

TEACHER EVALUATION TOOL

An Optional Resource for Adult Ed Programs



JULY 1, 2020





Arkansas Adult Education Teacher Evaluation Tool

Optional and Based on Arkansas Adult Ed Teacher Competencies

Optional	and based on Arkansas Addit Ed Teacher Competencies
Program Name:	
Program Year:	
Teacher Name:	
Teacher Role:	
Additional Teacher Role:	
Locations Served by Teacher:	
Teacher Signature:	
Director Signature:	





	Below Standard	Developing	Proficient	Exemplary
Competencies		201010	Troncione	
1.1 Assesses learners' prior knowledge, learning needs, and college and career readiness goals.	Has no or minimal information on learners' content knowledge, prior learning experiences, or needs; collects no or minimal information on learners' goals; does not review assessment results to plan instruction on a regular basis.	Collects some information on learners' content knowledge, prior learning experiences, or needs from transcripts, questionnaires, and learner interviews; collects information on learners' goals; reviews results of assessments to guide instruction.	Collects and reviews information on learners' content knowledge, prior learning experiences, and needs from transcripts, questionnaires, and learner interviews; collects and updates information on learners' goals through interviews and/or questionnaires; regularly reviews assessment results to guide instruction.	Collects, reviews, and analyzes information on learners' content knowledge, prior learning experiences, and needs from transcripts, questionnaires, and learner interviews; collects and updates information on learners' goals through interviews, and/or questionnaires through a variety of media formats; regularly reviews and analyses assessment results to guide instruction and specifically target areas of weakness.
Notes:				
1.2 Sets learning goals and a course of study	Does not use assessments of students' educational goals and strengths, incoming	Occasionally uses assessments of students' educational goals and strengths, incoming	Refers to assessments of students' educational goals and strengths, incoming content knowledge, and	Refers and analyzes assessment results of students' educational goals and strengths, incoming
	content knowledge, or	content knowledge, or	prior learning experiences to	content knowledge, and prior





	prior learning	prior learning experiences	design courses of study and	learning experiences to
	experiences to design	to design courses of study	align goals in a student	design personalized courses
	courses of study or align	or align goals; student	learning plan; courses of	of study and align goals in a
	goals; learners' interests	learning plan is considered	study link course content to	student learning plan;
	and goals are not linked	when designing courses of	learners' interests and goals	designs and/or adapts
	to courses of study or	study, but not consistently	and expose learners to new	personalized course content
	new experiences;	linked to course content	ideas and experiences that	to link learners' interests,
	minimal support to	and learners' interests and	may help them to refine	goals, and academic need to
	student of providing	goals; students' goals are	and/or change their goals	expose learners to new ideas
	access to advisors,	revisited over time;	over time; supports	and experiences that may
	counselors, or planning	provides access to advisors,	students' continued learning	help them to refine and/or
	tools.	counselors, or planning	and college and career goals	change their goals over time,
		tools on a minimal or	by providing access to	encouraging them to
		inconsistent basis.	advisors and counselors	become self-advocates to
			and/or planning tools.	meet their goals over time;
				supports students' continued
				learning and college and
				career goals by providing
				multiple pathways to access
				advisors, counselors,
				mentors, and/or planning
				tools; consistently checks
				with learner to monitor
				progress or
				involvement
				with advisor or
				counselor.
				,
Notes:				





1.3 Monitors	Uses no or minimal	Uses a few formative	Uses a variety of formative	Adeptly uses a variety of
learning through	formative assessment	assessment tools to	assessment tools (such as	formal and informal
summative and	tools to monitor learning	monitor learning and	classroom observations,	formative assessment tools
formative	and adjust instruction;	adjust instruction;	lesson closure discussions,	(such as classroom
assessment data	provides inconsistent or	feedback to learners on	portfolios, quizzes and	observations, lesson closure
	vague feedback to	their progress has some	student error logs) to	discussions, portfolios,
	learners on their	detail and consistency;	monitor learning and adjust	quizzes and student error
	progress; uses required	uses required summative	instruction; provides regular	logs) to monitor learning and
	summative assessments	assessments to measure	and detailed feedback to	adjust instruction; provides
	to measure overall	student progress toward	learners on the progress of	detailed, specific feedback
	student progress toward	general learning goals,	their learning; uses required	on a regular basis to learners
	learning goals and	placement, and goal	summative assessments to	on the progress of their
	placement; minimal	setting; prompts learner to	measure student progress	learning; uses required
	involvement with	reflect on their own	toward learning goals over a	summative assessments to
	learners reflecting on	performance.	specific instructional period	measure individual and class
	their own performance.		and to make decisions about	student progress toward
			placement and goal-setting	learning goals over a specific
			in a subsequent	instructional period and to
			instructional period; assists	make decisions about
			learners in reflecting on	placement and goal-setting in
			their own performance.	a subsequent instructional
				period; assists and guides
				learners to reflect on their
				own performance and
				celebrate the
				success of
		<u> </u>		others.
Notes:				





				Adult Education
1.4 Adapts	Uses occasional	Uses formative assessment	Uses formative assessment	Uses formative assessment
instruction based on	summative assessments	data to guide instruction	data to plan a range of	data to plan a range of
formative and	to determine grades or	for struggling learners;	supplemental activities for	supplemental activities for
summative student	success of instruction.	uses diagnostic information	use with learners who	use with learners who
assessment data	Formative assessments	from required summative	struggle to achieve the	struggle, as well as those
	are generally not used .	assessments to provide	lesson objectives or who	who would benefit from an
		extra instruction strategies	would benefit from an extra	extra challenge; uses
		to reach learners who have	challenge; Uses diagnostic	diagnostic information from
		difficulties with the general	information from required	required and additional
		concept; uses student	summative assessments to	assessments and tools to
		performance data to	adapt instruction to reach	adapt instruction to reach
		determine if instruction	learners who have difficulty	learners who have difficulty
		was effective. Assessments	with a particular approach	with a particular approach,
		are not used to determine	and to deepen learner	have misconceptions about
		who would benefit from an	understanding more	the content, and to deepen
		extra challenge.	generally; Uses student	learner understanding both
			performance data to make	in a general, "big idea"
			judgments about when and	sense, and specific content
			how to diverge from a	applications; uses student
			lesson plan in response to	performance data to expertly
			learning needs as they	make judgments about when
			emerge.	and how to diverge from a
				lesson plan in response to
				learning needs as they
				emerge for a variety of
				situations and students.





Notes:

	Below Standard	Developing	Proficient	Exemplary
2.1 Designs learner-	Students are expected to	Presents content that is	Presents content that	Consistently presents
centered instruction	focus on their own	sometimes connects to	connects to learners' goals	content that connects to
and classroom	learning and content	learners' goals interests,	and interests and is	learners' goals and interests
environments	based on assessment	and lives; tries to establish	applicable to their	and is applicable to their lives
	areas; peer-to-peer	a community of learners;	lives; establishes a	in a variety of ways;
	learning is neither	learners are encouraged to	community of practice	establishes a community of
	encouraged or	voice ideas openly; uses	among learners to	practice among learners to
	discouraged; student	skill-building activities and	encourage peer-to-peer	encourage peer-to-peer
	ideas and voice may be	tries to occasionally	learning and a rapport with	learning and a rapport with
	allowed but not	provide more than one	other students so that they	other students so that they
	necessarily encouraged.	mode of presentation to	feel encouraged to voice	feel encouraged to voice
	Instruction is presented	engage learners.	ideas and opinions without	their own ideas and
	one way, without		fear of negative	opinions, as well as
	consideration of student		consequences; encourages	encourage the opinions and
	engagement or interests.		learner self-regulation and	ideas of their peers, without
			metacognition through a	fear of negative
			variety of skill-building	consequences; encourages
			activities to improve	learner self-regulation and
			learning and overcome	metacognition through a
			difficulties; provides	variety of skill-building
			multiple means and	activities to improve learning
			modalities for presenting	and overcome difficulties;
			and engaging learners with	provides multiple means and
			concepts, ideas,	modalities for presenting and
			and materials.	engaging learners with
				concepts, ideas, and
				materials, allowing students





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				to work in peer groups to
				present to and engage other
				learners.
Notes:				
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2.2 Designs	Uses standards selected	Focuses teaching and	Focuses teaching and	Consistently focuses teaching
standards-based	from CCRS. ELPS, and	learning on standards	learning on a targeted set of	and learning on a targeted
instructional units	Arkansas' Employability,	selected from CCRS, ELPS,	CCRS, ELPS, and Arkansas'	set of CCRS, ELPS, and
and lesson plans	Digital Literacy, Financial	and Arkansas'	Employability, Digital	Arkansas' Employability,
	Literacy, Health Literacy,	Employability, Digital	Literacy, Financial Literacy,	Digital Literacy, Financial
*Standards include:	and Civics Education;	Literacy, Financial Literacy,	Health Literacy and Civics	Literacy, Health Literacy and
College and Career	Standards are	Health Literacy, and Civics	Education Standards that	Civics Education Standards
Readiness	occasionally used	Education; standards are	builds on their connections	that build on their
Standards (CCRS),	i ndividually . Lessons do	consistently used, but	to one another; outlines a	connections to one another
English Language	not necessarily build on	utilized as individual	clear and explicit standards-	seamlessly so that a lesson or
Proficiency	one another or link	content areas; lessons	based purpose for the	activity contains multiple
Standards (ELPS),	together to form a	occasionally build on one	lesson, stated in terms of	content standards without
and Arkansas'	progression. Standards	another and sometimes	the desired student	added work; every lesson has
Employability,	are taught individually	link together to form a	learning outcomes; designs	a standards-based purpose
Digital Literacy,	by content area, rather	progression; some attempt	a coherent sequence and	for the lesson, stated in
Health Literacy,	than connecting the	is made to connect	progression of learning so	terms of the desired student
Financial Literacy,	standards within a	standards within a lesson;	that lessons build on one	learning outcomes; lessons
and Civics	lesson. Coverage of	attempts to regularly use a	another, takes advantage of	are designed to consistently
Education	standards occasionally	variety of DoK (Depth of	the connections among	build on one another
Standards	addresses a variety of	Knowledge) levels.	standards, and permits deep	progressively, exploiting
	DoK (Depth of		and thoughtful	connections among
	Knowledge) levels.		coverage; selects and uses	standards, and encourages





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	Evidence of learners'		resources and textbooks to	deep and thoughtful
	abilities are looked for in		align with the learning goals	coverage; selects and uses a
	terms of individual		of the Standards as a	variety of tools, resources
	content standards, rather		whole, as well as to	and textbooks to align with
	than standards that		individual standards; elicits	the learning goals of the
	intertwine.		direct, observable evidence	Standards as a whole, and
			of learners' abilities to	individually; elicits direct,
			independently demonstrate	observable evidence of
			the targeted set of	learners' abilities to
			standards.	independently demonstrate
			Starrage as:	the targeted set of standards
				by creating products,
				projects, or
				conversing with
				others.
				others.
Notes:				
2.3 Uses	Attempts to engage	Attempts to engage	Engages students actively in	Consistently and successfully
instructional	students in their own	students actively in their	their own learning through	engages students actively in
techniques that are	learning, with mixed	own learning, with regular	relevant, thought-provoking	their own learning through
effective with adult	results, through	success, through	questions; problems; and	relevant, thought-provoking
learners	questions and problems;	questioning strategies and	tasks that stimulate	questions; problems; and
	uses one type of	tasks; occasionally	interest; varies instructional	tasks that stimulate interests;
	instructional activity and	attempts to stimulate	activities and examples to	varies instructional activities,
	example to improve	interest; uses more than	improve conceptual	examples, and product-
	understanding; does not	one type of instructional	understanding and skill	based or project-based
	attempt differentiated	activity and example;	development; addresses	learning to improve
	instruction; students are	attempts occasional	diverse learning modalities,	conceptual understanding
	grouped with others, but	differentiation based on	abilities, needs, and	and skill development;





randomly chosen without regard to ability or interests.

interests and needs; provides some opportunities for classroom interaction, where learners are grouped with others based on interests and abilities; sometimes breaks content down into smaller parts that are clear to the learner.

interests through differentiated instruction; provides various opportunities for classroom interaction, where learners are grouped with others with a range of same-to-different needs. interests, and abilities, as well as opportunities for individual work, when appropriate; uses explicit instruction in instructional design to set a purpose for learning that is clear to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate feedback to learners; designs instruction within the course content that targets specific skills, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, and study habits, to encourage learner development.

regularly addresses diverse learning modalities, abilities, needs, and interests through differentiated instruction; provides various opportunities on a consistent basis for classroom interaction, where learners are grouped with others with a range of **same-to-different** needs, interests, and abilities, as well as opportunities for individual work, when appropriate; uses explicit instruction to set a purpose for learning that is clear and meaningful to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate and **specific** feedback to learners; designs instruction within the course content that targets specific skills, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, study habits, critical thinking and creative





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				thinking, to encourage
				learner
				development.
Notes:				
2.4 Designs	Uses technology to	Uses technology to provide	Demonstrates the value of	Demonstrates the value of
instruction to build	deliver content, software	opportunities to apply	technology to stimulate	(and inspires the learners'
learners' technology	or digital learning course	ideas and concepts to	learning, pique interest, and	value of) technology as a
and digital media	materials; provides	learners' daily lives;	provide opportunities to	tool to stimulate learning,
literacy skills	opportunities for	provides occasional	apply ideas and concepts to	pique interest, and provide
	learners to access the	opportunities for learners	learners' daily	opportunities to apply ideas
	internet and digital	to interact with computers,	lives; provides appropriate	and concepts to learners'
	media as a means to	the internet, and other	hands-on opportunities for	daily lives; provides
	deliver traditional course	digital media; basic	learners to interact with	appropriate and meaningful
	content; may	operations are covered in	computers, the Internet,	hands-on opportunities for
	occasionally require	order to build basic	and other digital media on a	learners to interact with
	technology for research;	technology skills;	regular basis, from basic	computers, the Internet, and
	takes technology as an	technology is regularly	operations to more	other digital media on a
	"add-on" of tasks to	required for tasks or	sophisticated ones in order	regular basis as a tool to
	cover.	research, with an	to build technology literacy	share ideas, impact others,
		occasional project-based	skills; provides tasks and	and complete projects that
		application.	projects within the course	link course content across
			content that require	the subjects; project-based
			technology for research,	and product-based learning
			presentation, data	regularly requires technology
			management, and other	for research, presentation,
			skills; teaches critical	data management, and other
			analysis and evaluation	skills; encourages and





			strategies of Web-based information and digital media, including an understanding of authenticity, agenda, purpose, and point of view.	develops critical analysis and evaluation strategies of Webbased information and digital media, including an understanding of authenticity, agenda, purpose, and point of view of themselves and others.
Notes:				
2.5 Designs	Introduces the concepts	Provides activities that	Provides activities that	Consistently provides
instruction to build	of suspending judgment,	encourage suspending	require suspending	activities that require
learners' higher-	coming to consensus,	judgment, coming to	judgment, coming to	suspending judgment,
order thinking,	and discussing	consensus, discussing	consensus, discussing	coming to consensus,
communication, and	alternatives; provides	alternatives, problem-	alternatives, prioritizing,	discussing alternatives,
problem-solving	some opportunity for	solving, and evaluation;	negotiating, problem-	prioritizing, negotiating,
skills	inquiry; encourages	introduces learners to	solving, evaluating, and	problem-solving, evaluating,
	learners to increase	constructing meaning and	other skills; provides	and other skills; provides
	knowledge, but little	open-ended questions;	opportunities for inquiry	regular opportunities to
	emphasis on applying	provides learners few	and for learners to	develop inquiry skills and for
	knowledge.	opportunities to apply	construct meaning and	learners to construct
		their knowledge.	develop ideas from open-	meaning and develop ideas
			ended questions; provides	from open-ended questions;
			learners opportunities to	provides learners consistent
			apply their knowledge,	opportunities to apply and





Notes:			skills, and new learning to identify obstacles and solutions to real-life and classroom projects through independent and collaborative problemsolving activities.	question their knowledge and thought process, skills, and new learning to identify obstacles and solutions to meaningful real-life and classroom projects through independent and collaborative problemsolving activities that produce results impacting the classroom or community.
			2 0 1	
	Below Standard	Developing	Proficient	Exemplary
3.1 Communicates	Lessons are presented	Communicates lesson	Communicates learning	Consistently and clearly
high expectations of	with inconsistent or	objectives to learners but	goals and explains to	communicates learning goals
learners and	vague expectations or	may use only academic	learners in clear language	and lesson objectives to
motivates them to	objectives and goals.	language for most lessons.	how day-to-day instruction,	learners, as well as how daily
persist to meet their	There is little or no	Encourages learners to ask	assignments, and projects	instruction and assignments
goals	evidence of building a	questions, with general	support them in achieving	support their overall goals;
	relationship between	strategies provided on how	those goals; encourages	relates these goals and
	progress and learning	to ask those questions.	learners to ask questions	objectives to real-life
	goals. Little or no	Some feedback is	and seek out help when	activities. Encourages
	feedback about next	occasionally provided, but	they are experiencing	learners to ask thoughtful
	steps needed are	does not connect to the	difficulty; builds learner	questions and ask for help
	provided.		confidence by providing	from a variety of sources if





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		next step towards the learning goal.	feedback on progress in relationship to learning goals and encouragement and clear feedback about the steps needed to continue moving toward goal attainment.	they or a peer are experiencing difficulty; builds learner confidence through thoughtful and specific feedback about performance or product and the steps needed to continue moving toward goal attainment.
Notes:				
2.2.6	Constitution of the	I Consider the state of	I Consider the state of	Contract design
3.2 Communicates	Speaking and writing	Speaks and writes clearly	Speaks and writes clearly	Speaks and writes clearly and
in a clear and	occasionally have	and accurately; Selects	and accurately when giving	accurately when giving
understandable way	inaccuracies or lack	material for lessons based	directions for tasks,	directions for tasks, clarifying
	clarity when giving	on syllabus or typical	clarifying content,	content, questioning, and
	directions, clarifying	lesson progression based	questioning, and evaluating	evaluating student work and
	content, or questioning.	on past teacher	student work and	ideas; Consistently uses
	Selects materials based	experience, rather than	ideas; Uses language and	language and notation that is
	on past teacher practice	student needs,	notation that is appropriate for learners, based on their	appropriate and inclusive for learners, based on their
	only, or a prescribed scope and sequence.	backgrounds, abilities, and levels. All students follow	backgrounds and	backgrounds and abilities;
	scope and sequence.	the same general	abilities; Selects level-	Selects level-appropriate
		progression or activities.	appropriate materials and	materials and presents them
		progression of activities.	presents them in an	in an understandable and
			understandable and	organized format to support
			organized format to support	the goals of the lesson , unit ,
			the goals of the lesson.	and program of study.
Notes:	1	1	1 2.2 8000 01 110 1000011	
110103.				





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3.3 Engages in	Uses surface level	Questioning strategies are	Uses questioning strategies	Uses questioning strategies
active listening,	questioning only;	surface level and general	for understanding and	consistently and frequently
dialogue, and	questioning is primarily	comprehension level only;	responding to student	for understanding and
questioning to	used by the teacher to	Models active listening	comments and questions in	responding to student
facilitate and	assess comprehension of	and reflects on discussion,	order to engage learners in	comments and questions in
support learning	facts.	but specific strategies or	inquiry, challenging their	order to engage learners in
		opportunities are	own assumptions, and	inquiry, challenging their own
		inconsistently provided.	problem-solving; builds	assumptions and problem
			stop, reflect, and check-in	solving; builds stop, reflect,
			points in lesson plans to	and check-in points in lesson
			provide learners with	plans to provided learners
			opportunities to clarify,	with opportunities to clarify,
			confirm, or deepen their	confirm, or deepen their
			understanding of the lesson	understanding of the lesson
			task or content.	task or content;
				Opportunities are provided
				daily for modeling active
				listening, dialogue, and
				questioning.
Notes:				

3.4 Models an
understanding of
diversity

Uses culturally appropriate materials and resources in lessons and activities; individual cultures and prior experiences are not considered as resources

Celebrates diversity of learners' cultures and experiences, but does not utilize this as a resource for learning and building a classroom; Individual learner identities do not impact the classroom

Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom; when

Regularly celebrates learners' diversity of cultures and home languages, as well as prior language/literacy learning experiences as a resource for learning and building a classroom; when evaluating learner





	for the classroom or	material or class	evaluating learner	performance, tailors
	learning.	specifically.	performance, tailors	feedback based on an
			feedback based on an	understanding of linguistic,
			understanding of linguistic,	cultural, and ability
			cultural, and ability	differences including second
			differences, such as when	language learners and
			learners are members of	possible learning difficulties;
			vernacular-speaking	all classroom material,
			communities, are second	resources, and activities are
			language learners, or	chosen with respect to
			possibly have learning	learners' identities as
			difficulties; uses language	individuals.
			and chooses classroom	
			material that respect	
			learners' identities as	
			individuals.	
Notes			•	

Notes:

	Below Standard	Developing	Proficient	Exemplary
4.1 Possesses	Knowledge of	Shows adequate	Demonstrates knowledge of	Demonstrates extensive
content area	subjects/content areas	understanding of subjects	subjects and populations	knowledge of subjects and
knowledge and	occasionally shows gaps	taught through the	taught through the	populations taught through
teaching skills	or misunderstandings.	development of lesson	development of lesson	the development of lesson
required for	Little evidence is	plans, activities, and	plans, activities, and a	plans, activities, and a
subjects and	provided of knowledge	selection of resources.	selection of resources that	selection of varied resources
populations taught	of populations taught.	Occasionally demonstrates	have evidence of	that have evidence of
		knowledge of populations	effectiveness and are	effectiveness and are aligned
		taught. Selection of	aligned with instructional	with instructional goals and
		resources align with	goals and standards; builds	standards; builds knowledge
		instructional standards;	knowledge and skills in	and skills in content areas,





			1	Adult Education
		may or may not show	content areas, pedagogy or	pedagogy or andragogy
		evidence of effectiveness.	andragogy through formal	through formal education,
			education, pre service	pre-service learning, job-
			learning, job-embedded	embedded learning, or
			learning, or participation in	participation in professional
			professional development	development activities and
			activities; evaluates areas	occasionally presents or
			where one's own	leads these activities;
			pedagogical and/or content	evaluates areas where one's
			knowledge needs to be	own pedagogical and/or
			strengthened and seeks out	content knowledge needs to
			professional development	be strengthened and seeks
			settings and resources to	out professional
			address these needs as part	development settings and
			of a professional	resources to address these
			development	needs as part of a
			plan; connects professional	professional development
			learning to instructional	plan; connects professional
			practice by implementing	learning to instructional
			what has been learned,	practice by implementing
			evaluating the impacts, and	what has been learned,
			refining practice going	evaluating the impacts, and
			forward.	refining practice going
				forward; shares this
				knowledge and experience
				with other staff.
Notes:	1	1	1	1
4.2 Participates in	Rarely participates in a	Participates occasionally	Participates regularly in a	Participates regularly and
professional	professional learning	or sporadically in a	professional learning	leads occasionally in a
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development	community; attendance	professional learning	network or community of	professional learning
networks and	is priority rather than	community of practice;	practice, with the express	network or community of
learning	collaborative	focuses on meeting	purpose of improving	practice, with the express
communities	participation or vision	minimum standards of	teaching and	purpose of improving
	between members of a	teaching and learning;	learning; shares content	teaching and learning for self
	PLC.	vision is focused on	and pedagogical resources	and others; shares content
		individual practice rather	with program staff in	and pedagogical resources
		than a shared vision among	collaborative professional	with program staff in
		members of a PLC.	development	collaborative professional
			projects; participates in the	development projects;
			development and	participates in the
			implementation of a shared	development and
			vision among members of a	implementation of a shared
			professional network or	vision among members of a
			learning community, with	professional network or
			the intent of creating new	learning community, with the
			and improved conditions for	intent of creating new and
			teachers and learners;	improved conditions for
			shares, gives, and accepts	teachers and learners;
			feedback related to student	shares, gives, and accepts
			learning through	feedback related to student
			professional networks and	learning through professional
			learning communities.	networks and learning
				communities.
Notes:	•	•	•	,
4.3 Refines	Reflection on practice is	Experimenting with or	Identifies the phases	Identifies the phases involved
instructional	not consistently	beginning the reflective	involved in the reflective	in the reflective teaching
practices through	implemented; data is	teaching process; may or	teaching process and	process and clearly
reflection on	reviewed inconsistently.	may not recognize the link	articulates the link between	articulates the link between
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experience, evidence, and data evidence and student learning outcomes; understands the nature and purpose of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context; regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching. Notes: Pocuses on individual learner progress and classroom achievement; improvement does not consistently					Adult Education
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	and contributes to	learner progress and	=	instructional plans, data,	sharing instructional plans,
improvement does not consistently progress with other progress with other learner progress with other	program	classroom achievement;	and reflections on learner	and reflections on learner	data, and reflections on
	improvement	does not consistently	progress with other	progress with other	learner progress with other
efforts participate or contribute program staff members; program staff program staff members,	efforts	participate or contribute	program staff members;	program staff	program staff members,
to program improvement looks at learner members; identifies helps other staff with their		to program improvement	looks at learner	members; identifies	helps other staff with their
efforts. achievement individually , patterns in learner plans, data, and reflections;		efforts.	achievement individually,	patterns in learner	plans, data, and reflections;
rather than identifying achievement to suggest identifies patterns in learner			rather than identifying	achievement to suggest	identifies patterns in learner
patterns in learner program-wide changes in achievements and analyzes					
achievement; few course structure, content, those patterns and potential			patterns in learner	35	achievements and analyzes





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		connections are made to program improvement efforts.	pedagogy, or professional development; identifies patterns in learners' academic and career goals to suggest program-wide changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions.	causes to suggest program- wide changes in course structure, content, pedagogy, or professional development; identifies patterns in learners' academic and career goals to suggest program-wide changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions.
Notes:				
	Below Standard	Developing	Proficient	Exemplary
	For New	Teachers and Administrators	Only (Coming Soon)	
5.1 Knowledge of				
vision of learning				
Notes:				
Notes:				
Notes:	For New	Teachers and Administrators	Only (Coming Soon)	
Notes: 5.2 Knowledge of	For New	Teachers and Administrators	Only (Coming Soon)	
	For New	Teachers and Administrators	Only (Coming Soon)	





Notes:				
	For New	Teachers and Administrators	Only (Coming Soon)	
5.3 Knowledge of				
record keeping and				
organizational				
management				
Notes:				
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= a 1/	For New	Teachers and Administrators	Only (Coming Soon)	T
5.4 Knowledge of				
Policy and Law				
Al. L.				
Notes:				
	Far No.	Toolbare and Administrators	Only (Coming Com)	
F F Kanada dan af	For New	Teachers and Administrators	Coning Soon)	T
5.5 Knowledge of				
Ethics and Integrity				
Notes:				





				Adult Education
	F N	To all our and Administration	Out (Carrier Carr)	
	For New	Teachers and Administrators	Only (Coming Soon)	
5.6 Knowledge of Instructional Management for the success of all learners				
Notes:				