

WHAT SUPERVISORS LOOK FOR IN AN ELEMENTARY CLASSROOM

- **Well-developed lesson plans** with depth and **detail**:
 - Based on valid standards, goals and objectives.
 - Selection of varied teaching strategies.
 - Plan for students to **SPEAK, READ, and WRITE** (not just listen).
 - Use aural, visual, and kinesthetic approaches.
 - Informal and formal assessment aligned with goals and instruction.
 - Lesson pacing. Is time being used efficiently? Is each student progressing at his or her optimal rate?

- **Creativity in lesson presentation.** Even "scripted" lessons need to be embellished. You are unique and your students are unique. **There should be much evidence in your lesson of personal connections that you create.** Use your imagination, experience, and special talents to **PUT YOURSELF IN THE LESSON.** Engage students at the start of every lesson with a creative introduction (1 to 2 minutes).

- **Student teacher working hard AND students working hard** (not just watching the ST). **Require much of the students.** Orchestrate their active involvement in literate behaviors, especially speaking, reading and writing. Measure the percent of time that they are engaged in these behaviors. Aim for fifty-plus percent.

- **Behavior management plan in action.** Student misbehavior is not disturbing to a supervisor; however, a student teacher without a behavior plan IS. Have and *use* a behavior plan that contains two parts: (1) Student expectations [rules], and (2) Consequences. Use the consequence that is least obtrusive to the flow of instruction. Students will check to see if you have a plan. Count on it!

- **Teacher behaviors.** On your feet: co-teaching, circulating, observing, assisting, coaching, encouraging. Constantly show your enthusiasm and your passion for teaching.

- **Professionalism:**
 - Communication — Student teacher takes initiative, takes notes. Meets schedules and deadlines.
 - Organization — Manages time wisely. Sets priorities.
 - Responsiveness — Shows evidence of incorporating supervisor advice into plans and teaching.
 - Appearance — Professional look.
 - Respects mentor teacher's students, room, time, and materials. Is an asset in the classroom, not a liability.
 - Rapport with students — Is friendly but not a "pal." Shows evidence of actively gaining students' respect and trust.