**College Supervisor and Cooperating Teacher Observation Report**

**(Physical Education)**

Student Teacher: School: Session:

Cooperating Teacher: College Supervisor: Professor R. Ohm

**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 (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: |  |  |  |  |
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| Quality of lesson plans (components evident): |  |  |  |  |
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| Deadlines for lesson plans, block plans, reflective writings: |  |  |  |  |
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| Evidence of appropriate preparation (subject matter, materials): |  |  |  |  |
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| Lesson delivery mirrors the lesson plan: |  |  |  |  |
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| 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: |  |  |  |  |
| In a psychomotor focused lesson all students active at least 50% of class time |  |  |  |  |
|  | | | | |
| Creativity/Resourcefulness (evidence of variety in choices of activities and teaching models): |  |  |  |  |
|  |  |  |  |  |
| Uses positive and specific feedback, both whole class and individualized, throughout lesson |  |  |  |  |
|  | | | | |
| Uses vocabulary that is age-appropriate: |  |  |  |  |
|  | | | | |
| Evidence of Christian viewpoint: (when appropriate) |  |  |  |  |
|  | | | | |
| Physical and emotional stamina: |  |  |  |  |
|  | | | | |
| Understands/applies principles of adolescent development in planning activities: |  |  |  |  |
|  | | | | |
| Use of technology in the classroom for teaching and assessing learning: (if available) |  |  |  |  |
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| Quality of writing on whiteboards, interactive boards, and/or teacher-made materials: |  |  |  |  |
|  | | | | |
| Smooth and effective transitions into and out of activities and learning experiences | | | | |

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

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| --- | --- | --- | --- | --- |
| **Management** | **Visit**  **1** | **Visit 2** | **Visit**  **3** | **Visit 4** |
| Current with correcting, grading, recording: |  |  |  |  |
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| Organizational skills: (personal, classroom): |  |  |  |  |
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| Awareness of student behavior (quick scan): |  |  |  |  |
| Strong supervision techniques (back to wall, movement, stays out of middle, does not participate or partner with students) |  |  |  |  |
|  | | | | |
| Classroom control: States expectations clearly (proactive vs. reactive): |  |  |  |  |
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| Consistently enforces expectations and routines: |  |  |  |  |
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| Uses appropriate management strategies for the age level: |  |  |  |  |
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| Time management and Transitions (time on task vs. off task): |  |  |  |  |
| Smooth and effective transitions into and out of activities and learning experiences |  |  |  |  |
| Efficient equipment distribution and collection |  |  |  |  |
|  | | | | |
| Management willing to extend beyond classroom setting: |  |  |  |  |
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| Flexibility (able to adjust schedules, space and routines when needed): |  |  |  |  |
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| Relationship with students continuum (buddy-aloof): |  |  |  |  |
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