



Demonstration of Experience – EDU-133

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



3.01

Apply results from two or more types of assessments for ABE and/or ASE learners to the planning and delivery of instruction.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Observed the use of results from one standardized assessment to plan and deliver level appropriate instruction.	<ul style="list-style-type: none">Observed the use of results from one standardized assessment and one alternative assessment to plan and deliver level appropriate instruction.	<ul style="list-style-type: none">Observed the use of results from one or two standardized assessments and two or more alternative assessments to plan and deliver level appropriate instruction.	

Optional Comment

Empty text area for 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.

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

Optional Comment

Empty text area for optional comments.



3.03

Contextualize instruction based on ABE and/ or ASE learners' self-identified prior knowledge, and personal, education 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

Empty text area for 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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Observed evidence that technology was used one-two times to develop and deliver ABE and/or ASE instruction.• Observed one-two instances where learners were able to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed their goals.	<ul style="list-style-type: none">• Observed evidence that technology was used three times to develop and deliver ABE and/or ASE instruction.• Observed three instances where learners were able to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed their goals.	<ul style="list-style-type: none">• Observed evidence that technology was used four or more times to develop and deliver ABE and/or ASE instruction.• Observed four 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.	

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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Observed one situation where the instructor supported learners in functioning independently.• Observed one example of instruction in content and skills learners need in their next step on their educational and/or career pathway.	<ul style="list-style-type: none">• Observed two situations where the instructor supported learners in functioning independently.• Observed two examples of instruction in content and skills learners need in their next step on their educational and/or career pathway.	<ul style="list-style-type: none">• Observed three or more situations where the instructor supported learners in functioning independently.• Observed three or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway.	

Optional Comment

Empty text area for optional comment.



3.06

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 learning objectives.	<ul style="list-style-type: none">Observed three or more grouping strategies connected directly to learning objectives.	

Optional Comment



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two characteristics from learners’ demographic profile and/or cultural norms and values.• Provides one-two examples of how demographic characteristics and/or cultural norms influence instructional practices.	<ul style="list-style-type: none">• Evaluates how the learners’ demographic profile and cultural norms and values influence instructional practices.	<ul style="list-style-type: none">• 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.	

Optional Comment

Empty text area for optional comments.



3.08

Compare and contrast instructional techniques and resources appropriate for ABE and ASE learners.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">Identifies one similarity and one difference of two instructional techniques and/or resources.	<ul style="list-style-type: none">Identifies two similarities and two differences of two or more instructional techniques and/or resources.Identifies when and with whom to use the techniques and/or resources.	<ul style="list-style-type: none">Identifies three or more similarities and three or more differences of two or more instructional techniques and/or resources.Identifies when and with whom to use the techniques and/or resources.	

Optional Comment



3.09

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 space for optional comment.



3.10

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

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two 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.	<ul style="list-style-type: none">• Identifies three 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.	<ul style="list-style-type: none">• Identifies four 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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two writing skills appropriate for the EFL(s) taught as well as one-two writing skills above and below that level(s).• Observed instruction of one level appropriate writing skill.	<ul style="list-style-type: none">• Identifies three writing skills appropriate for the EFL(s) taught as well as three writing skills above and below that level(s).• Observed instruction of two level appropriate writing skills.	<ul style="list-style-type: none">• Identifies four or more writing skills appropriate for the EFL(s) taught as well as four or more writing skills above and below that level(s).• Observed instruction of two level appropriate writing skills at two different levels.	

Optional Comment



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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two reading skills appropriate for the EFL(s) taught as well as one-two reading skills above and below that level(s).• Observed instruction of one level appropriate reading skill.	<ul style="list-style-type: none">• Identifies three reading skills appropriate for the EFL(s) taught as well as three reading skills above and below that level(s).• Observed instruction of two level appropriate reading skills.	<ul style="list-style-type: none">• Identifies four or more reading skills appropriate for the EFL(s) taught as well as four or more reading skills above and below that level(s).• Observed instruction of two level appropriate reading skills at two different levels.	

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.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none">• Identifies one-two numeracy skills appropriate for the EFL(s) taught as well as one-two numeracy skills above and below that level(s).• Observed instruction of one level appropriate numeracy skill.	<ul style="list-style-type: none">• Identifies three numeracy skills appropriate for the EFL(s) taught as well as three numeracy skills above and below that level(s).• Observed instruction of two level appropriate numeracy skills.	<ul style="list-style-type: none">• Identifies four or more numeracy skills appropriate for the EFL(s) taught as well as four or more numeracy skills above and below that level(s).• Observed instruction of two level appropriate numeracy skills at two different levels.	

Optional Comment



Summary

Overall Score (Minimum Passing Score is 26 Points)

Evaluation Summary

Identify two competencies in EDU-133 that are strengths and two that are areas for growth for this instructor. Write at least one sentence explaining the choice of each competency.