

Remote Instruction Observation Tool



Overview

Purpose of the Observation Tool

This tool is designed to observe synchronous remote instruction. The tool is not meant to be used for evaluation purposes. Rather, it's a resource to:

- Describe what good remote instruction for adult basic education learners looks like.
- Self-assess remote instruction and reflect on current practices.
- Identify professional development needs.
- Identify areas for program improvement.

Suggested Process



Work that Informed the Development of This Tool

- [LINCS Adult Education Teacher Competencies](#)
- [Florida IPDAE Remote Teacher Observation Tool and Resources](#)
- [USC Center for Teacher Excellence - Synchronous Observation Tool](#)
- [College and Career Readiness Classroom Observation Tool for ELA/Literacy](#)
- [College and Career Readiness Classroom Observation Tool for Math](#)

Customizing This Tool to Meet Your Adult Education Program's Needs

This tool was developed for adult basic education programs to use when observing synchronous remote instruction. Programs can adapt this tool to meet the needs of the class structure and program demands.

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Suggested Process:

	Pre-Observation Meeting	Observation	Debriefing Meeting
Purpose	- To share the observation purpose and process - To understand the content and context of the lesson and who the learners are	- To observe remote teaching practices - To record evidence of remote teaching practices observed	- To debrief the observation - To allow the teacher to share reflections on the lesson - To discuss jointly professional development or other support needed for remote instruction
Timeframe	Before the observation	Join the live class when possible or watch the recording	After the observation
Steps	- Set up a date and time to observe. - Before the class, ask the teacher to complete or be prepared to speak to the questions on the pre-observation questions sheet. - Meet with the teacher before the class to describe the purpose of the observation. - Gain access to any online materials needed for the lesson (e.g., course website or LMS, curriculum). - Discuss the context of the class (e.g., how long the group of learners has been meeting, the class meeting norms).	- Observe the entire class live. - If it is not possible to join the class live, watch the recording. - Use the observation tool to mark items observed during the class and record evidence.	- After the lesson, ask the teacher to complete or be prepared to speak to the questions on the reflection sheet. - Meet with the teacher to discuss the observation and reflection questions, strengths, and areas for improvement.
Resources	Pre-Observation Questions completed by teacher	Observation Tool completed by the observer	Reflection Questions completed by the teacher

Remote Instruction Observation

Pre-Observation Questions

Teacher Name:		Observer Name:	
Class Name:		Link to Join:	
Class Date/Time:		Password (if applicable):	

1. Describe the learners in this class (e.g., skill levels, technology access, length of participation in online classes).
2. What are your goals for the lesson?
3. What are the class norms that have already been set, if any (e.g., muting yourself, attendance, asking questions)?
4. What, if anything, do you think is important for me to know about this class or lesson?
5. What materials, if any, do I need to have access to in order to experience the class from the learner perspective (e.g., syllabus, class website or LMS, Google Docs, curriculum)?

This observation is not for evaluation purposes. Rather, its purpose is to share remote instruction best practices, identify professional development needs, and identify areas for program improvement. The observation process includes:

1. Pre-Meeting discussion (this meeting)
2. Observation
3. Debrief meeting

Remote Instruction Observation Tool

Teacher:		Class Name:	
Observer:		Class Length:	
Date:		Class Content:	
Video Conferencing Platform:		Observation Method:	☐ Joined live remote class ☐ Watched a recording

Directions:

- Become familiar with the observation tool by reviewing it before the observation.
- Indicate whether each criterion is present, not present or not applicable.
- Mark the teacher and learner look fors to provide evidence of the rating as applicable.
- Add additional comments or evidence to inform the debriefing meeting as applicable.



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Lesson Planning and Delivery

Criteria	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Teacher communicates clear learning goals/objectives for the session	☐	☐	☐	☐ Shares lesson goals with learners verbally or in writing ☐ Connects learning to previous and upcoming classes	N/A	
Class follows an organized plan	☐	☐	☐	☐ Begins and ends class on time ☐ Follows an agenda or schedule for learning activities ☐ Chunks instructional activities appropriately	N/A	
Teacher uses instructional strategies that build higher order thinking skills and are appropriate for adult learners and the content	☐	☐	☐	☐ Uses active learning strategies such as asking learners questions that promote critical thinking ☐ Aligns instruction to standards	☐ Use higher level thinking skills (analysis, synthesis, evaluation) in class	
Instruction builds learners' technology and digital literacy skills	☐	☐	☐	☐ Requires learners to use technology to participate in class (chat, on-screen annotations, breakout rooms, visiting external resources)	☐ Use technology to participate in class beyond logging into the online meeting platform	
Lesson has varied opportunities for learners to interact with the content	☐	☐	☐	☐ Uses active learning strategies, not just lecture ☐ Provides ways for learners to interact with the content (annotate tools, questions, external resources)	☐ Solve problems or questions related to the content ☐ Uses tools to interact with the content	
Lesson has opportunities for learners to engage with the teacher	☐	☐	☐	☐ Provides opportunities for learners to ask questions ☐ Provides information for how learners can contact teacher after class ends	☐ Interact with the teacher via chat, verbally, or emoticons	
Lesson has opportunities for learners to engage with each other	☐	☐	☐	☐ Uses large and small group activities ☐ Uses breakout rooms	☐ Discuss content with each other ☐ Work together to solve problems	

Assessing Understanding and Adjusting Instruction Accordingly

Criteria	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Learner work reflects mastery of class goals/objectives	☐	☐	☐	☐ Monitors learning through structured, informal assessment activities ☐ Provides opportunities for all learners to demonstrate understanding by using individual work as well as small group and/or whole group activities ☐ Allows learners to show learning in multiple ways, not just verbally	☐ Participate in assessment activities to demonstrate understanding	
Instruction is adjusted as needed based on learners' level of understanding	☐	☐	☐	☐ Provides opportunities for learners to let the teacher know privately or publicly when they don't understand ☐ Identifies when learners are struggling with a concept / skill ☐ Adjusts instruction to address areas by providing clarification, providing additional modeling, or reteaching when learners don't understand ☐ Paces class to match learners' level of understanding	☐ Communicate with the teacher via chat, emoticon, or verbally when something isn't clear	
Instruction encourages reflection on learners' own learning	☐	☐	☐	☐ Tasks learners with reflecting on their own learning throughout the lesson	☐ Reflect on their own learning ☐ Express when they need additional support for a skill or concept	

Communication

Criteria	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Teacher communication creates a positive learning environment	☐	☐	☐	☐ Greets learners ☐ Encourages learners ☐ Provides positive feedback ☐ Uses growth mindset to address areas for improvement ☐ Uses language appropriate for the learners' skill levels ☐ Models and promotes a classroom environment of understanding of diversity	☐ Communicate freely and appropriately with the teacher and other learners	
Teacher clearly communicates expectations, procedures, and class norms	☐	☐	☐	☐ Provides clear directions for activities and technology ☐ Addresses positive and negative classroom behaviors to establish class norms	☐ Follow the directions for the activities with minimal additional support once directions are given	
Teacher uses multiple modes to communicate and teach	☐	☐	☐	☐ Uses visuals ☐ Uses audio ☐ Uses video ☐ Uses on screen annotation ☐ Uses chat ☐ Uses polling ☐ Uses emoticons ☐ Uses external instructional tools (i.e., Jamboard, Padlet, Kahoot, etc.)	☐ Use multiple modes to communicate with the teacher and the other learners	

Use of Technology and Support to Learners

Item	Present	Not Present	N/A	Teacher Look Fors	Learners Look Fors	Other Evidence / Comments
Teacher and learners are able to use the features of the video conferencing platform	☐	☐	☐	☐ Uses meeting tools such as chat, screen sharing, polling, annotation tools seamlessly	☐ Use the meeting tools with guidance from the teacher	
Teacher uses a combination of technology tools and resources for the class, chosen to engage learners and enhance activities	☐	☐	☐	☐ Uses a variety of instructional materials and technology for the class that align with needs of a given activity	☐ Use technology during class, isn't just watching the teacher use the technology	
Tech support is provided to learners who need it without it detracting from the class	☐	☐	☐	☐ Notices when learners may be struggling with technology ☐ Provides support or utilizes other learners, staff, or resources to support learners who are struggling with technology	☐ Request technology help from teacher or other learners without detracting from the class ☐ Learners who request tech support are able to participate in the class activities when it's something the teacher can address during class	
Technology used for class is easily accessed	☐	☐	☐	☐ Makes logging into the video conferencing software easy (e.g., recurring meeting link) ☐ Opens planned documents and/or websites before class begins ☐ Logs into planned websites before class begins ☐ Sends learners website links in the chat ☐ Posts frequently used links in one place (e.g., class LMS or teacher web page)	☐ Access the external resources when directed by the teacher	

Remote Instruction Observation Reflection Questions

Teacher:		Class Name:	
Observer:		Class Length:	
Date:		Class Content	

1. What do you think went well with the lesson?
2. How well do you think the learners understood the skills taught? How do you know?
3. What, if anything, would you do differently?
4. What professional development might support your teaching?
5. What additional support or resources, if any, would be helpful?