SESSION OBSERVATION FORM

TEACHER EDUCATION PROGRAM - EDUCATOR FOR LIFE COURSES

Name of the Facilitator	
Workshop Name	
Session Theme / Learning Objective	
Audience / Participants	
No. of Participants	
Name of the Observer	
Observation Date and Time	

INSTRUCTIONS: There are three parts to this observation instrument.

Part I: Complete Part I first by taking notes throughout the exercise.

On the left side column below, write down only what you see and hear from both facilitator(s) and participants. Note some of the following:

1. How was the session set-up by the facilitator?
2. What participants said in response to the session instructions (were there questions?)
3. What participants and facilitator(s) said during the session?
4. How did the group debrief the session?
5. How time was used?
6. What questions were asked?
7. How questions were answered?

On the right side column below, write down impressions and questions you have about what you are seeing and hearing.

1. Did the facilitator(s) set-up the session activities adequately?
2. Was there lively interaction during the session?
3. Did participants appear engaged in the session?
4. How well did the facilitator monitor the session?

5. Was there a clear learning objective reached during the session?
6. Was the debriefing done effectively?
7. Did participants learn or improve upon an important skill?

What you see and hear from both facilitator(s) and participants	Impressions and questions you have about what you are seeing and hearing.
How was the session set-up by the facilitator? **Your observation**:	*Did the facilitator(s) set-up the activities for the session adequately?* **Your impressions**:
What participants said in response to the exercise instructions (were there questions?) **Your observation**:	*Was there lively interaction during the session?* **Your impressions**:
What participants and facilitator(s) said during the session? **Your observation**:	*Was there lively interaction during the session?* **Your impressions**:
How did the group debrief the exercise? **Your observation**:	*Did participants appear engaged in the activities?* **Your impressions**:
How time was used? **Your observation**:	*How well did the facilitator monitor the exercise?* **Your impressions**:
What questions were asked **Your observation**:	*Was there a clear learning objective reached during the exercise?* **Your impressions**:
How questions were answered? **Your observation**:	*Was the debriefing done effectively?* **Your impressions**:

	Did participants learn or improve upon an important skill? **Your impressions**:

Part II: SUMMARY ANALYSIS

Use the notes taken during the session to answer the questions below.

1	2	3	4	5
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

Rating	Statements
	1. The learning objectives of the session were met.
	2. The answers the facilitator gave to participants' questions were clear.
	3. The facilitator provided illustrative examples.
	4. The session was well facilitated and had immersive experience opportunities for the participants.
	5. The session allowed participants to practice practical skills related to important concepts.
	6. The session was an effective way for individuals to learn important information.
	7. Participants were actively engaged in the session.
	8. The session overall was effective.

9. How did the facilitator(s) contribute to participant learning during this session?

10. If the facilitator(s) failed to contribute adequately to participant learning during this session: what could he or she have done to contribute_or contribute more_ to their learning?

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11. How did the exercise contribute to helping participants practice skills related to course concepts?

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Part III: Complete a summary analysis based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

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Training Session Observation Protocol

Section One: Context Background and Activities
This section provides a brief overview of the session being observed.

I. Session Context
In a few sentences, describe the session you observed. Include:
(a) whether the observation covered a partial or complete session,
(b) whether there were multiple break-out sessions, and
(c) where this session fits in the course's sequence of training sessions for those in attendance.

II. Session Focus
Indicate the major intended purpose(s) of this session, based on information provided by the trainer / facilitator.

III. Training Session Activities (Check all the activities_ and related issues (such as resources)_you observed and describe them where relevant)
A. Indicate the major instructional resource(s) used in this training session.
___ Print materials
___ Hands-on materials
___ Outdoor resources
___ Technology/audio-visual resources
___ Other instructional resources. (Please specify.)

_____
_____

B. Indicate the major way(s) in which participant activities were structured.
___ As a whole group
___ As small groups
___ As pairs
___ As individuals

C. **Indicate the major activities of presenters and participants in this session**. (Check to indicate applicability.)

___ Formal presentations by presenter/facilitator: (describe focus)

___ Formal presentations by participants: (describe focus)

___ Hands-on/investigative/research/field activities: (describe)

___ Problem-solving activities: (describe)

___ Proof and evidence: (describe)

___ Reading/reflection/written communication: (describe)

___ Explored technology use: (describe focus)

___ Explored assessment strategies: (describe focus)

___ Assessed participants' knowledge and/or skills: (describe approach)

___ Other activities: (Please specify)

D. Comments: Please provide any additional information you consider necessary to capture the activities or context of this training session. Include comments on any feature of the session that is so salient that you need to get it "on the table" right away to help explain your ratings.

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Section Two: Ratings
In Section One of this form, you documented what occurred in the session. In this section, you are asked to use that information_as well as any other pertinent observations you may have_to rate each of a number of key indicators from 1 (not at all) to 5 (to a great extent) in five different categories by circling the appropriate response.

Please note that any one session is not likely to provide evidence for every single indicator. Therefore:
  ○ Use 6 (Don't know) when there is not enough evidence for you to make a judgment.

○ Use 7 (N/A, meaning Not Applicable) when you consider the indicator inappropriate given the purpose and context of the session.
○ Similarly, there may be entire rating categories that are not applicable to a particular session.

Note that you may list any additional indicators you consider important in capturing the essence of this session and rate these as well.

Using your observations and opinions

Use your "Ratings of Key Indicators" (Part A) to inform your "Synthesis Ratings" (Part B).

Indicate in "Supporting Evidence for Synthesis Ratings" (Part C) what factors were most influential in determining your synthesis ratings.

Section Two concludes with ratings of the likely impact of the training session and a capsule description of it.

I. Design

A. Ratings of Key Indicators	Not at all				To a great extent		Don't Know	N/A
1. The strategies in this session were appropriate for accomplishing the training session's purposes.								
2. The session effectively built on participants' knowledge of content, teaching, learning, and/or the reform/change process.								
3. The instructional strategies and activities used in this section reflected attention to participants':								
a. Experience, preparedness, and learning styles:								
b. Access to resources								
4. The session's design reflected careful planning and organization								
5. The session's design encouraged a collaborative approach to learning								
6. The session's design incorporated tasks,								

roles, and interactions consistent with a spirit of investigation								
7. The session's design provided opportunities for teachers to consider classroom application of resources, strategies, and techniques								
8. The session's design appropriately balanced attention paid to multiple goals								
9. Adequate time and structure were provided for reflection								
10. Adequate time and structure were provided for participants to share experiences and insights								

B. Synthesis Rating

1	2	3	4	5
Session design was <u>not at all reflective</u> of Best Practices for practitioner development				Session design was <u>extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

II. Implementation

A. Ratings of Key Indicators	Not at all				To a great extent	Don't Know	N/A

1. The session effectively incorporated instructional strategies appropriate for training session purposes and the needs of adult learners								
2. The session effectively modeled questioning strategies that are likely to enhance the development of conceptual understanding (e.g., emphasis on higher-order questions, appropriate use of "wait time," identifying perceptions and misconceptions)								
3. The pace of the session was appropriate for training session purposes and the needs of adult learners								
4. The session modeled effective assessment strategies								
5. The presenter(s)' background, experience, and/or expertise enhanced the quality of the session								
6. The presenter(s)' management style/strategies enhanced the quality of the session								

B. Synthesis Rating

1	2	3	4	5
Session design was <u>not at all reflective</u> of Best Practices for practitioner development				Session design was <u>extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

III.   Pedagogical Content

A. Ratings of Key Indicators	Not at all				To a great extent		Don't Know	N/A
1. Pedagogical content was appropriate for training session purposes and the backgrounds of the participants								
2. Pedagogical content was sound and appropriately presented/explored								
3. Presenter displayed an understanding of pedagogical concepts (e.g., in his/her dialogue with participants)								
4. The session included explicit attention to classroom implementation issues								
5. Depth and breadth of attention to pedagogical content was appropriate for the purposes of the session and the needs of adult learners								
6. Degree of closure or resolution of conceptual understanding was appropriate for the purposes of the session and the needs of adult learners								

B. Synthesis Rating

1	2	3	4	5
Session design was <u>not at all reflective</u> of Best Practices for practitioner development				Session design was <u>extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

IV. Culture / Equity / Inclusion

A. Ratings of Key Indicators	Not at all				To a great extent		Don't Know	N/A
1. Active involvement of all the participants was encouraged and valued								
2. There was a climate of respect for participants' experiences, ideas, and contributions								
3. Interactions reflected collaborative working relationships among participants								
4. Interactions reflected collaborative working relationships between facilitator(s) and participants								
5. The presenter'(s) language and behavior clearly demonstrated sensitivity to variations in participants':								
a. Experience and/or preparedness								
b. Access to resources								
c. Gender, race/ethnicity, and/or culture								
6. Opportunities were taken to recognize and challenge stereotypes and biases (if any) that became evident during the training session								
7. Participants were intellectually engaged with important ideas relevant to the focus of the session								
8. Participants were encouraged to generate ideas, questions, conjectures, and propositions								
9. Intellectual rigor, constructive criticism, and the challenging of ideas were valued								

B. Synthesis Rating

1	2	3	4	5

Culture of the session interferes with engagement of participants as members of a learning community				Culture of the session facilitates engagement of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

V.   Over All Rating

A. Ratings of Key Indicators	Not at all				To a great extent		Don't Know	N/A
1. Participants' ability to identify and understand important concepts of technology in pedagogy								
2. Participants' understanding of technology integration as a dynamic body of knowledge generated and enriched by investigation								
3. Participants' understanding of how children and practitioners learn								
4. Participants' ability to plan/implement exemplary classroom integration of technology								
5. Participants' ability to implement exemplary classroom instructional materials for teaching								
6. Participants' self-confidence in instruction in integration of technology								
7. Proactiveness of participants in addressing								

their training session needs								
8. Professional networking among participants with regard to discussion on technology integration								

COMMENTS (Optional)