**Wyoming**

**Adult Basic Education Program**

**Instructor Self-Assessment**

**Levels 3 & 4**

***Name of Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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

The AE Instructor Standards were adapted from the North Carolina Instructor Standards and 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 3 & 4, is designed for instructors who have been teaching in the Basic Skills program for more than two years.

This self-assessment instrument builds upon the skills and knowledge addressed in the Level 1 & 2 assessment, which covered core knowledge and skills that Basic Skills instructors need for effective performance.

This instrument is not intended to be all-inclusive. It will, however, give you a good idea of critical competencies needed for effective instructional delivery as you expand your skills in the Basic Skills program.

**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 3 & 4** | **Never** | **Rarely** | **Sometimes** | **Frequently** | **Always** | **I can teach someone else.** | **PD Goal.** |
| **1.3.1** I create opportunities for students to select and engage in group learning projects that promote classroom cohesion. |  |  |  |  |  |  |  |

The numbering system represents the standard, level, and competency. Here is an example for 1.3.1.

|  |  |  |
| --- | --- | --- |
| Standard | Level | Competency |
| 1 | 3 | 1 |

You will probably find that you are proficient in many of the competencies in level 3 and some of the competencies in Level 4. You are not expected to be proficient in each of the Level 3 competencies.

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

3 & 4 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 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 1.3.1I create opportunities for students to select and engage in group learning projects that promote classroom cohesion. |  |  |  |  |  |  |  |
| 1.3.2I create opportunities to build student leadership. |  |  |  |  |  |  |  |
| 1.3.3I encourage students to become aware of and participate in community issues such as voting and environmental concerns. |  |  |  |  |  |  |  |
| 1.3.4I employ a variety of research-based activities that foster student persistence (e.g. helping students to manage barriers, build self-efficacy, set clear goals, and see measurable progress.) |  |  |  |  |  |  |  |
| 1.3.5I develop instructional plans that encourage regular attendance but accommodate distance learning strategies if students are forced to exit temporarily. |  |  |  |  |  |  |  |
| 1.3.6I identify and refer students with special needs for screening and assessment based on state and program policies, and use results to determine appropriate adaptations and accommodations. |  |  |  |  |  |  |  |
| 1.4.1I utilize the results of student questionnaires, PowerPath results, career pathways documentation and other relevant information. |  |  |  |  |  |  |  |
| 1.4.2I design activities to assist students in becoming self-directed, independent learners going beyond their perception of their own limitations. |  |  |  |  |  |  |  |
| 1.4.3I assess attendance and performance patterns to determine necessary adjustments in instructional planning and delivery. |  |  |  |  |  |  |  |
| 1.4.4I serve as a mentor or provide training on accommodating learning styles and special needs in the classroom. |  |  |  |  |  |  |  |

**Standard #2: Content**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 2.3.1I engage in self-directed research relevant to content area to gain greater insight into effective instructional practices. |  |  |  |  |  |  |  |
| 2.3.2I create materials relevant to individual students that incorporate CCRS. |  |  |  |  |  |  |  |
| 2.3.3I analyze the effectiveness and impact of materials on learner outcomes. |  |  |  |  |  |  |  |
| 2.3.4I select effective instructional practices and materials to create integrated content units. |  |  |  |  |  |  |  |
| 2.3.5I engage students in participatory curriculum development through the use of learner-generated materials. |  |  |  |  |  |  |  |
| 2.3.6I analyze and select appropriate curriculum for helping students transition to further education and employment goals. |  |  |  |  |  |  |  |
| 2.3.7I analyze and apply a variety of research-supported techniques for teaching. |  |  |  |  |  |  |  |
| 2.3.8I analyze student progress through the educational functioning levels to develop and deliver instruction. |  |  |  |  |  |  |  |
| 2.4.1I align instructional materials to student identified career pathways. |  |  |  |  |  |  |  |
| 2.4.2I develop or find on line materials and share then with students and colleagues (as appropriate). |  |  |  |  |  |  |  |
| 2.4.3I regularly assess and modify materials and curricula to align with student needs, content standards, and to improve student performance. |  |  |  |  |  |  |  |
| 2.4.4I design a written plan for transitioning students to postsecondary education, job training, or employment. |  |  |  |  |  |  |  |
| 2.4.5I assess and select appropriate strategies for helping students transition into higher educational functioning levels. |  |  |  |  |  |  |  |
| 2.4.6I use the analysis of student outcomes to revise instruction. |  |  |  |  |  |  |  |

**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 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 3.3.1I adapt or create informal assessment activities (e.g. student portfolios, teacher-made tasks, etc.) that connect to individual student goals. |  |  |  |  |  |  |  |
| 3.3.2I analyze assessment results of the class to determine effective grouping strategies, peer tutoring options, and other classroom management issues. |  |  |  |  |  |  |  |
| 3.3.3I regularly involve the students in planning, modifying, and evaluating their own learning. |  |  |  |  |  |  |  |
| 3.3.4I analyze class data on formal post-assessments to identify patterns or trends in performance, attendance, and student characteristics. |  |  |  |  |  |  |  |
| 3.3.5I monitor the number of students completing formal post-assessment to ensure accurate reporting of educational gain. |  |  |  |  |  |  |  |
| 3.4.1I evaluate the effectiveness and most appropriate use of informal assessment strategies and make necessary modifications. |  |  |  |  |  |  |  |
| 3.4.2I continually evaluate assessment data from a variety of sources to plan, differentiate, and modify teaching methods and curricula. |  |  |  |  |  |  |  |
| 3.4.3I engage in a systematic, structured student planning process. |  |  |  |  |  |  |  |
| 3.4.4I use assessment data results to develop a formalized instructional improvement plan to meet or exceed state/program performance benchmarks. |  |  |  |  |  |  |  |
| 3.4.5I analyze the number of students completing and not completing post-assessments and implement strategies to increase the percentage of valid post-assessments. |  |  |  |  |  |  |  |

**Standard #4: Instruction**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 4.3.1I use appropriate grouping strategies to support student learning goals and multi-level instruction. |  |  |  |  |  |  |  |
| 4.3.2I engage students in a structured process for reviewing/modifying student goals and assessing progress toward goal attainment. |  |  |  |  |  |  |  |
| 4.3.3I develop lessons that integrate instruction across content areas to maximize student learning. |  |  |  |  |  |  |  |
| 4.3.4I scope and sequence related lessons into relevant learning units which are aligned to CCRS. |  |  |  |  |  |  |  |
| 4.3.5I adjust instructional methods, pace, and duration of activity according to student response. |  |  |  |  |  |  |  |
| 4.3.6I introduce new concepts by progressing from familiar to unfamiliar contexts. |  |  |  |  |  |  |  |
| 4.3.7I guide students to take appropriate leadership roles within the classroom, campus, and/or community. |  |  |  |  |  |  |  |
| 4.3.8I engage students in theme-based instruction or career aligned instruction based on common goals and/or interests of the class. |  |  |  |  |  |  |  |
| 4.3.9I create and integrate learning activities that require students to model negotiation, decision-making, problem-solving, and critical thinking skills. |  |  |  |  |  |  |  |
| 4.4.1I mentor colleagues and/or provide professional development on connecting student goals with instruction. |  |  |  |  |  |  |  |
| 4.4.2I regularly evaluate class goal attainment data to identify contributing and hindering factors to goal completion and make necessary adjustments to instructional delivery. |  |  |  |  |  |  |  |
| 4.4.3I design or utilize learning units which meet the needs of my students and share these with my colleagues when appropriate. |  |  |  |  |  |  |  |
| 4.4.4I employ techniques to evaluate instructional methods and materials and make necessary adjustments. |  |  |  |  |  |  |  |

**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 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 5.3.1I review and select available technological resources most appropriate for students’ educational/career needs. |  |  |  |  |  |  |  |
| 5.3.2I am proficient in using multiple instructional software programs and productivity software for teaching and communication (e.g. Word, Powerpoint, Excel) |  |  |  |  |  |  |  |
| 5.3.3I engage students in discussions or activities regarding the legal and ethical use of technology. |  |  |  |  |  |  |  |
| 5.4.1I assess the use of technology within my program and make recommendations to my supervisor for technology improvements. |  |  |  |  |  |  |  |
| 5.4.2I integrate new technology into lessons whenever possible. |  |  |  |  |  |  |  |
| 5.4.3I utilize the results of the ‘Computer Literacy Checklist’ to plan student instructional needs. |  |  |  |  |  |  |  |

**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 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 6.3.1I participate in specialized trainings such as PowerPath, Math Empowerments, Career Pathways, ELA trainings, etc. |  |  |  |  |  |  |  |
| 6.3.2I enroll in and complete advanced training, such as State sponsored Fall Institute and local program In-Services. |  |  |  |  |  |  |  |
| 6.3.3I network with colleagues at the program, regional and/or state level. |  |  |  |  |  |  |  |
| 6.3.4I share the knowledge and impact of my professional development with colleagues. |  |  |  |  |  |  |  |
| 6.4.1I develop and deliver professional development through various venues (e.g. workshops, self-study units for other teachers, website development, published articles) |  |  |  |  |  |  |  |
| 6.4.2I measure the impact of my professional development on changes in my instructional practice and student performance. |  |  |  |  |  |  |  |

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Effective Practices: Levels 3 & 4 | Never | Rarely | Sometimes | Frequently | Always | I can teach someone else. | PD GoalY/N |
| 7.3.1I make suggestions to improve program policies and procedures and actively participate in continuous improvement/expansion. |  |  |  |  |  |  |  |
| 7.3.2I participate in and develop opportunities to expand the public outreach of the program’s services. |  |  |  |  |  |  |  |
| 7.3.3I utilize community partnerships to provide support services that assist in student retention and achievement. |  |  |  |  |  |  |  |
| 7.3.4I utilize college/program resources and community partnerships to foster the attainment of employment and post secondary/job training goals. |  |  |  |  |  |  |  |
| 7.4.1I advocate literacy at the local or state level and can explain the impact of under-education on employment and society. |  |  |  |  |  |  |  |
| 7.4.2I collaborate with appropriate college/program personnel to ensure that a community resource reference tool is available for Basic Skills students to help them navigate through community resources and services. |  |  |  |  |  |  |  |
| 7.4.3I make referrals to WIOA partnering agencies or other community service providers, such as DWS, DVR, Family Literacy, etc. for services. |  |  |  |  |  |  |  |
| 7.4.4I counsel students and help them establish career related goals. |  |  |  |  |  |  |  |
| 7.4.5I understand the special needs of students with disabilities and am proficient in addressing these needs in the classroom. |  |  |  |  |  |  |  |

**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

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Program Director’s Signature Date