



# University Supervisor's Report

Student Teacher: (Taken Out)

Date of Visit: February 19, 2004

School: (Taken Out)

Time of Visit: 12:30 p.m.

Supervising Teacher: (Take Out)

Subject: Reading; Computers

Type of Experience: Teacher centered and student centered activities Grade: 3-6

Please respond to the following items in terms of the degree to which the student teacher does the following: T = Target Performance; A = Acceptable Performance; U = Unacceptable Performance; NA = Not observed. **The Student Teacher:**

A	Uses proper lesson plan format
A	Creates & articulates objectives to reach ALL learners
T	Explains effectively new information to be learned
T	Defines new terms
T	Models new knowledge/skills
T	Presents illustrations from perspective of ALL students
T	Assesses frequently students' level of understanding
A	Provides guided practice
T	Uses cooperative grouping appropriately
	Includes enrichment activities
A	Selects learning activities related to objectives
	Relates assessment activities to objectives
T	Accentuates the positive to eliminate the negative
	Uses "sponge" activities effectively
A	Establishes and conducts efficient/effective classroom procedures
T	Provides positive reinforcement
T	Practices positive motivation techniques
T	Demonstrates classroom "with-it-ness"
T	Demonstrates professional ethics/manner
A	Submits lesson plans in accordance with procedure
T	Monitors student on/off task behavior
T	Models proper oral/written English
T	Participates in the broad scope of teacher responsibilities
	Uses strategies for promoting retention
T	Provides independent practice appropriately
A	Addresses different learning styles of ALL students

T	Provides prompts/cues as needed when checking for understanding
	Asks higher level questions
	Dignifies incorrect answers
T	Uses wait-time effectively when checking for understanding
A	Makes appropriate transitions from one activity to the next
A	Uses the entire class period time effectively
T	Holds high expectations for student performance while extending opportunities for new beginnings
T	Expresses ideas clearly in both written and oral English so All students understand
	Plans effectively - both short and long range; plans with the end in mind
T	Takes the initiative; is proactive and assertive
	Seeks win/win solutions to problems
T	Seeks to live a balanced life (keeps the saw sharp)
T	Submits weekly schedule plans promptly
T	Demonstrates self-confidence
	Employs a range of teaching materials/aids
T	Employs the use of technology to enhance the learning experiences of students
T	Puts first things first, establishes priorities
	Seeks to understand, then to be understood
T	Values differences in ALL students; builds on their strengths and compensates for their weaknesses
T	Integrates Christian concepts into teaching/learning
T	Teaches reading/writing strategies

**Strengths/Commendations:**

- ✓ Good job of monitoring students while reading the story.
- ✓ Your enthusiasm for the story helps keep students on task.
- ✓ You made sure to take care of management issues before starting instruction.
- ✓ You have the ability to monitor student behavior while reading at the same time (with-it-ness)
- ✓ You have extremely diverse cultures in your classroom. You manage to deal with them equitably and seek to understand and value them all. Nice job.
- ✓ PAT recording chart indicates the desire and practice of accentuating positive behavior in order to eliminate negative behavior.
- ✓ Working the crowd during independent study time.
- ✓ What are you doing to keep the saw sharp? You are demonstrating confidence and seem to be comfortable in your role as a teacher. Nice work!!
- ✓ You were able to balance along that fine line of keeping a student on task (Asher) and turning into a nag. In other words, you were able to hold him to the same expectation as everyone else and manage his uncooperative behavior without resorting to “nag nag nag.”

**Areas to consider for Improvement/Recommendations:**

- ▶ How might transitions go more smoothly? Once this is tended to there will be more time on task for students and less chance of stress/anxiety on your part! Once the students do get on task the atmosphere is excellent.
- ▶ What should students do when they complete their assignments? Do you have sponge activities in place?

**Comments:**

Your supervising teacher modeled the concept of “we are going to do this until we get it right” when she stopped the class and had them take note of the noise level.

Overall, my impression is that you are settling in well with your role as a teacher. You are demonstrating the three “C’s” in your classroom behavior (Competence, Caring, and Committed). Keep up the good work.

**Overall rating of this visit:**    **G** Target    **■** Successful    **G** Unsuccessful

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