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## **Developing a Lasallian Inspired Practice: Tools for Faculty Development**

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### **Preface**

What makes a Lasallian classroom different from any other classroom? A grant supported by the Faculty Development Committee and the Office of the Vice President for Academic Affairs at Saint Mary's University of Minnesota allowed us to pursue an answer to this question. This work resulted in the creation of guides and observation tools that integrate Lasallian pedagogy and current best practices in the field of teaching and learning. These tools are intended to serve as practical guides for teachers and administrators in the ongoing processes of faculty and organizational development in Lasallian schools.

These documents include a faculty planning guide, a faculty reflection guide, a formal class observation guide, and a resource bibliography. The documents result from a study of the work Saint John Baptist de La Salle, author of *Conduct of the Christian Schools* and of Leon Lauraire, FSC, the author of *Conduct of Schools: An Overall Plan of Human and Christian Education*. Other resources such as *Touching the Hearts of Students: Characteristics of Lasallian Schools* by George Van Grieken and the *Lasallian Mission of Human and Christian Education: A Shared Mission* published by Brother Superior General John Johnston, FSC and the members of the General Council were also referenced.

Once tenants of Lasallian pedagogy were clearly identified from these sources, the authors bridged them with current best practice research in teaching and learning. This connection led to the questions and ideas for effective instruction identified in these documents. Emphasizing practicality, representative quotations and an abbreviated expression of ideas and approaches were chosen for inclusion. Our intention is to trigger knowledge of major ideas with a few words and to spark deep reflection with a series of specific questions and phrases.

### **Our Lasallian Roots: Carrying Forward a Tradition of Inspiring Teaching, Learning, and Educational Leadership**

Our Lasallian heritage places us in a unique historical position to rebuild a fragmented educational world by systemically building interdependent communities of practice through the development of Lasallian inspired teaching leadership. An interrelated array of programs affords us the opportunity to build interdependence and inner vocational purpose into life relevant and generative learning. Our communitarian heritage of teaching and learning gives us guidance for weaving together discipline-based faculty inquiry, problem solving, and technology supported collaboration. Our charism calls us to bring into complimentary action Lasallian principles of

faith and zeal, innovation and care, with modern principles of educational research. When combined, we constitute a unique community of Lasallian-enlivened spirits committed to continually improving the quality of learning relationships in service of learning together. Lasallian inspired, research guided communities of practice within Saint Mary's University of Minnesota carry powerful potential for developing high quality and adaptive capacity for current world challenges by building learning lives characterized by interdependent problem solving, inner vocational purpose, deep structural content learning, and generativity in the learning life of faculty, students, and the community. Our attention to collaborative inquiry, problem solving, and understanding of the structures of knowledge in a technology supported collaborative environment uniquely situates us to build the mutually beneficial learning associations and organizations of the future.

### **Curriculum Integrating Focus Questions**

Several identity focused inquiry questions offer starting points for us to begin framing learner self-authoring inquiry and of who we are currently as a Lasallian educational community. As we contemplate future identity of learners engaging in self-authorship consider the following questions as potential points of entrance for inquiry. The questions serve as well for us as an organization and how we want to more intentionally claim our Lasallian ability in preparing learners for life challenges:

1. How can we help our learners unlock passion for life and learning in a spirit-guided community of purpose?
2. How can we as an organization collectively unlock our passion for life and learning in a spirit-guided community of purpose?
3. How can we come together to build our knowledge and strengthen our spirit as a whole Lasallian community through continuous learning to be more spiritually intentional, educationally strategic, and organizationally responsive?
4. How can we frame learning experiences to help our learners collaboratively apply content knowledge in real life problem solving situations in service of their development of ultimate life purpose in action?
5. How do we design learning relationships that reveal the other as “gifts to one another,” contributing celebrated qualities to the identity of a whole community expressing God's love to the world?

### **Cognitive Research Framed as Principles, Standards, and Rich Concepts for Thought-full Teaching**

Recent advances in cognitive science, instruction, and assessment, including the *National Board of Teaching Standards*, have been employed to embed five principles of best teaching practice into the way we as faculty are now able to study our own practice.<sup>2</sup> The five core principles are framed as standards containing a rich array of interrelated concepts and skills central to being a master teacher. In kind, many states, including *Minnesota's Teacher Standards* are an adoption of a ten standard research-based breakout version of the National Board's work called the INTASC standards. Both sets of standards are grounded in research on best practices along five

major dimensions of teaching practice. We have integrated the National Board and Minnesota's Teacher Standards into a five standard framework.

### ***Best Teaching Practices Standard 1: Instruction***

Guiding Principle for Instruction: The Scholarly Teacher Inquirer knows, and engages in instruction guided by research on learning, development, and pedagogy.

### ***Best Teaching Practices Standard 2: Discipline Knowledge***

Guiding Principle: The Scholarly Teacher Inquirer knows, and uses knowledge of the discipline to help learners understand its structure and how to create, apply, and evaluate its use.

### ***Best Practices Standard 3: The Learning Environment***

Guiding Principle for creating The Learning Environment: The Scholarly Teacher Inquirer knows, and uses strategies to create a learning environment promoting each student's ability to fully understand, value, nurture and sustain learning in a context of interdependence.

### ***Best Practices Standard 4: Assessment for and as Learning***

Guiding Principle for Assessment as Learning: The Scholarly Teacher Inquirer knows how to and uses assessment as a tool to empower self-regulated learning, align learning expectations with instruction, and to promote successful student learning.

### ***Best Practices Standard 5: The Inner Life of the Teacher: Becoming a Lasallian Learning Leader***

Guiding Principle for Inner Life Development: Becoming a Lasallian Learning Leader: The Scholarly Teacher Inquirer understands and values knowledge requisite to an inner directed learning leader, demonstrating the habits of mind of a reflective practitioner, community member, inquirer, collaborator, and teacher.

## **Putting the Tools to Practice**

Please notice that each tool has the word *guide* in its title. This word was specifically chosen to communicate that when working toward effective Lasallian teaching, it is the ideas and the results they can produce that are important; not the ability to “complete” every component. Each tool was designed to be used in multiple ways and to meet the needs of the individual person using them. An introduction is included with each guide to further clarify that document's purpose and possible uses.

## **What Makes a Lasallian Classroom Different From Any Other Classroom?**

As De La Salle stated, “Each one had to strive daily to improve his competence to the point that he became excellent”<sup>3</sup> It is our hope that these documents might contribute to continued work toward excellence in Lasallian teaching and learning.

### **Faculty Planning Guide**

This document can be used as a daily lesson-planning guide. The content is expressed practically; synthesized from research-supported documents that identify quality teaching indicators from Lasallian pedagogy and best practices in teaching and learning research. The questions are designed to help faculty evaluate personal use of the major tenants of this pedagogy in a flexible and individual way.

The planning guide was created to be used in a variety of ways. For example, faculty may choose to focus on one section or one or two questions within a section to reflect on current teaching practice. For probationary faculty, the chosen focus may align with annual professional development goals as outlined in the Faculty Handbook and used in the review process.

The *Preparing the Lesson* section highlights connections between knowledge of subject matter and pedagogy within an effective learning environment and asks the teacher to think critically about the purpose of the lesson.

The *Implementing the Lesson* section addresses the step-by-step process of carrying out an effective lesson and helps assure that all parts are aligned with the essential question for the day.

The focus of the *Evaluating Student Learning* section is ensuring alignment from the essential question to the summative assessment with multiple opportunities and structures for students to show understanding.

Taking into account the connecting roles of self, others, and the world to promote ethical leadership is the focus of the *Considering Relationship Within the Lesson* section.

This document is not meant to be prescriptive, but is instead designed to promote intentional thinking about the processes of teaching and learning.

### **Preparing the Lesson**

#### ***Discipline Knowledge***

##### ***Subject-Matter Expertise***

1. What are students learning today (content, skills, etc.), and what is the real-world connection to or purpose for that learning?

2. What is the essential question you would want students to be able to answer at the end of today's lesson? What knowledge do you want every student to understand? How does this knowledge logically fit the broader structures of knowledge within this course to insure all content is interconnected and not fragmented?
3. How can you bring today's content to the students' level of understanding? How will you make sure they are prepared to learn at their current level of understanding, not yours? Is there anything you need to review with students to make sure they are prepared to learn?
4. What could students do, say, or show at the end of class to demonstrate they are able to answer the essential question? What evidence will you look for from students to tell you the lesson was effective?

### *Teaching/Instruction/Learning Expertise*

A variety of instructional strategies are beneficial to student learning. Different strategies should be chosen for different types of lessons and for different types of learners. For this day's lesson, choose your instructional strategy after identifying the content demands as listed below.

1. Does your content require special expertise for delivery of initial content?
  - a. Consider: interactive lecture, guest speaker, student expert presentation groups, TED talks, video clips with discussion, podcasts, simulations.
  - b. Where are the opportunities within this strategy that allow all student voices to be heard? Where are there opportunities for dialogue and/or collaboration that would allow students to assist each other in their learning? How might you address misconceptions that emerge during this dialogue?
2. Is this lesson application of content already learned from readings, flipped classroom, research, etc.?
  - a. Consider: partner work, small group discussion, problem solving, dialogue/discussion/seminar/debate, perspective taking, technology applications, primary document analysis, case studies, problem-based learning, research, research with mini-presentations, demonstrations.
  - b. Where are the opportunities within this strategy that allow all student voices to be heard? Where are there opportunities for dialogue and/or collaboration that would allow students to assist each other in their learning? How might you address misconceptions that emerge during this dialogue?
3. Is this an inquiry/exploratory or other discovery of content lesson?
  - a. Consider: lab, problem-based learning, exploratory study (explore / explain / elaborate), intriguing investigation, shared response to readings, guiding questions, inventive problem solving, discussion and reflection.
  - b. Where are the opportunities within this strategy that allow all student voices to be heard? Where are there opportunities for dialogue and/or collaboration that would allow students to assist each other in their learning? How might you address misconceptions that emerge during this dialogue?

## *The Environment*

1. Have you considered the structures that need to be in place for the instructional strategy that you chose? What pre-planning needs to happen to make sure this lesson runs smoothly?
2. Who are the players in this lesson and what are their roles? What is your role in today's lesson? (facilitator, content deliverer, mediator) What is the students' role in today's lesson? (active listener, producer, presenter, content deliverer)
3. Considering the roles in the classroom, how are you building relationships between teacher and students and students and students to fulfill the requirements of the instructional strategy you chose? Do they know each other's names? Do you know student learning strengths and limitations for partners and groups; do you know the learning capital that each student brings to the day? How will you know, and if they are not prepared, what will you do to prepare them?
4. What specific actions does your strategy call for to make sure there is mutual respect and courtesy? How prepared are your students to demonstrate decorum, to acknowledge varied levels of understanding, and to work for a shared purpose? Is there a sense of inclusivity so that all are valued and no one is left behind? Is the rigor of your lesson intended to further the learning of all students or weed students out?

## *Implementing the Lesson*

### *Instruction*

1. What is the first thing you will say during this class to make the purpose for today's lesson clear to students and to motivate them to be engaged with the content? Are you telling students exactly what you expect them to learn? Does today's content connect to a prior lesson? Is there a real world application that is relevant? Is there a question you could pose to spark student interest?
2. What is the question/scenario/problem/activity you will pose to help students activate existing knowledge structures needed to connect to this content? How will you determine that students have the knowledge and skills needed to learn what you wish them to learn today?
3. List the steps needed to deliver the content of the lesson. As you do this, consider the following:
  - a. If this is a content delivery lesson, where and how are you connecting the content to the essential question so the lesson doesn't become merely a string of facts? What opportunities do students have to dialogue and share their understanding of the new content?
  - b. If this is an application lesson, what questions are you asking to encourage students to think critically, when and how do students explain their understanding, and what is your plan for addressing misconceptions when they arise?
  - c. If this is an inquiry lesson, how are you guiding student exploration? How are students sharing their ideas to build on each other's knowledge? When and how does student response align with your goal for this lesson? What are the structures that allow free and creative thinking that lead to a definite end?

4. How will you or your students briefly return to the essential question at the end of the class to leave students with the foundational knowledge you wanted them to master?

### ***Evaluating Student Learning***

#### *Assessment*

1. What are three to five questions or formative assessments that could be integrated anywhere in the lesson that allow you to continually monitor student progress? What is your plan to adjust instruction if students are unable to answer these questions or if formative assessments show a gap in understanding? Throughout the lesson, are there several opportunities to know what students now know or do not know?
2. Do the assessment opportunities tie back to the essential question; what you want students to know, understand, or be able to do?
3. Is there more than one way for students to show their understanding? Are you and the students clear about what they know and don't know at the end of this lesson so there is no confusion and students are ready to continue learning?
4. How will you use assessment information from this class to guide your instruction for your next class or classes?
5. Are your instructional and assessment practices aligning with the summative assessment you will use at a later date? (Test the way you teach.) Is the knowledge gained in this lesson solidly connected to the broader structures of knowledge within this course?

### ***Consideration for Relationship Development Within the Lesson***

#### *Leadership—the Inner Person*

1. Where in this lesson do you share yourself as person; your passion for your disciplines, your interest in life and your students?
2. Does the teaching and learning in this lesson promote students as an integral part of the learning experience?
3. Where in your lesson is there interdependence between teacher and students and between student and student?
4. Where does your lesson allow for mutual assistance in student learning?
5. Are there places in your lesson that allow both teacher and students to move from tolerance of each other to esteem for each other.
6. How does your lesson promote self-efficacy in individual students and encourage them to grow from their current level of understanding?
7. As you plan instruction, are you challenging yourself to innovate and grow in your knowledge of teaching and learning as a model of Lasallian leadership?
8. Is this a lesson that you could connect to spiritual, moral, ethical, or social justice issues that are part of a Lasallian tradition?

## **Faculty Reflection Guide**

### ***Introduction***

The *Faculty Self-Assessment Reflection Guide* is a follow-up to the *Faculty Self-Assessment Planning Guide*, a document based on Lasallian pedagogy and best practices in teaching and learning research. This document can be used for post-teaching reflection and plans for improvement. The content is expressed in question form to promote careful reflection on specific qualities of an effective lesson.

The document includes four sections based on the five standards from Saint Mary's University of Minnesota's Center for Excellence in Learning and Teaching (CELT) *Principles and Standards of Best Teaching Practices*. It can be used in a variety of ways. For example, faculty may choose to reflect on all questions to get a broader vision of the learning experience or focus on one section or one or two questions within a section to reflect on current teaching effectiveness.

Each section includes yes/no questions followed by broader questions that require more thoughtful reflection on the teaching and learning process. Following the reflection process, the section *Personal Goals for the Future* can be used to document individual goals for teaching improvement. For probationary faculty, these goals may align with annual professional development goals as outlined in the Faculty Handbook and used in the review process.

This document is not meant to be prescriptive, but is instead designed to promote intentional reflection on teaching practices. It is understood that lesson content and selected instructional design for any given lesson may align with different questions on this list.

### ***Checklist for Instruction/Discipline/Subject Matter Knowledge – Standards 1 & 2***

#### ***Content Knowledge***

1. \_\_\_\_ Did I establish the essential question at the beginning of the lesson and connect to the broader learning objectives for the course?
2. \_\_\_\_ Did I make direct connections among prior knowledge, student experiences, student-learning capital, and new content?
3. \_\_\_\_ Did I focus on the content critical for understanding the concept?
4. \_\_\_\_ Did I connect the content to relevant real world examples or discipline specific expectations?

#### ***Lesson Introduction***

5. \_\_\_\_ Did I make clear connections to future uses and real world applications of this knowledge?
6. \_\_\_\_ Did I start the lesson with an essential question/goal and make the purpose of the lesson clear to students?
7. \_\_\_\_ Did I activate prior knowledge to prepare students for new content?



### *Direct Instruction*

8. \_\_\_\_ Did I ask questions beyond basic knowledge and comprehension?
9. \_\_\_\_ Did I use a variety of kinds of questions such as centering, probing, or redirecting questions?
10. \_\_\_\_ Did I use appropriate wait time for student responses and allow more than one student to respond before moving on?
11. \_\_\_\_ Did I address misconceptions if and when they arose?
12. \_\_\_\_ Did I provide multiple examples to meet learner needs?
13. \_\_\_\_ Did the language and experiences in the lesson match student levels of understanding?
14. \_\_\_\_ Did I give sufficient support to academic language development?
15. \_\_\_\_ Did I scan the classroom looking for evidence of understanding?
16. \_\_\_\_ Did I make purposes and guidelines for discussion clear to students?

### *Student Learning Opportunities*

17. \_\_\_\_ Did students actively participate during the lesson?
18. \_\_\_\_ Did students get a chance to explain their understanding?
19. \_\_\_\_ Did students get to explore conceptual understandings?
20. \_\_\_\_ Did students' explorations connect to the essential question?
21. \_\_\_\_ Did students have an opportunity to be creative?
22. \_\_\_\_ Did I structure my lesson so students could provide assistance to students in need?
23. \_\_\_\_ Did I encourage all students to be involved in the discussions?

### *Lesson Wrap-Up*

24. \_\_\_\_ Did I give students an opportunity to reflect on their own learning at the end of the class?
25. \_\_\_\_ Did the last points tie back to the essential question/goal for the day?
26. \_\_\_\_ Did the students leave knowing the expectations for the next class?
27. \_\_\_\_ Did I make myself available for questions after class?

### *Presentation Style*

28. \_\_\_\_ Did I respond with respect to student suggestions or ideas, even those that were contrary to my own?
29. \_\_\_\_ Did I show enthusiasm in my teaching today? (humor, expression, movement, gestures)
30. \_\_\_\_ Did my presentation style engage students? (not too tied to notes or slides, adding interesting asides)
31. \_\_\_\_ Did the pace of my lesson meet the needs of the learner and the complexity of the content?
32. \_\_\_\_ Did I use visual support and logical organizational structures to clearly convey ideas?
33. \_\_\_\_ Did the strategy I selected for this lesson fit the content?
34. \_\_\_\_ Did I stress important points in the content and repeat difficult ideas?
35. \_\_\_\_ Did I stay on track with the content I intended to teach?

*Questions for Thoughtful Reflection:*

1. How do I maintain rigor while addressing learner differences?
2. How do I engage the disengaged?
3. How do I stimulate the individual and collective intellect and make learning irresistible?
4. How do I individually continue to move toward excellence as a teacher?

*Personal Goals for the future:*

***Checklist for Environment – Standard 3***

*Teacher/Student and Student/Student Relationships*

1. \_\_\_\_ Did I address students by name and did students address one another by name?
2. \_\_\_\_ Did I recognize student strengths and limitations and respond appropriately?
3. \_\_\_\_ Did I encourage respectful contributions from all members of the class?
4. \_\_\_\_ Did I respect the dignity of the person when responding to student questions and misconceptions?
5. \_\_\_\_ Did I address issues of academic integrity such as deficiencies, cheating, and poor attitudes in ways that promote positive growth?

*Organization and Use of Time*

6. \_\_\_\_ Did student discussion and conversation stay on topic?
7. \_\_\_\_ Did the lesson run smoothly based on the instructional choices I made?
8. \_\_\_\_ Did the students and I fulfill defined roles in today's lesson?
9. \_\_\_\_ Did I begin and end class on time and was I thoroughly prepared?
10. \_\_\_\_ Did I use class time effectively?
11. \_\_\_\_ Did I support a sense of belonging for each student and were students respectful of each other?

*Student Engagement*

12. \_\_\_\_ Did I notice all students engaging in discussion and activities?
13. \_\_\_\_ Did I notice students actively listening to me and to one another?
14. \_\_\_\_ Did I encourage questions and comments?
15. \_\_\_\_ Did questions and comments reflect the content and focus of the lesson?
16. \_\_\_\_ Did I take time to engage with individual learners before and after class?

*Questions for Thoughtful Reflection:*

1. How do I orient myself to students physically and intellectually?
2. How do I help students become equal partners in the development of our learning community?
3. How do I use positive collaboration to enhance learning and build relationships in and outside of class?

*Personal Goals for the future:*

## ***Checklist for Assessment – Standard 4***

### *Expectations and Checking for Understanding*

1. \_\_\_\_ Did I provide clear expectations or a rubric for formal assessments?
2. \_\_\_\_ Did the assessment opportunities I provided students connect back to the essential question?
3. \_\_\_\_ Did I determine that students were able to answer the essential question for the day?
4. \_\_\_\_ Did I gain enough information to measure individual progress as well as the progress of the class as a whole?
5. \_\_\_\_ Did I see evidence that I need to reteach a concept before moving on?
6. \_\_\_\_ Did I advise students how to prepare for upcoming assignments, tests, or exams?
7. \_\_\_\_ Did I gain enough knowledge about student understanding to prepare for the next lesson?
8. \_\_\_\_ Did my instruction and assessments today move toward the planned summative assessment?

### *Multiple Opportunities and Varied Assessment Approaches*

9. \_\_\_\_ Did I provide enough questions and assessment activities to allow me to check for student understanding throughout the lesson?
10. \_\_\_\_ Did students have the opportunity to think critically during this lesson?
11. \_\_\_\_ Did I hear responses from multiple students before moving on?
12. \_\_\_\_ Did students show conceptual understanding through formative means such as models, drawings, graphs, concrete materials, or manipulatives?
13. \_\_\_\_ Did I adjust instruction and reteach concepts when student understanding was unclear?
14. \_\_\_\_ Did I allow students more than one way to show their understanding?

### *Questions for Thoughtful Reflection:*

1. How do I consistently assess student learning in multiple ways beginning with prior knowledge and continuing through to instruction and final assessments?
2. How do I use assessment information to change my teaching?
3. How do my assessments get students to think critically and tie essential questions to purposeful use of the content?

### *Personal Goals for the Future:*

***Checklist for The Inner Life of the Teacher, Becoming a Lasallian-Learning Leader – Standard 5***

1. \_\_\_\_ Did I share myself, my passion for my disciplines, and my interest in life with my students?
2. \_\_\_\_ Did I engage with students about content and issues beyond the classroom?
3. \_\_\_\_ Did I center my lesson on the students and the gifts they bring?
4. \_\_\_\_ Did I build relationships through interdependence between teacher and students and students with each other?
5. \_\_\_\_ Did my lesson design promote student self-efficacy?
6. \_\_\_\_ Did I give students the opportunity to reflect on their own growth on the content and as a learner?
7. \_\_\_\_ Did I create a learning environment that promoted intellectual rigor, constructive criticism, and challenging of ideas?
8. \_\_\_\_ Did I demonstrate trust in and care for all students, as well as a belief that all students can learn?
9. \_\_\_\_ Did I create a learning environment that allowed students to move from tolerance to esteem for each other's humanity?
10. \_\_\_\_ Did I awaken in students a sense of the meaning of their lives as human beings?
11. \_\_\_\_ Did I always consider the dignity of all people, those present and not present, when expressing my thoughts and ideas?
12. \_\_\_\_ Did I intentionally connect moral, ethical, or social justice issues to this lesson?

***Questions for Thoughtful Reflection:***

1. How do I fulfill my role in this learning community in ways that deepen my personal commitment to teaching as a vocation?
2. How do I facilitate learning that incorporates my gifts and the gifts of all my learners?
3. How can I consider my course in a broader Lasallian context?

***Goals for the Future:***

**Formal Class Observation Guide**

***Introduction***

The *Formal Class Observation Guide* is a tool created from the *Faculty Planning Guide* and the *Faculty Reflection Guide*, documents based on Lasallian pedagogy and best practices in teaching and learning research. Colleagues or administrators may use the *Formal Class Observation Guide* for formal formative assessment of faculty. The Guide includes four sections based on the five standards from Saint Mary's University of Minnesota's CELT *Principles and Standards of Best Teaching Practices*.

## ***Use of This Document***

Prior to a scheduled observation, it is recommended that the observer be in conversation with the faculty member being observed to determine specific goals or targets that have been marked for practice and/or improvement. Probationary faculty may provide a one-page summary of these goals and may also use them as part of the review process as outlined in the Faculty Handbook.

This document is not meant to be prescriptive, but is instead designed to provide formative assessment for teacher improvement. It is up to the observer to clearly communicate the purpose of an individual classroom visit to the faculty member being observed.

Notes during a formal observation can be recorded directly on this document or separately in a sequential script form and then later aligned with the categories on this form. Following an observation, it is suggested that this tool either be shared directly with the faculty member observed or used as a prompt for conversation. Use of this observation form could also be a valuable support tool for those required to write a formal letter for the review process.

## ***Instruction/Discipline/Subject Matter Knowledge (Standards 1 & 2)***

Effective instruction is demonstrated by strong subject matter knowledge and knowledge of the scholarship of teaching and learning.

*Evidence of content knowledge* (learning goal connects to broader course content, content builds on prior learning experiences, demonstrates mastery of the content, relevant information presented...)

*Behaviors observed:*

### *Evidence of lesson structure*

Lesson Introduction (essential question/goal stated, real-world connection, prior knowledge activation...)

Direct Instruction (effective presentation methods, high-level questions, misconceptions addressed, multiple examples, academic language, scan class to make sure students are with you...)

Student Learning Opportunities (students actively involved, students explore concepts, students explain understanding, creative activities, students help students...)

Lesson Wrap-Up (students reflect on learning, tie back to essential question or goal, students know expectations for next class...)

Presentation Style (enthusiasm shown, responds to questions, strategies effective for the content, important points stressed, visual support used...)

*Behaviors observed:*

### ***The Environment (Standard 3)***

A productive learning environment can be demonstrated through positive teacher/student and student/student relationships, effective organization and use of time, and active student engagement.

*Evidence of teacher/student and student/student relationships* (knows students, addresses them by name, recognizes student strengths and limitations, respects all students, makes students feel a respected part of the class, talks to students before/after class...)

*Behaviors observed:*

*Evidence of organization and use of time* (uses good pacing and transitions, uses time effectively and efficiently, stays on task, is thoroughly prepared, uses high-quality materials...)

*Behaviors observed:*

*Evidence of active student engagement* (encourages questions and contributions, involves all students in discussion and activities, student responses evidence attention to lesson goals...)

*Behaviors observed:*

### ***Assessment (Standard 4)***

*Evidence of expectations and checking for understanding* (rubrics, checklists, guidelines, criteria, assignment descriptions, informal questions, task lists...)

*Behaviors observed:*

*Evidence of multiple opportunities for students to demonstrate understanding* (before/during/end of instruction, adequate number of questions, responses from multiple students—not just one...)

*Behaviors observed:*

*Evidence of using a variety of assessment approaches* (models—drawings/graphs—concrete materials—discussion—pair/share...)

*Behaviors observed:*

*Evidence that assessment that guides instruction* (reteach as necessary, individual and whole group progress measured, know enough to plan for next lesson, daily assignments, activities, and assessments that lead to the final assessment for the unit...)

*Behaviors observed:*

### ***The Inner Life of the Teacher, Becoming a Lasallian-Learning Leader (Standard 5)***

*Evidence of Lasallian Learning Leadership* (connection to mission/social justice/student identity development, challenging of student ideas, teaching students to esteem each other, awakening in students a sense of meaning in their lives...) Note: These descriptors may be unable to be observed in one lesson but may prompt conversation.

*Behaviors observed:*

### **Endnotes**

1. Karen Sorvaag, EdD, Scott Sorvaag, EdD, and Melissa Luedtke, EdD are fulltime faculty in the education department, and Roger Peckover, PhD is the director for the center for excellence in learning and teaching, all at Saint Mary's University of Minnesota in Winona, Minnesota.
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