



**Office of the State Superintendent of Education (OSSE)
 Adult and Family Education (AFE)
 Classroom Observation Instrument**

Purpose of Classroom Observation: The purpose of the Classroom Observation is to ensure that 1) programs align assessment, curriculum and instruction to address and accommodate different student learning needs and 2) to ensure that students are achieving their desired outcomes as evidenced on NRS Tables 4 and NRS Table 5. An instructor’s classroom performance is measured in the OSSE AFE Monitoring Tool within Category B: Instructional Models and Methods. In addition, an instructor’s performance can also be assessed in the OSSE AFE Monitoring Tool within Category A: Learner Recruitment, Retention, Progress and Involvement, Category D: Data Management and Category E: Bonus Points.

The instructor should review the entire OSSE AFE Monitoring Tool, paying special attention to the following measures:

Measure	Description	Points Available	To Receive Full Points in This Measure
B.1	Program is able to demonstrate that student profile by competency and class profile by competency are being completed and student goals are being established.	4	At least 75% of sampled folders have completed student profiles by competency AND at least 75% of sampled folders have completed student goals forms AND 100% of classes have completed class profiles by competency.
B.2	Lesson plans that incorporate student profile by competency, class profile by competency and student goals. Teachers incorporate appropriate curricula, multiple delivery methods and various approaches to meet the diverse learning needs of students as evidenced by classroom observations.	4	Program must demonstrate evidence that program uses at least three methods or approaches to deliver instruction that meet the needs of adult learners AND lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.
B.3	Classroom observations demonstrate satisfactory level of instructional quality that uses information contained in Measures B.1 and B.2.	5	An average of at least 80% of points is received on the classroom observation and student survey form(s).
B.4	Program has a system to screen adults for possible learning disabilities and/or refers students for screening or appropriate LD services and/or the program seeks support to make appropriate accommodations for adult learners with learning disabilities.	2	Program must have all three evidences in place AND they are deemed satisfactory by monitors.
B.5	Program uses a coordinated process for program and staff development that includes a professional development plan for each OSSE funded position, teacher improvement plan for instructors that score below 60% on a classroom observation form and evidence of staff training regarding effective instruction, support of adults with learning disabilities, and program leadership & management.	4	Program must have a professional development plan for each OSSE funded position, teacher improvement plan for teachers scoring below 60% on a classroom observation form AND evidence that 100 percent of OSSE funded staff and volunteers have participated in training and professional development activities for program quality improvement.

Measure	Description	Points Available	To Receive Full Points in This Measure
A.1	Program is meeting Y-T-D enrollment goals per Program Profile and NRS Table 1 and program has process to accurately capture instructional hours.	4	Program enrollment meets or exceeds Y-T-D target AND program has process to capture attendance and ensure that hours are entered into database system in a timely and accurate manner.
A.2	Evidence that the organization follows the OSSE AFE Assessment Policy.	1	Organization is complying with the OSSE AFE Assessment Policy.
A.3	Enrolled students who have a minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional area (writing, speaking, listening comprehension).	8	80% or more of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validly matched CASAS reading and math or other ESL pre-tests and post-tests.
A.4	Enrolled students who are post-tested make educational gains as evidenced by percentage of enrolled students who complete educational functioning levels (EFL).	8	70% or more of enrolled students complete at least one EFL.
A.5	Enrolled students make educational gains as evidenced by the average point increases in CASAS reading and math scores or other ESL instructional area (writing, speaking, listening comprehension).	4	Enrolled students have an average point increase between their CASAS reading and math or other ESL pre-tests and post-tests of 5 points or greater.
A.6	The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 4.	6	The program is meeting 100% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 4.
A.7	The program is meeting or exceeding the state's negotiated U.S. Department of Education Performance Targets applicable to the program on NRS Table 5.	6	The program is meeting 100% of the state's negotiated U.S. Department of Education Performance Targets that are applicable to the program on NRS Table 5.
A.8	The ratio of the number of achieved goals/outcomes to the total number of participants indicates that the program is effectively tracking goal progress for enrolled students and that students are achieving goals in their roles as workers, parents and family members, citizens and community members, and lifelong learners.	4	Goal achievement to enrolled student ratio is .75 (75%) or greater.
A.9	Students are retained in program long enough for educational advancement and goal achievement.	4	Median hours for enrolled students are at or above 50 or more hours.
D.2	Required forms/documents reviewed in sampled folders are available and acceptable.	6	93 -100 percent of required forms/documents are available and acceptable in sampled folders.
D.3	Sampled CASAS reading and math or other ESL instructional area (writing, speaking, listening comprehension) pre-tests have been administered correctly and scored accurately.	4	All of the following must be true: <ul style="list-style-type: none"> • 100 percent of pre-tests have been scored accurately. • Program is using approved assessment tool (CASAS). • Staff is adequately trained to administer CASAS. • OSSE assessment protocol is being followed. • CASAS appraisal is administered to determine which CASAS pre-test to use.
E.1	At the time of the monitoring visit, the provider's cumulative Educational Functioning Level (EFL) completion percentage is at least 5% above the cumulative EFL	5	Cumulative EFL completion percentage is at least 8% higher at time of monitoring visit than the EFL completion percentage at the end of the previous program year.

**Office of the State Superintendent of Education (OSSE)
Adult and Family Education (AFE)
Classroom Pre-Observation**

To assess and enhance the quality of instruction provided to adult learners in the District of Columbia, instructors in OSSE Adult and Education Programs will participate in Pre-Observation Check-in Session.

Prior to the Pre-Observation Check-in Session, the instructor will:

- Submit Lesson Plans for the visit including the 1) lesson to be observed, 2) lesson prior to the lesson to be observed and 3) follow-up lesson, if applicable, to the program manager/program director and the observation team at least 3 days prior to visit.
- Submit a Student Roster for the class from LACES, the CASAS Class Profiles for all learners in the class, and Student Goals Chart to the program manager/program director and the observation team at least 3 days prior to visit.
- Schedule a Classroom Pre-Observation Check-in Session with the observation team to be held at least 2 days prior to visit via Elluminate.

During the Pre-observation Check-in Session, the instructor and observation team will:

- Review the Lesson Plan, Student Roster, Class Profiles and Student Goals Chart and discuss/complete the following:

Date of Pre-Observation:			
Name of Observer(s):			
Name of Organization:			
Name of Instructor(s):			
Class Type:			
Class Subject:			
Time of Class:			
Number of Learners in Enrolled in Class:			
1.	Do you have time to prepare lesson plans?	Yes	No
	When?		
	How much time?		
2.	How long have you been teaching adult learners?		
	Less than 1 year		6 - 9 years
	1 - 5 years		10+ years

3.	Does the Lesson Plan ...			
Check ✓	Evidence	Select One	Required in Lesson Plan	At Least 3 Must Be in Lesson Plan
	List/Outline the CASAS Competencies on the Class Profile Competency that will be addressed in the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	List/Outline the CASAS Basic Skills Content Standards underlying the CASAS Competency or Competencies that will be addressed in the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	List/Outline the behavioral objectives from the Student Profile by Competency and other related objectives that align to the CASAS Competencies on the Class Profile that will be addressed in the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	List/Outline the student goals that will be incorporated in the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	List/Outline the specific curricula/instructional materials to be used to teach the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	Include opportunities for students to reflect upon their experiences through the use of questions and/or activities.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	Include opportunities for students to arrive at new conceptualizations and/or understandings about the content being presented and/or their experiences.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	Include opportunities for students to practice applying what they're learning during and/or after the lesson.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	

Check ✓	Evidence	Select One	Required in Lesson Plan	At least 3 Must Be in Lesson Plan
	Include opportunities for students to engage in/apply learning in authentic, real-life experiences/situations.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.	✓	
	Include opportunities for students to engage in self-directed learning activities.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include opportunities for students to engage in active learning (i.e. discussion, pair shares, dyads, and/or small group activities, games, role plays, simulations).	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include opportunities for students to engage in passive learning (i.e. readings, case studies, videos).	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include opportunities for students to engage in other activities that address the needs of learners.	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include opportunities for students to use technology (i.e. computers, Internet, Smart Boards, iPads, iPods).	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include opportunities for students to use educational software (i.e. Skills Tutor, GED Academy, Campus Pack).	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
	Include the use of software/ material provided by OSSE (i.e. GED Academy, GED Connection, News for You, Phillip Roy Life Skills, SkillsTutor, TV 411, and/or Workplace Essential Skills).	<input type="checkbox"/> I understand what is required. <input type="checkbox"/> I need additional support. <input type="checkbox"/> I do not understand what is required.		✓
4.	What can you do to enhance the lesson based on the items checked or not checked on the list above?			
5.	Is there anything about the lesson or your instructional delivery that you would like us to focus on during the classroom observation and provide you with feedback?			
	Please describe:	Yes	No	
6.	Is there anything that you would like the observation team to know about this class in particular?			
	Please describe:			

7.	Instructor Feedback/Comments:
8.	Observation Team Feedback/Comments:

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Classroom Observation

To assess and enhance the quality of instruction provided to adult learners in the District of Columbia, instructors in OSSE Adult and Education Programs will participate in two (2) Classroom Observations.

During the classroom observation, the monitoring team will:

- Determine how effectively instruction is tied to class profiles by competency, student profiles by competency, and student goals;
- Determine how closely instruction is tied to lesson plan objectives;
- Observe the instructional delivery methods used to teach adult learners; and
- Evaluate the level of engagement of the learners in the class.

The Classroom Observation Form includes the areas to be assessed during the classroom observations. The scores from the classroom observations will be averaged and used to determine the scores on Measure B.3 on the Monitoring Tool.

Date of Observation:	
Name of Observer(s):	
Name of Organization:	
Name of Instructor(s):	
Class Type:	
Class Subject:	
Time of Class:	
Number of Learners in Attendance in Class:	
Program Manager/Program Director Participating in Observation:	

Monitoring Team/Observers: Answer each question as completely as possible. This information will be used to assign a score to Measure B.3 on the Monitoring Instrument.

Section	Total Points Possible	Total Points Awarded	Scoring Scale	
1	50		80%-100%	Exemplary
2	30		60%- 79%	Proficient
3	20		Less than 60%	Needs Improvement
Totals	100			
<i>Percentage of points awarded:</i>				

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Classroom Observation Tool

Directions: Rate the instructor on each item, giving the highest scores for creative and effective performance.

Section 1: LEARNING ORGANIZATION AND MANAGEMENT	Please Mark	Select One	Comments
1. Is there evidence that the instructor used the class/student profiles by competency and student goals to develop the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
2. Does the instructor present clear learning objectives for the lesson that align with the class/student profiles by competencies and student goals? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
3. Does the instructor provide a well-paced lesson that transitions effectively from one activity to another addressing each lesson stage: Warm-up, Presentation of new material Practice /Application, Evaluation / Summary/Review? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
4. Does the instructor demonstrate expertise in the subject area being taught? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
5. Does the instructor have classroom management skills? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
6. Does the instructor use time efficiently? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
7. Does the instructor ensure that learners are engaged? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
8. Does the instructor make use of appropriate teaching aids? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
9. Does the instructor provide a lesson that integrates basic, job readiness and/or life skills? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
10. Does the instructor summarize the major	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs Improvement	

points at the end of the lesson? (5 pts.)	<input type="checkbox"/> No	<input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
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Total Points Possible for this Section			50
Number of Exemplary Ratings		x 5 =	
Number of Proficient Ratings		x 3 =	
Number of Needs Improvement Ratings		x 1 =	
Total Points Awarded for this Section			

Section 2: EVIDENCE of LEARNING	Please Mark	Select One	Comments
1. Does the instructor encourage involvement of all learners? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
2. Does the instructor give learners an opportunity to ask questions? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
3. Does the instructor provide positive responses and clear explanations to questions and comments? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
4. Does the instructor elicit feedback validating students' understanding of the material? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
5. Does the instructor motivate learners to become engaged and stay on task during lessons? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
6. Does the instructor interact with individual learners and/or small groups during the class session? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	

Total Points Possible for this Section			30
Number of Exemplary Ratings		x 5 =	
Number of Proficient Ratings		x 3 =	
Number of Needs Improvement Ratings		x 1 =	
Total Points Awarded for this Section			

Section 3: INSTRUCTIONAL MATERIALS AND LEARNING STYLES	Please Mark	Select One	Comments
1. Does the instructor use a variety of sensory modalities including: ___ Aural (listening/oral speaking) ___ Visual ___ Tactile or Kinesthetic? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
2. Does the instructor use a variety of instructional strategies to encourage efficient learning? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
3. Does the instructor encourage learners to use their own experiences to illustrate and clarify understanding of the presented materials? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	
4. Does the instructor present questions at various levels to demonstrate the use of critical thinking skills? (5 pts.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary	

Total Points Possible for this Section			20
Number of Exemplary Ratings		x 5 =	
Number of Proficient Ratings		x 3 =	
Number of Needs Improvement Ratings		x 1 =	
Total Points Awarded for this Section			

**Office of the State Superintendent of Education (OSSE)
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Classroom Post-Observation**

To assess and enhance the quality of instruction provided to adult learners in the District of Columbia, instructors in OSSE Adult and Education Programs will participate in Post-Observation sessions.

In preparation for the Post-Observation Session, the instructor should answer the following questions:

- 1) How do you think the lesson went? What went well and what didn't go so well?
- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
- 3) If you were to teach this lesson again, what would you do differently?
- 4) Did the results of this lesson influence or change your planning for future lessons?
- 5) What else would you like the observation team to know?

During the Post-Observation Session, the instructor, program manager/program administrator and observation team will:

- Review and discuss classroom observation results/ratings.
- Discuss the development of instructor improvement plan, if applicable
- Schedule opportunities for the instructor to receive additional technical assistance, if applicable.
- Schedule a follow-up classroom observation, if applicable.