**College and Cooperating Teacher Observation Report**

Teacher Candidate: School: Grade:

Cooperating Teacher: College Supervisor: Session:

**First Visit: Classes Observed:**

**Second Visit: Classes Observed:**

**Third Visit: Classes Observed:**

**Fourth Visit(optional): Classes Observed:**

|  |  |  |  |  |
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| **Personal** (**Discuss how each of the following is evident each visit)** | | | | |
| Professionalism evident in dress, words, actions: | | | | |
| Initiative (personal; routines & procedures): | | | | |
| Work ethic: | | | | |
| Self-confidence: | | | | |
| Courteous with co-workers, other adults, parents (initiates conversations-approachable ): | | | | |
| Cooperative (accepts criticism & suggestions): | | | | |
| Oral communication (articulation, mechanics, volume): | | | | |
| Written Communication (Mechanics/Clarity): | | | | |
| Enthusiasm (in and out of the classroom-rate as 1-10): | | | | |
| Stamina (emotional & physical): | | | | |
| **Descriptors: 1:Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary** | | | | |
| **Teaching - Preparation** | **Visit 1**  **Week:** | **Visit 2**  **Week:** | **Visit 3 Week:** | **Visit 4 Week:** |
| Deadlines for lesson plans ( at least 2 days prior to being taught): |  |  |  |  |
|  | | | | |
| Lesson plans have all parts (objectives, standards, academic language, differentiation, etc.): |  |  |  |  |
|  | | | | |
| Quality of writing on lesson plans and teacher made materials: |  |  |  |  |
|  | | | | |
| Christian integration is planned: |  |  |  |  |
|  | | | | |
| Cross curricular integration is planned: |  |  |  |  |
|  | | | | |
| Knowledge of subjects (content, evidence of thorough preparation): |  |  |  |  |
|  | | | | |
| Bible Lessons/Devotions show depth of study and preparation (outside resources) |  |  |  |  |
| and are presented meaningfully: | | | | |
| Understands and applies principles of child development and differentiation: |  |  |  |  |
|  | | | | |
| Creativity/Resourcefulness (no-wide variety of ideas beyond the textbook): |  |  |  |  |
|  | | | | |
| Assessments & assignments are appropriate for the objectives: |  |  |  |  |
|  | | | | |

**Descriptors: 1:Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary**

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| **Teaching - Presentation** | **Visit 1**  **Week:** | **Visit 2**  **Week:** | **Visit 3 Week:** | | **Visit 4 Week:** |
| Delivery: All parts evident (see below): | | | | | |
| (review, developing background, transition, stated objectives, new content, summary, assessment) |  |  |  | |  |
|  | | | | | |
| Variety of techniques: |  |  |  | |  |
|  | | | | | |
| Lesson “mirrors” the plan: |  |  |  | |  |
|  | | | | | |
| Questioning : Variety of levels is appropriate for content: |  |  |  | |  |
| Wait time: |  |  |  | |  |
| Distribution of questions to students: |  |  |  | |  |
|  | | | | | |
| Students are actively involved in lessons: |  |  |  | |  |
|  | | | | | |
| Vocabulary and tone are grade level appropriate and support students’ language development: |  |  |  |  | |
|  | | | | | |
| Quality of writing on white/chalkboards and/or interactive boards: |  |  |  |  | |
|  | | | | | |
| Use of technology in the classroom for teaching and assessing learning: |  |  |  |  | |
|  | | | | | |
| Christian viewpoint in other subjects (when appropriate; natural) |  |  |  |  | |
|  | | | | | |

**Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary**

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| **Management** | **Visit 1**  **Week:** | **Visit 2 Week:** | **Visit 3**  **Week:** | **Visit 4**  **Week:** |
| Current correcting, grading, recording: |  |  |  |  |
|  | | | | |
| Organizational skills: (personal, classroom): |  |  |  |  |
|  | | | | |
| Awareness of student behavior (quick scan): |  |  |  |  |
|  | | | | |
| Classroom control: States expectations clearly (proactive vs. reactive): |  |  |  |  |
|  | | | | |
| Consistently enforces expectations: |  |  |  |  |
|  | | | | |
| Uses appropriate management strategies for the age level: |  |  |  |  |
|  | | | | |
| Time management and Transitions (time on task vs. off task): |  |  |  |  |
|  | | | | |
| Management extends beyond classroom (halls, lunchroom, playground, gym): |  |  |  |  |
|  | | | | |
| Flexibility (able to adjust schedules and routines when needed): |  |  |  |  |
|  | | | | |
| Relationship with children continuum (buddy - aloof): |  |  |  |  |
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