

College Supervisor and Cooperating Teacher Observation Report

Teacher Candidate:
Cooperating Teacher:

School:
College Supervisor:

Grade:
Session:

First Visit:
Second Visit:
Third Visit:
Fourth Visit:

Classes Observed:
Classes Observed:
Classes Observed:
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: Minimal 2: Basic 3: Proficient 4: Distinguished

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, differentiation, etc.):				
Quality of writing on lesson plans and teacher made materials:				

Christian integration is planned:				
Cross curricular integration is planned:				
Knowledge of subjects (content, evidence of thorough preparation):				
Bible Lessons/Devotions show depth of study and preparation (outside resources) and are presented meaningfully:				
Understands and applies principles of child development and differentiation:				
Creativity/Resourcefulness (no-wide variety of ideas beyond the textbook):				
Assessments & assignments are appropriate for the objectives:				

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Teaching - Presentation	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)				
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:				
Christian viewpoint in other subjects (when appropriate; natural)				

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Management	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
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 (halls, lunchroom, playground, gym):				
Flexibility (able to adjust schedules and routines when needed):				
Relationship with children continuum (buddy - aloof):				