

## SPED 4-Visit Form College and Classroom Supervisor Observation Report

**Teacher Candidate:**

**School:**

**Grade:**

**Cooperating Teacher:**

**College Supervisor:**

**Session:**

**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 evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers, other adults, parents (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Oral communication (articulation, mechanics, volume):
Written Communication (Mechanics/Clarity):
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	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Deadlines for lesson plans (at least 2 days prior to being taught):				
Lesson plans have all parts (objectives, standards, academic language, adaptations, etc.):				
Quality of writing on lesson plans and teacher made materials:				
Specialized instruction connecting plan goals & general education classroom is planned:				
Knowledge of subjects (content, evidence of thorough preparation):				
Bible Lessons/Devotions show the depth of study and preparation (outside resources) and are presented meaningfully:				
Understands and applies principles of child development, differentiation, and adaptations unique to each student's program:				
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**

<b>Teaching - Presentation</b>	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)				
All accommodations and modifications from the student program are implemented:				
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' needs and language development:				
Quality of writing modeled for students:				
Use of assistive technology in the classroom for teaching and assessing learning:				
Christian viewpoint in other subjects (when appropriate; natural)				

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

<b>Management</b>	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Current data collection, IEP/ISP deadlines, evaluation deadlines, prepared for meetings:				
Organizational skills: (personal, classroom, caseload):				
Awareness of student needs (quick scan):				
States classroom expectations clearly (proactive vs. reactive):				
Consistently follows through with expectations specific to the needs of the student:				
Uses appropriate management strategies for the needs of the student:				
Time management and Transitions (time on task vs. off task):				
Students are supported beyond classroom (halls, lunchroom, playground, gym):				
Flexibility (able to adjust schedules and routines when needed):				
Relationship with students is a top priority (safety through connection is established and balance between silly & strict, cold & warm):				