



Formal Classroom Observation Report

Teacher:  
Grade/Subject Observed:  
Years of Experience:

School, Town:  
Date:  
Years in This School:

**A. SCHOOL MISSION/FAITH COMMUNITY**

*Teachers understand and apply essential skills, central concepts and integrate Catholic social teachings and Gospel values in their subject matter and interactions with students and school community.*

**EVIDENCE:**

The teacher affirms students and treats them with respect

There is evidence of Gospel values in the classroom both in the relating of the faith to curriculum and in visual displays

Other:

Clear Evidence

Some Evidence

Limited Evidence

No Evidence

**COMMENTS:**

**B. CLASSROOM ENVIRONMENT AND STUDENT ENGAGEMENT**

*Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.*

**EVIDENCE:**

Creates an environment of respect, warmth, caring, and fairness integrating Christian values for all students.

**Establishes a culture of learning**

- Sets high expectations for student learning
- Displays student work to celebrate achievement and individuality
- Conveys genuine enthusiasm for content
- Students actively participating
- Other:

Examples of student displays in classroom at time of observation:

**Maximizes amount of time spent on instruction**

- Follows curriculum standards and time allotments
- Smoothly manages classroom environment with little to no loss of instructional time
- Other:

**Establishes appropriate classroom procedures and routines**

- Sets clear standards/expectations for student conduct
- Establishes efficient and seamless classroom routines
- Organizes small group-work effectively



- Engages students productively in learning
- Manages routines for handling materials and supplies smoothly
- Establishes clear systems for performing non-instructional duties
- Other:

**Organizes physical space**

- Organizes physical environment to support learning
- Provides a physical environment conducive to good health and safety
- Maintains a classroom that is attractive, orderly, neat, and functional
- Displays bulletin boards that are functional and relevant to learning
- Other:

**Develops positive interactions and social-emotional skills with students**

- Exhibits highly positive personal interactions
- Facilitates student pride in their work
- Promotes self-discipline in students while reinforcing appropriate behavior
- Anticipates and prevents disruptive behavior constructively and consistently, respecting the dignity of the student
- Students tend to trust teacher with sensitive information
- Students demonstrate genuine caring for one another and monitor one another's treatment of peers; correcting classmates respectfully when necessary
- Responds to student misbehavior sensitively and appropriately, respecting student's dignity
- Affirms a positive self-image in students
- Encourages students' self-discipline
- Interacts with each student in a mutually respectful and just manner
- Uses discretion in handling difficult or sensitive situations
- Other:

Clear Evidence

Some Evidence

Limited Evidence

No Evidence

COMMENTS:

**C. PLANNING AND PREPARATION FOR ACTIVE LEARNING**

*Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

EVIDENCE:

**Demonstrates knowledge of content and pedagogy**

- Displays solid knowledge of the important/key concepts in specific disciplines
- Demonstrates knowledge of research-based teaching practices that reflect varied and effective pedagogical approaches to the disciplines and grade level
- Demonstrates knowledge of effective methodology consistent with 21<sup>st</sup> century fluencies
- Other:



Formal Classroom Observation Report

**Demonstrates knowledge of students**

- Reflects knowledge of individual student interests, strengths, and abilities in lesson plans
- Demonstrates understanding of how students learn at various developmental levels
- Displays accurate understanding of typical developmental characteristics of the age as well as general exceptions to the pattern
- Recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for class as a whole and groups of students
- Demonstrates awareness of students’ special learning needs and medical needs
- Other:

**Selects reflective and relevant instructional goals**

- Establishes goals and objectives that represent high expectation outcomes that reflect relevance , rigor, and important learning in the discipline
- Designs and plans lessons that represent significant cognitive challenges *with differentiation for groups of students* as appropriate
- Outcomes reflect several different types of learning and opportunities for coordination of disciplines
- Outcomes reflect comprehensive assessment (i.e. pre-assessment, formative assessment) of student learning and reflect varying needs of individual students or groups of students to plan and adapt instruction and set instructional goals
- Designs lessons in a clear, logical, and sequential format that implements stated grade level goals and objectives
- Other:

Specific examples observed during lesson:

**Demonstrates knowledge of resources**

- Lessons reflect knowledge of a variety of resources to support learning
- Accesses and utilizes needed materials and equipment as appropriate to learning objectives
- Displays awareness of resources to enhance content and pedagogical knowledge available through the school, district and resources external to the school and on the Internet
- Demonstrates knowledge of various digital media to support individual academic achievement
- Other:

**Designs coherent, standards-based instructional plans**

- Designs plans that reflect knowledge of standards and content teaching
- Lesson plans clearly identify alignment to a specific Archdiocesan standard, learning objective, learning outcomes/activities, and daily assessments
- Lesson plans indicate necessary adaptations as needed for individual students
- Lesson plans reflect the integration of Catholic identity and/or specific Catholic social teaching
- Provides lesson plans for substitutes when absent
- Specific lesson plans provided at time of observed lesson

**Clear Evidence**

**Some Evidence**

**Limited Evidence**

**No Evidence**

**COMMENTS:**



#### D. INSTRUCTION FOR ACTIVE LEARNING

*Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

##### EVIDENCE:

###### **Communicates to students clearly and effectively enforcing high expectations**

- Communicates objectives and/or learning targets clearly to students
- Effectively enforces high learning expectations
- Promotes development of good study skills
- Communicates effectively with students
- Reflects the school philosophy and mission in the instructional process
- Challenges students and enthusiastically communicates expectations and purposes for learning
- Speaks and writes in language that is clear and correct and conforms to standard English
- Uses vocabulary as appropriate to the students' ages and interests
- Demonstrates opportunities for students to expand vocabulary
- Clearly communicates directions and procedures
- Other:

###### **Uses questioning and discussion techniques**

- Develops higher order thinking skills through use of appropriate questions and activities that provide opportunities for problem solving
- Asks high-quality questions and provides adequate time for students to respond
- Provides opportunities for students to formulate their own questions
- Creates quality discussion among students, stepping aside when appropriate
- Provides opportunities to guide students to initiate their own topics for discussion based on a set of criteria
- Engages all students in class discussions successfully

Specific examples from lesson:

###### **Provides for individual differences among learners**

- Varies teaching styles to meet the needs of student learning styles, and diversifies instruction to meet the needs of learners
- Uses differentiated teaching strategies
- Groups students flexibly and appropriately based on learning objectives and activities
- Varies instructional groups as appropriate to the students and different instructional outcomes

Specific DI strategies used during lesson:

###### **Orchestrates effective strategies, materials, and groupings to motivate students to work to their potential**

- Builds upon interests, abilities, and previous learning experiences of students
- Employs a variety of instructional methods and materials, including but not limited to technological tools
- Draws on an extensive repertoire of strategies in seeking approaches for students who are struggling to learn
- Uses instructional time efficiently and effectively
- Paces lesson as appropriate for all students
- Provides activities and materials that are appropriate for the developmental levels of the students
- Provides a variety of activities which encourage and promote maximum student involvement
- Encourages creativity, critical thinking, and problem-solving skills
- Provides student choice in selecting different assignments
- Enables instructional groups to be productive and fully appropriate to the students or instructional purposes of the lesson
- Allows time for student reflection and closure

Specific examples from lesson:



Formal Classroom Observation Report

**Demonstrates flexibility and responsiveness**

- Successfully makes major adjustments to a lesson when needed
- Seizes opportunities to enhance learning, building on students’ interests or a spontaneous event
- Other:

**Knows and uses technology appropriately**

- Understands, models, and teaches the religious, legal and ethical practices regarding media and educational technology
- Models and teaches safe, healthy practices of technology
- Uses technology to enable and empower learners
- Applies problem solving strategies to issues involving teaching and learning with technology
- Uses technology to create learning experiences that align with the curriculum standards
- Manages the use of technology in the classroom
- Uses technology resources to assess student needs, improve instructional practices, and maximize student learning
- Uses technology to communicate both locally and globally

Specific form of technology infused in lesson:

**Clear Evidence**

**Some Evidence**

**Limited Evidence**

**No Evidence**

**COMMENTS:**

**E. ASSESSMENT FOR LEARNING**

*Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.*

**EVIDENCE:**

**Shows students exactly what is expected by posting rubrics, goals, and/or exemplars**

- Clearly communicates assessment criteria and standards to students
- Uses rubrics to clearly explain to students learning outcomes and criteria for assessment and evaluation
- Displays or posts exemplars of student produced work

Copy of exemplar /rubric provided at time of observation:

**Uses a variety of assessments to pre-assess, inform instruction, and continuously monitor students’ learning**

- Uses evaluation techniques that support school philosophy and relate to curriculum standards
- Evidence of assessments used prior to observed lesson
- Other:

**Continuously checks for understanding using formative methods**

- Monitors students’ application of skills and concepts and checks for comprehension
- Demonstrates well-developed strategy for using formative assessment
- Re-teaches as needed and provides extra help outside of school hours
- Uses a variety of formative assessments during the course of the lesson and/or at the close of the lesson to determine level



Formal Classroom Observation Report

of mastery of objective(s) taught

- Other:

Specific form of formative assessment used during this lesson:

**Provides prompt and relevant written and verbal student feedback**

- Provides prompt feedback of test results and assignments
- Consistently provides timely and quality feedback to students
- Allows students opportunities to make active use of feedback to inform and improve their learning
- Other:

**Designs various forms of assessment to measure student learning**

- Uses a variety of evaluation techniques
- Proposes approach to assessment that is fully aligned with instructional objectives and outcomes
- Employs assessment methodologies that have been adapted for individual students as needed
- Provides opportunities for students to monitor the quality of their own work against the criteria and performance standards
- Provides multiple opportunities for students to demonstrate mastery of objectives

Specific form of assessment used during observed lesson:

Clear Evidence

Some Evidence

Limited Evidence

No Evidence

COMMENTS:

Principal General Comments:

Teacher Comments (Optional)

*In signing this Formal Classroom Observation Report, the teacher acknowledges only that the teacher has reviewed the report with the principal and has received a copy of the report. The teacher's signature does not imply any agreement or disagreement with statements made in the evaluation report.*

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date