

**OBSERVATION OF INSTRUCTION (CONDENSED VERSION)**

Instructor \_\_\_\_\_ Agency Name \_\_\_\_\_  
Date: \_\_\_\_\_ Level of Instruction \_\_\_\_\_  
Observation Time: \_\_\_\_\_ Observer: \_\_\_\_\_

**CATEGORY 1: Organizing Instruction**

- 1.1 Provides evidence of carefully planned lessons or individual educational plans based on learner needs assessments and identified priority outcomes included in course outlines for program and level. Average Rating: 5 4 3 2 1 NO\*
- 1.2 Demonstrates expertise in the content field being taught.
- 1.3 Provides well-paced, appropriately sequenced lessons that transition effectively from one activity to another addressing each lesson stage:  
· Warm-up and/or review · Presentation of new content/skills  
· Practice · Application · Evaluation
- 1.4 Adjusts lessons to address learner needs, goals, abilities, or other conditions.
- 1.5 Provides instruction that clearly addresses identified objectives that are relevant to learners' needs and goals.
- 1.6 Provides lessons that integrate basic and life skills.
- 1.7 Motivates learners by providing instruction in small steps that encourage success.
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**CATEGORY 2: Monitoring and Assessing**

- 2.1 Establishes rapport by such devices as manner, confidence, enthusiasm, and humor. Average Rating: 5 4 3 2 1 NO\*
- 2.2 Motivates learners to become engaged and stay on task during lessons.
- 2.3 Monitors learners' performance throughout lessons by:  
· Checking for comprehension  
· Using a variety of questioning strategies  
· Providing positive feedback and reinforcement.  
· Adjusting pace and content of instruction to needs of learners
- 2.4 Monitors comprehension beyond simple stages to encourage development of learners' critical thinking, problem solving and self-evaluation skills.
- 2.5 Provides clear explanations and adequate time for learners to ask and answer questions.
- 2.6 Provides opportunities for learners to evaluate and document their own learning.
- 2.7 Uses a variety of assessment procedures, both formal and informal, to monitor and provide feedback on learners' learning and performance.
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**CATEGORY 3: Accommodating Diverse Learning Styles**

- 3.1 Models respect and sensitivity for learner differences. Average Rating: 5 4 3 2 1 NO\*
- 3.2 Uses a variety of sensory modalities including:  
• aural (listening)/oral (speaking)  
• visual  
• tactile (sense of touch/kinesthetic (sense of movement))  
to address the different learning styles of learners.
- 3.3 Uses a variety of grouping strategies that are appropriate for the diversity of learners, including preference for cooperative vs. individual learning, and inductive/deductive (from parts to the whole vs. from whole to the parts)
- 3.4 Uses a variety of strategies to encourage efficient learning, including time management skills, learning to learn, and study skills.
- 3.5 Encourages learners to participate actively and use their own experiences to illustrate and clarify learning.

*\* Not Observed*

## CATEGORY 4: Using Materials and Technology

- 4.1 Selects materials and technology that have appropriate: Average Rating: 5 4 3 2 1 NO\*
- Adult relevance.
  - Format and print size.
  - Freedom from bias (culture, race, age, gender)
  - Literacy level.
- 4.2 Provides media and materials that are related to learner goals and lesson objectives such as:
- Encouraging on-task learning.
  - Reflecting learner interest.
  - Encouraging long-term planning.
- 4.3 Selects and uses program levels, objectives, and relevant instructional resources that reflect home, work, or community settings.
- 4.4 Uses a variety of technology such as overhead projectors, videos, computers, and/or interactive technology that support lesson objectives that are relevant to learners' home, work, or community settings.
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## CATEGORY 5: Providing for Individual and Group Learning

- 5.1 Allows for individual achievement and the development of individual goals and competencies. Average Rating: 5 4 3 2 1 NO\*
- 5.2 Provides individual and group opportunities to learn and practice skills.
- 5.3 Uses a variety of team and group configurations including pairs and small and large groups, as appropriate to the learning tasks and lesson objectives.
- 5.4 "Sets up" team or group activities, clarifies the task, checks for understanding, and provides closure to summarize the activity.
- 5.5 Uses team strategies that support learners' life goals such as cooperative learning, problem-solving, role-playing, task groups and team-building.
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## CATEGORY 6: Applying Learning

- 6.1 Establishes clear objectives that are applicable to identified learner needs and goals. Average Rating: 5 4 3 2 1 NO\*
- 6.2 Provides instruction in basic skills acquisition and the application of those skills to relevant life situations. Those skills include:
- Listening/speaking.
  - Reading, writing, and computation.
  - Problem-solving.
  - Decision-making.
- 6.3 Provides opportunities to practice skills in situations (or by assuming roles) that simulate learners' life roles.
- 6.4 Sets up opportunities for learners to apply newly acquired skills in relevant life situations.
- 6.5 Provides opportunities for learners to develop communication and metacognitive (application of learning strategies/problem solving) skills.

*\* Not Observed*

**Observed Strengths:**

**Possible areas for Improvement**