**Wyoming**

**Adult Education Program**

**Instructor Self-Assessment**

**Levels 1 & 2**

***Name of Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Using the AE Program Standards for Self-Assessment**

The AE instructor standards were adapted from the North-Carolina Instructor Self-Assessment Instrument, which were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. This self-assessment, Levels 1 & 2, is designed for relatively new instructors—those with up to two-three years of Basic Skills teaching experience.

The self-assessment instrument addresses **core** knowledge and skills that Basic Skills instructors need for effective performance. It is not intended to be all-inclusive. After you feel comfortable with your performance in all of the Level 1 & 2 practices, you will want to progress to the Instructor Self-Assessment: Levels 3 & 4, which provides a continuum to higher-level teaching practices.

**Instructor Self-Assessment Tools: Standards-Based Guiding Questions**

One way to consider your strengths and areas needing improvement is to respond to focused, guiding questions related to effective practices aligned to seven broad Instructor Standards:

* Adult Learning
* Content
* Assessment
* Instruction
* Technology
* Professional Development and Growth
* Program Goals and Responsibilities

Each standard area has a focused question (the standard) followed by a list of effective practices (competencies) and a rating scale.

***HERE IS A SAMPLE: STANDARD #1: ADULT LEARNING***

***Essential Question: Do you understand adult learning and development and respect the diversity of the students you teach?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Effective Practices: Levels 1 & 2** | **Never** | **Rarely** | **Sometimes** | **Frequently** | **Always** | **I can teach someone else.** | **PD Goal.** |
| **1.1.1**  I am aware of the diverse backgrounds, skill levels, and cultural heritage of students. |  |  |  |  |  |  |  |

The numbering system represents the standard, level, and competency. Here is an example for 1.1.1.

|  |  |  |
| --- | --- | --- |
| Standard | Level | Competency |
| 1 | 1 | 1 |

New or relatively new instructors will probably find that they are proficient in many of the competencies in Level 1 and some of the competencies in Level 2. Instructors are not expected to be proficient in each of the Level 1 competencies until they have completed at least two years of instruction in our ABE program.

Any practice to which you respond ‘Never’, ‘Rarely’, or ‘Sometimes’ may be areas for growth. Remember that this tool is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

**Directions:**

**Step 1:** Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents your performance.

**Step 2**: After you complete the entire self-assessment, go back and place a checkmark by Level 1

and Level 2 competencies that you rated as ‘never’, ‘rarely,’ or ‘sometimes.’ As you progress through the years with additional experience, you will want to seek out various professional growth opportunities to acquire additional knowledge in these areas.

**Standard #1: Adult Learning**

**Essential Question 1: Do you understand adult learning and development and respect the diversity of the students you teach?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 1.1.1  I am aware of the diverse backgrounds, skill levels, and cultural heritage of students. |  |  |  |  |  |  |  |
| 1.1.2  I am aware of the need to avoid bias, stereotypes, and generalizations in the classroom. |  |  |  |  |  |  |  |
| 1.1.3  I can differentiate between how adults and children learn. |  |  |  |  |  |  |  |
| 1.1.4  I can distinguish the characteristics that create a physical and emotional environment in which adult students can learn. |  |  |  |  |  |  |  |
| 1.1.5  I can describe potential barriers to regular attendance and options for addressing those barriers. |  |  |  |  |  |  |  |
| 1.1.6  I can describe various learning styles and strategies for identifying students’ needs, strengths, and goals. |  |  |  |  |  |  |  |
| 1.2.1  I provide a supportive learning community that fosters student interaction and respect within the classroom (e.g. peer tutoring, group discussion.) |  |  |  |  |  |  |  |
| 1.2.2  I provide a safe, student-centered instructional setting that acknowledges and utilizes the knowledge that adults bring to the classroom. |  |  |  |  |  |  |  |
| 1.2.3  I assist students with identifying and resolving participation barriers and/or refer students with participation barriers to appropriate staff within the institution for assistance. |  |  |  |  |  |  |  |
| 1.2.4  I accommodate adult students’ multiple learning styles. |  |  |  |  |  |  |  |

**Standard #2: Content**

**Essential Question 2: Do you understand the content area(s) for which you have instructional responsibility?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 2.1.1  I have professional preparation and/or training in content areas (e.g. reading, math, etc.) relative to my teaching assignment (e.g., ABE, GED, ESL, Family Literacy, workforce literacy) |  |  |  |  |  |  |  |
| 2.1.2  I have access to and know where to find adult-appropriate materials relevant to content area(s). |  |  |  |  |  |  |  |
| 2.1.3  I can identify strategies for linking content area with students’ prior knowledge and future learning needs using multiple assessment approaches (e.g. standardized tests, inventories, interviews). |  |  |  |  |  |  |  |
| 2.1.4  I can link content area skills and skills needed for further education and employment. |  |  |  |  |  |  |  |
| 2.1.5  I have received training on the College and Career Readiness standards and have implemented them into lesson contents. |  |  |  |  |  |  |  |
| 2.1.6  I can differentiate among the various skills and knowledge associated with the National Reporting System’s educational functioning level descriptors. |  |  |  |  |  |  |  |
| 2.2.1  I can participate in on-going professional development to continuously develop and maintain a knowledge base in content areas applicable to my teaching responsibility. |  |  |  |  |  |  |  |
| 2.2.2  I incorporate research-based materials into instructional delivery. |  |  |  |  |  |  |  |
| 2.2.3  I use curricula and a variety of resources that blend content area instruction and real life application. |  |  |  |  |  |  |  |
| 2.2.4  I demonstrate to students the connection between content area skills and the skills needed for career opportunities. |  |  |  |  |  |  |  |
| 2.2.5  I utilize teaching techniques based on research. |  |  |  |  |  |  |  |
| 2.2.6  I match curriculum to the educational functioning levels to meet student needs. |  |  |  |  |  |  |  |

**Standard #3: Assessment**

**Essential Question 3: Do you understand and use varied assessments to plan instruction, evaluate student progress and improve instructional delivery?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 3.1.1  I can differentiate between formal (standardized pre- and post-tests) and informal assessments and explain the value and necessity of each. |  |  |  |  |  |  |  |
| 3.1.2  I can explain the link between assessment, curriculum, and instruction. |  |  |  |  |  |  |  |
| 3.1.3  I can define standardized and ethical procedures for administering formal assessment instruments in compliance with the state and local pre- and post-test policy. |  |  |  |  |  |  |  |
| 3.1.4  I can describe program procedures for maintaining accurate, complete, and confidential assessment records. |  |  |  |  |  |  |  |
| 3.1.5  I can describe the procedure for maintaining security of formal assessment materials. |  |  |  |  |  |  |  |
| 3.2.1  I administer a variety of assessment instruments, including learning style inventories, to develop student goals, guide instruction, and demonstrate student progress.. |  |  |  |  |  |  |  |
| 3.2.2  I use formal and informal assessment results to develop and revise individual learning plans and select appropriate curriculum. |  |  |  |  |  |  |  |
| 3.2.3  I collaborate with students in the use of self-assessment and progress monitoring to show increased skills and knowledge. |  |  |  |  |  |  |  |
| 3.2.4  I completed training in one or more NRS-approved assessment instruments. |  |  |  |  |  |  |  |
| 3.2.5  I regularly review progress and post-assessment data for each student to track completion of educational functioning levels as defined by state guidelines. |  |  |  |  |  |  |  |
| 3.2.6  I follow program procedures for maintaining accurate and complete assessment records. |  |  |  |  |  |  |  |
| 3.2.7  I follow program procedures for maintaining confidential student assessment data. |  |  |  |  |  |  |  |
| 3.2.8  If applicable, I maintain formal assessment instruments in a locked, secure location. |  |  |  |  |  |  |  |

**Standard #4: Instruction**

**Essential Question 4: Do you plan, implement, and evaluate effective instruction?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 4.1.1  I can differentiate between students’ personal goal setting and National Reporting System (NRS) goal setting and the importance of each. |  |  |  |  |  |  |  |
| 4.1.2  I can differentiate between students’ short term and long term goals. |  |  |  |  |  |  |  |
| 4.1.3  I can define the process for developing effective lesson plans incorporating CCRS. |  |  |  |  |  |  |  |
| 4.1.4  I can describe instructional methods and materials appropriate for adult students with varied needs and interests. |  |  |  |  |  |  |  |
| 4.1.5  I can identify strategies for promoting a community of learners within the classroom. |  |  |  |  |  |  |  |
| 4.1.6  I can describe strategies for stimulating higher order thinking skills within the classroom. |  |  |  |  |  |  |  |
| 4.1.7  I understand the use of distance learning as an instructional or professional development delivery method. |  |  |  |  |  |  |  |
| 4.2.1  I use a consistent process and collaborate with students to set realistic short-term and long-term learning goals. |  |  |  |  |  |  |  |
| 4.2.2  I offer constructive feedback to assist students in achieving their goals. |  |  |  |  |  |  |  |
| 4.2.3  I link students’ life/career goals to NRS goals and students’ learning plans to ensure relevant instruction. |  |  |  |  |  |  |  |
| 4.2.4  I apply knowledge of how adults learn to plan and implement relevant lesson plans. |  |  |  |  |  |  |  |
| 4.2.5  I access lesson plan resources available on-line and through other venues to strengthen my instructional delivery. |  |  |  |  |  |  |  |
| 4.2.6  I use a variety of instructional methods and materials, including technology, to enhance student learning and address varied learning styles. |  |  |  |  |  |  |  |
| 4.2.7  I provide frequent opportunities for students to practice and apply learning. |  |  |  |  |  |  |  |
| 4.2.8  I integrate group activities that promote team-building and build self-efficacy. |  |  |  |  |  |  |  |
| 4.2.9  I connect learning to students’ roles as parents, workers, community members, and lifelong learners. |  |  |  |  |  |  |  |
| 4.2.10 I use curriculum that blends CCRS and real-life applications. |  |  |  |  |  |  |  |
| 4.2.11  I model appropriate communication and higher order thinking skills to stimulate critical thinking. |  |  |  |  |  |  |  |
| 4.2.12  I access distance learning as an instructional delivery and/or professional development method. |  |  |  |  |  |  |  |

**Standard #5: Technology**

**Essential Question 5: Do you utilize various forms of technology to support teaching, learning and communication; to enhance professional growth and productivity, and to conduct research?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 5.1.1  I can demonstrate an understanding of and capacity to use technology teaching and communication. |  |  |  |  |  |  |  |
| 5.1.2  I can demonstrate an understanding of the ethical and legal use of technology. |  |  |  |  |  |  |  |
| 5.1.3  I can describe multiple options for using technology, including adaptive technology, within the classroom to promote student learning (e.g., computer software, internet research, powerpoint presentations) |  |  |  |  |  |  |  |
| 5.2.1  I incorporate the use of technology (where available) into instruction to enhance student learning and student-conducted research. |  |  |  |  |  |  |  |
| 5.2.2  I use technology to expand professional and student communication (i.e., discussion boards, list serves, email) |  |  |  |  |  |  |  |
| 5.2.3  I follow program procedures for the legal and ethical use of technology in the learning environment and ensure that students do likewise. |  |  |  |  |  |  |  |
| 5.2.4  I use technology to plan lessons, deliver instruction, and access current research to address diverse student needs and learning styles. |  |  |  |  |  |  |  |

**Standard #6: Professional Development and Growth**

**Essential Question 6: Do you pursue opportunities for professional development and involvement in the Basic Skills learning community?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 6.1.1  I completed an orientation process with my program director and participate in State sponsored professional development opportunities. |  |  |  |  |  |  |  |
| 6.1.2  I complete a self-evaluation and develop professional development goals as they relate to personal practice. |  |  |  |  |  |  |  |
| 6.2.1  I engage in continuous, purposeful professional development that supports student achievement and the program’s mission. |  |  |  |  |  |  |  |
| 6.2.2  I connect professional development goals to program goals. |  |  |  |  |  |  |  |
| 6.2.3  I observe and model effective teachers and network with colleagues at the local level. |  |  |  |  |  |  |  |
| 6.2.4  I read professional literature related to the field and utilize technology for continuous professional development. |  |  |  |  |  |  |  |

**Standard #7: Program Goals and Responsibilities**

**Essential Question 7: Do you understand and support program goals and responsibilities?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 1 & 2 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD Goal  Y/N |
| 7.1.1  I understand local program policies and state/federal regulations, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA). |  |  |  |  |  |  |  |
| 7.1.2  I can define the program’s mission, goals and priorities. |  |  |  |  |  |  |  |
| 7.1.3  I understand the process for making student referrals to internal (college/program) and/or external resources. |  |  |  |  |  |  |  |
| 7.2.1  I follow local and state/federal policies and procedures. |  |  |  |  |  |  |  |
| 7.2.2  I maintain accuracy and confidentiality of student information and records |  |  |  |  |  |  |  |
| 7.2.3  I collect and report accurate data for program improvement and accountability in a timely manner to meet program’s deadlines. |  |  |  |  |  |  |  |
| 7.2.4  I accept personal responsibility for job attendance, timeliness, and job performance. |  |  |  |  |  |  |  |
| 7.2.5  I follow procedures of designation off-campus class sites, if applicable, such as correctional facilities, community-based organizations, etc. |  |  |  |  |  |  |  |
| 7.2.6  I demonstrate a positive working relationship with colleagues. |  |  |  |  |  |  |  |
| 7.2.7  I establish and build working relationships with internal college/program resources and external community agencies (if appropriate) |  |  |  |  |  |  |  |

**Professional Development Planning Chart**

Based on the results of your Self-Assessment, select your top three priorities for professional growth and complete the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competency I would like to improve:** | **This is what I would like to learn:** | **This is how I would like to learn it:**  **(**e.g. workshops, practitioner research, study circles, mentoring, reading articles, internet search, classroom observation of other teachers, etc.) |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

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Instructor’s Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director’s Signature Date