

FORMAL OBSERVATION

Teacher:

Observer:

Date: Period/Time:

Course Title:

Lesson:

I. SELF-ASSESSMENT BASED ON THE MASTER TEACHER PROFILE

Our master teacher profile identifies 20 expectations. These expectations are listed below. Read through all twenty expectations and reflect upon how well you are currently meeting these expectations. Then identify (list the numbers below) the five expectations that you are meeting better than the others as well as the five expectations that you would most like to improve upon.

- (01) Relates to students by demonstrating the love of Christ, encouraging them to begin and/or develop a relationship with Christ, and challenging them to love God with all their heart, mind soul, and strength.
- (02) Demonstrates Christian love, faith, truthfulness, and virtue in all facets of life and teaching.
- (03) Demonstrates a biblical understanding of authority.
- (04) Demonstrates skill in lovingly training, habituating, discipling, and disciplining children and young adults according to biblical principles, focusing on the heart, not merely on changing behavior or winning praise.
- (05) Exhibits the ability to manage a classroom of different personalities and learning styles, in order to foster order, joyful learning, creativity, and mutual service
- (06) Understands Christian community and works to build the community toward a common love for Christ and one another.
- (07) Displays an attitude of collegiality, sharing with other teachers and exchanging ideas.
- (08) Demonstrates professionalism in attendance and work habits, respecting deadlines, and completing assigned work in a timely manner.
- (09) Committed to biblical peacemaking (Matthew 18).
- (10) Manages the classroom by setting clear expectations of behavior, establishing reasonable routines and promoting self-discipline based on biblical principles.
- (11) Teaches students in a challenging, enthusiastic, and age-appropriate manner using the classical Christian model, adhering to the scope and sequence of the grade level.
- (12) Applies biblical principles and complies with school policy in administration of discipline in the classroom.
- (13) Communicates regularly regarding assignments through weekly assignment sheets.
- (14) Communicates clearly, frequently, and regularly to parents and administration about disciplinary and academic matters regarding children.
- (15) Evaluates and effectively communicates student progress with students, parents, and administration.
- (16) Responds within 24 hours to parent, student, and administrative concerns.
- (17) Serves as an advocate of classical Christian education in all settings.
- (18) Maintains a rigorous commitment to professional growth, particularly in the understanding and practice of classical Christian education.
- (19) Actively involves parents and other community members in the life of the school.
- (20) Promotes fellowship among the school community.

5 expectations I am meeting better than other expectations are:	The five expectations that I would most like to improve upon are:
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II. PROFESSIONAL RESPONSIBILITIES (0 = NEGLECTING / 4 = CONSISTENTLY FULFILLING)	TEACHER					SUPERVISOR				
Arrives to school on time	0	1	2	3	4	0	1	2	3	4
Maintains appropriate modesty and decorum	0	1	2	3	4	0	1	2	3	4
Updates grades in a timely manner	0	1	2	3	4	0	1	2	3	4
Attends grade level, department, and faculty meetings	0	1	2	3	4	0	1	2	3	4
Punctual to meetings and other duties	0	1	2	3	4	0	1	2	3	4
Begins and ends class on time	0	1	2	3	4	0	1	2	3	4
Regularly conferences with parents	0	1	2	3	4	0	1	2	3	4
Responds to phone calls and emails within 24 hours	0	1	2	3	4	0	1	2	3	4
Follows homework policy	0	1	2	3	4	0	1	2	3	4
Follows grading policy	0	1	2	3	4	0	1	2	3	4
Enters grades in RenWeb, and returns graded items to students within 7 days	0	1	2	3	4	0	1	2	3	4
Follows student support plans (SSPs)	0	1	2	3	4	0	1	2	3	4

Please cite examples of how you have been partnering with parents throughout this school year:

Notes:

III. QUESTIONS YOU WOULD LIKE THE OBSERVER TO FOCUS ON

When we conduct peer observations for the purpose of our own professional development these observations are informed by a long list of questions. These questions are listed below. Please place a check mark in the box to the left of the 12 questions that you would like the observer to be attentive to during your lesson.

- | | |
|--|---|
| <input type="checkbox"/> Are routines and procedures established in a way that maximizes learning time? | <input type="checkbox"/> Do the routines and rhythms of the class allow time for the students to contemplate/think? |
| <input type="checkbox"/> Does the teacher effectively manage the classroom? | <input type="checkbox"/> Do students appear eager to take the next step, consider the next concept, and pursue the next big idea? |
| <input type="checkbox"/> How would you describe the rapport between the teacher and students? | <input type="checkbox"/> Are any distinct elements of classical Christian pedagogy apparent? |
| <input type="checkbox"/> Is the teacher prepared? | <input type="checkbox"/> Is the Socratic method being used? |
| <input type="checkbox"/> How often are connections made to previous content (even content from other grade levels)? | <input type="checkbox"/> How does the teacher catch and hold students' attention? |
| <input type="checkbox"/> How often is the content of one subject connected to the content of another (ex. math → science)? | <input type="checkbox"/> Is the teacher assuming familiarity with particular vocabulary? |
| <input type="checkbox"/> How has the teacher decorated the room? | <input type="checkbox"/> Is new vocabulary being identified and defined? |
| <input type="checkbox"/> Does the teacher allow the students to discover, conjecture, infer, and deduce? | <input type="checkbox"/> Does the teacher articulate the objective of the lesson? |
| <input type="checkbox"/> Is instruction differentiated to account for the strengths and weaknesses of individual learners? | <input type="checkbox"/> How are the objectives of the individual lesson set within the context of the larger unit? |
| <input type="checkbox"/> How are different learning styles attended to? | <input type="checkbox"/> How much practice is guided versus independent? |
| <input type="checkbox"/> How does the teacher anticipate misunderstandings? | <input type="checkbox"/> How much modeling is being done? |
| <input type="checkbox"/> How does the teacher address the struggling student? | <input type="checkbox"/> How does the teacher bring closure to the lesson? |
| <input type="checkbox"/> How does the teacher assess the level of student engagement? | <input type="checkbox"/> How often are concepts/ideas supported by images/visualizations? |
| <input type="checkbox"/> How does the teacher bring closure to the lesson? | <input type="checkbox"/> In what form are directions given (spoken, written)? |
| <input type="checkbox"/> What/how much is written on the white board? | <input type="checkbox"/> Are students expected to take notes? |
| <input type="checkbox"/> What type of in-class independent work is assigned? | <input type="checkbox"/> How much collaboration is encouraged? |
| <input type="checkbox"/> How are manipulatives used? | <input type="checkbox"/> How is the furniture arranged? |
| <input type="checkbox"/> How often are metaphors, stories, analogies used? | <input type="checkbox"/> How often is instruction/learning interrupted? |
| <input type="checkbox"/> Does the teacher help students identify types and categories? | <input type="checkbox"/> How well does the teacher organize his/her writing on the white board? |
| <input type="checkbox"/> How does the teacher help the students identify the most important parts of the lesson? | <input type="checkbox"/> How smooth are transitions from one big idea to the next? Or from one subject to another? |
| <input type="checkbox"/> Does the teacher stop to summarize? | <input type="checkbox"/> Is there bell-to-bell instruction? |
| <input type="checkbox"/> Are the students ever asked to summarize? | <input type="checkbox"/> How is technology integrated into the lesson? |
| <input type="checkbox"/> How does the teacher assess student engagement? | <input type="checkbox"/> How are students reacting to the teacher's enthusiasm? |
| <input type="checkbox"/> Are students allowed time to think before they are asked to respond to questions? | <input type="checkbox"/> Are all students (even the quiet ones) called upon by the teacher? |
| <input type="checkbox"/> Does the teacher probe students' answers appropriately and thoroughly? | <input type="checkbox"/> Do questions require students to think, interpret, and/or justify conclusions? |

IV. CLASSICAL CHRISTIAN PEDAGOGICAL ELEMENTS YOU INTEND TO FEATURE IN YOUR LESSON

Unlike regular peer observations, this particular observation is scheduled deliberately for the purpose of featuring some element of your teaching that you believe to be exceptional. In the space below, please describe several of the best features of the lesson you are presenting today and/or the corresponding classical Christian pedagogical elements you intend for the lesson to feature.

V. POSSIBILITIES FOR FUTURE REFINEMENT OF YOUR LESSON

Of course, no lesson is perfect. In what ways can the lesson you are scheduled to present improve?

VI. PLEASE ATTACH TO THIS DOCUMENT YOUR WRITTEN LESSON PLAN AND ANY OTHER DOCUMENTS/HANDOUTS/RUBRICS ASSOCIATED WITH THE LESSON YOU ARE PLANNING TO PRESENT. THEN HAND OFF ALL PARTS OF THIS FORMAL OBSERVATION PACKET, INCLUDING YOUR ATTACHMENTS, TO YOUR SUPERVISOR.

IX. WARM AND COOL FEEDBACK FROM THE SUPERVISOR

Warm Feedback

(A) _____

(B) _____

(C) _____

(D) _____

Cool Feedback

(A) _____

(B) _____

(C) _____

(D) _____

Notes:

X. NEXT ACTIONS

In response to the feedback received during this formal observation, the teacher is committing to the following next actions.

I. _____

DUE DATE: _____

II. _____

DUE DATE: _____

III. _____

DUE DATE: _____

XI. PARTICIPANT SIGNATURES

TEACHER NAME DATE

SUPERVISOR NAME DATE