**SECTION 4:
Evaluation of
Experience**

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Evaluation of Experience: Requirements and Instructions

Introduction

Evaluation of Experience is a portfolio option only available to individuals with recent experience teaching Adult Basic Education (ABE) - Educational Functioning Levels (EFL) 0-8.9, Adult Secondary Education (ASE)-EFL 9-12.9; and/or English as a Second Language (ESL) - Student Performance Level 0-6. Experienced adult educators document proficiency in ABEA course competencies through an evaluation by a qualified evaluator. The evaluation includes classroom observations, debriefing of those observations and a discussion with the evaluator about course competencies not observed during the evaluation. The evaluator and the applicant must meet specific eligibility requirements for an Evaluation of Experience to be accepted for review. The evaluation must be conducted according to documented requirements established by the ABEA Committee. It is recommended that when the applicant plans on using the Evaluation of Experience option for multiple ABEA courses, that all evaluations are included in a single portfolio submission rather than the submission of subsequent portfolios. Questions about the Evaluation of Experience process and forms should be directed to the CDE Adult Education and Family Literacy unit at ABE@cde.state.co.us or 303-866-6865.

Evaluation of Experience: Requirements and Instructions

Part I: Determining Applicant Eligibility

To be eligible to submit Evaluation of Experience in an ABEA portfolio an applicant must meet **ALL** of the following criteria.

1. Have proof of an associate degree or higher.

2. Have worked a minimum of **four consecutive months** with the instructional supervisor who will conduct the evaluation(s).

3. Current employment of a minimum of **four instructional hours per week** (does not include planning time and other administrative hours) in a program that offers ESL, ABE, and/or ASE/GED courses. Volunteers who are classroom instructors **are eligible** to submit Evaluation of Experience if they meet the requirements to submit an ABEA portfolio. See the Employment/Volunteer History instructions in the ABEA Handbook for more information. (Section 3.8-3.11)

4. Have **720 hours** of adult basic education experience within the **past five years**. The experience must be with adult learners who are enrolled in ESL, ABE, and/or ASE/GED courses. If the applicant does not have experience teaching ESL, ABE, and/or ASE/GED, it is recommended that the applicant take the ABEA course to demonstrate proficiency in the course competencies. It is **not** recommended that supervisors create an opportunity for the applicant to teach a course in which the applicant has no experience solely to give the applicant an opportunity to meet the ABEA portfolio requirements.

   If applicants plan to demonstrate proficiency in one of the two content area courses (EDU 133 and/or 134) using the Evaluation of Experience option, the **720 hours** of experience must include **90 hours** of experience in ABE and/or ASE/GED if the applicant is submitting Evaluation of Experience for ABE/ASE and/or **90 hours** of experience in ESL if the applicant is submitting Evaluation of Experience form for ESL. **This experience must be clearly indicated on the Employment/Volunteer History form (Section 3.11).**

5. Select an evaluator who meets the eligibility criteria and understands the evaluation process. (See Section 4.3, Part II)

6. Be observed by the evaluator for the required number of observations for each course. See Conducting the Evaluation for more information. (Part III, Section 4.4)

Evaluation of Experience: Requirements and Instructions

Part II: Choosing an Evaluator

To be eligible to conduct an evaluation for an ABEA Portfolio, the evaluator must meet **ALL** of the following criteria prior to conducting the evaluation.

Applicants may have a different evaluator for each course submitted in a portfolio, but **each course may have only one evaluator.**

The evaluator must meet the following criteria:

1. Have a bachelor's degree and at least **1,440 hours** of experience in adult education **or** evidence of completion of ABEA training **and** a minimum of **four consecutive months** of experience in adult education. An ABEA training is a CDE/AEFL approved training that familiarizes evaluators with the requirements for conducting evaluations. Contact ABE@cde.state.co.us or 303-866-6865 for more information.

2. Be a supervisor or site coordinator and have worked with the applicant during a **minimum employment period of four consecutive months**. **Peers and relatives are not eligible evaluators.** The evaluator must be able to attest to the application of the course competencies for which the applicant is being evaluated.

3. Evaluators must be familiar with the course competencies and the rubric for each ABEA course that he/she will evaluate. Evaluators with limited adult basic education experience should contact the CDE Adult Education and Family Literacy office at 303-866-6865 or ABE@cde.state.co.us to request the Guide for Portfolio Evaluators (GPE).

4. If the evaluator and the applicant are no longer employed at the same program, the evaluator must complete the evaluation **within five years** of the applicant leaving the program. The applicant must request permission in writing from the CDE ABEA Specialist to use an evaluator who is no longer employed at the adult education program at which he/she and the applicant worked together. The email response from the CDE ABEA Specialist must be included in the portfolio submission. Email: ABE@cde.state.co.us to request permission. The ABEA Specialist will resolve questions about appropriate evaluators.

The program director's signature on the ABEA application and the evaluator's signature on the Evaluation of Experience serve as an assurance that the evaluator meets the requirements. Additional evidence of eligibility may be requested if it is deemed necessary to assure that the evaluator meets the requirements.

Evaluation of Experience: Requirements and Instructions

Part III: Conducting the Evaluation

When conducting Evaluation of Experience for an ABEA course, the evaluator must:

- Observe the applicant specifically to evaluate his/her proficiency in the ABEA course competencies
- Observe the applicant the required minimum number of times for the minimum required length of time; and
- Meet with the applicant to discuss the competencies that are not observable and are in the "Discussion" and the "Observation and Discussion" Sections

In some cases, more than the minimum number of required observations may be necessary to evaluate the applicant's proficiency in the course competencies. This decision must be made by the evaluator. Any additional observation dates should be listed on the Evaluation of Experience form.

The requirements for conducting observations are described below.

1. For Planning and Delivering Instruction to Adult Learners (EDU132), evaluators must observe applicants a minimum of **two times** on **two different dates.** Each observation should be for at least **30 minutes**. During the observations, the applicant must demonstrate the application of skills and knowledge listed on the rubric. (See Section 4.5, Scenario #2)

2. For Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE) (EDU 133) and Teaching English as a Second Language (ESL) to Adults (EDU 134), evaluators must observe applicants a minimum of **three times** on **three different dates.**. Each observation should be for at least **30 minutes with a minimum total of 90 minutes of observation**. Observations for Planning and Delivering Instruction to Adult Learners (EDU 132) can be combined with observations for the content courses (ESL or ABE/ASE). If this is done, the minimum length of each observation must be **45 minutes**. (See Section 4.5, Scenario #1)

3. If the portfolio contains evaluations for the ABE/ASE (EDU 133) and Teaching ESL to Adults (EDU 134), **the sets of observation dates on the form for each of these course must be different**. If the observation dates are the same, a memo explaining this must be included with the portfolio, otherwise the portfolio will **not** be reviewed by the ABEA Committee and it will be returned to the applicant.

4. As part of the debriefing, the evaluator must discuss competencies that cannot be evaluated through observation and are in the "Discussion" and the "Observation and Discussion" sections of the Evaluation of Experience forms. The date(s) of the discussion(s) must be provided on the Evaluation of Experience form for each course that is submitted.

Evaluation of Experience: Requirements and Instructions

Evaluation of Experience Scenarios:

These scenarios explain the required number of observations for an ABEA portfolio based on Evaluation of Experience.

Scenario #1

Angela Martino submits a portfolio with Evaluation of Experience for three required courses – Planning and Delivering Instruction to Adult Learners (EDU 132), Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE) (EDU 133), and Teaching English as a Second Language (ESL) to Adults (EDU 134). **Angela would need to be observed a minimum of 6 times in order to evaluate her proficiency in the competencies for EDU 132, 133 and 134.**

Because the Teaching ABE/ASE (EDU 133) and Teaching ESL to Adults (EDU 134) courses are content area courses, Angela would have to be observed a minimum of 3 times teaching ABE/ASE (EDU 133) and 3 times teaching ESL (EDU 134) for a total of 6 observations. The observations for Planning and Delivering Instruction to Adult Learners (EDU 132) could be combined with the observations for Teaching ABE/ASE (EDU 133) and Teaching ESL to Adults (EDU 134). The observations must be for a minimum of 45 minutes each to allow time to also observe the Planning and Delivering Instruction to Adult Learners (EDU 132) competencies. Competencies that cannot be evaluated through observation will need to be evaluated after discussion with the applicant. This would be at least 4.5 hours of observations, not including the time to discuss the competencies for each course that must be evaluated through discussion, the scheduling for the observations and discussions, and the time needed to complete the evaluation forms.

Scenario #2

Daniel Trainer submits a portfolio with Evaluation of Experience for one course – Planning and Delivering Instruction to Adult Learners (EDU 132). **Daniel would need to be observed twice to evaluate his proficiency in the competencies for this course. Each observation must be for a minimum of 30 minutes.** Competencies that cannot be evaluated through observation will need to be evaluated after discussion with the applicant. This would be at least 1 hour of observation, not including the time to discuss the competencies that must be evaluated through discussion, the scheduling for the observations and discussion(s), and the time needed to complete the evaluation form.

Part IV: Completing the Evaluation of Experience Form

The Evaluation of Experience form must be completed by the evaluator and reviewed for accuracy and completeness by the evaluator and the applicant. **All of the information on the cover sheet, the scores and the comments must by typewritten. Handwritten information is not allowable.**

1. Complete the information on the Evaluation of Experience cover sheet. There should be only **one evaluator** listed on the cover sheet.

   a. If the evaluator is not listed as a supervisor on the Employment/Volunteer History, the program director listed on the ABEA

Evaluation of Experience: Requirements and Instructions

application must submit a memo explaining why someone other than the applicant's supervisor conducted the Evaluation of Experience.

b.   If the evaluator consulted with another staff member at the program or another adult education professional to complete the Evaluation of Experience, the evaluator must submit a memo explaining the name and qualifications of the individual who assisted him/her, why the evaluator consulted with this individual and how the individual assisted the evaluator.

c.   The observation and discussion dates must be within **6 months** of the date the evaluator signed the evaluation form.

d.   The ABEA portfolio must be received in the CDE/AEFL office within **one year** of the earliest signature date on any portfolio forms.

2.   Score the applicant's experience or knowledge for each course competency with a proficiency score based on a 1-3 scale using the rubric. The minimum required points are on the Evaluation of Experience forms for each course.

a.   There is a maximum number of scores of limited proficiency (1) that are acceptable on a single course evaluation, even if a minimum total score is achieved. The maximum number of competencies for which an applicant can score 1 can be found on the evaluation form for each ABEA course.

b.   Zero (0) or N/A is not acceptable.

c.   Type the total score on the last page of the evaluation form in the bottom right corner.

3.   Provide comments for the competencies that have required comments. The competencies with required comments are listed before the first competency of each course and are marked to differentiate them from the competencies with optional comments. **In addition, comments are required for all competencies with a score of 1.** If optional comments are provided, they must be related to the rubric and they will be evaluated as part of the portfolio.

4.   When scoring is completed, the evaluator is **required** to write an evaluation summary, <u>using only the space provided on the evaluation form,</u> that highlights the experience and knowledge of the applicant in two competency areas. This is important to the evaluation of a portfolio. See the Sample Portfolio in Section 5 for a completed Evaluation of Experience form.

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Part V: Guidance for Applicants

This information addresses some frequently asked questions about Evaluation of Experience portfolios.

- If submitting an Evaluation of Experience for Teaching ABE/ASE (EDU 133) and/or Teaching ESL to Adults (EDU 134), details about the applicant's experience teaching ESL and/or ABE/ASE must be listed on the Employment/Volunteer History. Levels of ABE/ASE and/or ESL taught (EFL 0-12.9 or SPL 1-6) must be included.

- An applicant may have one evaluator for all courses included in a portfolio submission or have a different evaluator for each course submitted. It may be necessary or appropriate for an applicant to have a different evaluator for each course in situations where:
  - The applicant is simultaneously employed at two or more adult education programs
  - The applicant has had two or more supervisors or site coordinators during his/her tenure at the program. (The applicant must have worked with each supervisor or site coordinator for a minimum of 90 hours.)
  - The applicant teaches or has taught different content areas at the program, e.g. ESL, ABE and/or ASE/GED

- Applicants are responsible for assembling the portfolio according to ABEA Handbook requirements and submitting it to the Adult Education and Family Literacy office. Portfolio assembly and submission is **not** the responsibility of the evaluator.

Part VI: Guidance for Using Past Experience

This applies to instructors who are not currently teaching a specific content area (ESL, ABE and/or ASE/GED) but who have **past experience** teaching in that content area and would like to submit Evaluation of Experience based on this past experience.

Requirements

Applicants must first meet the general eligibility requirements and complete the requirements for conducting the Evaluation of Experience.

1. The teaching experience must have been within **five years** of the date the portfolio is received in the Adult Education and Family Literacy office. The experience must be included on the Employment/Volunteer History.

2. The applicant must independently prepare and deliver **three lessons** for a minimum of **30 minutes** each. The dates the lessons were delivered must be indicated on the form.

Evaluation of Experience: Requirements and Instructions

3. The demonstration lessons can be observed and evaluated by the applicant's **current or previous supervisor**. The evaluator must meet the eligibility criteria and conduct the evaluation according to the requirements. If the applicant's previous supervisor is no longer employed at the adult education program where the applicant and the supervisor worked together, that supervisor may not be eligible to conduct the evaluation. The applicant must contact the ABEA Specialist in the CDE Adult Education and Family Literacy office in writing at ABE@cde.state.co.us to request special permission to use an evaluator who is no longer employed at the program where the applicant and supervisor worked together.

4. The evaluator should meet with the applicant to debrief the observation and discuss any competencies that cannot be evaluated through observation.

5. The applicant must submit a memo with the portfolio acknowledging that he/she does not have a current teaching assignment teaching the content area for which he/she was evaluated. The memo must explain the arrangement of the demonstration lessons.

Guidance for the Demonstration Lessons

These are recommendations for preparing for and delivering the demonstration lessons.

- The evaluator must meet all evaluator criteria identified in Section 4.3, Part II.

- It is recommended that the evaluator be the applicant's previous supervisor if this individual is still employed at the program where the applicant taught the content for which he/she is being evaluated. The demonstration lessons would be delivered at the adult education program where the evaluator is employed. If the supervisor is no longer working at the program where he/she worked with the applicant, the applicant must request special permission for this individual to conduct the Evaluation of Experience.

- If the applicant's previous supervisor is not available to conduct the evaluation and the applicant must use an evaluator who is his/her current supervisor but who does not have experience in the content area he/she will be teaching in the demonstration lessons, it is recommended that the evaluator invite a colleague who is experienced in this content area to provide feedback for the evaluation. It is also recommended that the evaluator request the Guide for Portfolio Evaluators from the CDE/AEFL office by sending an email to ABE@cde.state.co.us. An example of when this might occur is if the applicant is currently employed as an ESL instructor and taught ABE/ASE at a different adult education program but his current supervisor does not have ABE/ASE experience.

Evaluation of Experience: Requirements and Instructions

- Prior to delivering the lessons, the applicant should meet at least once with each instructor who teaches the learners he/she will teach during the demonstration lessons. During this meeting, the applicant will learn about the curriculum, textbook, and the learners and receive guidance on appropriate content for the demonstration lessons.

- The applicant should observe the instructor(s) whose learners he/she will teach at least once before delivering the demonstration lessons.

Direct any questions about the ABEA Portfolio Evaluation of Experience requirements, instructions and forms to the CDE Adult Education and Family Literacy office to 303-866-6865 or ABE@cde.state.co.us

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Planning and Delivering Instruction to Adult Learners (EDU 132)
Evaluation of Experience Cover Sheet

This course provides an introduction to planning and delivering instruction to adult learners with an emphasis on developing the English language proficiency of non-native English speakers and improving the skills of learners whose skills are below 12th grade equivalency. Key areas include identification of learners' skills, needs and goals; the use of information about learners to plan instruction and assessment; the development of learners independence; the creation of an instructional environment that supports and engages adult learners.

Applicant's Name: _____

Evaluator's Information: (This section must be completed by the evaluator.)

- This evaluation reflects my observations and knowledge of the applicant's proficiency in the course competencies for *Planning and Delivering Instruction to Adult Learners (EDU 132)*
- The corresponding scoring rubric was followed to score each competency. Each of the course competencies was scored by the evaluator and the comments were written by the evaluator.
- **If the evaluator is not the applicant's supervisor listed on the Employment/Volunteer History**, a memo signed by the program director explaining why the person who did the evaluation is the appropriate staff member to complete the evaluation must be included in the portfolio.

Evaluator Name

Job Title   Degree held

Phone Number

E-Mail

Program Name

Program Address

City   State   ZIP Code

Adult educ. exper. (mth/yr - mth/yr)   Date of ABEA/LIA Training (if applicable)

The evaluator must complete the box below. The observation and discussion dates must be within **6 months** of the date the evaluator signed the evaluation form.

REQUIRED—Two Dates of Observation
Observation #1—Date (m-d-yr) _____
Observation #2—Date (m-d-yr) _____
REQUIRED—Date (m-d-yr) of Discussion _____
OPTIONAL (Please initial if feedback was solicited.)

Worked with applicant from _____ to _____
                                                    month/year   month/year

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Evaluator's Signature

Planning and Delivering Instruction to Adult Learners (EDU 132) Evaluation Form

See the instructions in Section 4.2-4.9 BEFORE completing this form. For a completed sample of this form, see Section 5.11-5.16

Scoring: There are 12 competencies for this course. The minimum passing score is 24 points; the maximum is 36 points. Scores of zero (0) or N/A are not acceptable. Using the rubric, the evaluator scores the applicant's proficiency in each competency. **No more than 2 scores of 1** are acceptable, even if the minimum passing score is achieved.

1 – Limited Proficiency	2 – Proficient	3 – Substantial Proficiency

Mark the scores in the far right column. **Comments are required for competencies 2.01 and 2.12 as well as the Evaluation Summary.** Other comments are optional but may help in the evaluation of the portfolio. **All scores of 1 must have a comment.** The summary of the evaluation is required. The summary will help in the evaluation of the portfolio.

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)			
2.01 Prepare written outcomes-based instructional plans that incorporate Webb's Depth of Knowledge (DOK) levels and align with the curriculum and learners' goals			**SCORE**
1 – Limited Proficiency • Observed limited use (1 instance) of written instructional plans • Observed limited appropriate integration (1 instance) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels	**2 – Proficient** • Observed 2 instances when written outcomes-based instructional plans were used • Observed 2 instances of appropriate integration into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels	**3 – Substantial Proficiency** • Observed consistent use of written outcomes-based instructional plans for all lessons • Observed consistent appropriate integration (3 or more instances) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels • Plans consistently aligned with curriculum and learners' goals	
(REQUIRED) I reviewed the applicant's written outcomes-based instructional plan(s) that incorporated Webb's Depth of Knowledge levels. (Give dates for when the plan(s) were observed. No more than 3 dates are needed for a score of 3.) **Date(s) :**_____			
2.02 Demonstrate the contextualization of ESL, ABE or ASE instruction to address adult learners' personal, educational, and career goals			**SCORE**
1 – Limited Proficiency • Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction	**2 – Proficient** • Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction	**3 – Substantial Proficiency** • Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction	
Optional comment:			

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Planning and Delivering Instruction to Adult Learners (EDU 132) Evaluation Form

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)

2.03 Create an instructional environment that supports the development of metacognition

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	SCORE
• Observed limited use (1 strategy) that assisted learners in monitoring their own learning	• Observed the use of 2 strategies that assisted learners in monitoring their own learning	• Observed consistent use (3 or more strategies) that assisted learners in monitoring their own learning	

Optional comment:

2.04 Utilize a variety of learner grouping strategies that address learning objectives

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	SCORE
• Observed 1 grouping strategy with little to no connection to learning objectives	• Observed 2 grouping strategies connected to achievement of learning objectives	• Observed 3 or more grouping strategies directly connected to achievement of learning objectives	

Optional comment:

DISCUSSION (information used to score these competencies was obtained through discussion with applicant)

2.05 Explain the purpose and use of formative and summative assessments. Identify specific standardized ABE, ASE and/or adult ESL assessments and describe their uses

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	SCORE
• Explains 2 purposes or uses of formative and summative assessments • Identifies 1 standardized ABE, ASE or ESL assessment	• Explains 3 purposes and/or uses of formative and summative assessments • Identifies 1 standardized ABE, ASE or ESL assessment and describes its use	• Explains 4 or more purposes and uses of formative and summative assessments • Identifies 2 standardized ABE, ASE or ESL assessments and describes their uses • Attended a certified training for the administration of 1 NRS approved standardized assessment and can administer the assessment independently	Date of NRS assessment training if score of 3 _____

Observation checklist for each test is available from the AEFL Office.
Optional comment:

Planning and Delivering Instruction to Adult Learners (EDU 132) Evaluation Form

DISCUSSION (information used to score these competencies was obtained through discussion with applicant)			
2.06 Explains the instructor's role in connecting adult learners to local resources that support them in achieving their personal, educational and career goals			**SCORE**
1 – Limited Proficiency • Identifies 1-2 local resources • Explains the basic role an instructor plays in referring learners to resources	**2** – Proficient • Identifies 3 local resources • Explains how an instructor can facilitate a referral of adult learners to a needed resource	**3** – Substantial Proficiency • Identifies 4 or more local resources • Explains how an instructor can facilitate a referral of adult learners to a needed resource • Gives an example of successfully connecting adult learners to local resources	
Optional comment:			
2.07 Relate to instruction research and evidence-based practices that sustain motivation and promote persistence			**SCORE**
1 – Limited Proficiency • Identifies 1-2 examples of research and/or evidence-based practices that sustain motivation and promote persistence	**2** – Proficient • Identifies 3 examples of research and/or evidence-based practices that sustain motivation and promote persistence • Relates the examples to instruction of adult learners	**3** – Substantial Proficiency • Identifies 4 or more examples of research and/or evidence-based practices that sustain motivation and promote persistence • Provides 1 or more examples from professional experience of using research and evidence based practices that sustain motivation and promote persistence	
Optional comment:			
2.08 Describe the process of providing accommodations for disabilities during instruction and assessment			**SCORE**
1 – Limited Proficiency • Minimally describes the program's policies and practices for providing accommodations for special learning needs • Describes 1-2 instructional accommodations for physical and/or learning challenges	**2** – Proficient • Comprehensively describes the program's policies and practices for providing accommodations for special learning needs • Describes 3 instructional accommodations for physical and/or learning challenges	**3** – Substantial Proficiency • Comprehensively describes the program's policies and practices for providing accommodations for special learning needs • Describes 4 or more instructional accommodations for physical and/or learning challenges	
Optional comment:			

Planning and Delivering Instruction to Adult Learners (EDU 132) Evaluation Form

DISCUSSION (information used to score these competencies was obtained through discussion w/ applicant)

2.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan			SCORE
1 – Limited Proficiency • Identifies 1-2 PD options or resources • Has a personal PD plan	**2 – Proficient** • Identifies 3 PD options or resources • Explains 1-2 criteria used to evaluate options or resources • Has a personal PD plan	**3 – Substantial Proficiency** • Identifies 4 or more PD options or resources • Explains 3 or more criteria used to evaluate options or resources • Has a personal PD plan based on a PD self assessment	

Optional comment:

OBSERVATION AND DISCUSSION (information used to score these competencies was obtained through both classroom observation and discussion)

2.10 Develop and document a profile for adult learners to inform instruction using information such as background, standardized assessments results, prior knowledge, learning preferences, and educational and career goals			SCORE

1 – Limited Proficiency
• Observed limited use (1 instance) when adult learner profiles were used to inform instruction
• Profiles contain documentation of:
  • Standardized assessments results
  • Educational and/or career goals
	2 – Proficient
	• Observed 2 instances when adult learner profiles were used to inform instruction
	• Profiles contain documentation of:
	  • Standardized assessments results
	  • Educational and career goals
	  • Either learner background or prior academic or workplace knowledge
		3 – Substantial Proficiency
		• Observed consistent use (3 or more instances) of regularly updated adult learner profiles to inform instruction
		• Profiles contain documentation of:
		  • Standardized assessments results
		  • Educational and career goals
		  • Learner background
		  • Prior academic or workplace knowledge	

Optional comment:

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Planning and Delivering Instruction to Adult Learners (EDU 132) Evaluation Form

2.11 Describe and implement a process to support ABE, ASE and/or ESL learners in identifying, documenting, monitoring and revising personal, educational and career goals			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Describes 1 tool used to gain information about adult learners' personal, educational and career goals • Observed limited evidence that goals are documented • Did not observe that goals were monitored or revised	• Describes 1 or more tools used to gain information about adult learners' personal, educational and career goals • Provides a basic description of the process used to gain the information • Observed limited evidence that goals are documented • Observed some evidence that goals are monitored and/or revised	• Describes 1 or more tools used to gain information about adult learners' personal, educational and career goals • Provides a clear, complete description of the process used to gain the information • Observed consistent evidence that goals are identified, documented, monitored and revised in partnership with learners	

Optional comment:

2.12 Describe and implement a process to help adult learners understand and independently monitor academic performance and progress			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1 strategy to assist learners in monitoring their own learning over time • Observed implementation of this strategy during instruction	• Describes 2 strategies to assist learners in monitoring their own learning over time • Observed implementation of 2 strategies during instruction	• Describes 3 or more strategies to assist learners in monitoring their own learning over time • Observed implementation of 4 or more strategies during instruction	

REQUIRED COMMENT: List all strategies identified by the applicant:

Total Score **(Minimum passing score is 24 points)**	

Required Evaluation Summary: Identify 2 of the competencies for EDU 132 which are strengths demonstrated by this instructor. Write at least one sentence that gives an example to support the choice of each competency. (See the sample Section 5.16)

Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE) (EDU 133) Evaluation of Experience Cover Sheet

This course provides an introduction to providing literacy and numeracy skills instruction to adult learners functioning below 12th grade equivalency. Key areas include understanding the Adult Basic Education and Adult Secondary Education learner and the literacy and numeracy skills needed to complete each Educational Functioning Level: preparing written instructional plans; delivering level appropriate instruction using techniques and resources appropriate for ABE and ASE learners; using technology; and preparing learners to transition to postsecondary education and careers.

Applicant's Name: _____

Evaluator's Information: (This section must be completed by the evaluator.)

- This evaluation reflects my observation and knowledge of the applicant's proficiency in the course competencies for *Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE) (EDU 133)*
- The corresponding scoring rubric was followed to score each competency. Each of the course competencies was scored by the evaluator and the comments were written by the evaluator.
- **If the evaluator is not the applicant's supervisor listed on the Employment/Volunteer History,** a memo signed by the program director explaining why the person who did the evaluation is the appropriate staff member to complete the evaluation must be included in the portfolio.

Evaluator Name _____

Job Title _____ Degree held

Phone Number _____

E-Mail _____

Program Name _____

Program Address _____

City _____ State _____ ZIP Code

Adult educ. exper. (mth/yr - mth/yr)   Date of ABEA/LIA Training (if applicable)

The evaluator must complete the box below. The observation and discussion dates must be within **6 months** of the date the evaluator signed the evaluation form.

REQUIRED—Three Dates of Observation
Observation #1—Date (m-d-yr) _____
Observation #2—Date (m-d-yr) _____
Observation #3—Date (m-d-yr) _____
REQUIRED Date (m-d-yr) of Discussion _____
OPTIONAL (Please initial if feedback was solicited.)
_____ Colleagues   _____ Learners

Worked with applicant in ABE/ASE from _____ to _____
Month/year   Month/year

_____
Evaluator's Signature

_____
Date

Teaching ABE and ASE (EDU 133) Evaluation Form

Scoring: There are 13 competencies for this course. The minimum passing score is 26 points; the maximum is 39 points. Scores of zero (0) or N/A are not acceptable. Using the rubric, the evaluator scores the applicant's proficiency in each competency. **No more than 3 scores of 1 are acceptable,** even if the minimum passing score is achieved.

1 – Limited Proficiency	2 – Proficient	3 – Substantial Proficiency

Mark the scores in the far right column. **Comments are required for competencies 3.02 and 3.07 as well as the Evaluation Summary.** Other comments are optional but may help in the evaluation of the portfolio. **All scores of 1 must have a comment.** The summary of the evaluation is required. The summary will help in the evaluation of the portfolio.

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)			
3.01 Apply results from two or more types of assessments for ABE and/or ASE learners to the planning and delivery of instruction			**SCORE**
1 – Limited Proficiency • Observed the use of results from 1 standardized assessment to plan and deliver level appropriate instruction	**2 – Proficient** • Observed the use of results from 1 standardized assessment and 1 alternative assessment to plan and deliver level appropriate instruction	**3 – Substantial Proficiency** • Observed the use of results from 1 or 2 standardized assessments and 2 or more alternative assessments to plan and deliver level appropriate instruction	
Optional comment:			
3.02 Deliver level-appropriate instruction using written outcomes-based instructional plan that integrates Webb's Depth of Knowledge levels and content areas across the curriculum			**SCORE**
1 – Limited Proficiency • Observed limited use (1 instance) of written outcomes-based instructional plans • Observed limited appropriate integration (1 instance) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels	**2 – Proficient** • Observed 2 instances when written outcomes-based instructional plans were used • Observed 2 instances of appropriate integration into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels	**3 – Substantial Proficiency** • Observed consistent use of written outcomes-based instructional plans for all lessons • Observed consistent appropriate integration (3 or more instances) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels • Plans consistently aligned with curriculum and learners' goals	
(REQUIRED) I reviewed the applicant's written outcomes-based instructional plan(s) that incorporated Webb's Depth of Knowledge levels. (Give dates for when the plan(s) were observed. No more than 3 dates are needed for a score of 3.) **Date(s):**_____			

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Teaching ABE and ASE (EDU 133) Evaluation Form

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)

3.03 Contextualize instruction based on ABE and/or ASE learners' self-identified prior knowledge, and personal, education and career goals			SCORE
1 – Limited Proficiency • Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction	**2** – Proficient • Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction	**3** – Substantial Proficiency • Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction	

Keep in mind which College and Career Readiness Standards are most important to match your learners' education and career goals.
Optional comment:

3.04 Use technology to develop and deliver ABE and/or ASE instruction and provide learners with the opportunity to use technology to develop reading, writing and/or numeracy skills that address educational and/or career goals			SCORE
1 – Limited Proficiency • Observed evidence that technology was used 1-2 times to develop and deliver ABE and/or ASE instruction • Observed 1-2 instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals	**2** – Proficient • Observed evidence that technology was used 3 times to develop and deliver ABE and/or ASE instruction • Observed 3 instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals	**3** – Substantial Proficiency • Observed evidence that technology was used 4 or more times to develop and deliver ABE and/or ASE instruction • Observed 4 or more instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals	

An instructor's technology log could document technology usage, if there is not time to observe all the occurrences of use.
Optional comment:

3.05 Apply instructional practices that support the development of independent ABE and ASE learners prepared to transition to the next step in their education and/or career pathway			SCORE
1 – Limited Proficiency • Observed 1 situation where the instructor supported learners in functioning independently • Observed 1 example of instruction in content and skills learners need in their next step on their educational and/or career pathway	**2** – Proficient • Observed 2 situations where the instructor supported learners in functioning independently • Observed 2 examples of instruction in content and skills learners need in their next step on their educational and/or career pathway	**3** – Substantial Proficiency • Observed 3 or more situations where the instructor supported learners in functioning independently • Observed 3 or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway	

Keep in mind which College and Career Readiness Standards are most important to match your learners' education and career goals.
Optional comment:

Teaching ABE and ASE (EDU 133) Evaluation Form

3.06 Utilize a variety of learner grouping strategies that address learning objectives			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed 1 grouping strategy with little to no connection to learning objectives	• Observed 2 grouping strategies connected to achievement of learning objectives	• Observed 3 or more grouping strategies explicitly related to achievement of learning objectives	

Optional comment:

DISCUSSION (information used to score these competencies was obtained through discussion with applicant)

3.07 Evaluate the influence of the demographic profile and cultural norms and values of ABE and ASE learners and their instructors on instructional practices			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 characteristics from learners' demographic profile and/or cultural norms and values • Provides 1-2 examples of how demographic characteristics and/or cultural norms influence instructional practices	• Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices	• Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices • Evaluates how the instructor's demographic profile and cultural norms and values influence instructional practices	

Suggestion: Have applicant write a one page response to the rubric points above to allow time for reflection.
REQUIRED Comment **to include examples of the applicant's evaluation of the influences referenced above:**

3.08 Compare and contrast instructional techniques and resources appropriate for ABE and ASE learners			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1 similarity and 1 difference of 2 instructional techniques and/or resources	• Identifies 2 similarities and 2 differences of 2 or more instructional techniques and/or resources • Identifies when and with whom to use the techniques and/or resources	• Identifies 3 or more similarities and 3 or more differences of 2 or more instructional techniques and/or resources • Identifies when and with whom to use the techniques and/or resources	

Optional comment:

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Teaching ABE and ASE (EDU 133) Evaluation Form

DISCUSSION (information used to score these competencies was obtained through discussion w/ applicant)

3.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 PD options or resources • Has a personal PD plan	• Identifies 3 PD options or resources • Explains 1-2 criteria used to evaluate options or resources • Has a personal PD plan	• Identifies 4 or more PD options or resources • Explains 3 or more criteria used to evaluate options or resources • Has a personal PD plan based on a PD self assessment	

Optional comment:

OBSERVATION AND DISCUSSION (information used to score these competencies was obtained through both classroom observation and discussion)

3.10 Identify a process for selecting level-appropriate instructional materials for ABE and ASE learners (e.g. print and digital media) | SCORE

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	SCORE
• Identifies 1-2 criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed that some materials used with learners lack evidence that the criteria identified are present and may be inappropriate	• Identifies 3 criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed evidence that the criteria identified are present in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed evidence that the criteria identified are present in the materials used with learners	

Optional comment:

3.11 Demonstrate knowledge of the writing skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of writing instruction appropriate to the adult learners' EFL | SCORE

1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	SCORE
• Identifies 1-2 writing skills appropriate for the EFL(s) taught as well as 1-2 writing skills above and below that level(s) • Observed instruction of 1 level appropriate writing skill	• Identifies 3 writing skills appropriate for the EFL(s) taught as well as 3 writing skills above and below that level(s) • Observed instruction of 2 level appropriate writing skills	• Identifies 4 or more writing skills appropriate for the EFL(s) taught as well as 4 or more writing skills above and below that level(s) • Observed instruction of 2 level appropriate writing skills at 2 different levels	

College and Career Readiness Standards could be part of this discussion.
Optional comment:

Teaching ABE and ASE (EDU 133) Evaluation Form

OBSERVATION AND DISCUSSION (information used to score these competencies was obtained through both classroom observation and discussion)

3.12 Demonstrate knowledge of the reading skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of reading instruction appropriate to the adult learners' EFL			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 reading skills appropriate for the EFL(s) taught as well as 1-2 reading skills above and below that level(s) • Observed instruction of 1 level appropriate reading skill	• Identifies 3 reading skills appropriate for the EFL(s) taught as well as 3 reading skills above and below that level(s) • Observed instruction of 2 level appropriate reading skills	• Identifies 4 or more reading skills appropriate for the EFL(s) taught as well as 4 or more reading skills above and below that level(s) • Observed instruction of 2 level appropriate reading skills at 2 different levels	

College and Career Readiness Standards could be part of this discussion.
Optional comment:

3.13 Demonstrate knowledge of the numeracy skills adult learners need to complete each Educational functioning Level (EFL) through the delivery of numeracy instruction appropriate to the adult learners' EFL			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 numeracy skills appropriate for the EFL(s) taught as well as 1-2 numeracy skills above and below that level(s) • Observed instruction of 1 level appropriate numeracy skill	• Identifies 3 numeracy skills appropriate for the EFL(s) taught as well as 3 numeracy skills above and below that level(s) • Observed instruction of 2 level appropriate numeracy skills	• Identifies 4 or more numeracy skills appropriate for the EFL(s) taught as well as 4 or more numeracy skills above and below that level(s) • Observed instruction of 2 level appropriate numeracy skills at 2 different levels	

College and Career Readiness Standards could be part of this discussion.
Optional comment:

	Total Score **(Minimum passing score is 26 points)**	

Required Evaluation Summary: Identify 2 of the competencies for EDU 133 which are strengths demonstrated by this instructor. Write at least one sentence that gives an example to support the choice of each competency. (See the sample Section 5.16)

Teaching English as a Second Language (ESL) to Adults (EDU 134)
Evaluation of Experience Cover Sheet

This course provides an introduction to providing instruction to adults who are developing English language proficiency. Key areas include understanding the adult ESL learner, the language acquisition process and the language skills needed to complete each Educational Functioning Level (EFL); preparing written instructional plans; delivering level appropriate instruction using techniques and resources appropriate for adult language learners; using technology; and preparing adult ESL learners to transition to postsecondary education and careers.

Applicant's Name: _____

Evaluator's Information: (This section must be completed by the evaluator.)

- This evaluation reflects the evaluator's observation and knowledge of the applicant's proficiency in the course competencies for *Teaching English as a Second Language to Adult Learners (EDU 134)*
- The corresponding scoring rubric was followed to score each competency. Each of the course competencies was scored by the evaluator and the comments were written by the evaluator.
- **If the evaluator is not the applicant's supervisor listed on the Employment/Volunteer History**, a memo signed by the program director explaining why the person who did the evaluation is the appropriate staff member to complete the evaluation must be included in the portfolio.

Evaluator Name	Program Name
Job Title Degree held	Program Address
Phone Number	City State ZIP Code
E-Mail	Adult educ. exper. (mth/yr - mth/yr) Date of ABEA/LIA Training (if applicable)

The evaluator must complete the box below. The observation and discussion dates must be within **6 months** of the date the evaluator signed the evaluation form.

REQUIRED—Three Dates of Observation

Observation #1—Date (m-d-yr) _____
Observation #2—Date (m-d-yr) _____
Observation #3—Date (m-d-yr) _____

REQUIRED Date (m-d-yr) of Discussion _____

OPTIONAL (Please initial if feedback was solicited.)

_____Colleagues   _____Learners

Worked with applicant in ESL from _____ to _____
                month/year month/year

_____
Evaluator's Signature

_____
Date

Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

See the instructions in Section 4.2-4.9 BEFORE completing this form.

Scoring: There are 14 competencies for this course. The minimum passing score is 28 points; the maximum is 42 points. Scores of zero (0) or N/A are not acceptable. Using the rubric, the evaluator scores the applicant's proficiency in each competency. **No more than 3 scores of 1** are acceptable, even if the minimum passing score is achieved.

1 – Limited Proficiency	2 – Proficient	3 – Substantial Proficiency

Mark the scores in the far right column. **Comments are required for competencies 4.03 and 4.10 as well as the Evaluation Summary.** Other comments are optional but may help in the evaluation of the portfolio. **All scores of 1 must have a comment**. The summary of the evaluation is required. The summary will help in the evaluation of the portfolio.

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)			
4.01 Demonstrate knowledge of the language acquisition process for adults			**SCORE**
1 – Limited Proficiency • Observed the use of 1-2 language acquisition approaches and/or techniques	**2** – Proficient • Observed the use of 3 language acquisition approaches and/or techniques	**3** – Substantial Proficiency • Observed the use of 4 or more language acquisition approaches and/or techniques	
Optional comment:			
4.02 Apply results from two or more types of assessments for adult ESL learners to the planning and delivery of instruction			**SCORE**
1 – Limited Proficiency • Observed the use of results from 1 standardized assessment to plan and deliver level-appropriate instruction	**2** – Proficient • Observed the use of results from 1 standardized assessment and 1 alternative assessment to plan and deliver level-appropriate instruction	**3** – Substantial Proficiency • Observed the use of results from 1 or 2 standardized assessments and 2 or more alternative assessments to plan and deliver level-appropriate instruction	
Optional comment:			

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Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)			

4.03 Deliver level-appropriate instruction using a written outcomes-based instructional plan that integrates critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary, syntax.)			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed limited use (1 instance) of written outcomes-based instructional plans • Observed limited appropriate integration (1 instance) of critical thinking skills and/or language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax)	• Observed limited use 2 instances of written outcomes-based instructional plans • Observed 2 instances of integration of critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax)	• Observed consistent use of written outcomes-based instructional plans • Observed consistent appropriate integration of critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax)	

(REQUIRED) I reviewed the applicant's written outcomes-based instructional plan(s) that incorporated critical thinking skills and language skills and components. (Give dates for when the plan(s) were observed. No more than 3 dates are needed for a score of 3.)
Date(s):_____

4.04 Contextualize instruction based on adult ESL learners' self-identified prior knowledge, and personal education and career goals			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction	• Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction	• Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction	

Optional comment:

4.05 Use technology to develop and deliver ESL instruction and provide learners with the opportunity to use technology to develop English language proficiency that addresses educational and/or career goals			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed evidence that technology was used 1-2 times to develop and deliver ESL instruction • Observed 1-2 instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals	• Observed evidence that technology was used 3 times to develop and deliver ESL instruction • Observed 3 instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals	• Observed evidence that technology was used 4 or more times to develop and deliver ESL instruction • Observed 4 or more instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals	

An instructor's technology log could document technology usage, if there is not time to observe all the occurrences of use.
Optional comment:

Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

OBSERVATION (information used to score these competencies was obtained through classroom observation of applicant)			
4.06 Demonstrate techniques for providing targeted, constructive error correction and for helping learners to develop the ability to monitor and correct errors.			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed 1 technique for providing constructive error correction	• Observed 2 techniques for providing constructive error correction • Observed 1-2 techniques for developing the learner's ability to monitor and correct errors	• Observed 3 or more techniques for providing constructive error correction • Observed 3 or more techniques for developing the learner's ability to monitor and correct errors	
Optional comment:			

4.07 Apply instructional practices that support the development of independent ESL learners prepared to transition to the next step in their education and/or career pathway			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed 1 situation where the instructor supported learners in functioning independently • Observed 1 example of instruction in content and skills learners need in their next step on their educational and/or career pathway	• Observed 2 situations where the instructor supported learners in functioning independently • Observed 2 examples of instruction in content and skills learners need in their next step on their educational and/or career pathway	• Observed 3 or more situations where the instructor supported learners in functioning independently • Observed 3 or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway	
Optional comment:			

4.08 Utilize a variety of learner grouping strategies that address learning objectives			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Observed 1 grouping strategy with little to no connection to learning objectives	• Observed 2 grouping strategies connected to achievement of learning objectives	• Observed 3 or more grouping strategies explicitly related to achievement of learning objectives	
Optional comment:			

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Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

4.09 Differentiate the appropriate use of the adult learners' native language by the instructor of the learners during instruction			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• The learners" native language(s) are often used during instruction with learners at all Educational Functioning Levels. • The instructor and/or the learners use the learners' native language(s) frequently during class periods to converse, translate, ask questions or give activity instructions	• The learners' native language(s0 are occasionally used during instruction of or by learners above SPLs 0-1 • Instructors and/or learners at SPLs 0-1 use the learners' native language(s) to explain activity instructions and occasionally to translate key vocabulary or concepts	• The learners' native language(s) are not used during instruction with learners above SPLs 0-1 • Instructors of learners at SPLs 0-1 use the learners' native language(s) only to explain activity instructions	

Optional comment:

DISCUSSION (information used to score these competencies was obtained through discussion w/applicant)

4.10 Evaluate the influence of the demographic profile and cultural norms and values of ESL learners and their instructors on instructional practices			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 characteristics from learners' demographic profile and/or cultural norms and values • Provides 1-2 examples of how demographic characteristics and/or cultural norms influence instructional practices	• Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices	• Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices • Evaluates how the instructor's demographic profile and cultural norms and values influence instructional practices	

Suggestion: Have applicant write a one page response to the rubric points above to allow time for reflection.
REQUIRED Comment: **Include specific examples of the applicant's evaluation from the bulleted influences referenced above:**

4.11 Compare and contrast language teaching techniques and resources appropriate for adult ESL learners			SCORE
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1 similarity and 1 difference of 2 instructional techniques and/or resources	• Identifies 2 similarities and 2 differences of 2 or more instructional techniques and/or resources • Identifies when and with whom to use the techniques and/or resources	• Identifies 3 or more similarities and 3 or more differences of 2 or more instructional techniques and/or resources • Identifies when and with whom to use the techniques and/or resources	

Optional comment:

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Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

4.12 Evaluate professional development options and resources for adult educators and develop a personal professional development plan			
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 PD options or resources • Has a personal PD plan	• Identifies 3 PD options or resources • Explains 1-2 criteria used to evaluate options or resources • Has a personal PD plan	• Identifies 4 or more PD options or resources • Explains 3 or more criteria used to evaluate options or resources • Has a personal PD plan based on a PD self assessment	

Optional comment

OBSERVATION AND DISCUSSION (information used to score these competencies was obtained through both classroom observation and discussion

4.13 Identify a process for selecting level-appropriate instructional materials for ESL learners (e.g. print and electronic media)			**SCORE**
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed that some materials used with learners lack evidence that the criteria identified are present and may be inappropriate	• Identifies 3 criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed evidence that the criteria identified are present in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of print and/or digital core and supplementary materials • Observed evidence that the criteria identified are present in the materials used with learners	

Optional comment:

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Teaching English as a Second Language (ESL) to Adults (EDU 134) Evaluation Form

4.14 Demonstrate knowledge of the skills adult ESL learners need to complete each Educational Functioning Level (EFL through the delivery of language instruction appropriate to the adult learners' EFL			
1 – Limited Proficiency	**2** – Proficient	**3** – Substantial Proficiency	
• Identifies 1-2 language skills appropriate for the EFL(s) taught as well as 1-2 language skills above and below that level(s) • Observed instruction of 1 level appropriate language skill	• Identifies 3 language skills appropriate for the EFL(s) taught as well as 3 language skills above and below that level(s) • Observed instruction of 2 level appropriate language skills	• Identifies 4 or more language skills appropriate for the EFL(s) taught as well as 4 or more language skills above and below that level(s) • Observed instruction of 2 level appropriate language skills at 2 different levels	

Optional comment:

OBSERVATION AND DISCUSSION (information used to score these competencies was obtained through both classroom observation and discussion

Total Score **(Minimum passing score is 28 points)**	

Required Evaluation Summary: Identify 2 of the competencies for 134 which are strengths demonstrated by this instructor. Write at least one sentence that gives an example to support the choice of each competency. (See the sample Section 5.16)