Standards-in-Action

Instructor:_____ Date of Observation:_____

Observed by:_____

**Type of Class:**

___ General Literacy ___ ELA ___ HSEC

___ IET Program: ___ CAPD ___ Other: (Define)
___ C.N.A.
___ C.D.L.
___ Welding
___Other

**Activities which occurred during observation:**

___ Intake process on new student(s)
___ Start Smart
___ PowerPath screenings
___ Other: (Define)
___ Testing
__ TABE ___OPT
___ Instruction
___ Computer Literacy

**Class Profile: A brief description of the class**

| | |
|---|---|
| | |
| **Learning Environment**<br>-arranges the classroom to maximize learning and provide a safe environment<br>-establishes clear expectations<br>-establishes a climate of trust/teamwork<br>-promotes & respects students' diversity<br>-listens and pays attention to students' needs and responses | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |

**Part One:** For Lesson Observations
Complete this section if observation includes a teaching session.

**Effective Teaching and Learning Practices**

**E = Evident**
**NFE = Not Fully Evident**

**Note**: This form is also to be used for computer literacy instructional observations, despite the fact that there are no State approved standards measuring computer literacy as it must be taught in conjunction with another skill subset.

| **1. Curriculum *content* of the lessons is aligned to the demands of standards.[1]** | E/NFE | **Evidence** |
|---|---|---|
| a. Instructor presents lesson **clearly reflecting** the concepts/skills of one or more of the standards. | | |
| b. Instructor **outlines** a well-defined standards-based lesson objective stated in terms of the **desired student learning outcomes.** | | |
| c. Students use **resources** directly **related to** the **targeted standards**. | | |
| **2. *Cognitive level* of learning activities is aligned to the demands of the standards.** | **E/NFE** | **Evidence** |
| a. Instructor poses **questions that stimulate** student **thinking** beyond recall. | | |
| b. Instructor allows **appropriate wait-time** (3 or more seconds) after posing questions. | | |
| c. Instructor asks students **to elaborate on and justify their answers.** | | |
| d. Instructor activates students' **metacognitive skills** (e.g., models strategies, inquires about students' strategies). | | |
| e. Students work on assignments reflecting the **highest demands posed by the standards** targeted by the lesson. | | |
| **3. Standards are translated into lesson content *relevant* to adult students.** | **E/NFE** | **Evidence** |
| a. Instructor **ties standards**-based lesson to **students' goals, interests, or needs**. | | |
| b. Students **actively participate** in the lesson through class discussions, group projects, etc., instead of doing solitary seatwork or listening to extended lectures. | | |
| c. Students have **varied opportunities** (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts. | | |

[1] For the purposes of Standards-in-Action, a "standard" is defined as the most specific level of outcome used by a state to indicate what students should know and be able to do. These can include indicators, objectives, and benchmarks.

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## SIA Observation Tool—Continued

| 4. **Standards are addressed by a *coherent progression* of learning.** | E/NFE | Evidence |
|---|---|---|
| a. Instructor explicitly **links lesson** content to previous lessons or what students already know. | | |
| b. Students have **prerequisite knowledge**/skills **to understand lesson** content. | | |
| c. Instructor incorporates standards in a lesson in a manner that **builds** on their natural **connections**. | | |
| d. Instructor **closes** lesson by:<br>• **reviewing** lesson objectives;<br>• **summarizing** student learning; and<br>• **previewing** how the next lesson builds on that learning. | | |
| **5. Students' level of understanding is *assessed* during the lesson and instruction is adjusted accordingly.** | **E/NFE** | **Evidence** |
| a. Instructor **regularly checks** whether students are **mastering** standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses). | | |
| b. Instructor **provides** students with prompt, specific **feedback** to correct misunderstandings and reinforce learning. | | |
| c. Students **signal understanding** of lesson content before instructor introduces new ideas. | | |
| d. Instructor provides **supplemental instruction** for students who show that they need it (e.g., individualized or peer tutoring, re-teaching, review of basic skills). | | |
| e. Instructor provides **extension activities** for students who complete classwork, instead of leaving them idle or unchallenged. | | |
| f. Students **evaluate** and reflect on their own **learning**. | | |

**NOTES:**

# Wyoming Observation Tool
## Key Instructional Shifts (Literacy)

**Part II.** Complete this section and Part One above if the lesson focuses on reading, writing, and/or social studies.

**E=Evident**
**NFE=Not Fully Evident**

## Shifts in Literacy Instruction

| **1. Students build knowledge through reading nonfiction and informational texts.** | **E/NFE** | **Evidence** |
|---|---|---|
| a. Instructor **uses** the **Participatory Learning Techniques** to foster conversations about what the students are reading or writing. | | |
| b. Instructor introduces **informational texts** in science, history and technical subjects utilizing **career aligned** materials when possible. | | |
| c. Students have varied opportunities to **demonstrate** their **understanding** and **knowledge of text**. | | |
| **2. Students engage in reading and writing that is grounded in evidence from text.** | **E/NFE** | **Evidence** |
| a. Students **summarize** a **text** identifying the key ideas and details. | | |
| b. Students **engage in conversations** about the **text** and **cite evidence** from singular and multiple documents. | | |
| c. Students **conduct research** about a **topic** and **determine** the **validity** of the **resources** they use. | | |
| d. Students engage in **writing** that **focuses** on the **analysis of text structure** (i.e. compare and contrast, problem solution, cause and effect). | | |
| e. Students **make inferences** and **draw conclusions** about the author's viewpoint **based on** the **evidenc**e stated in a text. | | |
| **3. Students have regular practice with complex text and its academic or career aligned vocabulary.** | **E/NFE** | **Evidence** |
| a. Students **develop** the **vocabulary** that they need to access grade level and complex texts. | | |
| b. Students **apply** word-learning **strategies** to **comprehend academic or career related vocabulary** found in complex texts. | | |
| c. Students **know** and **use academic or career related vocabulary** in their **writing** and **discussion** with others. | | |

**NOTES:**

# Wyoming Observation Tool
## Key Instructional Shifts (Math)

**Part III:** Complete this section and Part One above if the lesson focuses on mathematics or science.

**E=Evident**
**NFE=Not Fully Evident**

## Math/Science Instruction

| **4. Students gain a deeper understanding of mathematical concepts.** | **E/NFE** | **Evidence** |
|---|---|---|
| a. Instructor **focuses** on the **concepts prioritized** in their units. | | |
| b. Students demonstrate that they can **use multiple approaches** to solve problems. | | |
| c. Students **self reflect** on their **understanding** of mathematical or scientific concepts. | | |
| **5. Students engage in conceptual understanding, procedural skill and fluency and application of concepts.** | **E/NFE** | **Evidence** |
| a. Instructor facilitates **lessons** that **include a "real world"** mixture of math/science concepts and skills. | | |
| b. Students **access** math/science **concepts** from a number of perspectives and **share** their understanding. | | |
| c. Students **apply** a **deeper understanding** in new situations that do not fit the problems that they have seen in the past. | | |
| d. Students **demonstrate** their **speed** and **accuracy** in understanding concepts and being able to solve problems. | | |
| e. Students **use math/science in all situations** that require mathematical or scientific knowledge. | | |
| **6. Students recognize that math/science is a coherent body of knowledge made up of concepts that are connected.** | **E/NFE** | **Evidence** |
| a. Students **understand how** the **math/science concepts** are **linked** to **previous learning.** | | |
| b. Students **solve problems using** the **Participatory Learning Techniques**. | | |
| c. Students can **explain mathematical/scientific procedures** in "real world" contexts. | | |

**NOTES:**

# Wyoming Observation Tool
# English Language Learners

**Part IV:** Complete this section and Part One above if the lesson focus was ELA.

| | |
|---|---|
| **1. Lesson Objective, Introduction, and Preparation**<br><br>-content & language objectives clearly defined, displayed, and reviewed<br>-warm up activity used to encourage the recall of previously taught information<br>-content concepts are age & level appropriate | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **2. Instruction-giving & questioning skills**<br>-signaling start of activity<br>-use of simplified language & short sentences<br>-use of target language<br>-clear voice quality (speech appropriate for students' proficiency level, enunciation & simple sentence structure)<br>-eye-contact made with students<br>-mime, gesture, body language used for clarification<br>-instructions repeated in different ways<br>-demonstrates rather than verbalizes<br>-comprehension checks are conducted<br>-utilizes appropriate wait time when using questions<br>-a variety of questions or tasks that promote higher-order thinking skills are used<br>-signals end of activity | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **3. Presentation**<br>-new language is modelled & scaffold when necessary<br>-concepts linked to students' background experience<br>-explicit links made between past learning and new concepts<br>-key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see) | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |

| | |
|---|---|
| **4. Materials**<br>-materials are age & level appropriate<br>-career aligned materials are used whenever possible<br>-uses a variety of learner centered tasks<br>-addresses multiple learning styles through the use of visual, auditory, and hands-on authentic realia<br>-supplementary materials are used to a high degree, making the lesson clear and meaningful<br>-activities integrate lesson concepts with language practice opportunities for reading, writing, listening, speaking, and/or mathematics.<br>-civics is integrated into the lesson, whenever possible | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **5. Interaction, Practice, & Application**<br>-participatory learning strategies are evident<br>-ample opportunities for students to clarify key concepts in the L1 as needed<br>-activities integrate all language skills, mathematics, and civics whenever possible<br>-activities provided for students to apply content and language knowledge in the classroom<br>-students engaged approximately 90% of the period (minimized teacher talk)<br>-pacing of the lesson appropriate to students' ability level<br>-multiple opportunities were provided to students to practice new language skills<br>-scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)<br>-positive reinforcements | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |

# Wyoming Observation Tool
# Non-Instructional Procedures

**Part V:** Complete this section for Start Smart, Intake, Testing, Powerpath, or any other non-instructional AE procedures. *(adapted from mcpsweb.org)*

| | |
|---|---|
| **1. Professional Knowledge & Delivery**<br>-facilitates students' use of higher level thinking skills<br>-demonstrates ability to link present content with past/future learning<br>-demonstrates an accurate knowledge of the policies/procedures for Adult Education and is able to explain these to students.<br>-communicates clearly<br>-engages students<br>-Start Smart course includes all required components<br>-delivers the concept of 'brainology' to students so that they are able to develop an understanding of its impact upon the learning process<br>-participatory learning methodologies are evident | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **2. Assessments and Other Screenings**<br>-analyzes test/screening results and clearly explains them to students<br>-uses State approved assessment tools for Adult Education<br>-PowerPath screenings are conducted accurately<br>-ONET assessments and other career related materials are utilized with results & expectations explained to students<br>-gives constructive feedback to students<br>-maintains pre/post test assessment information in each student file | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **3. Professionalism**<br>-adheres to Adult Education policies/practices<br>-maintains professional demeanor/behavior<br>-able to identify student strengths/weaknesses and their impact upon the learning process<br>-communicates goals/expectations to student(s)<br>-works towards building a positive relationship with the student | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |
| **4. Student Academic Progress**<br>-works collaboratively with student to establish both career and academic related goals by utilizing integrated learning maps, SMARTER plans, etc.<br>-documents student progress<br>-provides evidence of goal attainment<br>-develops 'stepped' learning targets | **Specific Examples:**<br><br>☐ **Evident** ☐ **Not Evident** |

| Overall Comments |
| --- |
| **Strengths** |
| **Areas for improvement** |
| **Suggestions** |

**Signatures:**

| | |
| --- | --- |
| **Instructor** | **AE Director** |
| **Date** | **Date** |