

**Public School 2 Visit
College and Classroom Supervisor Observation Report**

Student Teacher:

School:

Grade:

Supervisor:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

Classes Observed:

Personal (Briefly describe how each of the following is evident.)
Professionalism evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers and other adults (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Communication skills:
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 (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):		
Knowledge of subjects (content, evidence of thorough preparation):		
Understands and applies principles of child development and differentiation:		
Creativity/Resourcefulness (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

Teaching - Presentation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
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:		

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

Management (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
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 (if applicable):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with children continuum (buddy - aloof):		