



FOUNDERS  
CHRISTIAN SCHOOL

## Classroom Observation Form

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

Observer: \_\_\_\_\_ Date and Time: \_\_\_\_\_

STANDARD & EVIDENCES	Description/Comments
<p>1. <b>OPERATES FROM A BIBLICAL WORLDVIEW (Framework)</b></p> <ul style="list-style-type: none"><li>◆ Thinks through spiritual/biblical truths in study and preparation.</li><li>◆ Articulates teaching philosophy that demonstrates understanding of human beings as created in the image of God.</li><li>◆ Articulates biblical understanding of the roles of schools, of teachers, the purpose of education, the nature of knowledge, and instructional methods.</li><li>◆ Evaluates state/national standards using a biblical framework.</li><li>◆ Applies common grace insights to life, learning, and instruction.</li><li>◆ Understands the importance of developing a redemptive teaching philosophy.</li><li>◆ Applies biblical worldview to the nature and needs of students, the role of schools in society, content, and professional knowledge and instruction.</li></ul>	
<p>2. <b>UNDERSTANDS &amp; EFFECTIVELY IMPLEMENTS THE PHILOSOPHY OF CLASSICAL CHRISTIAN EDUCATION (Educational Philosophy)</b></p> <ul style="list-style-type: none"><li>◆ Understands the Bible to be the foundation and proper context for all other learning.</li><li>◆ Understands redemption in Christ to be absolutely necessary for accurate understanding.</li><li>◆ Expresses understanding and implementation of classical model in content, curricular alignment, and pedagogy.</li><li>◆ Understands and is able to articulate the Trivium.</li><li>◆ Applies appropriate levels of Grammar, Logic, and Rhetoric to the age of the learner.</li><li>◆ Utilizes songs, chants, jingles, and sound-offs to memorize bodies of information.</li><li>◆ Implements appropriate amounts of Socratic dialogue.</li><li>◆ Effectively integrates content across disciplines</li></ul>	

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<ul style="list-style-type: none"> <li>◆ Understands the child as an image bearer and the importance of cultivating the same.</li> </ul>	
<p>3. <b>THE TEACHER POSSESSES A COMPREHENSIVE KNOWLEDGE AND DEEP UNDERSTANDING OF THE CONTENT HE OR SHE TEACHES</b>  <b>(Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ Understands the central concepts of the discipline.</li> <li>◆ Represents content accurately for students.</li> <li>◆ Keeps current with new developments in the subject matter field.</li> <li>◆ Plans instruction that coheres across disciplines.</li> <li>◆ Identifies naive and erroneous conceptions and scaffolds students to higher order understanding.</li> <li>◆ Displays enthusiasm for the discipline.</li> <li>◆ Teacher demonstrates the disposition of a "life-long learner."</li> </ul>	
<p>4. <b>DEVELOPS AND USES KNOWLEDGE OF HUMAN LEARNING AND DEVELOPMENT TO BOTH PLAN AND PROVIDE LEARNING OPPORTUNITIES THAT SUPPORT STUDENTS' PHYSICAL, INTELLECTUAL, SOCIAL, EMOTIONAL, AND SPIRITUAL GROWTH</b>  <b>(Student Development)</b></p> <ul style="list-style-type: none"> <li>◆ Plans instruction based on knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community at large, as well as individual students.</li> <li>◆ Plans standards-based instruction based on clear, achievable learning goals.</li> <li>◆ Plans with both long-term and short-term learning goals in view.</li> <li>◆ Designs instruction and assessment appropriate to stages of physical, cognitive, emotional, social, and spiritual development.</li> <li>◆ Demonstrates ability to adjust pace and/or delivery method of instruction to accommodate learner differences.</li> <li>◆ Teaches and models healthy norms of social interaction.</li> <li>◆ Demonstrates high expectations for all learners.</li> <li>◆ Uses students' strengths as a basis for growth, and their errors as an opportunity for learning.</li> <li>◆ Understands the role of the Holy Spirit as the ultimate teacher and points students to Christ at every opportunity.</li> </ul>	

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<p><b>5. USES A VARIETY OF INSTRUCTIONAL STRATEGIES AND EFFECTIVE COMMUNICATION TO ENCOURAGE STUDENTS' DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS (Instruction)</b></p> <ul style="list-style-type: none"> <li>◆ Delivers standards-based instruction.</li> <li>◆ Delivers instruction in a coherent and justifiable sequence.</li> <li>◆ Teaches appropriately for age and developmental level of students (grammar/logic/rhetoric balance).</li> <li>◆ Demonstrates confidence and enthusiasm for all material taught.</li> <li>◆ Teaches with students' prior knowledge, skills, and experiences in view.</li> <li>◆ Employs a variety of instructional strategies to enable students to achieve learning objectives.</li> <li>◆ Reaches across disciplines readily for cross-disciplinary integration.</li> <li>◆ Demonstrates ability to appeal to multiple learning preferences (visual, auditory, kinesthetic, etc.).</li> <li>◆ Activates prior knowledge and connects it to new knowledge.</li> <li>◆ Links content to student experiences.</li> <li>◆ Demonstrates ability to engage students in instructional activity.</li> <li>◆ Uses language common to the student to convey information.</li> <li>◆ Demonstrates flexibility and creativity in the teaching process.</li> <li>◆ Demonstrates ability to help students operate in the zone of proximal development.</li> </ul>	
<p><b>6. UNDERSTANDS AND USES A VARIETY OF BOTH FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE STUDENTS' CONTINUOUS INTELLECTUAL, EMOTIONAL, AND SOCIAL DEVELOPMENT. (Assessment)</b></p> <ul style="list-style-type: none"> <li>◆ Utilizes assessment appropriate for age and developmental level of students (balance grammar/dialectic/rhetoric).</li> <li>◆ Adheres to an assessment philosophy that values understanding and application of content, as expressed in assessment strategies.</li> <li>◆ Assesses students frequently and provides timely feedback to students.</li> <li>◆ Uses formative assessment data to plan and guide instruction and to monitor progress of all students.</li> <li>◆ Uses a variety of assessment methods and instruments to reflect the multi-dimensional nature of learners.</li> </ul>	

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<ul style="list-style-type: none"> <li>◆ Utilizes assessment methods that measure students' ability to make real-life application of material.</li> <li>◆ Understands and is able to articulate appropriate uses of standardized test results</li> </ul>	
<p>7. <b>CREATES AND MAINTAINS A LEARNING ENVIRONMENT THAT ENCOURAGES RESPONSIBLE CARE FOR OTHERS, COLLABORATIVE INQUIRY, INTELLECTUAL CURIOSITY, ACTIVE ENGAGEMENT IN LEARNING, SELF MOTIVATION, AND HEALTHY STUDENT DEVELOPMENT (Classroom Environment)</b></p> <ul style="list-style-type: none"> <li>◆ Develops, communicates, models, and practices clear procedures and expectations for learner behavior and attitudes.</li> <li>◆ Employs effective transitions to maximize instructional time.</li> <li>◆ Maintains leadership while developing rapport with students.</li> <li>◆ Constructs a classroom that nurtures the communal and social nature of the learner.</li> <li>◆ Recognizes the value of establishing a safe, positive, and caring classroom climate.</li> <li>◆ Uses nonverbal communication carefully and thoughtfully.</li> <li>◆ Maintains orderly and organized practices and procedures that promote an effective learning environment.</li> <li>◆ Encourages student participation.</li> <li>◆ Maintains a joyful disposition.</li> <li>◆ Shows concern for the aesthetic sensibilities of the learner (expressed, for example, by an aesthetically pleasing environment).</li> <li>◆ Demonstrates wisdom in maintaining an appropriate grace/law balance.</li> <li>◆ Understands the importance of a redemptive environment (especially in discipline).</li> </ul>	
<p>8. <b>EVALUATES EFFECTS OF CHOICES &amp; ACTIONS ON OTHERS, AND ACTIVELY PURSUES INDIVIDUAL AND COLLABORATIVE OPPORTUNITIES TO GROW PROFESSIONALLY AS AN ETHICAL AND REFLECTIVE PRACTITIONER (Professional Growth)</b></p> <ul style="list-style-type: none"> <li>◆ Demonstrates commitment to reflection on teaching and learning to improve practice.</li> <li>◆ Follows established codes of professional conduct.</li> <li>◆ Is a lifelong learner and seeks out opportunities for professional growth.</li> <li>◆ Uses feedback from students, colleagues, and others to improve teaching.</li> </ul>	

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<ul style="list-style-type: none"> <li>◆ Uses professional organizations and journals as resources for growth and development.</li> <li>◆ Seeks to continually increase knowledge of truth, of subject matter, and of students. Seeks to continually develop teaching craft.</li> </ul>	
<p>9. <b>CULIVATES AND MAINTAINS RELATIONSHIPS WITH COLLEAGUES, PARENTS, STUDENTS, AND AGENCIES WITHIN THE LARGER COMMUNITY TO SUPPORT STUDENT LEARNING AND WELL BEING (Community)</b></p> <ul style="list-style-type: none"> <li>◆ Demonstrates commitment to collegial and cooperative relationships with all school personnel.</li> <li>◆ Responds promptly and appropriately to parental concerns.</li> <li>◆ Understands and respects cultural and individual differences amongst all within the school community.</li> <li>◆ Works for the good of the community at large.</li> <li>◆ Works to achieve unity amongst teachers and across grade levels and subject areas.</li> <li>◆ Understands the importance of progressive sanctification in the role of the community.</li> <li>◆ Attends and actively participates in a local expression of the Lord's church.</li> </ul>	
<p><b>10. PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>◆ Lesson plans are turned in on time each Friday.</li> <li>◆ Attendance is entered in a timely manner.</li> <li>◆ Grades are entered in a timely manner.</li> <li>◆ Parent/Teacher conferences were successfully implemented.</li> <li>◆ Teacher attended staff meetings and trainings.</li> </ul>	

**Strengths observed:**

**Suggestions for improvement:**

**Overall impression of teaching effectiveness:**