Public School 2 Visit

College and Classroom Supervisor Observation Report

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| Student Teacher: | School: | Grade: |
| Supervisor: | College Supervisor: | Session: |
| **First Visit: Second Visit:** | **Classes Observed: Classes Observed:** |  |

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| **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

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| **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): |  |  |
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| Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.): |  |  |
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| Knowledge of subjects (content, evidence of thorough preparation): |  |  |
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| Understands and applies principles of child development and differentiation: |  |  |
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| Creativity/Resourcefulness (wide variety of ideas beyond the textbook): |  |  |
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| Assessments & assignments are appropriate for the objectives: |  |  |
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| **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) |  |  |
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| Variety of techniques: |  |  |
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| Lesson “mirrors” the plan: |  |  |
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| Questioning : Variety of levels is appropriate for content: |  |  |
| Wait time: |  |  |
| Distribution of questions to students: |  |  |
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| Students are actively involved in lessons: |  |  |
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| Vocabulary and tone are grade level appropriate and support students’ language development: |  |  |
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| Quality of writing on white/chalkboards and/or interactive boards: |  |  |
|  |  |  |
| Use of technology in the classroom for teaching and assessing learning: |  |  |
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Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

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| **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: |  |  |
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| Organizational skills: (personal, classroom): |  |  |
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| Awareness of student behavior (quick scan): |  |  |
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| Classroom control: States expectations clearly (proactive vs. reactive): |  |  |
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| Consistently enforces expectations: |  |  |
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| Uses appropriate management strategies for the age level: |  |  |
|  | | |
| Time management and Transitions (time on task vs. off task): |  |  |
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| Management extends beyond classroom (if applicable): |  |  |
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| Flexibility (able to adjust schedules and routines when needed): |  |  |
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| Relationship with children continuum (buddy - aloof): |  |  |
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