

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS  
OBSERVATION REPORT**

DATE **3-24-21**



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

SCHOOL **Mango Elementary** SUBJECT **Math** GRADE **4** TECHNOLOGY USED **Zoom, Google Docs, Kahoot**

**LESSON TYPE:**

DIRECT INSTRUCTION  COOPERATIVE LEARNING  INQUIRY  LESSON SUBJECT **Fractions and Growth Mindset**

**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	
<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>Will is wonderful to watch on these lessons, in which he skillfully manages his students to aid them in engaging all students during the lesson.</p> <p>This was a lesson in fractions in which Will was able to equate this lesson into a growth mindset lesson as well. He explained in his lesson the ways in which students will be able to use their knowledge of parts of a whole, or fractions, in daily routines of life such as in shopping, food preparation and use of money. He does a great job in making connections with his students and applying what he teaches to real-life situations.</p> <p>In using applications such as Dojo and the game Kahoot, he is able to maintain good engagement with his students while at the same time, teaching the lessons in which they can grasp the content, practice with it, and the review in the ending activity of Kahoot.</p> <p>The one element of his lesson that was particularly quite good, was making the students feel okay about making mistakes or giving the incorrect response to his questions. The growth mindset was also an excellent piece of reflection and assessment. “”The Magic of Mistakes,” as he called it, dealt with the students being aware of the positive aspect of making mistakes. His questions like, “How does making mistakes make your grow?” and “What can you learn from</p>
	<p>Check all elements appropriately observed:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply knowledge of students to engage them in learning</li> <li><input checked="" 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 checked="" 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>Check all elements appropriately observed:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Promote students’ social-emotional growth, development, and individual responsibility</li> <li><input checked="" 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 checked="" 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"/>	
	<p>Check all elements appropriately observed:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrate knowledge of subject matter, standards, and framework</li> <li><input checked="" type="checkbox"/> Use knowledge of students and learning goals to organize curriculum and make</li> </ul>					

	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	making mistakes?" were supportive, encouraging and positive. A great way for students to feel good about themselves. Well don, Will!
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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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	<i>Check all elements appropriately observed:</i>  <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 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 checked="" 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	
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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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	<i>Check all elements appropriately observed:</i>  <input checked="" type="checkbox"/> Use multiple methods to assess student learning <input checked="" 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 checked="" type="checkbox"/> Use technology to analyze assessment data and communicate to students and families <input checked="" type="checkbox"/> Communicate student progress towards learning goals to students and families <input checked="" type="checkbox"/> Work with specialists to interpret assessment results <input checked="" 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	
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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> <p>X Reflect on teaching practices to plan and implement instruction</p> <p>X <input type="checkbox"/> Recognize how personal values and biases may positively or negatively affect teaching</p> <p>X <input type="checkbox"/> Establish and make progress towards professional learning goals</p> <p>X <input type="checkbox"/> Communicate effectively with peers, colleagues, families, and the larger community</p> <p>Demonstrate ethical and professional behavior for all aspects of the teaching profession</p> <p><input type="checkbox"/> Comply with all laws and responsibilities, including mandated reporting and ethics (including social media)</p> <p><input type="checkbox"/> Analyze how the structure and history of public education in California influences current structures</p>	
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**Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent**

**Observation completed by:**  
X  University Supervisor  
 School- Site Supervisor

**Mary Collins**

<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