

# Lasallian Teaching Self-Evaluation and Formal Observation Tools

Roger Peckover, Ph.D.  
Scott Sorvaag, Ed.D.

# 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*

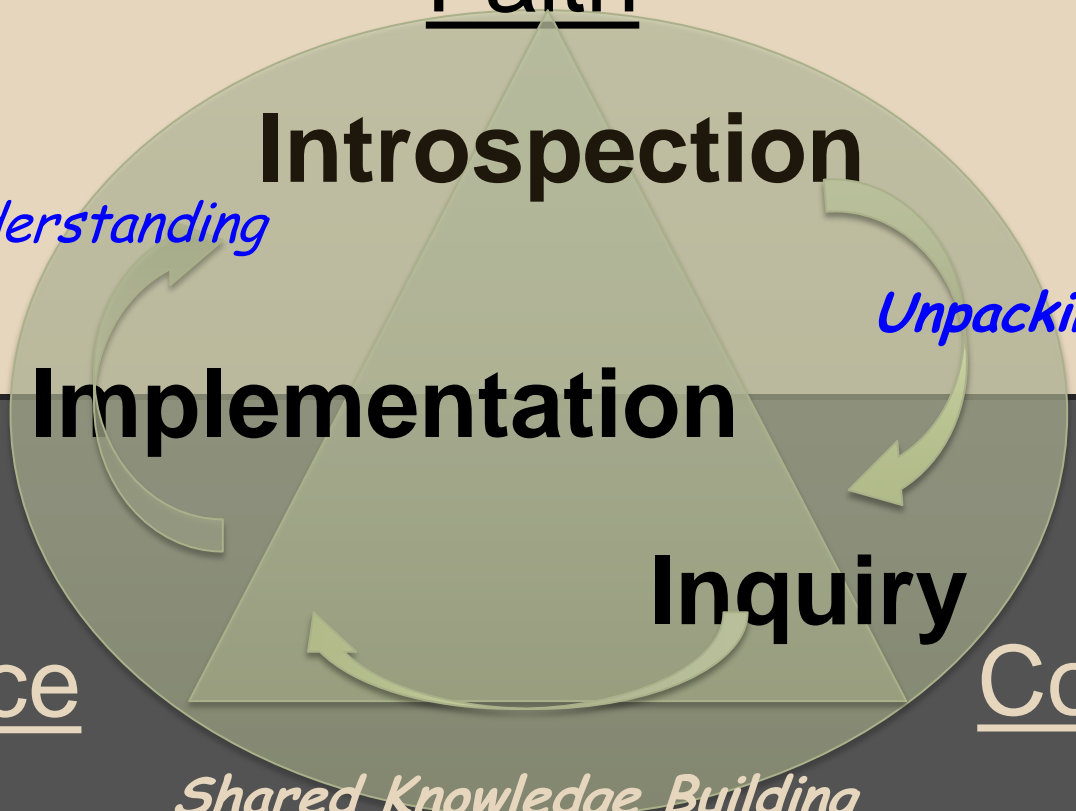
**Implementation**

**Inquiry**

Service

Community

*Shared Knowledge Building*



# What Makes it Lasallian Teaching?

---

Please spend a few minutes making a list of characteristics you believe characterize Lasallian teaching.

# What Makes it 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

2. Organization and  
Use of Time

3. Student  
Engagement

## 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?

# 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 enSpiriting 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**

- De La Salle, J. B. (1996). *The conduct of Christian schools*. Translated by F. De La Fontainerie and Richard Arneandez, FSC. Edited with notes by William Mann, FSC. Landover, MD: Christian Brothers Publications.
- Franz, C., Ed. (2006). *Reflections on Lasallian higher education: Current opportunities and future visions*. Winona, MN: Saint Mary's Press.
- Himes, M. (1995). *Living conversation (agape)*. *Conversation on Jesuit Higher Education*, Fall, 21-27.
- Johnston, J., FSC, & Members of the General Council of the Christian Brothers. (1997). *The Lasallian mission of human and Christian education*. Landover, MD: Christian Brothers Publications.
- Rummery, G. (1987). *The Lasallian teacher*. Keynote Address, Huether Workshop, November 19-22, Chicago, IL.
- Salm, L., FSC. (1996). *The work is yours: The life of Saint John Baptist de La Salle*. Landover, MD: Christian Brothers Publications.
- Van Grieken, G. V. (2002). *Touching the hearts of students: Characteristics of Lasallian schools*. Landover, MD: Christian Brothers Publications.

## **Selected Presentation Team Lasallian Teaching Related Research Bibliography**

- Peckover, R. (2004). "Facilitating Development of Constructivist Teacher Leadership: Transforming Teacher Understanding of Self as Inquirer and Collaborator." Paper presented at the 2004 Annual Meeting of The American Educational Research Association, San Diego, California, April, 2004.
- Peckover, R. (2006a). *Preparing at-risk learners to be stewards of community: Putting the spirit and research of "agape" to generative use*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Peckover, R. (2006b). *Transforming urban student and organizational learning: Principles at work in the Lasallian Association of San Miguel Schools*. Paper presented at the 2006 National Urban Alliance Conference, Minneapolis, Minnesota.
- Peckover, R. (2006c). *A.G.A.P.E.: Grounding Lasallian Principles in Research to Inform Learning Communities in Action*. Keynote paper presented in Cuernavaca, Mexico at the 2006 Annual Meeting of the International Association of Lasallian Universities, October 2006.
- Peckover, R. (2010). *Teacher Development with the Spirit-in-Mind: Building A.G.A.P.E' into Professional Communities of Practice*. Paper presented at the 2010 Annual AERA Meeting in Denver, CO.