

## ABILITIES OF EFFECTIVE ADULT EDUCATION TEACHERS

COMPENTENCY WITH SPECIFIC SKILLS	EXAMPLES OF EVIDENCE	SELF-ASSESSMENT* NOTES
<b>ADULT LEARNING THEORY &amp; THE ADULT LEARNER</b>		
<p><b>Demonstrates and maintains knowledge base in adult learning.</b></p> <ul style="list-style-type: none"> <li>• Understands theories of adult learning and keeps abreast of research and trends.</li> <li>• Shows sensitivity to and fosters understanding between diverse learner groups (social, cultural, geographical, economic, etc.).</li> <li>• Creates a safe and comfortable learning community in her/his classroom.</li> <li>• Is an effective communicator and active listener.</li> <li>• Helps students build self-efficacy as learners.</li> <li>• Respects all students and believes in their abilities.</li> <li>• Meets learners where they are and fosters their potential for growth.</li> </ul>	<p>Considers issues that affect learning (e.g. abuse, health, homelessness, disabilities)</p> <p>Uses non-biased, non-discriminatory teaching practices and monitors materials for biases.</p> <p>Invites the class to develop a list of in-class rules that they all agree to follow</p> <p>Asks probing questions and gives learners time to consider the question before asking for a response</p>	

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COMPENTENCY WITH SPECIFIC SKILLS	EXAMPLES OF EVIDENCE	SELF-ASSESSMENT* NOTES
<b>ADULT EDUCATION TEACHING METHODS &amp; STRATEGIES</b>		
<p><b>Understands and demonstrates effective instructional design and teaching approaches</b></p> <ul style="list-style-type: none"> <li>• Builds on and uses learner’s prior knowledge, interests, strengths, and everyday life experiences.</li> <li>• Plans for and uses a variety of instructional strategies, materials, and purposes to meet needs of adult learners at a variety of levels and learning styles.</li> <li>• Encourages learner interaction in the classroom.</li> <li>• Promotes development and use of critical thinking and problem solving skills.</li> <li>• Integrates appropriate use of technology.</li> <li>• Recognizes common manifestations of learning disabilities and uses effective instructional strategies and/or makes appropriate referrals.</li> </ul>	<p>Students discuss questions of interest about family customs; interview family elders to find answers to their questions; prepare presentation (written, orally, demonstration, pictures, etc) for the class.</p> <p>Invites learners to work in small groups to develop a song, short play, poem or drawing that helps illustrate the short story they just read as a class.</p> <p>Asks learners to think about something they enjoy doing (sewing, cooking, making, playing) and then write a simple list of directions that would help fellow learners learn how to do it. Each shares and the class decides if the directions are clear and sequential.</p> <p>When some students are continually late for class because of transportation issues, asks the students to articulate the problems and guides them in brainstorming solutions, determining what additional information is needed, and gathering that information. Each student picks the best solution for them and after several weeks reports whether the solution worked or not, and if not, why not.</p> <p>Has attended training in teaching adults with learning disabilities, and helps students with learning difficulties to identify strategies that help them take in and remember information (e.g. using tape recorder, color coding for organizing, pneumonics, etc.)</p>	

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<b>COMPENTENCY WITH SPECIFIC SKILLS</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>SELF-ASSESSMENT* NOTES</b>
<b>SUBJECT MATTER KNOWLEDGE</b>		
<p><b>Develops and maintains a knowledge base in own content area and in other relevant areas</b></p> <ul style="list-style-type: none"> <li>• Has professional preparation and/or training in the primary content area.</li>   <li>• Uses current instructional methodologies and procedures specific to the content area.</li>   <li>• Keeps abreast of research and trends in the content area.</li> </ul>	<p>Attends a 4-day seminar on the teaching of writing to ABE learners with language learning differences. Integrates one or more newly learned instructional techniques into the curriculum.</p> <p>Teaches geometry through engaging learners in a multi-sensory classroom measuring project using measuring tools (tape measures, protractors, string, plumb line) to collect data about perimeter, area volume, and record results in scale on graph paper.</p> <p>Each year - Reads x professional journal; or participates in a content area listserv; or attends professional meeting/seminar.</p>	
<b>COMPENTENCY WITH</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>SELF-ASSESSMENT*</b>

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SPECIFIC SKILLS		NOTES
<b>LEARNER ASSESSMENT &amp; EVALUATIONS</b>		
<p><b>Understands and demonstrates effective assessment strategies for a variety of purposes</b></p> <ul style="list-style-type: none"> <li>• Works with learners to identify their strengths, needs, and goals.</li> <li>• Understands, develops or modifies, and uses a variety of assessment strategies to evaluate learner progress.</li> <li>• Uses results of assessments to:               <ul style="list-style-type: none"> <li>- plan/adjust lessons &amp; curriculum</li> <li>- monitor progress toward learning objectives and student goals</li> <li>- verify learning/progress for learners.</li> </ul> </li> <li>• Structures and facilitates ways for learners to reflect on and assess their own learning and progress.</li> <li>• Documents results of assessments with appropriate evidence and confidentiality.</li> </ul>	<p>Plans instructional activity to help students understand and set short &amp; long-term goals and reviews them with students regularly</p> <p>Creates an observational checklist to monitor problem solving strategies students use while working in groups to solve a complex math task</p> <p>Notes that evidence from oral responses in class demonstrate learners don't seem to understand the concept of fractions; adjusts next class activities to step back and include concrete examples from the students' lives (bring in a cake to divide, etc).</p> <p>Meets with each student to compare and discuss writing samples saved in student's portfolio over the last four months, using scoring rubric for writing developed by students in class.</p> <p>Keeps student folders with quizzes, copies of finished projects, standardized test results, etc as well as class roster with progress notes. Reports summary in writing to appropriate staff</p>	<p><b>SELF-ASSESSMENT*</b></p>
<b>COMPENTENCY WITH SPECIFIC SKILLS</b>	<b>EXAMPLES OF EVIDENCE</b>	

## ABILITIES OF EFFECTIVE ADULT EDUCATION TEACHERS

<b>PROFESSIONAL DEVELOPMENT</b>		
<p><b>Reflects on and assesses own strengths and weakness as a teacher, and engages in a variety of professional development activities to enhance the quality of instruction</b></p> <ul style="list-style-type: none"> <li>• Views self as learner as well as teacher.</li>   <li>• Is invested in and committed to the profession and to his/her own professional growth (new or experienced).</li>   <li>• Is reflective about the teaching/learning process and his/her own teaching assumptions and beliefs.</li>   <li>• Communicates (talk/share/listen) with other adult educators.</li>   <li>• Is able to articulate and support her/his teaching philosophy.</li> </ul> <p style="text-align: center; margin-top: 20px;"><b>COMPENTENCY WITH SPECIFIC SKILLS</b></p>	<p>Participate in a variety of professional development activities, e.g. participation in electronic list discussions, participate in or present at workshops &amp; conferences; research a topic of interest</p> <p>Proactively seek opportunities for learning through teacher sharing forums, membership in professional organization, researching current field information</p> <p>Meet regularly with colleagues to share and teaching and classroom practices, participate in teacher research (investigate instructional question in classroom), participate in mentoring relationship</p> <p>Participate in sharing groups, listservs, study circles, substantive staff meetings, etc</p> <p>Regularly reflect on teaching activity and its outcome through journaling, peer mentoring;</p> <p style="text-align: center; margin-top: 20px;"><b>EXAMPLES OF EVIDENCE</b></p>	<p style="text-align: center; margin-top: 20px;"><b>SELF-ASSESSMENT*</b></p>
<b>COMMUNITY INTERACTIONS</b>		

## ABILITIES OF EFFECTIVE ADULT EDUCATION TEACHERS

<p><b>Knows and/or knows how to access information about own organization, community resources, relevant laws and regulations to enhance teaching &amp; learning</b></p> <ul style="list-style-type: none"> <li>• Understands and uses a variety of community resources and support systems.</li> <li>• Is knowledgeable about and uses agency's relationships with agencies/institutions serving adult learners.</li> <li>• Uses knowledge of community resources to expand teaching and learning.</li> <li>• Understands and uses appropriate referral processes at her/his agency.</li> </ul>	<p>Knows which public schools learners children attend and who in the hierarchy a learner should speak to about educational issues involving their child's (e.g. homework = teacher; policy = principal; health = nurse).</p> <p>Has visited the local career center, knows what services they offer, and who they serve. Invites staff there to visit agency and present to learners.</p> <p>Takes learners on a field trip to the local landfill to learn about recycling.</p> <p>Takes the student who discloses domestic violence to the social worker on site (or provides appropriate phone number for services).</p>	
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**\*Self-assessment might be in the form of personal reflection, evidence of competencies such as a portfolio, or self-rating on a 3 point or 5 point scale (e.g. 1-exceeds expectations, 2-meets expectations, 3-needs work). Taking time to do the self-assessment is meant to help you develop an individual professional development plan to guide your professional growth.**