

Class Taught:	Date:	Teacher Name:	Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
Outcomes	Subject:	Observer Name:	Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
Learning and preparing can be defined as those practices that embody good classroom management techniques, employ instructional techniques that align with current educational research, and design lessons with a defined purpose in mind.	Time In:					
<b>Planning &amp; Preparation</b>						
Students are engaged in a learning environment that addresses different student needs.			4	3	2	1
Students have access to learner goals that align with instruction and are given to them prior to teaching the lesson.			4	3	2	1
Students engage in the lesson through various learning activities and have access to a variety of resources.			4	3	2	1
Students participate in a variety of activities that are appropriate for the time allocated to teach the lesson.			4	3	2	1
Students are assessed using a mix of formative and summative assessment techniques and instruments.			4	3	2	1
<b>Outcomes</b>						
Effective classroom management is integral for a successful learning environment. Meta-analysis studies on classroom management reveal gains in percentile scores and higher engagement rates for students when teachers employ appropriate management techniques as compared to those who do not (Marzano & Pickering, 2003).			Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
<b>Classroom Environment</b>						
Students learn in a culture of mutual care and genuine concern.			4	3	2	1
Students learn in a classroom where order and predictability are sustained and encouraged.			4	3	2	1
Students assist the teacher in creating a culture for student learning.			4	3	2	1
<b>Outcomes</b>						
Research conducted by Marzano (2007) suggests there are gains in student percentile scores when students use different instructional strategies and instructional tools for learning their subject matter.			Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
<b>Instruction</b>						
Students engage in various modalities of learning (discussion, collaboration, inquiry, problem-solving, predicting, etc).			4	3	2	1
Students are engaged in higher levels of thinking.			4	3	2	1
Student interaction with each other gives evidence that mastery of content happens in different ways for each student.			4	3	2	1
Students use instructional rubrics as a guide to inform them what is expected.			4	3	2	1
Students track their own mastery of content with assistance from their teacher.			4	3	2	1
Students are provided examples of quality work through exemplars.			4	3	2	1
<b>Outcomes</b>						
Positive teacher-student relationship is one that accentuates the child's gifts and abilities. Children are unique gifts from God. God blesses each child with a unique set of skills and qualities. Educators know children don't all learn the same way or at the same time. The classroom teacher invests much effort and time to develop a personal relationship with each child, referred to as "shepherding their flock."			Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
<b>Faith Integration</b>						
Students shepherd and care for one another in their daily interactions.			4	3	2	1
Students show respect for God, property, and the teaching of God's Word.			4	3	2	1
Students respond to adults, each other, and parents with Christian care and mutual respect.			4	3	2	1
<b>Outcomes</b>						
Learning is no longer isolated within a particular classroom. The advancement of technology has provided students the means by which they can move beyond the classroom walls and into a global environment. Technology is paramount when attempting to prepare students to engage in a 21st century world.			Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
<b>Technology</b>						
Students use technology to learn.			4	3	2	1
Students use technology to extend their learning beyond the classroom.			4	3	2	1
Students use technology to solve problems individually and/or in collaborative teams.			4	3	2	1