

**GENERAL EDUCATION TEACHER PERFORMANCE EXPECTATIONS  
OBSERVATION REPORT**

DATE **3-30-21**



SUPERVISED TEACHER **Wiliam Mc Tarsney** UNIVERSITY SUPERVISOR **Mary Collins** SCHOOL-SITE SUPERVISOR **Colleen Gerke**

SCHOOL **Mango Elementary** SUBJECT **Math** GRADE **5** TECHNOLOGY USED **Microsoft Teams, Nearpod, Whiteboard**

**LESSON TYPE:**

DIRECT INSTRUCTION  COOPERATIVE LEARNING  INQUIRY  LESSON SUBJECT **Mini-Lesson on Decimals**

**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 engaged his lesson from the start of the lesson by introducing lesson topic and then giving them the agenda for they lesson today. He made sure that the use of the nearpod was familiar to each and every student present in the session. This gave them all time to settle in and prepare for the lesson.</p> <p>He then engaged them further by providing incentive for class participation and completion of each component of the lesson. Dojo points were given to students who followed directions.</p> <p>Will gave the students a question to reflect on before starting the lesson – “Do you think adding numbers with decimals is different than from adding regular numbers without decimals?” Each student gave their response and explained why they thought the way they did. A wonderful way for students to be fully engaged in critical and reflective thinking tapping their prior knowledge of what they already have had before. Students felt safe as Will acknowledged each student’s response and validated their answer.</p> <p>(If one student tends to monopolize the lesson, give the student one warning, and them mute him for a few minutes and get back to him).</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 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><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 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 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><i>Check all elements appropriately observed:</i></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 modifications</li> </ul>					

	<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 was able to take a few sample problems and model for the students how adding with decimals was different in what they did without problems with decimals in that the problems with decimals had to be aligned to where the decimals were placed. He showed them on the whiteboard and then have the students work with him in completing the problems.</p> <p>One recommendation I have is for Will to slow down a bit when working with the ones, tens and hundreds and “carrying over the number.” Have them do one without you after you do this so that they can show that they understand the process.</p> <p>I like the statement, “Decimals are like glue, they keep the numbers together.”</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 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	<p><b>Well done here.</b> Your lesson was well developed, planned and conveyed. You add detail and specificity to your plan to guide a very effective lesson, Will.</p>
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<b>TPE 5</b>	<b>Assessing Student Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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	<p><i>Check all elements appropriately observed:</i></p>	<p>Your assessment was good, but I would take it a step further as I</p>
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	<input 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	mentioned above. Provide multiple ways that the students can be assessed both informally and formally.	
<b>TPE 6</b>	<b>Developing as a Professional Educator</b>		
	<i>Check all elements appropriately observed:</i> <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 checked="" 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 checked="" type="checkbox"/> Analyze how the structure and history of public education in California influences current structures	You are a natural, Will and will be a wonderful teacher! It has been my pleasure to follow you throughout your internship.  Wishing you the very best in your teaching career!	
<b>Rubric Score: 1 Not Present 2 Emerging 3 Competent 4 Excellent</b>		completed by: <input checked="" type="checkbox"/> University Supervisor <input 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