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.