



REPORT OF SUPERVISION - TEACHER CANDIDATE LESSON EVALUATION

Student Observed:		Date:			
Lesson Title or Topic:		Grade/Subject:			
University Supervisor:					
DESCRIPTORS	T	A	D	U	COMMENTS
PLANNING/PREPARATION					
• Becomes familiar with relevant aspects of students' background knowledge and experiences					
• Articulates clear learning goals for the lesson appropriate to the students					
• Demonstrates an understanding of the connection between the content that was learned previously, the current content, and the content that remains to be learned in the future					
• Creates or selects teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson					
• Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson					
• Lessons are developmentally appropriate, encourage active learning and reflect Pennsylvania K-12 standards					
• Lesson begins expediently, students are on task, smooth transitions occur and handles unforeseen situations appropriately					
CLASSROOM ENVIRONMENT					
• Creates a climate that promotes fairness					
• Establishes and maintains rapport with students					
• Communicates challenging learning expectations to each student					
• Establishes and maintains consistent standards of classroom behavior					
• Makes the physical environment as safe and conducive to learning as possible					
• Appropriate interactions between teacher and students and among students					
• Uses technology and other instructional materials appropriately to enhance student learning					
CONTENT KNOWLEDGE AND PEDAGOGY					
• Makes learning goals and instructional procedures clear to the students					
• Makes content comprehensible to students integrating various disciplines within the educational curriculum					
• Encourages students to extend their thinking					
• Checks student understanding through a variety of means, provides feedback to students, adjusts learning activities as the situation demanded					
• Engagement of students in learning and adequate pacing of instruction					
• Instructional goals reflect Pennsylvania K-12 standards					
• Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs					
• Flexibility and responsiveness in meeting the learning needs of students					
PROFESSIONALISM					
• Reflects on the extent to which the learning goals were met					
• Accepts constructive feedback and demonstrates a willingness to grow professionally					
• Builds relationships with colleagues to share teaching insights and coordinate learning activities for students					
• Takes initiative					
• Professional in appearance					
• Energetic and enthusiastic about teaching					
• Punctual and dependable					
• Interacts appropriately with school administrators, faculty and staff exemplifying ethical conduct					
GENERAL LESSON CONTENT AND COVERAGE		SUGGESTIONS FOR IMPROVEMENT AND CONSIDERATION			

