***Office of Catholic Schools and Centers***

***Diocese of St. Petersburg***

***Formal Observation of an Entire Classroom Lesson***

***2016-2017***

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| ***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** | |  | | --- | | Exemplary (4)  Proficient (3)  Developing (2) Requires Action (1) | |

**Domain 1 - Instructional Planning -** The teacher provides administration with a complete Unit Plan including assessment prior to the observation.

\_\_\_\_\_ D1.E1 The Unit Plan includes integration of the Catholic faith.

\_\_\_\_\_ D1.E2 The Unit Plan includes measurable learning goals aligned to standards.

\_\_\_\_\_ D1.E3 The Unit Plan includes quality essential questions (EQ). Quality refers to intellectually

engaging, highly cognitive, and connected to the standards.

\_\_\_\_\_ D1.E4 The Unit Plan includes assignments and activities to prepare for and reinforce learning.

\_\_\_\_\_ D1.E5 The Unit Plan includes formative assessments that align with the learning goals.

\_\_\_\_\_ D1.E6 The Unit Plan includes summative assessments that align with the learning goals.

\_\_\_\_\_ D1.E7 The Unit Plan includes a plan for differentiated instruction that aligns to student needs.

\_\_\_\_\_ D1.E8 The Unit Plan includes digital tools and/or environmental resources which are consistently

infused to improve student achievement.

**Domain 2 - Classroom Culture and Environment -** A Catholic classroom environment is one where students feel valued, safe, and comfortable taking intellectual risks.

\_\_\_\_\_ D2.E1 The classroom environment reflects Catholic Identity.

\_\_\_\_\_ D2.E2 A positive classroom culture is created and sustained through clear expectations of conduct and effective classroom management.

\_\_\_\_\_ D2.E3 Classroom routines and procedures for transitions, handling of supplies, including

technology, and performance of non-instructional duties are established and occur smoothly with minimal loss of instructional time.

\_\_\_\_\_ D2.E4 The classroom is safe, and the physical environment ensures the learning of all students.

\_\_\_\_\_ D2.E5 The classroom environment is conducive to learning and perseverance by all students.

**Domain 3 - Instructional Strategies** - The learning goals of the lesson are clearly communicated to students and teaching techniques promote a high level of student engagement.

\_\_\_\_\_D3.E1 Students are able to connect the lesson to their developing faith life.

\_\_\_\_\_D3.E2 Students have a general understanding of the essential questions referenced in the lesson.

\_\_\_\_\_D3.E3 Students are able to explain the learning objectives and outcomes.

\_\_\_\_\_D3.E4 Students are able to explain the connection between what they are learning and the real world.

\_\_\_\_\_ D3.E5 Students are intellectually engaged in rigorous content, through well-designed learning tasks.

\_\_\_\_\_D3.E6 The teacher utilizes a variety of questioning techniques designed to promote depth of

knowledge and understanding.

\_\_\_\_\_D3.E7 Students contribute to extending the content and explaining concepts to their classmates.

\_\_\_\_\_D3.E8 Students use academic vocabulary through opportunities provided by the teacher.

\_\_\_\_\_D3.E9 The teacher uses differentiated instructional strategies that meet the varied and specific needs of all students.

\_\_\_\_\_ D3.E10 Students are motivated to think innovatively in their use of available digital tools and/or

environmental resources for research, exploring real-world issues, and solving authentic

problems.

\_\_\_\_\_ D3.E11 Formative assessments, aligned to learning goals, are used regularly to guide instruction.

\_\_\_\_\_ D3.E12 Students consistently receive specific academic feedback that aligns to learning goals and impacts student achievement.

*Partially Meets and Does Not Meet requires teacher, in cooperation with administration, to develop an Action Plan to meet expectations.*

*Commendations*

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*Recommendations*

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*Teacher Reflections*

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Teacher Signature Date Principal Signature Date

*Developed by the Office of Catholic Schools and Centers,*

*in consultation with teachers and administrators from*

*the Diocese of St. Petersburg.*