitive and metacognitive self-regulation strategies to support learning and independence (HLP14) <input checked="" type="checkbox"/> Use flexible grouping (HLP17) <input checked="" type="checkbox"/> Promote active engagement through a variety of teacher led, peer assisted (cooperative learning), self-regulated (student monitored) and technology supported strategies of instruction (HLP18) <input checked="" type="checkbox"/> Use Universal Design for Learning (UDL) framework (HLP19) <input checked="" type="checkbox"/> Teach students to maintain and generalize new learning across time and settings (HLP21) <input checked="" type="checkbox"/> 4.3 Create short and long term goals that meet grade level requirements to promote maximum learning in inclusive environments <input checked="" type="checkbox"/> 4.4 Coordinate, collaborate, co-teach and communicate with other service providers (gen ed teachers, paraprofessionals, parents, and community agencies) for effective transitions (HLP3)							
TPE 5	Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	<i>Check all elements appropriately observed:</i> <input checked="" type="checkbox"/> 5.1 Demonstrate knowledge of purposes, characteristics and uses of different types of assessments for eligibility, and progress monitoring, and decision making, including alternative assessments (HLP 4) <input checked="" type="checkbox"/> 5.2 Demonstrate knowledge of special ed law including conducting assessments and IEP meetings <input checked="" type="checkbox"/> 5.3 Demonstrate knowledge of appropriate assessments for students whose cultural,							
SUGGESTIONS							Please give at least one constructive suggestion for each observation.	
							<p>Will explained to me an example how he plans an instructional unit, such as he did for Black History Month, and then designs it in a way that each student can successfully access, participate and understand the content to his or her level. He also utilized breakout rooms so student can engage with each other in a small setting and he used that time, as well, to work on their IEP goals.</p> <p>Will indicated to me that when he designs his lessons that he takes into account the grade level common core standards, the IEP goals of each student and the instructional objective for each student.</p> <p>His instructional aide is included in his planning and they discuss her role for the week in a planning meeting held every Monday morning before the school week begins.</p> <p>Will's ability to work with the general education teacher, the other specialists and his instructional aide is evident. The collaboration with his administration and colleagues is excellent.</p> <p>Will uses his lessons in a way to help all students participate at some level of the lesson. He modifies his instruction and lessons accordingly.</p>	

	<p>ethnic, gender or linguistic differences may be misunderstood or misidentified</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 5.4 Administer assessments according to established protocols, implement appropriate assessment accommodations including for students with complex communication needs</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP5)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Use student assessment data, analyze instructional practices to adjust instruction (HLP6)</p>		
<p>TPE 6</p>	<p>Developing as a Professional Educator</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Will indicates that his district provides extensive training, inservices and staff development regularly. These inservices and training has helped him in many areas of his Education Specialist role.</p>
	<p><i>Check all elements appropriately observed:</i></p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Reflect on teaching practices to plan and implement instruction (GE6.1)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Recognize how personal values and biases may positively or negatively affect teaching (GE6.2)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Establish and make progress towards professional learning goals (GE6.3)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Demonstrate ethical and professional behavior for all aspects of the teaching profession (GE6.6)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media) (GE6.7)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.1 Coordinate and collaborate effectively with paraprofessionals</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.2 Identify conflict resolution and mediation techniques for disagreements in IEP meetings</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.3 Participate effectively in all stages of the IFSP/IEP/ITP processes (pre-referral to development of IEP)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.4 Facilitate meetings for IEP revision using assessment and data to show compliance in relation to goals (HLP2)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.5 Respect legal/ethical obligations relating to confidentiality</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.6 Current with evidence-based research, legislative and regulatory changes in sp.ed</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 6.7 Understand case management including timelines, deadlines, compliance, team coordination and assessment planning. Understand theoretical, philosophical and historical context for LRE, FAPE, IEP, IFSP and ITP.</p>	<p>Will has shown his professionalism throughout this semester. This includes IEP meeting planning and facilitation, case management tracking, lesson planning responsibility, collaboration with his colleagues, etc.</p>	
<p>Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent</p>		<p>Observation completed by: <input checked="" type="checkbox"/> University Supervisor <input type="checkbox"/> School- Site Supervisor</p>	<p>Mary Collins</p>

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