

### Vermont Northern Lights Career Development Center: Instructor Observation Tool (1.09)

This tool aligns with the content of the *Orientation to Adult Instruction* workshop including: adult learning principles, the experiential learning cycle, use of core competencies and the professional development documentation protocol (“loop”). A NOTE on the USE OF THE TOOL: This is only a tool; at this time its use is not a requirement for joining the Vermont Instructor Registry. It is designed for instructors providing group training using a face to face format. It can be used for multiple purposes: as a self-assessment tool, an instructional planning tool, an observation tool, as part of an instructor application process, etc. The rating scale can be used or not. It is designed to measure (1-3) the *consistency* or *intensity* of the instructional element. N/O means “Not observed” and N/A means “Not applicable”. My priority may be checked as part of a self-assessment process or to guide an observer. If the tool is used as an observation or evaluation tool, a discussion with the instructor should also occur. You can find this tool on the Vermont Northern Lights website: <http://northernlightscdc.org>

**Date:** \_\_\_\_\_ **Topic of Instruction:** \_\_\_\_\_ **Length of training:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

**Used as self- assessment**       **Used by supporting instructor**       **Other use:** \_\_\_\_\_  
 Length of Time observing: \_\_\_\_\_

**Context of training session/observation:**

<b>Instructor Observation / Self- Assessment Tool</b>	little 1	----- 2	fully 3	N/O or N/A	My priority
<b>1. SET UP AND INTRODUCTION</b>					
<b>a. Room setup is welcoming and facilitates interaction</b> <i>comments</i>					
<b>b. Presenter is welcoming</b> - introduces self and greets participants <i>comments</i>					
<b>c. Presenter assesses participant experience and/or interests</b> in relationship to this topic <i>comments</i>					
<b>d. Training objectives, purpose and agenda are clearly presented</b> <i>comments</i>					

Instructor Observation / Self- Assessment Tool	little 1	----- 2	fully 3	N/O or N/A	My priority
<b>2. STRUCTURE OF THE SESSION</b>					
<b>a. Multi-sensory presentation and experiences appropriately used: visual, auditory, kinesthetic</b> <i>comments</i>					
<b>b. Transitions and flow are smooth, logical and build towards deeper learning</b> <i>comments</i>					
<b>c. Use of technology is effective and engages the learner</b> <i>comments</i>					
<b>d. Agenda and objectives proposed are fully covered with learners fully engaged</b> <i>comments</i>					
<b>e. Participants evaluate the session based on the objectives</b> <i>comments</i>					
<b>3. SESSION CONTENT / LEARNING EXPERIENCES</b>					
<b>a. Content is connected to participants' authentic experiences, using materials and scenarios that promote reflection and application by participants</b> <i>comments</i>					
<b>b. Connects the learners to resources, sustained opportunities to practice and sources of support</b> <i>comments</i>					

Instructor Observation / Self- Assessment Tool	little 1	----- 2	fully 3	N/O or N/A	My priority
<b>c. Content is accurate, relevant and specific</b> <i>Comments</i>					
<b>d. Content addresses core competencies</b> and, if applicable, other competencies as described on the documentation of professional development form for this activity <i>Comments</i>					
<b>e. Content reflects current, effective practices and research</b> <i>Comments</i>					
<b>f. Engages learners in diverse learning experiences:</b> use of personal or concrete experiences; practice of reflection; generation of ideas; problem solving or experimentation; analysis and application <i>Comments</i>					
<b>4. THE INSTRUCTOR</b>					
<b>a. Arrives promptly and is engaged for the entire presentation</b> <i>Comments</i>					
<b>b. Begins and ends on time</b> <i>Comments</i>					
<b>c. Is well-prepared and organized</b> <i>Comments</i>					

Instructor Observation / Self- Assessment Tool	little 1	----- 2	fully 3	N/O or N/A	My priority
<p><b>d. Responds to and supports the specific needs/interests of participants</b> <i>Comments</i></p>					
<p><b>e. Balances needs of individuals with needs of group</b> <i>Comments</i></p>					
<p><b>f. Respectful, positive and professional communication and delivery</b> matching norms of participants <i>Comments</i></p>					
<p><b>g. Uses transparent facilitation</b> (ie throughout session presenter references purpose, results, process, etc) <i>Comments</i></p>					
<p><b>h. Uses and follows professional development documentation protocol</b> (attendance sheet distributed and collected, complete documentation of professional development form distributed at the end; attention to the reflection page on the back; explanation of these tools as needed) <i>Comments</i></p>					