



Demonstration of Experience – EDU-132

Instructions: Please have a qualified evaluator complete the following with their information and observation information compiled during two separate classroom observations and at least one debrief conversation.

Qualified evaluators must:

- have a bachelor’s degree and at least 720 hours of experience in adult education, or
- hold a current ABEA and have at least four consecutive months of experience in adult education.
- have worked with the applicant for a minimum of four months.
- be familiar with the ABEA course competencies and the content area observed.

Observations must:

- be at least 30 minutes long.
- be conducted in a setting relevant to the competencies being observed.
- focus on a specific course and its competencies.
- involve a debrief conversation going over results.
- be approved by the applicant’s program director.
- occur no more than six months prior to this form being signed.

Evaluator Information

Please complete the following with your information. Type/print legibly.

Last Name

First Name

MI

Years of Experience

Current Employer (Program/Organization)

ABEA Obtained (If Applicable)

Current Job Title

Time Worked With Applicant

Email Address

Work Phone

Observation #1

Observation #2

Debrief

Signature

Date



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Observed one instance of written instructional plans.• Observed one instance of appropriate integration into instruction of one or more of the four Webb’s Depth of Knowledge (DOK) levels.	<ul style="list-style-type: none">• Observed two instances when written outcomes-based instructional plans were used.• Observed two instances of appropriate integration into instruction of one or more of the four Webb’s Depth of Knowledge (DOK) levels.	<ul style="list-style-type: none">• Observed consistent use of written outcomes-based instructional plans for all lessons.• Observed three or more instances of appropriate integration into instruction of one or more of the four Webb’s Depth of Knowledge (DOK) levels.• Plans consistently aligned with curriculum and learners’ goals.	

Optional Comment



2.02

Demonstrate the contextualization of ESL, ABE or ASE instruction to address adult learners’ personal, educational, and career goals.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Observed one instance of contextualization of adult learners’ personal, educational, and/or career goals into instruction.	<ul style="list-style-type: none">Observed two instances of contextualization of adult learners’ personal, educational, and/or career goals into instruction.	<ul style="list-style-type: none">Observed three or more instances of contextualization of adult learners’ personal, educational, and/or career goals into instruction.	

Optional Comment

Large empty rectangular box for optional comments.



2.03

Create an instructional environment that supports the development of metacognition.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Observed one strategy that assisted learners in monitoring their own learning.	<ul style="list-style-type: none">Observed the use of two strategies that assisted learners in monitoring their own learning.	<ul style="list-style-type: none">Observed the use of three or more strategies that assisted learners in monitoring their own learning.	

Optional Comment

Large empty rectangular box for optional comments.



2.04

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

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Observed one grouping strategy with little to no connection to learning objectives.	<ul style="list-style-type: none">Observed two grouping strategies connected to achievement of learning objectives.	<ul style="list-style-type: none">Observed three or more grouping strategies directly connected to achievement of learning objectives.	

Optional Comment

Empty text area for optional comment.



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 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Explains two purposes or uses of formative and summative assessments.• Identifies one standardized ABE, ASE or ESL assessment.	<ul style="list-style-type: none">• Explains three purposes and/or uses of formative and summative assessments.• Identifies one standardized ABE, ASE or ESL assessment and describes its use.	<ul style="list-style-type: none">• Explains four or more purposes and uses of formative and summative assessments.• Identifies two standardized ABE, ASE or ESL assessments and describes their uses.• Attended a certified training for the administration of one NRS approved standardized assessment and can administer the assessment.	

Optional Comment

Empty box for optional comment.



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two local resources.• Explains the basic role an instructor plays in referring learners to resources.	<ul style="list-style-type: none">• Identifies three local resources.• Explains how an instructor can facilitate a referral of adult learners to a needed resource.	<ul style="list-style-type: none">• 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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Identifies one-two examples of research and/or evidence-based practices that sustain motivation and promote persistence.	<ul style="list-style-type: none">Identifies three examples of research and/or evidence-based practices that sustain motivation and promote persistence.Relates the examples to instruction of adult learners.	<ul style="list-style-type: none">Identifies four or more examples of research and/or evidence-based practices that sustain motivation and promote persistence.Provides one 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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Minimally describes the program’s policies and practices for providing accommodations for special learning needs.Describes one-two instructional accommodations for physical and/or learning challenges.	<ul style="list-style-type: none">Comprehensively describes the program’s policies and practices for providing accommodations for special learning needs.Describes three instructional accommodations for physical and/or learning challenges.	<ul style="list-style-type: none">Comprehensively describes the program’s policies and practices for providing accommodations for special learning needs.Describes four or more instructional accommodations for physical and/or learning challenges.	

Optional Comment

Empty text area for optional comment.



2.09

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

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two PD options or resources.• Has a personal PD plan.	<ul style="list-style-type: none">• Identifies three PD options or resources.• Explains one-two criteria used to evaluate options or resources.• Has a personal PD plan.	<ul style="list-style-type: none">• Identifies four or more PD options or resources.• Explains three or more criteria used to evaluate options or resources.• Has a personal PD plan based on a PD self-assessment.	

Optional Comment

Empty text area for optional comments.



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"> • Observed one instance when adult learner profiles were used to inform instruction. • Profiles contain documentation of: <ul style="list-style-type: none"> ○ Standardized assessments. ○ Educational and/or career goals. 	<ul style="list-style-type: none"> • Observed two instances when adult learner profiles were used to inform instruction. • Profiles contain documentation of: <ul style="list-style-type: none"> ○ Standardized assessments. ○ Educational and career goals. ○ Either learner background or prior academic or workplace knowledge. 	<ul style="list-style-type: none"> • Observed three or more instances of regularly updated adult learner profiles to inform instruction. • Profiles contain documentation of: <ul style="list-style-type: none"> ○ Standardized assessments. ○ Educational and career goals. ○ Learner background and prior academic or workplace knowledge. 	

Optional Comment



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Describes one 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.	<ul style="list-style-type: none">• Describes one 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 and that they are monitored and/or revised.	<ul style="list-style-type: none">• Describes one or more tools used to gain information about adult learners’ personal, educational and career goals.• Provides a clear description of the process used to gain the information.• Observed consistent evidence that goals are identified, documented, monitored and revised.	

Optional Comment



2.12

Describe and implement a process to help adult learners understand and independently monitor academic performance and progress.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one strategy to assist learners in monitoring their own learning over time.• Observed implementation of this strategy during instruction.	<ul style="list-style-type: none">• Describes two strategies to assist learners in monitoring their own learning over time.• Observed implementation of two strategies during instruction.	<ul style="list-style-type: none">• Describes three or more strategies to assist learners in monitoring their own learning over time.• Observed implementation of four or more strategies during instruction.	

Optional Comment



Summary

Overall Score (Minimum Passing Score is 24 Points)

Evaluation Summary

Identify two competencies in EDU-132 that are strengths and two that are areas for growth for this instructor. Write at least one sentence explaining the choice of each competency.