

ACES Implementation Observation Tool

ABE Instructor _____ Class Observed _____ Lit 3 English _____

Date of Observation: _____ 3-9-16 9:40 – 10:30 am _____ Observer _____, Ed Director _____

This form has been adapted from a document from the Center for Teaching and Learning at the University of Minnesota. It was originally adapted from the Community College of Aurora’s Mentor Program Handbook and Staffordshire University’s “Guidelines for the Observation of Teaching,” and provides 7 areas for observation. This updated version includes prompts regarding what should be observed.

ACES: Look for skills....	Not Observed	Area of Development	Area of Strength
<p>1. Inclusion of ACES skills in the development of learning objectives: (Use TIF-at-a-glance for a complete list of skills and subskills.)</p>			
<p>1a: Learning objectives are directly connected to a unit/course/program/student outcome (As discussed in a pre-conference)</p>	<p><i>1a: The instructor cannot articulate how the learning objectives are grounded in a particular unit/course/program/ student outcome.</i></p> <p><u>Evidence:</u></p>	<p><i>1a: The instructor is able to partially articulate how the learning objectives are grounded in a particular unit/ course/ program/ student outcome.</i></p> <p><u>Evidence:</u></p>	<p><i>1a: The instructor is able to fully articulate how the learning objectives are grounded in a particular unit/ course/ program/ student outcome.</i></p> <p><u>Evidence:</u> Addressing GED and ADP English competencies: Language Anchor 1-2: Use standard grammar and usage and capitalization, punctuation and spelling. Writing standards</p>

<p>1b: ACES skills or subskills are included in the aforementioned learning objectives.</p>	<p><i>1b: No ACES skills or subskills included in learning objectives.</i></p> <p><u>Evidence:</u></p>	<p><i>1b: Inclusion of one ACES skill or subskill in learning objectives.</i></p> <p><u>Evidence:</u></p>	<p><i>1b: Inclusion of two or more ACES skills or subskills in learning objectives.</i></p> <p><u>Evidence:</u> ALS: Interpret & convey meaning through standard conventions and organizational principles CT: Critical Thinking: Analyze relationships and ideas EC: Use language style, formality, context and task in oral & written communication NS: Navigating Systems: Comply with rules; follow norms</p>
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<u>ACES: Look for skills.....</u>	<u>Not Observed</u>	<u>Area of Development</u>	<u>Area of Strength</u>
<p>2. Selection and use of instructional materials:</p>			
<p>2a: The ACES process was used in the selection of instructional materials. The instructor followed the ACES Process:</p> <p>A – Assess the lesson or resource C – Complement the lesson or resource E – Evaluate the lesson or resource S – Study the outcomes</p>	<p><i>2a: The ACES process was not used in the selection of instructional materials.</i></p> <p><u>Evidence:</u></p>	<p><i>2a: The ACES process was partially applied to the selection of instructional materials. The instructor might have assessed and complemented the lesson, for example, but does not have a plan for evaluating it.</i></p> <p><u>Evidence:</u></p>	<p><i>2a: The ACES process was fully applied to the selection of instructional materials. The instructor can articulate how the lesson was assessed and complemented and has a plan for evaluation and study.</i></p> <p><u>Evidence:</u> ADP English Course Description and Competency Assessment; GED RLA test</p>

<p>2b: The plan for this lesson or unit includes a variety of learning task formats to build students' ACES skills. (e.g. Venn diagram, student survey, KWL chart, T-chart, exit slip, partner interview, dictation, etc.)</p>	<p><i>2b: The plan for the lesson includes little or no variety of learning task formats.</i></p> <p><u>Evidence:</u></p>	<p><i>2b: The plan for the lesson includes some variety of learning task formats.</i></p> <p><u>Evidence:</u></p>	<p><i>2b: The plan for the lesson includes a wide variety of learning task formats.</i></p> <p><u>Evidence:</u> Reviewed yesterday's edit page— discussion on key points Illustrated "to,too,two" on whiteboard Paired work on new edit page Independent work on writing projects Conferencing with Kuehnel</p>
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<u>ACES: Look for skills.....</u>	<u>Not Observed</u>	<u>Area of Development</u>	<u>Area of Strength</u>
<p>3. Classroom as reflection of target environment: (A "target environment" refers to the environment that an instructor is trying to prepare students to transition into. This might be a workplace, a training program, or a community college.)</p>			
<p>3a. The language used in the classroom is reflective of the target environment. (e.g. is academic language used for ABE/GED; industry appropriate vocabulary for career pathways course, etc.)</p>	<p><i>3a: There is little or no "target environment" language used during the course of the lesson.</i></p> <p><u>Evidence:</u></p>	<p><i>3a: There is some "target environment" language used, but it is used inconsistently or there are missed opportunities to use the language. The instructor uses the language, but the students do not.</i></p> <p><u>Evidence:</u></p>	<p><i>3a: "Target environment" language is consistently used throughout the lesson both by the instructor and the students.</i></p> <p><u>Evidence:</u> Referenced Section 3 of the GED, you will need to Related to cars and science NASA</p> <p>Student stated "I never knew that before this class."</p>

<p>3b. The routines or norms used in the classroom are reflective of the target environment. (e.g. sign in/sign out; reporting absences; cooperative or group work)</p>	<p><i>3b: Routines and norms are not observed, or they are being followed inconsistently by the instructor or students.</i></p> <p><u>Evidence:</u></p>	<p><i>3b: One or two routines and norms can be observed. Some students might seem unfamiliar with the routines and norms or are unable to follow them.</i></p> <p><u>Evidence:</u></p>	<p><i>3b: Several strong routines and norms can be observed. The majority of the students are able to follow the routines and norms. Students are able to articulate why the routines and norms have been established.</i></p> <p><u>Evidence:</u> Students clearly knew room procedures for signing in/out. They asked clarifying questions when unsure of what to do. The discussions of the resolutions were thoughtful and respectful.</p>