

Diocese of Buffalo
Instructional Excellence
Formal Classroom Observation Form

Teacher:
Grade/Subject Observed:
Years of Experience:

Date:
Time In/Out:
Years at School:

A. Community of Faith

Teachers live out the joy of the Gospel and integrate Catholic social teaching and values in all subject matter.

Evidence:

- Teacher shares faith openly
- Authentically integrates Catholic teachings into classroom lessons
- Prayer is prioritized as a powerful part of the classroom community
- Teacher affirms students and treats them with respect
- Gospel values are present in curriculum and personal interactions
- Teacher prominently displays artifacts that represent our Catholic faith

Clear evidence Some evidence Limited evidence No evidence

Comments:

B. Classroom Environment and Student Engagement

Teachers promote student engagement, collaboration, and independence by creating a positive learning community.

Evidence:

- Mutual dignity and respect are maintained during teacher-student interactions
- Teacher is warm, positive, and encouraging
- Establishes efficient and seamless routines
- Maximizes the use of instructional time for bell-to-bell instruction to increase student learning
- Reinforces positive behavior with specific positive praise and recognition
- Teacher uses frequent, quick, and least-invasive redirection throughout the lesson
- Teacher celebrates individual and class achievement and uses language that frames errors and missteps as opportunities for learning
- The classroom space and materials are clean, organized, well maintained, and conducive to student learning
- Student work is displayed to celebrate effort, improvement, and success
- Collaborates with and directs paraprofessionals and volunteers (as applicable)

Clear evidence Some evidence Limited evidence No evidence

Comments:

C. Planning and Preparation

Teachers plan standards based instruction in order to lead students to mastery of grade level content and promote curiosity of the world.

- There is a clear, standards-based, and measurable objective
- Checks for understanding are aligned to the objective and planned ahead of time
- Teacher consistently uses higher-order questions to push student thinking
- Lesson plans/activities reflect knowledge of individual student interests, strengths, and abilities in lesson plans
- Preparation shows evidence of data-driven long and short range planning
- Teacher demonstrates knowledge of effective instructional strategies
- Materials, resources, and equipment readily available
- There are opportunities for student choice when appropriate

Clear evidence Some evidence Limited evidence No evidence

Comments:

D. Delivery of Instruction

Teachers implement instruction in order to engage students in rigorous and relevant learning to promote curiosity of the world.

- Appropriate amount of time is allocated for each lesson portion to ensure students have adequate “at bats” to ensure mastery
- Directions and procedures are clearly communicated
- The objective drives the lesson: an observer can identify the purpose and relevance of the learning within a few minutes
- The purpose and relevance of the objective are explicitly communicated to students throughout the lesson
- Students can articulate the purpose and relevance of their learning in their own words
- All learning activities are aligned to the objective
- Opportunities for collaboration and guided practice are efficient, meaningful, and aligned to the objective
- Creates quality discussion among students, stepping aside when appropriate
- A clear and distinct closing solidifies student understanding and prepares them for upcoming lessons
- The teacher strategically circulates to gauge and respond to student progress
- Checks for understanding are frequent, utilized at critical times, and acted on immediately
- The pacing of the class maintains urgency to ensure bell to bell instruction without leaving students behind
- Uses technology to empower students with varied learning opportunities

Clear evidence Some evidence Limited evidence No evidence

Comments:

E. Assessment for Learning

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

<ul style="list-style-type: none"><input type="checkbox"/> The teacher uses an end-of- lesson assessment that is brief, aligned to the objective, completed independently, and collected to assess students' mastery of the objective<input type="checkbox"/> A variety of formative assessments are designed to inform real-time decision making by the teacher during instruction<input type="checkbox"/> Teacher provides multiple opportunities for students to demonstrate mastery of objectives<input type="checkbox"/> Consistently provides timely and quality feedback to students<input type="checkbox"/> Uses rubrics to clearly explain to students learning outcomes and criteria of success when appropriate
<p><input type="radio"/> Clear evidence <input type="radio"/> Some evidence <input type="radio"/> Limited evidence <input type="radio"/> No evidence</p>
<p>Comments:</p>

Teacher Signature

Date

Principal Signature

Date