

Instructor Rating Summary Page

Form 31

Instructor:		Semester:		Date:		
Site:						
Street Address:			City:		State:	Zip:
Observer Arrival Time:		Observer Departure Time:			# of Students:	

Combined Point Total: ____/____

Comments:

Signature: _____ Title: _____ Date: _____

Signature: _____ Title: _____ Date: _____

Planning and Preparation for Learning

Section Point Total: ___/___

Objective	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe	Notes/ comments	Points
Knowledge	Displays an in-depth knowledge and understanding of the curriculum and current research on child development and on how adults learn.	Knows the subject matter well and has a solid understanding of child development and adult learning.	Displays familiarity with the content of material and has some understanding of child development and adult learning.			
Assessments	Uses methods of assessing knowledge and abilities accurately and effectively. Uses a variety of methods to assess understanding during class.	Methods of assessment reflect material taught and are fair. Uses some methods of assessing understanding during class.	Methods of assessment are not clear or do not parallel to material covered in class.			
Mastery of Material	Anticipates when students may have difficulty grasping material and develops multiple strategies to overcome these challenges as they arise.	Recognizes possible misunderstandings and addresses them during class as they arise.	Recognizes that some students may have difficulty understanding material.			
Lessons	Designs each lesson with clear measurable objectives that correlate with the Starting Points curriculum.	Designs lessons in correlation with Starting Points Curriculum.	Designs lessons with little correlation to objectives outlined by the Starting Points curriculum.			
Time Management	Prepares class content and activities to keep students engaged and learning for entire 2 ½ hours.	Initial classroom content and activities may not support class for 2 ½ hours, but adjustments are made and class is not dismissed early.	Class is dismissed without meeting the 2 ½ hour classroom instruction requirement.			

Objective	Planning & Preparation p.2				Notes/Comments	Points
	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe		
Materials	Instructor has all materials ready and organized prior to students arriving.	Instructor has most of the material prepared and fairly organized prior to start time.	Instructor has few materials organized and ready for use prior to class beginning.			
Homework	Homework assignments are discussed and relevant to content presented during class. Assignments contain one journal entry, one lab, and one article review.	Homework assignments are relevant to class content, but may not be discussed. Assignments contain one journal entry, one lab, and one article review.	Homework may not reflect current class content or may not contain one journal entry, one lab, and one article review.			
Environment	Uses room arrangement, materials, and displays to maximize learning.	Organizes classroom arrangement, materials, and displays to support content.	Alters subject content and presentation to best fit fixed room arrangement.			
Consultation	Each week instructor is readily available to meet with students individually for 30 minutes prior to class or after ending class. This time is utilized by students as needed.	Instructor has set 30 minutes aside to meet with students each week either before or after class, but the time is not utilized.	Instructor is not available for consultation either before or after class for 30 minutes each week.			

Delivery of Instruction

Section Point Total: ___/___

Objective	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe	Notes/ comments	Points
Expectations	Supports high expectations and determination and assures all students they can be successful.	Strongly conveys the message to students that they can succeed.	Advises students to try and that success is possible.			
Goals	Explains to students exactly what is expected through a clear, detailed syllabus, open communication, and weekly lesson objectives.	Gives students a clear message of what to expect with a syllabus and provides brief weekly objectives.	Provides a syllabus, but may not follow up with discussion or provide weekly objectives of what to expect.			
Connections	Maintains the interest of all students and makes connections between students' prior knowledge and experience and current subject matter.	Keeps the interest of the majority of students and makes some references to students' previously learned material and prior experiences.	Sometimes is successful at keeping the interest of students and relating previously learned material to current classroom topic.			
Clarity	Always presents material clearly with well-chosen examples and appropriate language. Addresses any misunderstanding immediately.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are inappropriate, confusing, or difficult to understand.			
Learning Strategies	Incorporates more than 3 types of adult learning techniques including but not limited to: breaks learning into small blocks of time, introduction of concepts and conclusion, group activities, games, role playing, brainstorming, icebreakers, learning stations, props, and partner interviews.	Incorporates more than 2 types of adult learning techniques including but not limited to: breaks learning into small blocks of time, introduction of concepts and conclusion, group activities, games, role playing, brainstorming, icebreakers, learning stations, props, and partner interviews.	Incorporates 1 or 2 types of adult learning techniques including but not limited to: breaks learning into small blocks of time, introduction of concepts and conclusion, group activities, games, role playing, brainstorming, icebreakers, learning stations, props, and partner interviews.			

Objective	Delivery of Instruction p.2				Notes/Comments	Points
	Highly Effective 3	Effective 2	Needs Improvement 1	Did Not Observe		
Application	Consistently supports all students in summarizing and internalizing material and how they can apply it to their daily work environments.	Asks students to summarize what they have learned and consider how to apply it in working with children.	Sometimes brings closure to lessons and ask students to apply learned information.			
Engagement	Designs activities that highly engage students and allow them to be active learners and problem solvers.	Engages students in activities that promote the understanding of concepts being taught.	Attempts to engage students in active learning strategies, but some remain disengaged.			
Presentation	Speaks with enthusiasm and moves comfortably throughout classroom while engaging students both collectively and individually with conversation and eye contact.	Moves freely throughout class room while maintaining eye contact and appears comfortable with being in front of students.	Moves very little throughout classroom or seems uncomfortable being in front of class.			
Homework	Homework is collected at the beginning of class and reviewed for clarification as needed. Homework is graded and returned each week.	Homework is collected each week and assignments are returned promptly.	Homework from the previous week is not collected, reviewed; homework is not returned promptly.			
Methods of Delivery	Uses more than 3 types of delivery methods, including but not limited to: power point, posters, flip charts, dry erase or chalkboard, overheads, handouts, auditory, tactile, and visual aids.	Uses more than 2 types of delivery methods, including but not limited to: power point, posters, flip charts, dry erase or chalkboard, overheads, handouts, auditory, tactile, and visual aids.	Uses 1 or 2 types of delivery methods, including but not limited to: power point, posters, flip charts, dry erase or chalkboard, overheads, handouts, auditory, tactile, and visual aids.			
Discussion	Questioning and discussions promote higher order thinking and move students to a greater understanding of content.	Questioning and discussions are evident and embedded in materials and activities.	Questioning and conversations are not common or are not used to expand upon lesson content.			

Classroom Management

Section Point Total: ___/___

Objective	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe	Notes/ Comments	Points
Relationships	Shows warmth, caring, respect, and fairness to all students; builds and maintains strong relationships.	Is fair and respectful toward majority of students and builds relationships.	Is fair and respectful toward most students and builds some relationships.			
Respect	Intentionally creates a climate that fosters mutual respect between students and instructor, and there are no classroom disruptions that deter from the learning environment.	Mutual respect is evident among students and disruptions are minimal.	Mutual respect is somewhat apparent, but classroom disruptions are evident and distracting from the learning environment.			
Interactions	Intentional planning for classroom activities and role modeling that aid in the development of positive interactions.	Models and supports positive interactions among students.	Classroom activities do not support positive interactions among students.			
Routines	Develops and maintains an effective weekly routine and schedule for class delivery and uses WV STARS sign in sheet.	A classroom routine and a method of signing in using WV STARS sheet are evident.	No clear routine for signing in using WV STARS or in classroom delivery is apparent.			
Responsibility	Expects and supports all students in being responsible for their assignments, attendance, portfolio development, and classroom participation.	Addresses the need for students to be self-sufficient and responsible in assignments, attendance, portfolio development, and classroom participation.	Encourages students to take some responsibility, but may enable them in creating and maintaining poor habits.			

Objective	Classroom Management p.2				Notes/ Comments	Points
	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe		
Efficiency	Skillfully uses classroom time and transitions so that every minute is engaging and conducive to learning.	Uses classroom time and some transition activities effectively to maintain an active learning environment.	May lose some time due to lack of preparation, clarity, interruptions, or lack of effective transitions.			
Inquiry	Establishes an environment in which students feel comfortable asking and answering questions and participating in conversations.	Establishes an environment that permits students to ask questions freely.	Provides an opportunity for all students to participate.			

Professional Responsibilities

Section Point Total: ___/___

Objective	Highly Effective 3	Effective 2	Improvement Necessary 1	Did Not Observe	Notes/ comments	Points
Class Schedule	Instructs class for 15 weeks, is present and on time each week.	Instructor is on time each week, schedules class for 15 weeks, and when needed arranges for a certified ACDS instructor to substitute or appropriately reschedules class.	Has failed to conduct class for 15 weeks, or has been late for class several times in a semester.			
Language	Uses proper grammar in written and verbal communication. Avoids sarcasm, vulgarity, and inappropriate comments.	Speaks clearly and is understood by students and avoids sarcasm, vulgarity, and inappropriate comments.	Speaks or writes in a manner that is unclear or inappropriate.			
Professionalism	Conducts behavior and speech that is representative of a professional and models this behavior for students; references the professional code of conduct when appropriate.	Demonstrates appropriate behavior and discusses the need for professionalism with students.	Some behaviors or language may be viewed as less than professional; does not discuss professionalism with students.			
Confidentiality	Maintains high level of confidentiality through securely storing student records, and by protecting identity in classroom discussions and conversations.	Maintains confidentiality in conversations and discussions, and records are appropriately stored.	Breaches in confidentiality through discussions or record keeping have occurred, or are likely to occur.			
Record Keeping	Documentation is always submitted on time and accurately.	Documentation is usually submitted on time and accurately.	Documentation is frequently submitted late or incomplete.			

Objective	Professional Responsibilities p.2			Did Not Observe	Notes/ comments	Points
	Highly Effective 3	Effective 2	Improvement Necessary 1			
Collaboration	Regularly communicates to ACDS State and/or Regional Coordinators any concerns or issues that arise pertaining to ACDS class.	Often communicates to the ACDS State and/or Regional Coordinators any issues or concerns that arise pertaining to ACDS class.	Rarely communicates issues or concerns pertaining to ACDS with the ACDS State and/or Regional Coordinators.			
STARS Trainer Certification	Maintains current STARS Trainer certification	Can provide documentation to support being in the process of renewal or submission to STARS for Trainer Certification	Has not registered to become a STARS trainer or completed the process prior to beginning the ACDS semester.			
ACDS Instructor Certification	Maintains current Instructor Certification by attending updates every other year as scheduled.	Has submitted a request for and been granted an extension on certification until next available update, or has been granted extensions more than once in a four year period.	Is not current on certification and has not submitted for or been approved for an extension.			
Class Location	Instructor collaborates with local council and/or ACDS program coordinators in holding class in a location that is safe and conducive to meeting the needs of adult learners prior to classes beginning.	Instructor does not collaborate with local council or ACDS coordinators in securing an approved location for ACDS classes prior to beginning classes.	Class is held at an unsafe location or a location that was not approved by local council or ACDS coordinators prior to beginning class.			