

Planning, Organizing, and Delivering Adult Education Instruction

Please rate portfolio applicant's knowledge and implementation of the following competencies on a scale of 0-4.
0- Unable to Assess, 1- No Proficiency, 2- Limited Proficiency, 3- Adequate Proficiency, 4- Substantial Proficiency

1. Assessment and Individualization: ___ Develops needs assessment appropriate to learner's level. ___ Integrates learners' background, prior knowledge, and current educational goals into planning instruction.	Comments:
2. Planning and Organizing: ___ Demonstrates awareness of classroom management techniques including working with team teachers, aides, and volunteers in classroom and lab settings. ___ Identifies instructional options for adults with disabilities, and knows local resources for assistance. ___ Identifies the purpose and design of the individual education plan format used in a given program. ___ Develops effective lesson plans to meet identified learner goals, makes effective use of time, uses a variety of techniques, and measures outcomes. ___ Identifies means for adults to apply learning within content areas, and integrates employment, family, and community-related activities into instruction.	Comments:
3. Instruction: ___ Implements one or more approaches in an adult education program given a specific time frame, and documents the experience demonstrating impact on learners. ___ Employs individual, group, and team learning. ___ Reflects-in-action and modifies planned lessons to accommodate real-time needs of learners, and sequences/ paces lessons appropriately. ___ Demonstrates ability to support learners in developing/using strategies for knowing about, reflecting upon, and monitoring their own learning. ___ Demonstrates awareness of and how to accommodate to various learning styles. ___ Demonstrates awareness of research and/or studies concerning adult learner retention, and creates a plan for improvement of learner attendance in a given program. ___ Demonstrates awareness of research and/or studies concerning adult learner motivation. ___ Defines and identifies principles related to approaches or trends in adult learning, including: Cooperative Learning; Problem Solving/Problem Posing; Critical Thinking and Taxonomies of Learning; Competency-Based Education/Life and Basic Skill Integration; Intergenerational Literacy; Content-Based Education; Cohort and Collaborative Learning; Equipped for the Future; and Scaffolding Learning. ___ Observes or implements one of the above approaches in an adult education program given a specific time frame, and documents the experience demonstrating impact on learners.	Comments: