

## WHAT SUPERVISORS LOOK FOR IN A TEACHER CANDIDATE'S CLASSROOM

- **Well-developed lesson plans**, with depth and detail:
  - Based on valid standards, goals and objectives,
  - Incorporating a variety of teaching strategies,
  - Including opportunities for students to **speak, read, and write** (not just watch or listen),
  - Using aural, visual, and kinesthetic approaches,
  - Assessing student learning (formally and informally), and
  - Appropriately paced.
  
- **Creativity in lesson presentation.** Even "scripted" lessons need to be embellished. You are unique and your students are unique. There should be abundant evidence in your instruction of the personal connections that you are creating with your students. Use your imagination, experience, and special talents to put *yourself* in your teaching. Engage students immediately at the start of every lesson.
  
- **Teacher candidate working hard AND students working hard** (not just watching the teacher do so). Require much of 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 and aim for fifty-plus.
  
- **Behavior management plan in action.** Student misbehavior is not disturbing to a supervisor; however, a teacher candidate without a behavior plan is! Have and *use* a behavior plan that contains two parts: student expectations [rules], and consequences. Use the consequence that is least obtrusive to the flow of instruction.
  
- **Teacher behaviors.** A teacher candidate should be on his/her feet: co-teaching, circulating, observing, assisting, coaching, encouraging. Constantly show your enthusiasm and your passion for teaching.
  
- **Professionalism:**
  - In appearance — looks and behaves like a professional,
  - In communication — interacts respectfully with students, mentor teachers, and others in school,
  - In organization — manages time wisely and sets priorities, follows schedules and meets deadlines,
  - In responsiveness — shows evidence of incorporating advice of mentor teacher(s) and supervisor into their lesson plans and teaching,
  - In collegiality — demonstrates respect for mentor teacher's students, room, time, and materials and is an asset in the classroom and
  - In rapport with students — is friendly but not a "pal", and shows evidence of actively gaining students' respect and trust.