Prior to the observation, you will meet with your tutor. During this meeting, you will ask your tutor to identify three-four focal areas for the observation. Think about the instructional components around which the tutor has questions or would like to make a change. After the observation, you and the tutor will meet again to debrief around the evidence you collected.

| **Focal Areas** | **Clearly evident** | **Mostly evident** | **Somewhat evident** | **Not evident** | **Evidence**   * What activities are offered? * What does the tutor/learner say? * What does the tutor/learner do? * What does the tutor/learner read or write? |
| --- | --- | --- | --- | --- | --- |
| **Instruction** | | | | | |
| 1. Tutor communicates the lesson objectives to the learner in a way he/she can understand. |  |  |  |  |  |
| 1. Tutor starts the lesson with what the learner already knows, and then builds in new skills and content at an appropriate rate. |  |  |  |  |  |
| 1. Lesson activities require learner to do more “work” than the tutor. |  |  |  |  |  |
| 1. Tutor asks questions that require the learner to engage in critical thinking. |  |  |  |  |  |
| 1. Tutor models or demonstrates skills or strategies to support learner comprehension. |  |  |  |  |  |

| **Focal Areas** | **Clearly evident** | | **Mostly evident** | | | **Somewhat evident** | **Not evident** | | **Evidence**   * What activities are offered? * What does the tutor/learner say? * What does the tutor/learner do? * What does the tutor/learner read or write? | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instruction** | | | | | | | | | | |
| 1. Tutor develops/uses activities that allow the learner to practice the target skill multiple times in different contexts. |  | |  | | |  |  | |  | |
| 1. Tutor provides extension activities or homework to target lesson skill use/practice outside the classroom. |  | |  | | |  |  | |  | |
| 1. Tutor addresses multiple learning styles by including a variety of activities that allow the learner to practice through different modes. |  | |  | | |  |  | |  | |
| **Materials** | | | | | | | | | | |
| 1. Tutor uses current materials appropriate for adult learners. | |  | |  |  | | |  | |  |
| 1. Tutor includes authentic materials and resources to enhance problem-solving skills. | |  | |  |  | | |  | |  |

| **Focal Areas** | **Clearly evident** | | **Mostly evident** | | | **Somewhat evident** | **Not evident** | | **Evidence**   * What activities are offered? * What does the tutor/learner say? * What does the tutor/learner do? * What does the tutor/learner read or write? | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | | | | | | | | | | |
| 1. Tutor provides culminating activity to allow the learner to demonstrate achievement of the objective. |  | |  | | |  |  | |  | |
| 1. Tutor provides meaningful feedback to the learner related to the skills being taught in the lesson and the learner’s progress. |  | |  | | |  |  | |  | |
| 1. Tutor asks the learner to complete self-evaluation activities. |  | |  | | |  |  | |  | |
| **Other** | | | | | | | | | | |
| 1. Tutor demonstrates cultural awareness and sensitivity. | |  | |  |  | | |  | |  |
| 1. Tutor discusses how the learner’s goals relate to the lesson. | |  | |  |  | | |  | |  |