

**SECTION 5:  
Sample Portfolio**

Portfolio Application **5.1-2**

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Volunteer  
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Experience **5.11-  
16**  
EDU 132



# Portfolio Application

Check the appropriate box to indicate how the requirements for each course will be completed.

Required Courses	Portfolio based on evaluation of experience	Evaluation of Equivalent Coursework	Take the course
Introduction to Adult Education (EDU 131/ EDAE 520)	<b>This is no longer an option for EDU 131</b>		X Note: It is not necessary to include the transcript of the course in the portfolio submission.
Planning and Delivering Instruction to Adult Learners (EDU 132/ EDAE 620)	X		
Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED) (EDU 133)			X Note: It is not necessary to include the transcript of the course in the portfolio submission.
Teaching English as a Second Language (ESL) to Adults (EDU 134/ EDAE 590)		X	

I have included these required documents in this Portfolio.	
X	Portfolio Application
X	Proof of an associate degree or higher
X	Employment/Volunteer History
X	Current professional resume
X	Documentation of Training (with supporting documentation, if available)
X	Evaluation Form(s) (forms for all of the courses marked above as Portfolio)

## Proof of an associate degree or higher

Acceptable documents include:

- Copy of diploma
- OR
- Copy of transcript confirming degree awarded
- OR
- Copy of teaching license

# Employment/Volunteer History in Adult Education and/or Family Literacy Programs

**See the instructions in Section 3 BEFORE completing this form. For a completed sample of this form, see Section 5.4.**

Teaching/Volunteer Assignment and/or Administrative Role <small>Specify ESL, ABE, ASE, or Family Literacy</small>	Level(s) Taught <small>Specify Educational Functioning Level(s) (0-12.9) or Student Performance Level(s) (0-6)</small>	Dates <small>(Month/Year – Month/Year) Within past 5 years</small>	Total Hours/Week	Total Number of Weeks	Total Hours <small>(Multiply hrs/week by total # of wks)</small>	Supervisor's Name, Phone Number, and E-mail & Program/School Name
Intermediate ESL Teacher	SPL 4-5	08/11-present	20	120	2,400	Tara Goodfriend, Boulder Valley Family Literacy Program, 303-449-2493, Goodfriend_t@bvsd.k12.co
Beginning-Low ESL Teacher	SPL 0-3	08/10-05/11	38	36	1,368	Tara Goodfriend, Boulder Valley Family Literacy Program, 303-449-2493, Goodfriend_t@bvsd.k12.co
<b>Total Employment Hours:</b> <b>(Must total at least 720 hours in the past 5 years)</b>					<b>3,768</b>	

**Applicant Name:** Paula Buffington

I certify that the above information accurately reflects my employment/volunteer history in adult education and/or family literacy during the past five years

Paula Buffington  
Applicant's Signature

10/3/14  
Date

## **Current Professional Resume**

**See Section 3.12 for requirements**

## Documentation of Training in Adult Education and/or Family Literacy

See the instructions in Section 3.13 - 3.14 BEFORE completing this form. For a completed sample of this form, see Section 5.6 - 5.10.

**Applicant Name:** Paula Buffington

**Title/Name of training:** Learners Who have Learning Disabilities **Date(s):** 3/13/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s):** Susan Payne

**Statement of relevance:** Many of the adults we work with have learning disabilities. This session helped me understand how to identify their different needs and design my instruction to address them. In addition, I was able to obtain excellent resources for my current and/or future instruction.

**Title/Name of training:** Critical Thinking with Reading and Writing **Date(s):** 3/13/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s):** Jean Davis and Alicia McHenry

**Statement of relevance:** Critical thinking can help students succeed in a variety of settings. The adults we work with use these skills to obtain their GED and to successfully navigate the work environment. Thus, this session helped me fine tune my teaching of this very important skill with various students working toward a variety of reading and writing goals.

## Documentation of Training in Adult Education and/or Family Literacy

**Title/Name of training:** Mapping Organizational Partnering & Relationships **Date(s):** 3/13/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s):** Helen Ingalls

**Statement of relevance:** Teaching adults in a small nonprofit makes it imperative that we, as an organization, learn how to partner with others in order to increase our resources for our learners. This session provided me with many fresh ideas and insights into expanding current partnerships and possibilities for identifying future collaborations to enhance what we are able to provide our adult learners.

**Title/Name of training:** GED to College Math Transition **Date(s):** 3/14/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s):** Orville Xavier

**Statement of relevance:** Many of the adults in our program receive their GED and want to continue to college. This course gave me a wider perspective of the challenges these students could face and guided me to better prepare them to make that transition. I feel more confident that I am able to fill in gaps between the GED preparation content and the college entry expectations for math knowledge.



## Documentation of Training in Adult Education and/or Family Literacy

**Title/Name of training:** Part 1: Helping Adult Learners Obtain their GED **Date(s):** 3/14/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s)** Kathy Sutter and Bill Blankenship

**Statement of relevance:** The majority of our program is focused on helping adult learners gain their GED. This session provided an in-depth discussion about the types of questions that are generally challenging for students. I noted many of these challenges during the discussion. It helped me to better prepare our students and to understand how to assist students more effectively.

**Title/Name of training:** Part 2: Helping Adult Learners Obtain their GED **Date(s):** 3/14/11 **# of hours:** 1.25

**Event:** CAEPA Rendezvous Conference **Location:** Denver, CO

**Presenter(s):** Kathy Sutter and Bill Blankenship

**Statement of relevance:** Part 2 gave me ideas for hands-on activities that help adult learners to attain a GED and possibly transition to further education. I have been able to add these activities to my classes. They add variety to my teaching and are very popular with my students.

## Documentation of Training in Adult Education and/or Family Literacy

**Title/Name of training:** CASAS Implementation **Date(s):** 5/11/11 **# of hours:** 10

**Event:** CDE/AEFL Regional Assessment Training **Location:** Lakewood, CO

**Presenter(s):** Elizabeth Shupe

**Statement of relevance:** This training gave me the knowledge and practice to implement the CASAS for multi-level English learners.

This has given me more confidence in helping my students show growth.

**Title/Name of training:** Planning Purposeful Instruction for Learner Progress **Date(s):** 8/14/12 **# of hours:** 9

**Event:** CDE/AEFL Regional Assessment Training **Location:** Trinidad, CO

**Presenter(s):** Jane Miller and Elizabeth Shupe

**Statement of relevance:** This training showed me the importance of using EFL descriptors when planning lessons so they will be

effective for my students. I learned about texts & readability. I also learned to carefully choose supplemental material to support the

objective of each lesson.

## Documentation of Training in Adult Education and/or Family Literacy

**Title/Name of training** ESL Teaching Language for Effective Classroom Interactions **Date(s)** 10/22/2013 **# of hours** 4

**Event** Professional Development In-service @ Boulder Valley School District **Location** Boulder, CO

**Presenter(s)** Kathleen Santopietro Weddell

**Statement of relevance:** This training taught me that the teachers language should be simple, clear, and authentic in instruction, giving directions, giving feedback, and checking for understanding. Well thought out "teacher talk" is essential so students will not be overloaded with too much language, but actively engaged and able to comprehend the lesson.

**Total Number of Hours** 30.5  
**(Minimum of 30/Maximum of 40)**

I certify that the above information accurately reflects the most relevant training specific to adult education and/or family literacy in which I have participated during the past five years.

Paula Buffington  
Applicant's Signature

10/3/14  
Date

# 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:** Paula Buffington

**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.

Tara Goodfriend  
 Evaluator Name  
Program Director B.A.  
 Job Title Degree held  
303-449-2493  
 Phone Number  
goodfriend t@bvsd.k12.co  
 E-Mail

Boulder Valley School District  
 Program Name  
6500 Arapahoe Road  
 Program Address  
Boulder CO 80303  
 City State ZIP Code  
08/2010-present not applicable  
 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) 2/22/14

Observation #2—Date (m-d-yr) 4/24/14

**REQUIRED**—Date (m-d-yr) of Discussion 2/25/14

**OPTIONAL** (Please initial if feedback was solicited.)

TG Colleagues                      Learners

Worked with applicant from 08/2010 to present  
 Month/year Month/year

Tara Goodfriend  
 Evaluator's Signature

4/30/14  
 Date

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

See the instructions in Section 4.4-4.5 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.

<b>1 – Limited Proficiency</b>	<b>2 – Proficient</b>	<b>3 – Substantial Proficiency</b>
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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.

<b>OBSERVATION</b> (information used to score these competencies was obtained through classroom observation of applicant)			
<b>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</b>			<b>SCORE</b>
<p style="text-align: center; margin: 0;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed limited use (1 instance) of written instructional plans</li> <li>Observed limited appropriate integration (1 instance) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels</li> </ul>	<p style="text-align: center; margin: 0;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Observed 2 instances when written outcomes-based instructional plans were used</li> <li>Observed 2 instances of appropriate integration into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels</li> </ul>	<p style="text-align: center; margin: 0;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed consistent use of written outcomes-based instructional plans for all lessons</li> <li>Observed consistent appropriate integration (3 or more instances) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels</li> <li>Plans consistently aligned with curriculum and learners' goals</li> </ul>	<b>3</b>
<p><b>(REQUIRED)</b> 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.)</p> <p><b>Date(s) :</b> <u>2/22/14, 3/8/14 and 4/24/14</u></p> <p>At least once a month, I review instructors lesson plans to assure outcomes-based plans are being used. Paula has consistently integrated DOK appropriately into lessons.</p>			
<b>2.02 Demonstrate the contextualization of ESL, ABE or ASE instruction to address adult learners' personal, educational, and career goals</b>			<b>SCORE</b>
<p style="text-align: center; margin: 0;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction</li> </ul>	<p style="text-align: center; margin: 0;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction</li> </ul>	<p style="text-align: center; margin: 0;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction</li> </ul>	<b>3</b>
<p><b>Optional comment:</b></p>			

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

<b>OBSERVATION</b> (information used to score these competencies was obtained through classroom observation of applicant)			
<b>2.03 Create an instructional environment that supports the development of metacognition</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed limited use (1 strategy) that assisted learners in monitoring their own learning</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Observed the use of 2 strategies that assisted learners in monitoring their own learning</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed consistent use (3 or more strategies) that assisted learners in monitoring their own learning</li> </ul>	<b>3</b>
<b>Optional comment:</b>			
<b>2.04 Utilize a variety of learner grouping strategies that address learning objectives</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed 1 grouping strategy with little to no connection to learning objectives</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Observed 2 grouping strategies connected to achievement of learning objectives</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Observed 3 or more grouping strategies directly connected to achievement of learning objectives</li> </ul>	<b>3</b>
<b>Optional comment:</b>			
I have been impressed with the variety of activities used in Paula’s classroom. She paces the activities well and modulates the transition from one activity to another well. Learners are actively engaged 99% of the time.			
<b>DISCUSSION</b> (information used to score these competencies was obtained through discussion with applicant)			
<b>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</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Explains 2 purposes or uses of formative and summative assessments</li> <li>Identifies 1 standardized ABE, ASE or ESL assessment</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Explains 3 purposes and/or uses of formative and summative assessments</li> <li>Identifies 1 standardized ABE, ASE or ESL assessment and describes its use</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Explains 4 or more purposes and uses of formative and summative assessments</li> <li>Identifies 2 standardized ABE, ASE or ESL assessments and describes their uses</li> <li>Attended a certified training for the administration of 1 NRS approved standardized assessment and can administer the assessment independently</li> </ul>	<b>2</b>  Date of NRS assessment training if score of 3  _____
Observation checklist for each test is available from the AEFL Office.			
<b>Optional comment:</b>			

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

<b>DISCUSSION</b> (information used to score these competencies was obtained through discussion with applicant)			
<b>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</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies 1-2 local resources</li> <li>Explains the basic role an instructor plays in referring learners to resources</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Identifies 3 local resources</li> <li>Explains how an instructor can facilitate a referral of adult learners to a needed resource</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies 4 or more local resources</li> <li>Explains how an instructor can facilitate a referral of adult learners to a needed resource</li> <li>Gives an example of successfully connecting adult learners to local resources</li> </ul>	<b>3</b>
<b>Optional comment:</b>			
<b>2.07 Relate to instruction research and evidence-based practices that sustain motivation and promote persistence</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies 1-2 examples of research and/or evidence-based practices that sustain motivation and promote persistence</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Identifies 3 examples of research and/or evidence-based practices that sustain motivation and promote persistence</li> <li>Relates the examples to instruction of adult learners</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies 4 or more examples of research and/or evidence-based practices that sustain motivation and promote persistence</li> <li>Provides 1 or more examples from professional experience of using research and evidence based practices that sustain motivation and promote persistence</li> </ul>	<b>3</b>
<b>Optional comment:</b>			
<b>2.08 Describe the process of providing accommodations for disabilities during instruction and assessment</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Minimally describes the program's policies and practices for providing accommodations for special learning needs</li> <li>Describes 1-2 instructional accommodations for physical and/or learning challenges</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Comprehensively describes the program's policies and practices for providing accommodations for special learning needs</li> <li>Describes 3 instructional accommodations for physical and/or learning challenges</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Comprehensively describes the program's policies and practices for providing accommodations for special learning needs</li> <li>Describes 4 or more instructional accommodations for physical and/or learning challenges</li> </ul>	<b>3</b>
<b>Optional comment:</b>			

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

<b>DISCUSSION</b> (information used to score these competencies was obtained through discussion w/applicant)			
<b>2.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>• Identifies 1-2 PD options or resources</li> <li>• Has a personal PD plan</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>• Identifies 3 PD options or resources</li> <li>• Explains 1-2 criteria used to evaluate options or resources</li> <li>• Has a personal PD plan</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>• Identifies 4 or more PD options or resources</li> <li>• Explains 3 or more criteria used to evaluate options or resources</li> <li>• Has a personal PD plan based on a PD self assessment</li> </ul>	<b>3</b>
<b>Optional comment:</b>			
<b>OBSERVATION AND DISCUSSION</b> (information used to score these competencies was obtained through both classroom observation and discussion)			
<b>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</b>			
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>• Observed limited use (1 instance) when adult learner profiles were used to inform instruction</li> <li>• Profiles contain documentation of:                             <ul style="list-style-type: none"> <li>• Standardized assessments results</li> <li>• Educational and/or career goals</li> </ul> </li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>• Observed 2 instances when adult learner profiles were used to inform instruction</li> <li>• Profiles contain documentation of:                             <ul style="list-style-type: none"> <li>• Standardized assessments results</li> <li>• Educational and career goals</li> <li>• Either learner background or prior academic or workplace knowledge</li> </ul> </li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>• Observed consistent use (3 or more instances) of regularly updated adult learner profiles to inform instruction</li> <li>• Profiles contain documentation of:                             <ul style="list-style-type: none"> <li>• Standardized assessments results</li> <li>• Educational and career goals</li> <li>• Learner background</li> <li>• Prior academic or workplace knowledge</li> </ul> </li> </ul>	<b>2</b>
<b>Optional comment:</b>			
Needs assessments in contrast to skills assessments are new to Paula. She is working at incorporating student goals into profiles which will help her lesson planning.			



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

<b>OBSERVATION AND DISCUSSION</b> (information used to score these competencies was obtained through both classroom observation and discussion)			
<b>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</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Describes 1 tool used to gain information about adult learners’ personal, educational and career goals</li> <li>Observed limited evidence that goals are documented</li> <li>Did not observe that goals were monitored or revised</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Describes 1 or more tools used to gain information about adult learners’ personal, educational and career goals</li> <li>Provides a basic description of the process used to gain the information</li> <li>Observed limited evidence that goals are documented</li> <li>Observed some evidence that goals are monitored and/or revised</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Describes 1 or more tools used to gain information about adult learners’ personal, educational and career goals</li> <li>Provides a clear, complete description of the process used to gain the information</li> <li>Observed consistent evidence that goals are identified, documented, monitored and revised in partnership with learners</li> </ul>	<b>2</b>
<p><b>Optional comment:</b></p> <p>This is a new focus for our program. Paula is developing a system to gather this information, document it, and apply it to instruction.</p>			
<b>2.12 Describe and implement a process to help adult learners understand and independently monitor academic performance and progress</b>			<b>SCORE</b>
<p style="text-align: center;"><b>1 – Limited Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies 1 strategy to assist learners in monitoring their own learning</li> <li>Observed implementation of this strategy during instruction</li> </ul>	<p style="text-align: center;"><b>2 – Proficient</b></p> <ul style="list-style-type: none"> <li>Describes 2-3 strategies to assist learners in monitoring their own learning</li> <li>Observed implementation of 2-3 strategies during instruction</li> </ul>	<p style="text-align: center;"><b>3 – Substantial Proficiency</b></p> <ul style="list-style-type: none"> <li>Describes 4 or more strategies to assist learners in monitoring their own learning</li> <li>Observed implementation of 4 or more strategies during instruction</li> </ul>	<b>3</b>
<p><b>REQUIRED COMMENT:</b> List all strategies identified by the applicant: 1. Developing the ability to write brief notes and/or make outlines and to review them briefly every day when they have read or heard information that is important to retain 2. Identify patterns when using a process 3. Using mnemonics 4. Chunking 5. Making associations</p>			
<b>Total Score</b>			<b>33</b>
<b>(Minimum passing score is 24points)</b>			
<p><b>Required Evaluation Summary:</b> 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.</p> <p>2.10 — Paula is well versed in Adult Education principles which are constantly applied in her ESL classroom. She is our most active employee in professional development and research and has often been a staff reference for good PD resources.</p> <p>2.07— Paula is very familiar with resources available for students in Boulder county. Her appropriate referrals to other agencies has been of great benefit to our students.</p>			