

State of Iowa Adult Education and Literacy

Instructor Observation Form

Instructor: _____

Observer: _____

AEL Program: ABE ☐ ESL ☐

Observer Role: Coordinator ☐ Lead Instructor ☐ Peer Instructor ☐

Date: _____ Time: _____ Course Name or Title: _____ EFL Level(s) Served: _____

Instructions: Complete the below “State of Iowa Adult Education and Literacy Pre/Post Observation Form” in alignment with the [Adult Education and Literacy Instructor Standards](#).

Pre-Observation: This includes a review of documents and materials including individual professional development plans, lesson plans, classroom activities and syllabi. A meeting with the Instructor should also occur in order to identify any goals or concerns of the observed Instructor. Comments from the Pre-Observation meeting should be used to guide the Classroom Observation and the Post-Observation meeting. **(Instructor Standards 1, 3 and 4)**

Classroom Observation: For each Standard indicate the level of demonstration using the Likert scale, as well as provide a detailed description of the demonstrated applicable standard. Please provide specific examples in the comments section. Classroom observations should reflect not only the teaching environment but how well lesson plans and individual professional plans were integrated into the actual instruction. **(Instructor Standards 2, 5 and 6)**

Post-Observation: The Observer should identify strengths, needs and any planned next steps or follow-up items in the “Post Observation Summary Comments.” The Instructor should also be given the opportunity to comment.

PRE-OBSERVATION:

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 1 – Instructors take responsibility for professional development and involvement in their learning community.

Indicators may include: Review of lesson plans, syllabi, classroom activities that reflect goals for individual professional development. Individual Professional Development goals are aligned with AEL priorities and supported by webinars, community resources, conference attendance, etc. Instructors have demonstrated contact and investment in the AEL program beyond classroom instruction time such as meeting and training attendance, various committee membership, timely correspondence with colleagues and leadership (emails, surveys, etc.,)

Notes from document review and instructor meeting:

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 3 – Instructors understand and use varied assessments to plan instruction, evaluate student learning, and improve program practice.

Indicators may include: Instructors understand the various Educational Functioning Levels (EFLs) and use these assessment results to guide instruction across classrooms. Classroom management incorporates time dedicated to check for learner understanding. Examples include open ended questions related to the material, allowing students to self-assess progress, instructors provide timely feedback to student questions. Instructors can articulate how they will modify instruction and class plans based on Adult Learner progress.

Notes from document review and instructor meeting:

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 4 – Instructors help establish and support program goals and responsibilities.

Indicators may include: Review of the training Instructors have received related to FERPA, standards such as the College and Career Readiness Standards and others, the curriculum being delivered and the overall goals of WIOA Title II (AEFLA). Ensure the requisite certifications and competencies are present such as Bachelor's degrees, CASAS training, valid teacher certification (if applicable). A review of Institutional protocols related to attendance, data security, maintenance of student records, as well as how to report and escalate any problems or concerns related to data or confidentiality.

Notes from document review and instructor meeting:

PRE-OBSERVATION QUESTIONS

1. What is the content and structure of the class you will be instructing?

2. Describe the Adult Learners in the class. Are there specifics the Observer should know before observing this class?

3. What is your goal(s) for this lesson?

4. What methods or instructional aids will be used (guest speakers, videos, group work)?

5. Are there areas you would like the Observer to specifically focus on during the classroom observation (can be based on Instructor goals and/or concerns)?

6. Is there anything else the Observer should be aware of before the observation?

7. Logistics: Confirm the time and place of the class, and where should the Observer sit to provide minimal disruption?

INSTRUCTOR OBSERVATION:

Not Demonstrated	Needs Improvement	Effective	Advanced
Applicable standard was not demonstrated during the observation period. Consider if there was opportunity /time to demonstrate this standard. Standards “Not Demonstrated” should be the subject of the post-observation meeting to address how this standard(s) can better be integrated into classroom instruction.	The Instructor demonstrated little evidence of this standard during the observation period, or the standard was demonstrated with limited effectiveness. Standards which “Needs Improvement” may benefit from increased focus in lesson planning and curriculum development. This could also be integrated into Individual Professional Development plans.	The Instructor demonstrated a sufficient grasp and understanding of this standard. There is clear evidence during the observation period, and it appeared to be an “Effective” strategy for the students being served in both learning and engagement.	The Instructor demonstrated a high-level grasp and implementation of this standard. Examples which meet “Advanced” would reflect creativity and innovation. Standards demonstrated at this level may not be common but should be captured as a promising practice to be detailed later in this document.

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 2 – Instructors plan, design, and implement effective instruction for the adult student.

Indicators may include: Use of cooperative or real-world project/problem-based application of classroom material (review and discussion of current events, projects rooted in their current community, lessons related to local civics), Integration of employability based activities (use of job applications, interviewing skills, following instructions or procedures), Connection of classroom activities and examples to student goals (increased communication with family and the community such as their children's schools, navigation of the public transit system, researching jobs or educational resources, etc.)

Standard Demonstrated: **Not At All** ☐ **Needs Improvement** ☐ **Effective** ☐ **Advanced** ☐

Detailed Comments on Demonstrated Standard:

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 5 – Instructors provide a positive adult learning environment by promoting lifelong learning and respecting diversity.

Indicators may include: Integration of community resources into instruction or examples of problem solving (transportation and healthcare resources, discussion of employment opportunities and in-demand employers), Use of materials that reflect the current student body and classroom demographics as adult learners (reading materials related to topics of adult life, culturally relevant examples). Cooperative assignments and projects which promote teamwork, acceptance of feedback and soft skills development.

Standard Demonstrated: **Not At All** ☐ **Needs Improvement** ☐ **Effective** ☐ **Advanced** ☐

Detailed Comments on Demonstrated Standard:

IOWA ADULT EDUCATION AND LITERACY INSTRUCTOR STANDARDS

STANDARD 6 – Instructors take responsibility for understanding and integrating current technology options into instruction and professional development.

Indicators may include: Use of technology for assignment completion such as using a search engine (Google, MS Edge, Firefox, etc.) to complete a class assignment or to perform research related to the in-class material. Have students submit assignments via email or responding to a class blog. Helping students establish work-based Social Media presence (LinkedIn or Instagram). Visiting employer websites and reading job descriptions. Use of Google Earth for Virtual Field trips. Teaching portions of class via video conferencing platforms such as Zoom, MS Team, Webex, etc.

Standard Demonstrated: **Not At All** ☐ **Needs Improvement** ☐ **Effective** ☐ **Advanced** ☐

Detailed Comments on Demonstrated Standard:

POST-OBSERVATION SUMMARY COMMENTS

1. What were the Instructor's observed strengths demonstrated during this observation?

2. What needs were observed? Include suggestions for addressing any identified needs.

3. Identify any next steps or follow-up items based on the observation process.

4. For any areas of "Advanced" Standard Demonstration, detail these examples as Promising Practices below:

5. Given this observation, please provide any comments. Feel free to include any identified needs for support, training and/or professional development. (To be completed by the observed instructor)

Instructor’s Signature: _____ Date: _____

Observer’s Signature _____ Date: _____