



## Instructor Observation Form

Four competencies will be observed during the observation that should be thought of holistically as aspects of the instructional process. The competencies are:

1. Understanding the adult learner
2. Management of classroom environment
3. Instruction
4. Assessment of participant understanding

### **Competency 1: Understanding the Adult learner**

1. Instructor incorporates theories of and research in adult development in designing effective curriculum delivery.
2. Instructor uses knowledge of the factors that influence adult learner's participation and persistence in adult education programs to increase student success.

### **Competency 2: Management of the Classroom Environment:**

Instructor promotes a positive learning environment:

Instructor is responsible for the nature and quality of instructor/student interactions. Instructor perception of students and their abilities directly affects participant's responses, motivation and achievement. Instructor interactions with students should be positive and designed to enhance the learning environment. Instructor establishes and maintains a positive learning environment by creating a physical environment conducive to learning and maintains both positive instructor/student and student/student interactions.

There are three elements embedded in promoting a positive learning environment. These elements reflect the use of a variety of techniques for promoting positive instructor/student interactions and a physical environment that is conducive to learning:

1. Professional atmosphere/professional ethics:
  - a. Instructor creates and maintains a professional and ethical atmosphere
2. Rapport:
  - a. Instructor establishes rapport with all students by demonstrating patience, acceptance, empathy, and/or interest in participants through positive verbal and non-verbal exchanges, interacting equitably and responsibly with all students.
  - b. Instructor avoids sarcasm, disparaging remarks, sexist and racial comments, scapegoating, and physical abuse.
  - c. Instructor exhibits her own enthusiasm for training content and for learning and maintains a positive social and emotional atmosphere in the learning environment.
3. Communication of expectations for achievement:
  - a. Instructor creates a climate that encourages all students to achieve.
  - b. Expectations for success may be explicitly verbalized or communicated non-verbally.

## Competency 3: Instruction

1. Competency of instruction rests heavily on the clarity of the training objectives and content: The content of the training must be aligned with the objectives of the training.
  - a. Instructor clearly communicates to students what they are expected to learn from the class.
  - b. Instructor demonstrates mastery of the related topic content through representation and delivery of accurate content.
2. Structure for learning: Instructor is responsible for providing the structure in which learning occurs for optimal student involvement, achievement, and acquisition of knowledge.
  - a. Introduction of lesson: The introduction of the lesson must relate to the lesson objectives and help participants anticipate or focus on the lesson content. The introduction previews what is to be learned, why it is to be learned, or how it relates to future learning and motivates participant learning. Simply stating the lesson goals, objectives, and activities is not a sufficient introduction.
  - b. Closure – Lesson summary and evaluation: Closures must relate to the lesson objectives and help participants understand the purpose of the lesson content. Simply restating the lesson goals, objectives, and activities is not a sufficient closure.
3. Achievement of class objectives: In a well-delivered class, all elements are linked to each other. The materials and instructional arrangements contribute to the class momentum, leading to participant involvement, achievement, and acquisition of knowledge.
  - a. Use of instructional arrangements and materials: Materials and instructional arrangements must purposefully support the delivery of the class. They should be used to promote participant interest and involvement in the class and be relevant to participant work with young children.
  - b. Instructor meets all class objectives using a variety of teaching methods, techniques, and tools that facilitate learning; including, but not limited to: lecture, PowerPoint, video, group discussion, role playing, handouts, and overheads.
4. Use of appropriate questioning strategies: Questioning is an important aspect of curriculum delivery. It stimulates and develops participant thinking and helps communicate what is to be learned. Questioning may be explicit and verbal or may be implicitly embedded in the materials or activities. Questioning should promote higher order of thinking and move participants to a greater understanding of curriculum content.
5. Communicates clearly, using precise language and acceptable oral expression.
  - a. Instructor communicates in a coherent manner, avoiding vagueness and ambiguity that interfere with participant understanding.
  - b. Instructor uses correct grammar or slang and avoids vulgarity. Use of slang is appropriate when using current phrases to make a point, establish rapport, or enhance learning.
6. Preparedness: Instructor is prompt and prepared for the class and has all materials ready and organized.

## Competency 4: Assessment of Participant Understanding

1. Monitors participant understanding of the lesson: Instructor checks the level of understanding of a variety of students at different points during the class.
2. Adjusts instruction when necessary to promote greater learning: Instructor adjusts delivery of class content when student responses indicate that they are misunderstanding or failing to learn and/or mastery of concepts is achieved.



# Instructor Observation Form

Date of Observation:	County:
Instructor:	Semester:
Completed by:	

Suggestions: