**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:  |  |  |  |  |
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| 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:  |  |  |  |  |
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| Questioning : Variety of levels is appropriate for content:  |  |  |  |  |
|  Wait time:  |  |  |  |  |
|  Distribution of questions to students: |  |  |  |  |
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| Student engagement in lessons:  |  |  |  |  |
|  In a psychomotor focused lesson all students active at least 50% of class time |  |  |  |  |
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| 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: |  |  |  |  |
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| Understands/applies principles of adolescent development in planning activities:  |  |  |  |  |
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| 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) |  |  |  |  |
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| 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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