



## Archdiocese of Baltimore

### Formal Observation Form

*(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential. -Pope Francis*

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_ **Level/Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_

<b>Domain 1: Planning and Preparation (Document evidence)</b>					
	Unsatisfactory	Basic (Developing)	Proficient	Distinguished	Not Observed
<b>1a. Applying Knowledge of Content and Pedagogy</b> Disciplinary Expertise Pedagogical Content Knowledge Knowledge of Interdisciplinary Relationships and Skills Integrates Catholic faith through focusing on Christian living, moral formation, liturgy and sacraments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1b. Knowing and Valuing Students</b> Respect for Students' Identities Understanding of Students' Current Knowledge and Skills Knowledge of Whole Child Development Knowledge of the Learning Process and Learning Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1c. Setting Instructional Outcomes</b> Value and Relevance Alignment to Grade-Level Standards Clarity of Purpose Integration of Multiple Aspects of Student Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1d. Using Resources Effectively</b> Instructional Materials Technology and Digital Resources Catholic Resources Supports for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1e. Planning Coherent Instruction</b> Tasks and Activities Flexible Learning Student Collaboration Structure and Flow Reflective Service Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1f. Designing and Analyzing Assessments</b> Congruence with Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria and Standards Mission and Catholic Identity Standards and Benchmarks Planning and Formative Assessment Analysis and Application					
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## OBSERVATION

<b>Domain 2: Learning Environments</b> (Document evidence)					
	<b>Unsatisfactory</b>	<b>Basic (Developing)</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Not Observed</b>
<b>2a. Cultivating Respectful and Affirming Environments</b> Positive Relationships Sense of Belonging Cultural Responsiveness Positive Conflict Resolution Modeling Missionary Discipleship including welcoming and belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2b. Fostering a Culture for Learning</b> Purpose and Motivation Dispositions for Learning Student Agency and Pride in Work Support and Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2c. Maintaining Purposeful Environments</b> Productive Collaboration Student Autonomy and Responsibility Equitable Access to Resources and Supports Non-Instructional Tasks Routine prayer, reflecting, sharing and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2d. Supporting Positive Student Behavior</b> Expectations for the Learning Community Modeling and Teaching Habits of Character Self-Monitoring and Collective Responsibility Incorporates the person of Jesus, the Gospels and Catholic values into discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2e. Organizing Spaces for Learning</b> Safety and Accessibility Provides Sacred Space Design for Learning and Development Co-Creation and Shared Ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					

<b>Domain 3: Learning Experiences (Document evidence)</b>					
	<b>Unsatisfactory</b>	<b>Basic (Developing)</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Not Observed</b>
<b>3a. Communicating about Purpose and Content</b> Purpose for Learning and Criteria for Success Specific Expectation Explanation of Content Education in Conscience Formation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3b. Using Questioning and Discussion Techniques</b> Critical Thinking and Deeper Learning Reasoning and Reflection Student Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3c. Engaging Students in Learning</b> Rich Learning Experiences Collaboration and Teamwork Use of Instructional Materials and Resources Opportunities for Thinking and Reflection Disciple making/sending forth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3d. Using Assessment for Learning</b> Clear Standards for Success Monitoring Student Understanding Timely, Constructive Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3e. Responding Flexibly to Student Needs</b> Evidence-Based Adjustments Receptiveness and Responsiveness Determination and Persistence Engages students in social justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					

<b>Domain 4: Principled Teaching</b>					
	<b>Unsatisfactory</b>	<b>Basic (Developing)</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Not Observed</b>
<b>4a. Engaging in Reflective Practice</b> Self-Assessment of Teaching Analysis and Discovery Application and Continuous Improvement Mission support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4b. Documenting Student Progress</b> Student Progress Toward Mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shared Ownership Maintaining Reliable Records					
<b>4c. Engaging Families and Communities</b> Respect and Cultural Competence Sharing Catholic resources Disciple-making Community Values Instructional Program Engagement in Learning Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4d. Contributing to School Community and Culture</b> Relational Trust and Collaborative Spirit Service to the School Plans and Participates in Worship Culture of Inquiry and Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4e. Growing and Developing Professionally</b> Curiosity and Autonomy Developing Cultural Competence Enhancing Knowledge and Skills Seeking and Acting on Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4f. Acting in Service to Students</b> Acting with Care, Honesty, and Integrity Ethical Decision-Making Advocacy Models gospel values through Christian encounters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The teacher's signature indicates receipt of this observation and conference but may not indicate agreement with the contents of this appraisal. The teacher may attach post conference comments within 2 weeks.