Lasallian Teaching Self-Evaluation and Formal Observation Tools

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Our aims, your learning . . . you will:

a. Describe the central tenets that characterize Lasallian pedagogy for application in contemporary educational settings.

b. Be familiarized with a daily Lasallian pedagogical teaching reflective tool for continued teaching development and growth.

c. Examine a formal observation tool educational leaders (you) might utilize to assess applied Lasallian pedagogy.
Lasallian Teacher Reflection-in-Practice

Faith

Service

Community
Lasallian Teacher Reflection-in-Practice

Faith

Introspection

Deeper Understanding

Unpacking Assumptions

Implementation

Inquiry

Community

Service

Shared Knowledge Building
What Makes it Lasallian Teaching?

Please spend a few minutes making a list of characteristics you believe characterize Lasallian teaching.
Visit with your neighbors, comparing your lists. What have you noticed about the characteristics you each placed on your lists?
What Makes it Lasallian Teaching?

Now, let’s compare your list with the characteristics identified from our research with teachers and De LaSalle’s writings.
What Makes it Lasallian Teaching?

Along each of the thematic areas associated with Lasallian teaching to follow, please identify...

• where you see commonalities with your list
• what you have in addition to those in the research-based themes.
Impact: Power in the Lesson

Discipline Knowledge
Environment
Instruction
Assessment
Leadership - the Inner Person
Effectiveness: Instruction/Discipline/Subject Matter Knowledge

1. Content Knowledge
2. Lesson Introduction
3. Direct Instruction
4. Student Learning
5. Lesson Wrap-Up
6. Presentation Style

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?
Effectiveness: Learning Environment

1. Teacher/Student and Student/Student Relationships
   - Questions for Thoughtful Reflection:
     1. How do I orient myself to students physically and intellectually?

2. Organization and Use of Time
   - 2. How do I help students become equal partners in the development of our learning community?

3. Student Engagement
   - 3. How do I use positive collaboration to enhance learning and build relationships in and outside of class?
Effectiveness: Assessment

1. Expectations and Checking for Understanding

2. Multiple Opportunities and Varied Assessment Approaches

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?
Effectiveness: The Inner Life of the Teacher, becoming a Lasallian-Learning Leader

1. Integration of Instruction, Disciplinary Knowledge, Learning Environment, and Assessment.

2. Dedication to the Whole Person/learner and the Sacred Nature of Teaching and Learning.

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?
Evidence: The Environment

1. 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…

2. 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…

3. Evidence of active student engagement
   Encourages questions and contributions, involves all students in discussion and activities, student responses evidence attention to lesson goals…
Evidence: Instruction/Discipline/Subject Matter Knowledge

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…*

Evidence of lesson structure

- Lesson Introduction
- Direct Instruction
- Student Learning Opportunities
- Lesson Wrap-Up
- Presentation Style
Evidence: Assessment

Evidence of expectations and checking for understanding
Rubrics, checklists, guidelines, criteria, assignment descriptions, informal questions, task lists…

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…

Evidence of using a variety of assessment approaches
Models—drawings/graphs—concrete materials—discussion—pair/share…

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
Evidence: The Inner Life of the Teacher/Becoming a Lasallian Learning Leader

An effective teacher does more than deliver content and evaluate learning objectives. Lasallian-learning leaders share their being with their students and help student develop their identities as a whole person.

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…
What Makes it Lasallian Teaching?

Building A.G.A.P.E. Communities of Learning Leadership

Emergent Lasallian Themes in Relationship-based Learning
What Makes it Lasallian Teaching?

Partnership learning in Association with community as place for Generative mutual development, building...

- community learning partnerships in solidarity with local needs
- collaborative learning for mutual development
- supportive attitudes for learners & learning diversity
- mutual encouragement, effort & persistence
- coaching & celebrating each other’s learning contributions.
What Makes it Lasallian Teaching?

Adaptive, innovative, practical life learning...

- authentic, life meaningful thinking, and problem-based
- inquiry, reflection, and problem solving life circumstances
- challenging complex thinking, developing questioning ability
- challenging thinking while respecting ideas and opinions
- differentiating instruction infusing student interest & choice
- designing higher order thinking into real life problem tasks
- differentiating assessment to scaffold thinking.
What Makes it Lasallian Teaching?

Being a life en SPIRITI ng Presence…

- compassionate, respectful, revealer of God’s image in each
- affirming gifts and contributions of each to the community
- building life hope and mutual trust thru empathy and care
- practicing fully engaged listening and patience
- practicing teamwork and shared decision-making
- differentiating assessments to build on learner strengths.
What Makes it Lasallian Teaching?

Engaging moral life purpose in learning…

- learners reflecting on life purpose in assignments
- thru service, civic, and community-engaged learning
- learners’ contributing solutions to issues in their community
- challenging and supporting high personal achievement
- critical thinking in problem solving real life situations.
What makes it Lasallian Teaching?
Selected Lasallian/Catholic Bibliography Anchoring Research


Selected Presentation Team Lasallian Teaching Related Research Bibliography