

Evidence Base Observation Tool		Highly Observed	Mostly Observed	Somewhat Observed	Not Observed
<p>Outcomes Planning 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.</p>					
<p>Planning & Preparation</p>					
Students are engaged in a learning environment that addresses different student needs.	3	2	1	0	
Students have access to learner goals that align with instruction and given to them prior to teaching the lesson.	3	2	1	0	
Students engage in the lesson through various learning activities and have access to a variety of resources.	3	2	1	0	
Students participate in a variety of activities that are appropriate for the time allocated to teach the lesson.	3	2	1	0	
Students are assessed using a mix of formative and summative assessment techniques and instruments.	3	2	1	0	
<p>Outcomes 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)</p>					
<p>Classroom Environment</p>					
Students learn in a culture of mutual care and genuine concern.	3	2	1	0	
Students learn in a classroom where order and predictability are sustained and encouraged.	3	2	1	0	
Students assist the teacher in creating a culture for student learning.	3	2	1	0	
<p>Outcomes The 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.</p>					
<p>Instruction</p>					
Students engage in various modalities of learning (i.e., discussion, collaboration, inquiry, problem-solving, predicting, etc).	3	2	1	0	
Students are engaged in higher levels of thinking.	3	2	1	0	
Student interaction with each other gives evidence that mastery of content is happening in different ways for different students.	3	2	1	0	
Students use instructional rubrics as a guide to inform them what is expected.	3	2	1	0	
Students track their own mastery of content with assistance from their teacher.	3	2	1	0	
Students are provided examples of quality work through exemplars.	3	2	1	0	
<p>Outcomes A 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 exerts much effort and time to develop a personal relationship with each child, referred to as "shepherding their flock."</p>					
<p>Faith Integration</p>					
Students shepherd & care for another in their daily interactions.	3	2	1	0	
Students show respect for God, property, and the teaching of God's Word.	3	2	1	0	
Students responds to adults, each other, parents, and students with Christian care and mutual respect.	3	2	1	0	
<p>Outcomes 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.</p>					
<p>Technology</p>					
Students use technology to learn.	3	2	1	0	
Students use technology to extend their learning beyond the classroom.	3	2	1	0	
Students uses technology to solve problems individually and/or in collaborative teams.	3	2	1	0	