

Ways to use the Instructor Observation/Planning Tool

This tool is a subset of the larger Knowledge and Competencies for Instructors document. It only includes the *competencies that can be clearly observed while the person is instructing adults*. The items in parenthesis () after each competency statement, reference the competency(s) in the larger Knowledge and Competency document. Conversely, the * statements in the Knowledge and Competencies for Instructors document, indicate which items are also in this Observation /Planning Tool.

This tool can be used as a planning tool, a self-assessment tool, as a framework for observation or evaluation. It is especially useful for Supporting Instructors and those they support, in the Instructor Registry.

There are many ways to use this tool, here are some ideas

- **Instructors** may use it as a planning tool.
- **Instructors** may use it as a reflection tool, after they have completed a training, to assess themselves.
- **Instructors supporting other instructors** may use it first as a planning tool, to determine together what needs to be covered in the training process. The supporting instructor may then use it as an observation tool while watching the new instructor teach. Next, the supporting instructor can ask the instructor in training, to complete the tool after teaching, as a self- reflection. Finally, both instructors can review the results as a framework for discussion. (In the Instructor Registry, this would a role for the Supporting Instructor.
- **Instructors who are colleagues** may use the tool as a framework for observing their colleagues teach, after which they can provide specific supportive feedback.
- **Sponsors or monitors of training activities** can use it to observe instructors in order to assess effectiveness and to provide feedback to the instructor

QUOTE: “My supporting instructor filled out the observation tool, as she watched me teach the group. After the training, I filled one out too, and then we compared and discussed the two, together. It was helpful to have a common framework for our discussion. It was easy to find where I had done well and we agreed on areas I could continue to develop.”

Instructor Observation/Planning Tool

a subset of the Vermont Knowledge and Competencies for Instructors of early childhood and afterschool professionals

This tool is designed for instruction of adults in a group, using a face to face format. It can be used as a planning tool, a self-assessment tool, or as a framework for observation or evaluation. It is especially useful for Supporting Instructors and those they support, in the Vermont Instructor Registry. *Items in () reference the competency number(s) in the Vermont Instructor Knowledge Area and Competency document*

Date: _____ Topic of Instruction: _____

Length of training: _____ Time of observation: _____ Location: _____

Instructor: _____ Observer: _____

Used as self- assessment

Used by an observer

Used for instructional planning

	Observation competence met			Self-Assessment	N/A
	little 1	----- 2	fully 3	Priority for growth	
1. SET UP AND INTRODUCTION					
a. Sets up the room to facilitate comfort, interaction, flow, and engagement in the planned activities (III-B.9) <i>Comments:</i>					
b. Establishes a personally welcoming climate of safety, trust and inclusiveness (III-B.5; IV-B.1) <i>Comments:</i>					
c. Learns about participants' experience and interests in relationship to this topic (III-B.2) <i>Comments:</i>					

<p>d. Presents agenda with clear and achievable learning objectives based on knowledge and skills in the early childhood and/or afterschool fields (III- B.1, III-B.5; IV-A.2) <i>Comments:</i></p>					
	<p>Observation competence met</p>			<p>Self- Assessment</p>	
	<p>little 1</p>	<p>----- 2</p>	<p>fully 3</p>	<p>My Priority</p>	<p>N/A</p>
<p>2. METHODS of INSTRUCTION</p>					
<p>a. Uses a variety of instructional methods and materials to address all learning styles and preferences auditory, visual, kinesthetic, individual, small and large group etc. (IV-A.6) <i>Comments:</i></p>					
<p>b. Engages learners in purposeful, hands-on interactions problem-solving, modeling, experimentation, demonstration, analysis, application etc. (IV-A.4) <i>Comments:</i></p>					
<p>c. Implements a cycle of connected learning tasks to develop, generate and deepen learning over time from concrete experience, to new content, to exploration and problem solving, reflection and planning for application (II-B.5; IV-A.1; IV-A.3) <i>Comments:</i></p>					
<p>d. Uses smooth transitions to effectively and logically connect experiences (IV-A.7) <i>Comments:</i></p>					

<p>e. Uses technology effectively to engage the learner (IV-A.8) <i>Comments:</i></p>					
<p>f. Uses open ended questions, active listening, relevant examples, and constructive dialogue (III-B.6; III-B.7; IV-B.3; IV.B-5) <i>Comments:</i></p>					
<p>g. Adjusts instructional design to the actual session and accommodates unforeseen circumstances (IV-A.1; IV-B.4) <i>Comments:</i></p>					
	Observation competence met			Self- Assessment	
	little 1	---- 2	fully 3	My Priority	N/A
3. SESSION CONTENT					
<p>a. Connects content to participants' experiences, context and interests with relevant materials, examples, scenarios etc. (II-A.1;II-C.1; III-B.4; III- B.7; IV-A.4) <i>Comments:</i></p>					

<p>b. Addresses the sponsor’s goals and the defined learning objectives, throughout the session Posting and referencing them, etc. (I-A.7; III-A.1; III-B.1; IV-B.2)</p> <p><i>Comments:</i></p>					
<p>c. Provides the learners with relevant resources and sources of support in the region, state and nationally (II-B.1; II-C.2)</p> <p><i>Comments:</i></p>					
<p>d. Aligns training content with VT Core Knowledge and Competencies for early childhood and afterschool professionals and as appropriate, other professional standards (I-A.2; III-A.2; III-B.1)</p> <p><i>Comments:</i></p>					
<p>e. Introduces new information based on current, effective practices / research, and standards (I-B.1; II-C.2; II-A.3; IV-B.4)</p> <p><i>Comments:</i></p>					
<p>f. Checks for participants’ learning throughout the session and achievement of the learning objectives by observing participants discussing, demonstrating, modeling, teaching, applying, and completing a written evaluation of the session (III-B.8; IV-A.2; V-1; V-3)</p> <p><i>Comments:</i></p>					
	Observation competence met			Self- Assessment	

	little 1	----- 2	fully 3	My Priority	N/A
4. THE INSTRUCTOR as a PROFESSIONAL					
a. Arrives promptly, begins on time, is engaged for the entire session, and ends on time (I-A.5, III-B.10; IV-B.2) <i>Comments:</i>					
b. Uses respectful and professional communication and behavior (I-A.6; I-B.2; I-B.3; I-B.4) <i>Comments:</i>					
c. Is well-prepared and organized (I-A.5, III-B.3) <i>Comments:</i>					
d. Uses and follows professional development documentation protocol (II-B.2) <i>Comments:</i>					

We have reviewed and discussed the content of this observation/assessment.

Instructor's Signature; _____ **Date:** _____

(Supporting)
Instructor's Signature: _____ **Date:** _____

Next steps: Identify priorities, strategies, timeline... (See also Individual Professional Development Plan format)