**College and Classroom Supervisor Observation Report**

Student Teacher: School: Session:

Supervisor: College Supervisor: Professor R. Ohm

**First Visit: Classes Observed:**

**Second Visit: Classes Observed:**

**Third Visit: Classes Observed:**

**Fourth Visit: Classes Observed:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal** (**Discuss how each of the following is evident each visit)** | | | | |
| Professionalism (appearance, mannerisms): | | | | |
| Initiative: | | | | |
| Self-confidence/Leadership: | | | | |
| Relationship with others (supervisors, staff, parents): | | | | |
| Acceptance and implementation of constructive criticism: | | | | |
| Oral communication (articulation, usage, volume): | | | | |
| Written communication (mechanics, usage, clarity): | | | | |
| Enthusiasm and stamina (rate as 1-10): | | | | |
| Organizational skills: | | | | |
| **Descriptors: 1:Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary** | | | | |
| **Teaching** | **Visit**  **1** | **Visit**  **2** | **Visit**  **3** | **Visit 4** |
| Content knowledge: |  |  |  |  |
|  | | | | |
| Willing and able to increase background knowledge through research: |  |  |  |  |
|  | | | | |
| Quality of lesson plans (components evident): |  |  |  |  |
|  | | | | |
| Deadlines for lesson plans, block plans, reflective writings: |  |  |  |  |
|  | | | | |
| Evidence of appropriate preparation (subject matter, materials): |  |  |  |  |
|  | | | | |
| Lesson delivery mirrors the lesson plan: |  |  |  |  |
|  | | | | |
| Assessments & assignments appropriate for the objectives: |  |  |  |  |
|  | | | | |
| Questioning : Variety of levels is appropriate for content: |  |  |  |  |
| Wait time: |  |  |  |  |
| Distribution of questions to students: |  |  |  |  |
|  | | | | |
| Student engagement in lessons: |  |  |  |  |
|  | | | | |
| Creativity/Resourcefulness (prepares own materials, evidence of variety): |  |  |  |  |
|  | | | | |
| Uses vocabulary that is age-appropriate: |  |  |  |  |
|  | | | | |
| Evidence of Christian viewpoint: |  |  |  |  |
|  | | | | |
| Physical and emotional stamina: |  |  |  |  |
|  | | | | |
| Understands/applies principles of adolescent development in planning activities: |  |  |  |  |
|  | | | | |
| Use of technology in the classroom for teaching and assessing learning: |  |  |  |  |
|  | | | | |
| Quality of writing on whiteboards, interactive boards, and/or teacher-made materials: |  |  |  |  |
|  | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Management** | **Visit**  **1** | **Visit 2** | **Visit**  **3** | **Visit 4** |
| Current with 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 willing to extend beyond classroom setting: |  |  |  |  |
|  | | | | |
| Flexibility (able to adjust schedules and routines when needed): |  |  |  |  |
|  | | | | |
| Relationship with students continuum (buddy-aloof): |  |  |  |  |
|  | | | | |