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**Appendices**

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Introduction

A driving force behind the development of instructor competencies in adult education is the emphasis on program reporting, accountability, and development of quality improvement plans, as required by the 1998 Workforce Investment Act (WIA) and the National Reporting System (NRS). Adult education instructors are expected to enhance learner outcomes and to document how instruction has affected these outcomes.

Instructors are directly involved in the delivery of quality services to adult learners. To assess the impact of these services, an agreed upon body of knowledge and skills that define quality instruction is necessary. Whereas there have been isolated state efforts to develop such a body of knowledge, the field lacks a set of instructor competencies that have been nationally developed and verified. Such competencies enable adult educators to reflect upon programs, instruction, and professional development in order to identify areas of strengths and weaknesses, and to plan for program and instructional improvement.

One of the major goals of Building Professional Development Partnerships for Adult Educators (PRO-NET 2000), an American Institutes for Research project funded by the United States Department of Education, Division of Adult Education and Literacy, is to provide the field with a national model for competencies that can be supported by research. Instructor Competencies and Performance Indicators for the Improvement of Adult Education

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Featured in this publication are:
- A description of the Instructor Competencies Assessment Instrument (ICAI)
- An overview of the types of evidence verifying the existence of a competency
- A discussion of the uses of the ICAI
- A template of the ICAI
Programs\textsuperscript{1}, a PRO-NET 2000 publication, can be used to guide effective instructional practice and strategic plans for professional development, and to foster positive learner outcomes. This publication and its companion, Management Competencies and Sample Indicators for the Improvement of Adult Education Programs\textsuperscript{2}, are available online at the PRO-NET 2000 web site (www.pro-net2000.org).

Support for competencies exists at the state and local levels for several reasons. Competencies provide a basis for needs assessments that lead to recommendations for professional development at the program or individual level. They may be adapted to develop instruments for performance assessments, self-appraisals, hiring, or professional development activities. Some states have discussed aligning competencies to state standards and linking them to certification. The instructor competencies developed under PRO-NET are designed for use by a variety of adult education stakeholders to enhance instructor performance and improve program quality.

**Development of Instructor Competencies**

The instructor competencies were developed using a field-based research approach that included literature reviews, a series of field surveys, focus groups, and reviews by experts in the field. PRO-NET identified skills, behaviors, and practices that characterize effective instruction.

\textsuperscript{1} This publication may be obtained at http://www.pro-net2000.org.

\textsuperscript{2} Ibid.
The competencies are built around the research literature on adult learning and reflect the Secretary's Commission on Achieving Necessary Skills (SCANS) definitions of effective job performance. They also incorporate the research from Equipped For the Future (EFF), a National Institute for Literacy (NIFL) Project.

The instructor competencies reflect broadly defined categories. Performance indicators were developed that operationally define each of the competencies. In addition, sample “competency evidence” was developed that provides concrete examples of how the indicators may be demonstrated in a real-life learning situation. Appendix A provides the instructor competencies.

The Instructor Competencies Assessment Instrument

This publication introduces the Instructor Competencies Assessment Instrument (ICAI) (Appendix B). It is designed to help programs verify and validate competencies with their staff and use the information for program improvement and professional development planning. The ICAI assesses the 31 competencies identified in the publication Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.

PRO-NET has also developed a companion instrument, the Management Competencies Assessment Instrument (MCAI), to assess managers’ attainment of competencies. The MCAI was developed in order to provide a framework that managers can use to identify areas for improvement for themselves, their instructors, and their programs. The MCAI and ICAI can be used together
to provide a more complete illustration of a program’s strengths and areas for improvement.

For each competency in the ICAI, there are associated performance indicators. These indicators are rated on a four-point scale, with behaviors ranging from 1 - Needs Assistance through 4 - Exemplary. There are two additional ratings for each indicator: Not applicable (NA) if an item is not applicable to the person being rated and Don’t know (DK) if the information to complete the rating is insufficient. An example of the format for the ICAI is shown below. Instructions for administering the ICAI are found in front of the instrument in Appendix B.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Outcome</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Develops and maintains a knowledge base in adult learning and development.</td>
<td>1. Identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem and targeting instruction based on learner goals.</td>
<td>4 3 2 1 NA DK</td>
</tr>
</tbody>
</table>

Evidence: ____________________________________________
_____________________________________________________________________

It is not necessary to rate all 31 competencies if they are not relevant to the program or individual. Prior to the use of the assessment tool, the rater and the person being rated should determine which competencies are most relevant to assess. The entire instrument serves as a framework and the indicators may be modified as needed. The indicators listed are only samples of the competencies and may not reflect the roles of the instructor in the program. For example, an instructor teaching at a small...
rural agency may not have clearly defined roles and may also serve as a manager, lead teacher, or professional development coordinator. On the other hand, a part-time instructor at a large agency may only have to worry about instruction.

Programs interested in using the results of the assessment instrument to look at trends and run queries may want create a separate database that mirrors the ICAI. This database may be housed on a program like Microsoft ACCESS or Microsoft EXCEL or created as an on-line tool. All of the individuals in a program completing the instrument would be able to enter their ratings into the database. Descriptive analyses could occur at many levels (individual, program, or state). For example, a program interested in the ratings for a category of competencies would run one type of query and a program interested in ratings for a set of instructors would run a different query.

In addition to the rating scale for each indicator, space is provided for information regarding supporting evidence and comments. The evidence section is key to understanding how well the skill has been mastered. The evidence may take several forms including information gathered from interviews, questionnaires, and observations, and from documents such as portfolios and journals. The next section describes how these examples may be used in conjunction with the ICAI and provides information on both the advantages and disadvantages of using each type of evidence.

**Evidence of Competency**

**Interviews**

Interviews are useful tools for assessing the skills addressed in the competencies. Interviews conducted with
instructors can provide candid accounts of instructors’ strengths and needs in selected competencies. At the same time, interviewers can obtain instructors’ suggestions for how they might master a particular competency. This process is helpful in selecting professional development that will enable instructors to excel.

Interviewers typically use structured or open-ended protocols, consisting of closed and open-ended questions. Open-ended questions often include a series of “probes,” which serve as prompts to ensure that the respondent fully understands the questions and considers all possible options when answering. These kinds of questions give interviewees an opportunity to reflect on their experiences and practices and to consider how these practices may be enhanced. If interviewers are trained properly and monitored on an ongoing basis, the results of an interview can be quite valuable in assessing how instructors are working toward mastery of a competency.

There are several drawbacks to the interview technique, however. They are time-consuming and require (1) trained interviewers who will refrain from allowing their own biases to influence recorded responses and (2) well-designed protocols (often requiring field-testing) to ensure appropriate information.

**Questionnaires**

The information gathered from questionnaires also may help gauge how well instructors are implementing required competencies. One advantage to using questionnaires is that a large number of instructors can respond with relatively little difficulty, either electronically, by mail, or by phone. In addition, questionnaires are
typically easy to analyze, particularly those containing closed-ended questions.

Administrators or professional development coordinators can compare the results of the ICAI with the responses on the questionnaires to confirm the extent to which the instructor has mastered a set of competencies. The questionnaires can be administered several times to see if there are changes over time.

One major drawback to questionnaires is that they often yield a low response rate, unless there are built-in incentives to respondents or a special effort made to ensure that the questionnaires are completed. Furthermore, open-ended questionnaires are often difficult and time consuming to analyze; developing a code containing keywords facilitates comparison of responses among completed questionnaires. Finally, responses to questionnaires are self-reported and may not reflect the entire picture of the instructor's competencies.

**Observations**

Considered one of the best methods for bringing about change in instructional behavior, classroom observations enable administrators to visually assess an instructor's level of competency on certain skills. Observations may be structured, using a coding instrument to provide data on specific instructional behaviors, (such as the ICAI provides in this document) or they may be unstructured, allowing the observer to assess the more general aspects of behavior. In either case, a pre-observation conference is helpful in determining the focus of the observation as well as allowing instructors to identify which competencies are to be observed. Such a meeting allows the instructors and observers to choose a particular observation method, such as being present during the observation or using a tape recorder or video camera. A
post-observation meeting provides instructors with feedback and an opportunity to set future goals.

Observation is a powerful tool not only for assessing the progress of instructor practices over time but also for determining how an instructor can be helped to become competent in areas of concern. Data collected through observation are especially useful when observations are conducted before and after a strategy is implemented. Instructors rely on feedback to gauge how well they are mastering the competencies identified in their pre-conference and to identify areas in which improvement is needed.

There are several drawbacks to the observation approach, however. Training is necessary in observation methods, data analysis, and feedback. The process may be time consuming, particularly if pre- and post-conferences are scheduled and one observation is not enough to evaluate comprehensively the instructor’s competence (especially if there are several competencies being evaluated).

**Documentation**

There are many ways for instructors to provide documentation in order to show they are working toward mastering a competency. The next section describes three such forms of documentation: portfolios, journals, and lesson plans.

**Portfolios.** Instructors can create portfolios containing materials that reflect the competencies on which they are working. These materials can include the instructor’s strategies for reaching the competency, statements indicating the extent to which the instructor believes the competency has been achieved, and any tangible evidence and artifacts related to the instructor’s achievement of that competency. Examples of such evidence include reflective essays, instructional activities, student work, and results of peer observations.
Since instructors maintain full discretion over what to include in their portfolios, such documentation can reflect many different tasks and can cover an array of behaviors. Practitioners should consider why certain entries are included over others, and what these choices reflect in terms of the instructor’s own practices and development. As portfolios are individually tailored for each instructor, they may be adapted to any type of competency being evaluated and they may include evidence of performance, such as letters and publications not readily available through other evaluation strategies. The individualized nature of portfolios, however, also presents a drawback to this method of documentation, since they are difficult to compare in any standardized fashion. Finally, because they take a considerable amount of time to compile, portfolios may not be the most efficient method of documentation for part-time instructors or volunteers.

**Journals.** Instructors may elect to keep written logs describing their progress toward achieving a competency over time. Such journals provide an instructor with the opportunity to describe and reflect upon progress made as they work on competencies. Journal entries may reveal the number of times a new strategy is used, the perceived success of new learning practices, and ways the instructor plans to improve upon the implementation of these practices. Journal entries may also be included in the instructor’s portfolio, as evidence of professional growth in competency areas. Structured journals, in which teachers record their daily activities, can provide data consistent with classroom observation.

The greatest advantage to keeping a journal is that it encourages instructors to think about their current competency level, and to reflect on their strengths as well as what they need to do in order to become competent. As a self-reflection
tool, journals are quite valuable. One drawback to using these journals as an assessment of instructor progress is the danger of bias in the writing, as it is possible that instructors will choose to focus on their strengths. If a considerable amount of time elapses between entries, administrators may find it difficult to gauge continuous growth among educators. Furthermore, the considerable amount of time that must go into reflecting and writing, as well as the complexities inherent in analyzing and interpreting the data, present additional downsides to the use of journals.

**Lesson plans.** Lesson plans that address the competencies are another form of documentation. Lesson plans may encompass several competencies. The teaching strategies, topics and materials identified in the plan provide an understanding of how well the instructor is incorporating and mastering the competency.

A difficulty of lesson plans is that they are plans and may not reflect instructional reality. Instructors may not implement the plans as written resulting in students not learning the material as planned. Conversely, the written lesson plan may fail to describe the richness of the actual classroom experience. The best way to ensure that practice matches the plan is to link the lesson plans with observation.

**Uses of the Instructor Competencies Assessment Instrument**

Instructors and administrative staff can use the ICAI in several ways. The following section describes these uses.

**Needs Assessment**

The ICAI can be used as a needs assessment in several ways. It can be used as a self-assessment, a peer-assessment, or a supervisory assessment. A self-assessment affords...
instructors an opportunity to rate their own skills without feeling the pressure of an outside observer or supervisor, thus increasing the likelihood that they will respond candidly. Completing a self-assessment also helps instructors become aware of competencies they may not have considered previously, thereby expanding their instructional skills and knowledge base. Instructors can use the results of an initial assessment to set reasonable goals for themselves, and then conduct follow-up self-evaluations to gauge progress over time.

Instructional colleagues can use the ICAI to conduct peer assessments. The instrument can work particularly well when instructors form pairs to improve their instructional practices. Assessments by colleagues may be less threatening than those by supervisors and can help instructors identify competencies in which they need to improve. The instructors can work together over a period of time, using the ICAI to determine the progress that each is making regarding a specific set of competencies.

The ICAI also provides administrators with an opportunity to assess the performance of an instructor throughout the academic year. Supervisors observing a classroom can assess an instructor’s competencies and rate them using the scale provided. Based on these ratings, administrators can then provide feedback to the instructor on strengths and weaknesses observed. Educators thus become aware of instructional areas needing improvement and may proceed to devote their energies to developing the competency. A follow-up assessment at the end of the year may be useful in determining the extent to which instructors have moved closer to mastery of identified competencies.

Instructors, peers, and supervisors can use the ICAI as a needs assessment to identify instructor strengths and areas

<table>
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<th>Uses of the ICAI:</th>
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<tr>
<td>Needs Assessment</td>
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<tr>
<td>Evaluating Professional Development</td>
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<td>Hiring</td>
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<td>Retention and Dismissal</td>
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<td>Program Evaluation</td>
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<tr>
<td>Facilitating communication</td>
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<td>Systemic Change</td>
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**Based on the results of the needs assessment**, program providers, administrators, and professional development coordinators can plan, in conjunction with instructors, effective, competency-oriented professional development activities.
for improvement. For those competencies identified as “exemplary,” and evidence exists to support such a rating, instructors may become candidates as mentors or peer coaches. They can work with other instructors in their program to enhance instructor capacity. For those competencies that are identified as “needs assistance” or “progressing,” the ICAI will help focus professional development activities.

Planning Professional Development

Depending upon the skill level identified by the needs assessment, instructors can engage in a variety of professional development approaches. Each of the approaches discussed below can focus on individual or specific sets of competencies.

**The workshop/presentation approach** is well-suited to practitioners who know little about a set of competencies, want to build on their knowledge base before implementing new instruction, and tend to learn best from an expert who may provide information, demonstration, and hands-on opportunities to explore these competencies. In addition, workshops, when presented serially, may offer an opportunity to develop, sample, and evaluate new competencies and may, in fact, be combined with other approaches, such as observation and feedback, to master a specific set of competencies.

**The peer coaching/mentoring method** is most effective for individuals who work well with colleagues and value their input. The ICAI assessment helps identify instructors that excel in specific areas. These instructors may serve as mentors to others who are striving to master a set of competencies. Unlike a one-time workshop, coaching/mentoring feedback is ongoing. This approach is most effective when pairs are self-selective depending on

Professional development approaches include:
- Workshop/presentation
- Peer coaching/mentoring
- Inquiry/research
- Curriculum/product development
trust, mutual interests, needs, and schedules. By alternating roles and providing one another with feedback, instructors can develop a sense of collegiality that might not come as readily when one partner is an appointed colleague or someone in a supervisory position.

**The inquiry/research approach** in which instructors conduct systematic, intentional, field-based inquiry into their own daily practices, may be focused to address a specific set of competencies. Instructors may engage in inquiry/research individually or collaboratively. In general, the emphasis of the inquiry/research technique is on asking questions, documenting classroom practices, and analyzing and reflecting upon the process in an attempt to improve effectiveness. Using the ICAI, instructors may identify a set of lower rated competencies and make these issues the emphasis of their research questions and subsequent practice.

**Curriculum/product development** is another method of professional development that may be used by instructors to develop and enhance competencies. In this approach, instructors may develop new curriculum, individually or collaborative, or participate in new program development or program enhancement activities. Working through the new curriculum may help instructors strengthen skills and knowledge in areas that were rated as needing improvement or satisfactory on the ICAI. This method is a good fit for instructors who enjoy thinking creatively and are interested in developing competencies that result in system-wide innovation. Curriculum/product development also provides another opportunity for instructors with expertise in specific areas to mentor other instructors.

**Evaluating Professional Development**

The ICAI also serves as a valuable mechanism for measuring the impact of professional development on the
mastery of instructor competencies. For example, when planning professional development activities, the ICAI may be used as a pre/post evaluation of instructor competence. The results of each assessment can be used to determine the extent to which professional development activities aid in the mastery of competencies. Although it is not likely that a one-shot professional development activity will result in long-term behavior change, activities that are ongoing, may have measurable effects. It is important for administrators to evaluate effectiveness by documenting changes in instructional behavior and in program operations related to the issues addressed in the activities. Evaluation over time can provide information on the impact of professional development as well as data for refining and adjusting future professional development activities.

**Hiring**

The ICAI can be used in hiring decisions. The hiring committee can select the entire instrument or a few selected competency indicators most relevant to the vacant position and require the candidate to complete the form as a self-assessment and provide a few samples as evidence of the competency. The search committee then gains insight into the applicant’s past experiences related to the position and also into the candidate’s understanding of the role of the instructor in the position available. This information, coupled with a résumé, references, and the candidate’s performance in the interview, provides a broad perspective on the candidate’s qualifications. If a potential employee has previously worked in an ABE program and used the ICAI, the search committee can request a copy for review.
Retention and Dismissal

The ICAI can also be a tool for determining whether to retain or dismiss an instructor. Occasionally adult educators fail to perform in an acceptable manner and managers must work with these instructors to address the deficiencies or dismiss them from the program. In these cases, proper procedures must be followed to ensure that the rights of the instructor are not violated.

To initiate the remediation process, it is critical that a clear, specific job description be in place and that the instructor is fully aware of the job performance expectations. When an instructor fails to perform satisfactorily, the manager must first inform the instructor in writing of the problem area(s) (e.g., if students consistently fail to demonstrate progress in the course). The manager can use the ICAI initially to identify the instructor behavior in need of remediation. The manager can meet with the instructor and outline specific remediation strategies. Strategies such as mentoring and others outlined in earlier sections of this document can be included along with a time frame for follow-up and assessment of progress. Finally, the manager prepares a summary of the meeting and a list of the agreed upon steps, signed by both the manager and instructor. The summary becomes part of the instructor’s profile.

Both the manager and the instructor need to review the competencies identified for remediation prior to the follow-up mediating. The instructor is responsibility for bringing all appropriate documentation that demonstrates progress in the areas identified for remediation to the meeting. If noted improvement occurs, the supervisor records a summary of the meetings and regularly schedules follow up meetings with the instructor until the competencies have been mastered. The instructor can be retained on a probationary
status with a time line and clearly identified steps to take to ensure continued improvement.

If noted improvement does not occur within a reasonable amount of time (e.g., 3 – 6 months), the manager notifies the instructor in writing of the decision to not renew the instructor for the next year or instructional period. The actual termination or dismissal date should coincide with the hiring period for the organization. The responsibility of the manager is to communicate with the human resources/personnel department of the organization prior to reaching this decision. All procedures and policies required by the organization or institution must be followed throughout this process. The ICAI provides a concrete, objective way to document, monitor, and assess instructor progress.

**Program Evaluation**

Most programs are required to undergo periodic evaluation. The Workforce Investment Act, as well as state education agencies, requires the documentation of progress toward program goals as a condition for continued funding. The characteristics, qualifications, and skills of the instructional staff are major factors in determining program success.

The ICAI can provide concrete data about the instructional staff and can also document instructor improvement and goal mastery over the course of the program year. An instructor profile can be developed for the program. Instructors’ improvement on specific competencies tied to professional development activities that occurred during the year can document the success of the professional development activity and the collective improvement in instruction based on the competencies mastered.

Appendix D provides a graph that can be used to develop a summary profile of responses to the items on the
ICAII. Sample documentation collected from instructor portfolios, journals, or questionnaires can be included in the final reports as examples of instructor improvement and progress toward goal attainment. Pre- and post-responses can be plotted.

Several items in the ICAII can be tied to program goals. Instructor assessment of these items can document program improvement. Responses on selected items can also indicate areas for inclusion program improvement plans for the coming year.

**Facilitating Communication**

Rarely, if ever, do instructors and managers engage in talking about what matters most to teachers: *How can the program best serve instructional needs? How can teachers improve instruction to enhance student learning?* Yet these are the primary reasons that adult education programs exist.

A major advantage of using an instrument such as the ICAII and its management counterpart the MCAII, is the opportunity for opening lines of communication among all adult education stakeholders. The items on the instruments are objective and specific and offer concrete topics to initiate discussion and dialogue.

For example, if managers and instructors complete both the ICAII and MCAII as recommended, the results can be aggregated and plotted in different colors or types of lines on the graphs provided in Appendix C. The results will immediately show where the *perceptions* of managers as a group and instructors as a group (e.g., ESL or ABE instructors, new or experienced instructors, or all instructors) differ. The perceived differences offer an opportunity to discuss reasons for the perceptions and ways to ameliorate the differences. A low score from both groups may indicate a
As discussed in an earlier section of this publication, the ICAI may be used as an observation guide to evaluate programs and instructors. In this capacity the results are not merely self-perceptions, but represent trained judgments.

Whether the MCAI and the ICAI are used as self-administered needs assessments or as tools for evaluation, setting up collaborative task groups (including managers, staff, instructors, and students, as appropriate) to review and address areas of program and instructional needs can provide a greater cohesiveness among faculty, management, and staff and can present opportunities for an ongoing dialogue about issues that matter to all stakeholders.

Further, periodic completion of the ICAI and the MCAI can reveal where progress is being made, where gaps remain, and where a need for continuing communication exists.

**Systemic Change**

The ICAI can red-flag areas of needed program and instructional change; however, bringing about lasting systemic change requires additional structure and effort. Individual changes can be made easily to remediate situations or to provide needed professional development, as indicated by the results of the ICAI. But using these instruments to determine the needs for **systemic** change requires a much more comprehensive effort, as seen in the following steps:

1. Study carefully the results of the ICAI to determine what patterns exist. For example, do weaknesses in instruction reflect lack of support from management? Is lack of student retention widespread or focused in a particular program? Are there weaknesses in the enrollment/placement process? Would “managed enrollment” be a

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**Research on systemic change points to several requirements.**
- A clear vision of what the system will look like after change
- A commitment by all parties involved to bring about change (including an agreed-upon need for change and clear perceptions of individual roles)
- A trusting environment that fosters open and honest communication and collaboration
- Demonstrated commitment and support from management and other stakeholders
- Time to plan and implement changes in a systematic way (one of the most often neglected requirements).
possible solution and at what cost? These are not quick-fix items, such as simply providing information or purchasing equipment.

2. Ask questions. How do these patterns impinge on the vision/mission/goals of the program? Successful systemic change cannot happen if the program does not know where it is going.

3. Involve stakeholders (external and internal) in determining needed changes and becoming committed to bringing about change. Not all members will move at the same pace; some will remain recalcitrant but a sizeable number of key staff and support are necessary.

4. Ensure that necessary resources are available over the time required to bring about the changes and that management, community leaders, or both are committed to providing those resources.

5. Readminister the ICAI periodically to assess the extent of progress being made, to evaluate the successes, and to prioritize remaining needs.

In summary, the five steps outlined above require systematic needs assessments that are analyzed and compared with the program’s vision, goals, and objectives. In addition, they require collaborative and committed efforts on the part of key stakeholders to plan, implement and evaluate change. Finally, there is a need to recognize that change is continuous and requires time.

This last element is perhaps the most difficult because society today experiences great pressures for accelerating the pace of change. Yet different people accept and adapt to change differently. Any organization in its change process must accommodate those who firmly resist change, those who are reluctant to change, and those who go along with change (but not enthusiastically) as well as those who thrive on change. Making all stakeholders who are comfortable
motivated to change requires astute leadership and a highly collaborative infrastructure.

**Summary**

The ICAI is a very important tool for the adult education community. It was developed in response to the assertion that learner outcomes may be enhanced when programs document and account for instruction.

As mentioned earlier in this publication, the ICAI serves several functions, as a needs assessment, for planning and evaluating professional development activities, as a hiring and dismissal tool to evaluate programs, to facilitate communication among staff, and as a vehicle for systematic change. These examples are not exhaustive; there may be others.

Administrators and professional development specialists can help instructors reach a comfort level for the use of the ICAI and understand how it can help improve their organization. Continuous improvement is a recognized approach to developing and maintaining quality. The ICAI is one strategy in this process. Programs and learning environments can replicate and modify this instrument to meet their own needs.
Appendix A
Instructor Competencies, Performance Indicators and Sample Illustrations of the Performance Indicators

Note: Competencies and Indicators are not listed in order of importance
### APPENDIX A

**SAMPLE ILLUSTRATIONS OF THE PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Indicators of Competency</th>
<th>Sample Illustration of the Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops and maintains a knowledge base in adult learning and development.</td>
<td><strong>Maintains Knowledge Base:</strong>&lt;br&gt;1.1 Identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem and targeting instruction based on learner goals.</td>
<td>In planning her lessons for an ABE class, the instructor relies on the following sources of information: the information gained through study groups and a workshop series on the adult learner and the needs assessment from learners. She plans lessons in brief increments that will allow learners to see their successes as well as use their own experiences as illustrations. For example, in making a job-interview appointment, learners are encouraged to make a list of the questions they need to ask (e.g., where? what time? what to bring? who will she contact?) Learners can identify questions they forgot to ask in making previous appointments.</td>
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<tr>
<td></td>
<td>1.2 Identifies how adults learn (cognition) by using multiple instructional approaches, field dependent and independent learning and problem centered approaches to learning; providing multiple types of sensory experience; and stimulating learner reflection.</td>
<td>In planning for a new group of learners, the instructor finds that the majority of them are Hispanic with no prior ESL instruction. She, therefore, builds into her instructional plans a lot of field-dependent activities whereby learners can help each other in small groups while practicing English. She also plans to use a lot of real-life objects such as clothing, household items and tools related to their work.</td>
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<td>1.3 Articulates strategies and cites materials appropriate to diverse cultural, ethnic, racial, age and social contexts and backgrounds, and recognizes that adults are at different stages of development.</td>
<td>The instructor asks ESL learners to bring in one short fable or folk-story from their culture revealing an important cultural value. A student from West Africa, for example, brought in a story about a young girl lost in the forest. No one would answer her pleas for help because she had been neglecting to greet people when she met them on the path.</td>
</tr>
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<td></td>
<td>See also indicators 9.1, 10.2, 11.2, 11.4 and 21.1.</td>
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### Maintains Knowledge and Pursues Own Professionalism

<table>
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<tr>
<th>Competency</th>
<th>Indicators of Competency</th>
<th>Sample Illustration of the Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.</td>
<td>Maintains Knowledge Base:</td>
<td></td>
</tr>
<tr>
<td>2.1 Has professional preparation and or training in the primary content area.</td>
<td>Every year, the instructor takes a course at the community college or does a self-study project in computer applications for her teaching area. The agency gives her continuing education units (CEUs) for salary increases upon satisfactory completion of study.</td>
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<td>2.2 Participates in professional development related to own or relevant areas (e.g. reading professional journals, conducting inquiry research projects and attending professional meetings).</td>
<td>ESL instructors from different sites in the city joined together in an on-line action research project to try out different instructional strategies for teaching conversational subject-verb agreement to their adult learners. They hope to determine which strategies have the most success for changing speaking patterns.</td>
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<tr>
<td>2.3 Describes how content area knowledge can be transferred to the instructional setting.</td>
<td>In an ongoing seminar on helping learners improve the application of learning to their jobs, the instructor also shares with students how new content they have learned is used in their instruction.</td>
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<tr>
<td>2.4 Articulates program’s goals and mission statement.</td>
<td>In the supermarket, the instructor was confronted by a local businessman who expressed a belief that the adult education program was disorganized and not preparing learners for success in the workplace. She explained that workplace and family literacy were both major objectives of the adult education program and described ways in which the program was meeting those goals.</td>
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<tr>
<td>See also indicator 9.1.</td>
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</table>
## Maintains Knowledge and Pursues Own Professionalism

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<tbody>
<tr>
<td>3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).</td>
<td>Maintains Knowledge Base:</td>
<td>During a professional development session on learning disabilities (LD), instructors are asked to illustrate screening techniques for LD that have been successful for them.</td>
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<td>3.1 Articulates strategies for identifying students who have special needs and for instructing this population.</td>
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<td>3.2 Suggests ways to accommodate students with special needs.</td>
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<td>3.3 Indicates how to refer students to other services or agencies in-house and external, when appropriate.</td>
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<tr>
<td>Maintains Knowledge Base:</td>
<td>4.1 Articulates that learners bring experiences from multiple life roles to the instructional setting.</td>
<td>The instructor asks ABE learners to tell how improving reading skills has changed their lives at work, at home, or in the community.</td>
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<td></td>
<td>4.2 Identifies materials and technology that reflect contexts of home, work and community.</td>
<td>A task-force of instructors screen computer instructional software to ensure that it can be easily adapted to the life and work of learners in this community. Instructors regularly give specific feedback to the task force on the success of the software.</td>
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<td>4.3 Identifies strategies that are flexible enough to accommodate adult scheduling and attendance needs.</td>
<td>The ESL instructor begins each class by reviewing exercises from previous lessons so that learners who have missed classes can catch-up, and students who attended can practice.</td>
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<td>See also indicator 20.2.</td>
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## MAINTAINS KNOWLEDGE AND PURSUES OWN PROFESSIONALISM

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</table>
| 5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions. | Maintains Knowledge Base:  
5.1 Illustrates proficiency in using and selecting appropriate and current technology such as: word processing, data management, presentations software, telecommunications, e-mail and other means of accessing information.  
5.2 Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum.  
5.3 Illustrates how technology can be used to monitor learning; track attendance, learner progress and outcomes; and communicate information to learners and program staff and other stakeholders (e.g., legislators).  
5.4 Participates in technological training to be prepared to explore, evaluate and use computer/technological resources. | During the agency’s Media Fair, instructors demonstrate a new use of instructional technology and explain how it prepares learners for home, work, or for community participation.  
See evidence 5.1.  
Instructor provides the agency with weekly data on student attendance, on any new test scores, or instances of student goal attainment. The data are entered into the agency’s MIS and a monthly report is provided to the instructor, who in turn, uses the information to inform students.  
Each year all instructors are expected to engage in one activity that expands their use of technology. Instructors keep a brief log of those activities and the instructional results.  
See also indicator 19.1. |
## Maintains Knowledge and Pursues Own Professionalism

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<tr>
<td>6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.</td>
<td>Maintains Knowledge Base:</td>
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<tr>
<td>6.1 Identifies gaps in own knowledge and seeks to find information to address those gaps.</td>
<td>Instructors each year use a comprehensive list of instructional competencies to assess areas of needed improvement and design individual development plans (IDPs) to address those needs.</td>
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<td>6.2 Identifies own organization and community resources that can provide materials for instruction (e.g. League of Women Voters, Community Resource Guide and Employment Commission) and shares information with staff and students.</td>
<td>Instructors jointly develop a list of agency and community instructional resources that are readily accessible. The list is updated yearly with new additions or deletions that reflect instructor use and satisfaction.</td>
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<tr>
<td>6.3 Designs instructional units based upon learner needs, experiences, and interests; community resources and issues.</td>
<td>When local elections are taking place, instructors develop lessons that promote discussion of key issues and that encourage voter registration and voting.</td>
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<td>See also indicators 20.1, 20.2.</td>
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<td>7. Assesses own need for professional growth and develops and monitors own professional development plan.</td>
<td>Pursues Own Professionalism:</td>
<td>Using the list of instructional competencies and IDPs developed in 6.1, a group of ESL instructors with similar objectives decide to form a study circle to eliminate the duplication of efforts and to share instructional practices that have proved effective.</td>
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<td>7.1 Reviews Adult Educator Instructor Competencies.</td>
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<td>See evidence 7.1.</td>
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<td>7.2 Reflects on instructional practice and program goals and initiatives individually, and with colleagues (e.g., through practitioner research, study circles, sharing/networking groups and with team members).</td>
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<td>Instructors who are members of a study circle decide they would like the opportunity of observing one another’s lessons related to their common set of objectives. They also want opportunities to discuss observations and to modify their instructional strategies.</td>
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<td>7.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g., inquiry research, workshops, observation/feedback, product development).</td>
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<td>7.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives.</td>
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<td>In planning her lessons, the instructor realizes that she knows little about how to motivate learners from other cultures. She decides to do research on her own with the help of a computer network of ESL instructors who also are interested in this topic and will share their resources. She hopes to observe other instructors who are successful in motivating their ESL students. She designs a professional development plan and presents it to the administration to see if they will provide her with some release time to pursue her objectives.</td>
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<td>7.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs.</td>
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<td>As part of her instructional professional development plan (IDP), the instructor keeps a journal on the effects her interventions have on learners in terms of learner goal achievement.</td>
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<td>8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.</td>
<td>8.1 Participates in a variety of professional development activities, such as workshops, institutes, observation/feedback, practitioner research (e.g., online or traditional research), study groups and professional associations (e.g., local, state, national) based on individual and program needs.</td>
<td>The ESL instructor, although part-time, feels a responsibility to be as professional as possible in her instructional role. She attends as many of the ESL professional development workshops as she can. She also asks to sit-in on some of the study circle meetings that relate to her instructional assignment.</td>
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<td></td>
<td>8.2 Practices and integrates new instructional strategies.</td>
<td>Whereas the instructor has developed numerous instructional strategies that learners enjoy and show progress from, she constantly searches for new devices and strategies that will engage learners and provide variety.</td>
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<td>8.3 Engages in reflective activities both individually and with others (e.g., mentors, supervisors).</td>
<td>From time-to-time, the instructor asks if she can present an instructional problem that she is facing to the ESL study group in which she participates. Although their objectives are somewhat different from her own IDP, she values their thinking and feedback.</td>
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<td>See also indicator 23.2, 7.5.</td>
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<tr>
<td>9. Plans instruction that is consistent with the program’s mission and goals.</td>
<td>Organizes Instruction:</td>
<td>Because there is a growing workforce need in their community and the program wants to serve that need, the instructor designs a series of lessons for her ABE learners that address community in the workplace. She uses role-play and simulation activities as well as memo writing and reading of case studies—many of which reflect incidents reported by learners from their workplace experiences.</td>
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<td>9.1 Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program.</td>
<td>See evidence 9.1.</td>
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<td>9.2 Develops lessons in sequence that focus on needed skills and information and that meet the learning goals of the student and the objectives of the program.</td>
<td>See also indicator 2.4.</td>
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<td>10. Organizes Instruction:</td>
<td>10.1 Conducts preliminary and ongoing student needs and academic assessments through student interviews, surveys and unsolicited comments.</td>
<td>One of the first activities that the instructor uses with his Beginning-level ABE students is to help them complete a needs assessment survey including such items as what they hope to learn, how they plan to use what they learn, what prior schooling they have had, and whether past schooling presented any specific problems. After seeing samples of their work, the instructor sits down with each student and reviews their expectations and the tasks required to reach those expectations.</td>
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<td>10.2 Identifies instructional content and context based upon learner needs, interests, goals and experiences.</td>
<td>Using the results of the learner needs assessment, the instructor realizes that the majority of his ABE students feel that their lack of reading writing skills are impeding job promotion. They often refuse to accept positions that require writing reports or reading contracts or specification charts. The instructor visits several local businesses and asks for anonymous samples of reports, contracts and other job-related reading/writing tasks to use with learners so they can understand, be comfortable with, and practice skills needed by the workplace.</td>
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<td>10.3 Plans instructional activities that involve learners in the application of skills within the learning environment and to real life experiences.</td>
<td>See evidence 10.2.</td>
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<td>10.4 Designs instruction that incorporates technology.</td>
<td>Promotion at local businesses increasingly requires competence in using such computer programs as Microsoft Word to write reports, generate graphs, and e-mail colleagues. By using computer instruction, the instructor can work on writing skills at the same time that students become skilled in computer programs.</td>
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<td>11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners’ cultures, and interpersonal dynamics.</td>
<td>See also indicator 1.1, 1.3, 11.1, 18.3, 27.1.</td>
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<td>Delivers Instruction:</td>
<td>11.1 Organizes the physical environment for adults (e.g. moveable furniture to facilitate different grouping, adequate lighting, comfortable furniture, temperature and a safe, non-threatening environment).</td>
<td>Even though the instructor has to teach his ABE class in a room used by the secondary program during the day, he rearranges the furniture from “row,” into a semi-circle so that the adult learners can see one another as they speak and so that desks can easily be turned to form small groups, when needed.</td>
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<td>11.2 Selects examples, materials, and grouping strategies appropriate for the diversity of learners including field dependent and field independent learning as well as inductive and deductive learning.</td>
<td>The instructor makes sure that every 2-hour class includes a small-group activity as well as a “presentation” and some individual work so that learners with different learning preferences can each find a part of each session that best accommodates their learning preferences.</td>
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<td>11.3 Encourages learners to use their own experiences to illustrate and clarify learning.</td>
<td>Once learners indicate they understand a particular concept, the instructor asks them to provide examples of how the concept relates to their own lives. For example, he asked students to illustrate how the study skill of “paraphrasing” can also be used in their workplaces.</td>
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## ORGANIZES AND DELIVERS INSTRUCTION

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<td>11.4</td>
<td>Models cultural sensitivity related to gender differences, socio-economic status and group dynamics.</td>
<td>In an ESL class, the instructor sometimes groups by gender as well as heterogeneously to accommodate those cultures where women are uncomfortable in disagreeing with men. At the same time, when using mixed groups, she is careful to explain how, in this country, men and women’s ideas are expected to be equally valued.</td>
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<td>11.5</td>
<td>Establishes rapport through humor enthusiast, confidence, respect and manner.</td>
<td>Telling amusing anecdotes about her own mistakes with language allows the instructor to introduce humor and make the learners more willing to discuss their own language “faux pas.”</td>
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<td>See also</td>
<td>indicator 1.2, 1.3, 10.3.</td>
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<td>12.</td>
<td>Instructor applies knowledge of teacher-directed and learner-centered instruction.</td>
<td>Delivers Instruction:</td>
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<td>12.1 Demonstrates a variety of teaching strategies within the instructional setting.</td>
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<td>In an ABE reading class, the instructor is careful to incorporate a variety of reading strategies and content. For example, he sometimes has learners read from TV program scripts, acting out the parts; practice reading passages that are designed to convince someone to do or purchase something; or read aloud directions that are followed as they are read.</td>
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<td>12.2 Serves as a “facilitator of learning” and as a resource and communicator of information.</td>
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<td>The instructor uses a “case study” that requires students to cooperatively solve a problem. He remains as a resource to clarify language, explain process and lead discussions on the results. Prior to that process, however, he is the dispenser of information on group process, problem-solving techniques, and logical inquiry.</td>
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<td>12.3 Shares with learners appropriate decision making responsibilities.</td>
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<td>12.4 Links instruction to learners needs assessments.</td>
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<td>12.5 Draws upon learner experiences when providing and delivering instruction.</td>
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<td>12.6 Incorporates instructional activities that actively involve learners in the application of skills.</td>
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<td>Beginning ESL students that were learning appropriate English for the supermarket, set up a “store” in class whereby they purchased products (empty containers) brought in by the learners themselves. Learners role-played the cashier, courtesy clerk, and customer.</td>
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<tr>
<td>13. Models communication, negotiation, decision-making and problem-</td>
<td>Delivers Instruction:</td>
<td>Learners identify transportation problems in attending classes at night. Together, they brainstorm each step in the problem-solving process and come up with alternatives for decision-making. The instructor asks learners how this process might help solve other problems they encounter.</td>
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<td>solving skills for learners.</td>
<td>13.1 Communicates to learners the thinking process for problem solving and metacognition and encourages classroom decision making by learners.</td>
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<td>13.2 Provides timely feedback to learners regarding their progress.</td>
<td>Because adults in her ABE class lead busy lives, the instructor uses brief written and reading activities that can be discussed and corrected immediately so that each session is a complete event. This process avoids the problems of absent learners during crucial feedback.</td>
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<td>13.3 Allows classroom time for group and individual processing and group problem solving.</td>
<td>See evidence 13.1.</td>
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<td>13.4 Exhibits several styles of communication: verbal, non-verbal, and written.</td>
<td>The instructor uses workplace scenarios that involve written memos that are misinterpreted. The scenario describes a confrontation that follows after workers read the memo. Learners analyze the effects of the written, verbal and non-verbal communication and offer solutions for the way the memo should have been written.</td>
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<td>13.5 Organizes instruction and learning environment to enable students to participate in</td>
<td>The instructor asks learners to brainstorm communication problems they have actually faced. One or two problems are selected by the group to analyze and solve.</td>
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<td>real life communication, negotiation, problem solving and decision making.</td>
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## ORGANIZES AND DELIVERS INSTRUCTION

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| 14. Employs individual, group and team learning. | **Delivers Instruction:**  

14.1 Uses individual, group and team activities.  

The instructor establishes a real task for learners that requires team-work. For example, learners weren’t sure that the group activities in the adult class were really useful for future jobs. They visited businesses on their own, asked questions designed in class about teamwork in the workplace, and reported the results.  

14.2 Organizes activities that enable learners to recognize the importance of group/team goals and individual contributions.  

In establishing the problem-based teams, the instructor taught about roles that team members play and did simulation role-playing before learners visited businesses.  

14.3 Encourages learner reflection on both the process and results of activities.  

Learner’s analyze the results of their business visits and make suggestions for team activities that would help them with local employment. Learners suggest ways they could accomplish both goals, and still reward individual production.  

14.4 Develops activities that encourage peer and self evaluation.  

The instructor asks learners to evaluate their own collaborative efforts based on a list of 10 criteria established in class. They discuss some behaviors (real and possible) that are detrimental to team efforts. |
### Delivers Instruction:

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<tr>
<td>15. Sequences and paces lessons appropriately.</td>
<td>15.1 Is sensitive to learner cues regarding learning pace and depth of understanding.</td>
<td>The instructor is keenly aware of learner non-verbal communication, especially in ESL classes where learners are reticent about speaking out. For example, if she sees frowns or squirming or confused glances between learners, she stops instruction until she determines where students are having difficulty—whether with the language itself or with uncomfortable cultural contents.</td>
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<td>15.2 Ensures that sequencing follows the logic of the instructional objective.</td>
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<td>In presenting a new reading assignment to her ABE learners, the instructor always asks them to use in sequence, a device such as SQ3R so they will think as they read. In this process, the readers first Survey the material to be read (e.g., title, sub-heading, etc.); next, they ask Questions that the reading passage may answer; then they Read the material, Review the content in light of their survey and questions, and then Recite what they have learned.</td>
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## Organizes and Delivers Instruction

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<td>16.</td>
<td>Delivers Instruction:</td>
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<td>16.1</td>
<td>Recognizes and provides for the special needs of all learners utilizing program resources, counselors, referral agencies and testing data.</td>
<td>Several of the instructor’s ABE learners return each semester and appear in the interim to have unlearned whatever had been accomplished in the previous session. The instructor discusses this with the vice principal, who also serves as ABE Coordinator. The Coordinator asks students if they would like to take a battery of tests to help identify learning difficulties. The tests will be given at the school by a representative from an outside agency. All but one learner agrees.</td>
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<td>16.2</td>
<td>Uses a variety of teaching strategies that address several learning styles/modalities such as: visual/aural/oral, kinesthetic/tactile, left/right brain, and global/analytical and multiple intelligences.</td>
<td>The instructor asks all of her students to describe how they believe they learn best and to provide an example of that learning. She writes down the information to ensure that she honors as wide a variety of teaching approaches as possible. She also explains to students why she is using a particular strategy.</td>
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<td>16.3</td>
<td>Includes culturally diverse activities during instruction.</td>
<td>The instructor is careful to include reading about cultures that are represented in her advanced ESL class and to allow learners to discuss how the content agrees with or is different from life in this country. How to adapt to life in a new culture is always enthusiastically discussed and affords an excellent opportunity to practice conversational English.</td>
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See also indicator 3.1, 3.2, 3.3, 11.1, 11.2.
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<td>17. Provides frequent and varied opportunities for students to apply their learning.</td>
<td>17.1 Provides for real-life and simulated applications of the activity.</td>
<td>After completing a lesson on problem-solving, the instructor gives learners a workplace problem to solve that is based on a problem frequently mentioned by other learners.</td>
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<td>17.2 Employs real-life scenarios during instruction.</td>
<td>The instructor asks learners to develop a scenario that requires problem-solving. She suggests that they use a problem based on someone they know.</td>
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<td>17.3 Provides opportunities for learners to share learning that occurs outside of the classroom.</td>
<td>See evidence 17.2.</td>
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<td>18. Monitors and adjusts teaching strategies based upon student needs and performance.</td>
<td>Delivers Instruction:</td>
<td>Instructors use both student needs assessments and intake assessments to establish several reading levels and to select reading content for the ABE classes.</td>
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<td>18.1 Uses current student data to monitor and adjust instruction.</td>
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<td>18.2 Engages in formal and informal monitoring (e.g., tests, written surveys, interviews, and observations) to identify learner needs.</td>
<td>In her Intermediate ESL class, the instructor asks questions that require analysis and synthesis of material taught. The response from learners helps her know where more thinking skills practice is needed.</td>
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<td>18.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments).</td>
<td>Many ESL learners were upset that tenants were being evicted to make way for a new freeway extension. The instructor abandoned her formal lesson plan on subject-verb agreement and used the eviction problem as conversational practice. She wrote down examples of subject-verb agreement problems for use at a later time.</td>
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<td>See also indicator 10.3.</td>
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<td>19. Effectively integrates current and appropriate media and technology as a tool for instruction.</td>
<td>Delivers Instruction: 19.1 Delivers instruction that incorporates technology (e.g. cassette and video recorders, overhead projectors, fax machines, computers, compressed video).</td>
<td>The instructor frequently videotapes news items about countries from which her ESL learners come. She designs questioning strategies that require English comprehension and structured responses. The conversations are tape-recorded and played back for learners to practice refining their responses.</td>
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### ORGANIZES AND DELIVERS INSTRUCTION

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<th>Competency</th>
<th>Indicators of Competency</th>
<th>Sample Illustration of the Performance Indicators</th>
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</table>
| 20. Integrates employment, family, and community-related activities into instruction. | **Delivers Instruction:**  
20.1 Uses community resources such as speakers and field trips to extend the classroom into the community. | The instructor organizes a field trip for her ESL learners to the offices of city officials to discuss problems they have within their community. Learners practice appropriate language and tone before the field trip and practice discussing the event in future lessons. |
<p>| | 20.2 Uses various learner roles (employee, family member, community member) in selecting materials and providing contextually-based instruction. | One valuable extension of the field trips is for learners to role-play the city officials as well as the interviewer. They get to “try on” different language and different thinking patterns. |
| | See also indicators 6.2, 6.3, 4.2. | |</p>
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</table>
| 21. Selects and uses a variety of resources for the learning environment (print, human, and technological). | Manages Instructional Resources:  
21.1 Uses resources that are appropriate for adults (e.g. reflect adult needs, interests and experiences) at appropriate levels of instruction, and sensitive/respectful of racial ethnic, cultural and gender issues. | In his ABE class, the instructor frequently uses as reading vehicles, stories that learners tell (language experience stories) to ensure that the content is both interesting and adult-oriented. |
|  | 21.2 Uses resources that address a variety of learning modalities (visual, auditory, kinesthetic) and preferences (independent and group learning). | In her beginning ESL class, the instructor brings in familiar objects (realia) for students to talk about. They discuss how the objects feel, smell, taste etc. to practice vocabulary development. |
|  | 21.3 Organizes and maintains resources and materials so that they are easily accessible to others for instruction and are user-friendly (e.g., includes directions on use). | The instructor keeps a cupboard filled with frequently-used and categorized realia. She shares these items with other instructors as long as they replace them in the proper category (e.g. kitchen utensils). |
|  | 21.4 Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment. | When his ABE learners were upset with the mayor’s handling of city busses that were rarely on time making learners late to their adult classes, the instructor invited the mayor’s assistant to the class to discuss the problem. |
|  | See also indicators 1.2, 11.1, 16.2, 16.3, 19.1. | |

**MANAGES INSTRUCTIONAL RESOURCES**
(Time, Materials, Space, People)
### MANAGES INSTRUCTIONAL RESOURCES  
**(TIME, MATERIALS, SPACE, PEOPLE)**

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<tr>
<td>22.</td>
<td>Acquires, accesses, and uses technology for effective adult learning.</td>
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**Manages Instructional Resources:**  
22.1 Explores, evaluates and uses computer/technology resources including applications, tools, educational software and associated documentation.  
Once a week the ABE instructor takes learners to the computer lab where they are able to select reading material of their choice and to enter answers to questions the problem asks about character development, sequence, or comprehension. |
| 22.2 | Collaborates with community agencies to access technology resources. |  
Because the computer lab is in great demand, the ABE instructor has submitted a grant proposal to Hewlett Packard requesting several computers for his classroom. Learners wrote letters of testimony to support the proposal. |
| 22.3 | Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations. |  
One of the benefits the instructor enjoys from the use of the computer programs is that he can print-out student responses to their readings and target instruction based on these findings. |
| 22.4 | Practices responsible, ethical and legal uses of technology, information and software resources. |  
The instructor discovered that several TV sitcoms were willing to share their scripts and to permit duplication of them so his advanced ESL learners could practice reading the roles. Tapes of the sitcoms were also used to help learners with pronunciation and emphasis (American cadence). |
<p>| See also indicators 5.1, 5.2, 5.3, 5.4, 19.1. |  |  |</p>
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| 23. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction. | Continuously Assesses and Monitors Learning:  
23.1 Conducts or facilitates continuous needs assessments with learners and uses information for providing guidance to learners about relevant programs within the organization or community and for referring learners to appropriate levels of instruction. | During a regular needs assessment, the ABE instructor discovered that her student complained of severe headaches and blurred vision after trying to read for an extended period of time. She referred him to a local optometrist who is willing to perform free vision screening on learners referred by the adult school. |
| 23.2 Selects appropriate assessments/inventories (e.g. educational skills, personal strengths, aptitudes, interests, learning styles, vision/hearing screening, learning disabilities screening, career assessments screening, etc.). | See evidence 23.1. |
| 23.3 Develops and maintains alliances that facilitate referrals with other adult service providers. | Three adult programs decided to pool their resources in order to provide learning disabilities screening for learners who manifest consistent patterns of inability to learn. Instructors observing these patterns confer with students and ask if they would like to participate in the screening process. If yes, they are referred to the program coordinated for further referral. |
| 23.4 Encourages and supports student transfers to other classes, levels and programs. | The ESL instructor finds that many learners who have become “comfortable” in her class are reluctant to move to a higher level, even when they should. In order to encourage their transfer, she promises them they can return to her class if they find they are unable to do the work. So far none have returned. |
| 24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning. | Continuously Assesses and Monitors Learning:  
24.1 Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment. | Because many adult learners have unrealistic goals, the ABE instructor insists that learners sit down with her as she helps them develop a short and long-range plan. The instructor believes this goal setting has prevented a lot of learners from dropping out because they feel they aren’t learning fast enough. |
<p>| See also indicators 28.1, 30.1, 30.2, 30.3. | | |</p>
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<td>24.2</td>
<td>Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners.</td>
<td>The ABE instructor discovered in her needs assessment that several learners were afraid of losing their jobs because of writing deficiencies on the workplace computer they were required to use. She secured several recommended computer writing improvement programs from the computer lab and gave those learners priority on her 3 in-room computers.</td>
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See also indicator 27.1, 27.2.
### CONTINUOUSLY ASSESSES AND MONITORS LEARNING

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| 25. Monitors learning beyond simple recall of information using a variety of assessment strategies. | **Continuously Assesses and Monitors Learning:**  
25.1 Uses questioning strategies at various cognitive levels (e.g. recall, inference, generalization, synthesis and application). | At least once a month, the ABE instructor uses a Taba Questioning Strategy activity that requires learners to make inferences, form generalizations, apply those generalizations, and evaluate the results. |
| 25.2 Uses a variety of assessment procedures including paper and pencil measures as well as performance measures (portfolio, demonstration, and alternative assessments). | The intermediate ESL instructor requires all of her learners to maintain a portfolio of their significant learning gains. Periodically, they review the portfolios to reinforce that learners have made steady progress. |
| 25.3 Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making. | The instructor provides her immediate ABE learners with case study about a single parent who would like to continue her education but lacks financial resources. She asks learners to develop a budget and a plan that would allow the young woman to continue her education. |
| 25.4 Uses project-based learning to enable students to use critical thinking skills and demonstrate learning through both process and product. | The instructor organized a project on environmental pollution. Among other activities, learners interviewed community leaders and citizens on how to improve the air quality of their community. The results of the survey were presented to the local Jr. Chamber of Commerce. |
| See also indicators 14.4, 26.1. | |

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<tr>
<td>26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment.</td>
<td>Continuously Assesses and Monitors Learning:</td>
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<tr>
<td>26.1 Uses journals, logs, and learner portfolios, presentations and multi-media technology to foster reflection and self-assessment.</td>
<td>The instructor asks his students to keep a journal of work on their own computer disk. They are required to return to previous samples from time-to-time to determine for themselves if they are making progress in their writing and reading skills.</td>
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<tr>
<td>26.2 Assists learners in developing metacognitive strategies to help them understand how they learn best.</td>
<td>The instructor demonstrates her own thinking processes in making decisions about how to teach a particular topic to her students. She then asks them to think, first silently, and then aloud about their own learning strategies for a particular skill. Other students talk about how their strategies are different and why.</td>
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<tr>
<td>See also indicators 17.1, 17.2, 25.2.</td>
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### CONTINUOUSLY ASSESSES AND MONITORS LEARNING

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| 27. Guides learners in the development and ongoing review of their educational plans. | Continuously Assesses and Monitors Learning:  
27.1 Links learner assessments closely to the content of instruction. | The instructor uses multiple assessments: standardized tests, oral reading, comprehension checks, and questioning strategies to determine the learner’s ability to read and obtain meaning from reading. She employs only measures that give her feedback about the type of problems the learner is having—not just an arbitrary grade-level score, for example. |
<p>| | 27.2 Shares assessment data results with learners to help them develop and update learning plans. | The instructor gives each learner specific feedback on their reading progress and reading problems and has them look at their individual learning plans and objectives to see if progress is being made and helps the learners revise their learning plans accordingly. |
| | See also indicators 10.1, 24.1. | |</p>
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| 28. Collects and manages accurate data for program improvement and accountability. | Manages Program Responsibilities and Enhances Program Organization:  
   28.1 Collects student input and other data that will yield information about the progress and success of individuals and the program. | The instructor periodically has a group evaluation session with his ABE students to determine their perceptions about which instructional strategies are most helpful and what strategies might further assist them to accomplish their goals. He also seeks feedback about program support that is especially helpful. The discussions help learners discover that different learners need different approaches and different support. That, in turn, helps them take greater control over their own learning. |
<p>| | 28.2 Uses assessment and evaluation data to support and improve accountability. | By keeping both anecdotal records and test scores on a computer data base for each class, the ABE instructor is able to give the program administrators accurate and comprehensive data on learner progress. |
| | 28.3 Participates in the analysis of data for program improvement. | Because of his interest in keeping accurate data and getting quick turnaround of scores from learner assessments, the ABE instructor has volunteered to serve on the program planning committee for assessment and accountability. |
| | 28.4 Solicits feedback from students regarding instruction and the referral system. | The instructor places in each learner’s graduation packet from the GED program a post card to mail back in 6 months on his progress as a student and as a worker, if he/she is employed. The card is already stamped and has typed categories on the back to make it as easy as possible to complete and mail. |
| | See also indicators 18.1, 23.4. | |</p>
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<tr>
<td>29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.</td>
<td>Manages Program Responsibilities and Enhances Program Organization:</td>
<td>Learners complain to the instructor that the minimal amount of time and instruction they receive on the school’s limited (and often outdated) computers, is not enabling them to get better-paying jobs or to advance on the job, which were their goals in attending the adult program. The instructor met with the instructional representative to the school’s “Program Development Committee” and asked that they consider redesigning the program and getting additional computers with updated software.</td>
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<tr>
<td>29.1 Collaborates with colleagues, administrators and students in refining current programs and in developing new programs.</td>
<td></td>
<td>Because the ABE instructor is interested in helping his learners meet the requirements of community employment needs and to increase the opportunities for employment, he voluntarily serves on an agency liaison committee comprised of industry leaders, educators, and community officials.</td>
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<td>30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.</td>
<td>Providing Learner Guidance:</td>
<td>The adult education agency maintains a list of resources for students of opportunities for further education, employment and support services. The ABE instructor periodically asks the learners to add new resources that they know about, and adds resources that she discovers on TV programs or in the newspaper. The agency checks out the validity of the programs before they are willing to add them to the official list.</td>
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<tr>
<td>30.1 Maintains current information about learner resources (e.g. libraries, GED test centers, and distance education), educational opportunities (e.g., occupational/vocational programs, community colleges, literacy programs), and support services (e.g. family resource centers, welfare, child care, transportation).</td>
<td>A group of instructors and agency staff have made a video tape of community resources using visuals from those programs, testimonials from students, and brief statements from community resource people citing the services and advantages of local community resources. The video tape is shown during orientation of new learners and periodically by instructors in all adult education programs.</td>
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<td>30.2 Shares information about resources by integrating information into the orientation and throughout the instructional program.</td>
<td>When the instructor observes learners that are having problems with vision, hearing, or memory, he refers them to the program coordinator who interviews the learner and refers them to agency or community resources, as appropriate.</td>
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<td>30.3 Observes individual needs throughout the instructional process and responds with appropriate support and documents.</td>
<td>See also indicators 23.1, 23.2, 23.3, 23.4.</td>
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<td><strong>31.</strong> Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.</td>
<td><em>Providing Learner Guidance:</em></td>
<td>A learner confided to the instructor that he believes he has a learning disability because of his long time in schools and his continued inability to read. He asks the instructor if she also thinks he has a learning disability. She knows the answer is beyond her expertise and, with the learner’s permission, refers the learner to the adult school administrator who has a list of community agencies that provide services beyond the school’s capability. The instructor requests that the learner be screened and diagnosed for possible learning disabilities.</td>
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<td></td>
<td>31.1 Recognizes when it is appropriate to make a referral.</td>
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<td>31.2 Collaborates with colleagues and learners to maintain a current list of agency and community resources with specific contexts.</td>
<td>See evidence 30.2.</td>
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<td>31.3 Makes specific referrals, documents, and follow-ups.</td>
<td>After referring her beginning ESL learner for a hearing test, the instructor has a brief conference with her to find out the results. She recommends that the learner take a seat in the front of the room, so that she can more easily hear the presentations made by other learners. The instructor notes the results of the hearing test on the learner’s records.</td>
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<td>See also indicator 3.3.</td>
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Instructor Competencies
Assessment Instrument
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Competency 25. Monitors learning beyond simple recall of information using a variety of assessment strategies...

Competency 26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment...

Competency 27. Guides learners in the development and ongoing review of their educational plans...

**CATEGORY: MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION**

Competency 28. Collects and manages accurate data for program improvement and accountability...

Competency 29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives...

**CATEGORY: PROVIDES LEARNER GUIDANCE AND REFERRAL**

Competency 30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services...

Competency 31: Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise...
ADMINISTERING THE INSTRUCTOR COMPETENCIES AND MANAGEMENT COMPETENCIES ASSESSMENT INSTRUMENTS

*If you plan to use both the ICAI and the MCAI, you may not need to read both sets of instructions as there is considerable duplication.

Instructors: General Instructions for the ICAI

- Explain that the Instructor Competencies Assessment Instrument (ICAI) and the Management Competencies Assessment Instrument (MCAI) may be used for a variety of purposes: as needs assessments to help plan for professional development; for evaluating the impact of professional development; for program evaluation; for hiring and retention; to foster communication among instructors and managers; and to determine the needs for systemic change.

- The ICAI does not have to be done in its entirety. Instructors may choose the competencies that most reflect their roles. All indicators are examples of competencies. Programs or individuals should feel free to re-write or modify indicators to reflect their program's needs.

- If used as a needs assessment, ask instructors to complete the ICAI. Tell them to be candid in their responses as there are no right or wrong answers. For confidentiality purposes, if used as a supervisory needs assessment for program staff or for program evaluation, note that instructors will not be identified by name. Each instructor will be assigned a code. Once completed, data will be aggregated at the program level. However, if states or regions within states choose to adopt this instrument, data can be aggregated at the regional or state level. Data can be aggregated in a variety of ways, for example by type of instruction (e.g., ABE, ESL, GED), years of experience, full or part-time status, or type of agency.

- If used for hiring purposes, ask the candidate to complete the form as a self-assessment, and to respond to the comment section. Note that you may ask candidates for only a few selected competency indicators. Compare responses with the applicant's resume, references, and job interview.

- For purposes of assessing the impact of professional development on instructors, ask instructors to complete the ICAI before and after professional development. Ask instructors to select those competencies that were the focus of the professional development in which they participated.

- Regardless of the purpose for which you are using the ICAI, ask instructors to record a few comments in the section marked Evidence, to support their rating. These comments will be helpful in planning for professional development and in noting effectiveness of professional development.

- If used as a needs assessment, allow 1 1/2 hours to complete the ICAI. The time will be much shorter if only selected indicators are rated.

- Programs may want to create a cover sheet to attach to the instrument. Cover sheets may vary from program to program, based on the classes that are taught. A sample cover sheet appears as Exhibit A. Ask instructors to complete the cover sheet before they begin. Often individuals have multiple responsibilities so ask them to identify the instructional area in which they spend the majority of their time.
Instructors: General Instructions for the MCAI

- Some programs may want instructors to complete both the ICAI and the MCAI. This provides an opportunity to think constructively about instructional and management roles. If managers also complete both instruments it will allow the program to compare responses of managers and instructors on the same indicators. Completion of both, will foster dialogue between instructors and managers.
- Ask instructors to complete the MCAI to the best of their ability. Again, remind them that there are no right or wrong answers.
- Ask instructors to record a few comments in the section marked Evidence, to support their rating.
- Allow up to three hours if instructors are completing both the ICAI and the MCAI, depending upon the number of competency chosen for scoring.

Specific Instructions

- For each indicator, CIRCLE the number that best describes the extent to which the indicator is being met. For example, if you are excelling at the competency, circle number 4 for Exemplary. If you are having difficulty performing the competency circle 1 for Needs Assistance. As an instructor, if you are completing the MCAI, complete the responses to the best of your ability.
- If an indicator is NOT APPLICABLE, circle NA. If you DO NOT KNOW the answer, circle DK.

Instructions for Obtaining Average Scores for an Instructor Competency

- Each of the 31 instructor competencies has multiple indicators. All of the 31 competencies and their associated indicators do not need to be rated. Choose the competencies that most reflect the instructor’s role or the program’s goals. The indicators may be modified to fit the realities of the program or instructor being rated. To obtain an average for a competency, transfer ratings from each indicator rated under the competency to the grid on the adjacent page. Record the score in the box above each rated indicator. Calculate the average of all indicators that were rated in that competency to determine competency average. Place the average in the circle next to the grid.
- Record NOT APPLICABLE and DO NOT KNOW scores separately at the grid on the bottom of the adjacent page. Note the number of NA and DK responses in the two triangles on the page. Do not factor the NA and DK responses into the average for the competency.

Instructions for Obtaining a Summary Profile Across All Instructor Competencies

- Plot the averages for each of the competencies on the Summary Profile Form. Connect the dots to graph the instructor's strengths and areas for improvement.
- To obtain an overall rating of Instructor Competencies, calculate the overall average of the competencies that have been rated. Place the number in the overall average circle on the summary chart at the end of the instrument.
- Record the totals for NA and DA for each of the competencies in the bottom of the chart. Record the total number of NA's and DK's in the two triangles next to the bottom chart.
EXHIBIT A

SAMPLE COVER SHEET
INSTRUCTOR COMPETENCIES ASSESSMENT INSTRUMENT

Instructor*

_____ ABE  _____ ASE  _____ Family Literacy
_____ ESL  _____ External Diploma
_____ GED  _____ Workplace Literacy

Agency

_____ School System  _____ Community College  _____ Library
_____ Corrections  _____ Tutoring Program
_____ Community-based Organization

Geographic Area

_____ Urban  _____ Suburban  _____ Rural

Setting

_____ Classroom  _____ Language Lab  _____ Distance Learning
_____ Independent study  _____ Tutorial

Years of Experience

_____ Less than one year  _____ 2 - 5 years  _____ 6 - 10 years  _____ 10 + years

Status

_____ Full-time  _____ Part-time

Schedule

_____ Day  _____ Evening

• If more than one content area, check the content area in which you teach the most students.
Competency 1. Develops and maintains a knowledge base in adult learning and development.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.
Instructor Competencies
Assessment Instrument

DIRECTIONS: Based on observation, documentation, and/or interviews, for each performance indicator below, please circle the number that best describes the instructor’s competency level. Note that some indicators may not be applicable to the instructor’s position. For these indicators, circle NA (not applicable). If you do not have sufficient information to respond, circle DK (don’t know). Indicators are examples of the competency. You may develop other examples or modify the existing examples. To reflect the program or position of the instructor being rated. Evidence may take the form of a conversation, documentation or observation.

Category: Maintains Knowledge Base and Pursues Own Professionalism

1. Develops and maintains a knowledge base in adult learning and development.

   1.1 Identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem and targeting instruction based on learner goals.

       4 – Exemplary
       3 – Proficient
       2 – Progressing
       1 – Needs Assistance
       NA – Not Applicable
       DK – Don’t Know

       Evidence: ___________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________

   1.2 Identifies how adults learn (cognition) by using multiple instructional approaches, field dependent and independent learning and problem centered approaches to learning; providing multiple types of sensory experience; and stimulating learner reflection.

       4 – Exemplary
       3 – Proficient
       2 – Progressing
       1 – Needs Assistance
       NA – Not Applicable
       DK – Don’t Know

       Evidence: ___________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________

   1.3 Articulates strategies and cites materials appropriate to, diverse cultural, ethnic, racial, age and social contexts and backgrounds and recognizes that adults are at different stages of development.

       4 – Exemplary
       3 – Proficient
       2 – Progressing
       1 – Needs Assistance
       NA – Not Applicable
       DK – Don’t Know

       Evidence: ___________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________
       __________________________________________________________________________
Competency 2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 2
Category: Maintains Knowledge Base and Pursues Own Professionalism

2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.

2.1 Has professional preparation and/or training in the primary content area.

Evidence: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 3 2 1 NA DK

2.2 Participates in professional development related to own or relevant areas (e.g. reading professional journals, conducting inquiry research projects and attending professional meetings).

Evidence: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 3 2 1 NA DK

2.3 Describes how content area knowledge can be transferred to the instructional setting.

Evidence: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 3 2 1 NA DK

2.4 Articulates program’s goals and mission statement.

Evidence: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 3 2 1 NA DK
Competency 3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g., age, prior education, physical limitations).

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

### Profile for Instructor Competency 3

<table>
<thead>
<tr>
<th>1 NEEDS ASSISTANCE</th>
<th>2 PROGRESSING</th>
<th>3 PROFICIENT</th>
<th>4 EXEMPLARY</th>
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<th>3.1</th>
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### Rating Scale —

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<th>3.2</th>
<th>3.3</th>
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</thead>
</table>

### DEFAULT SCORING

- EXEMPLARY: 4
- PROFICIENT: 3
- PROGRESSING: 2
- NEEDS ASSISTANCE: 1

DK: Don't Know
NA: Not Applicable

Competency Average

NA Total

DK Total
Category: Maintains Knowledge Base and Pursues Own Professionalism

3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g., age, prior education, physical limitations).

| 4 – Exemplary | 3 – Proficient | 2 – Progressing | 1 – Needs Assistance | NA – Not Applicable | DK – Don’t Know |

3.1 Articulates strategies for identifying students who have special needs and for instructing this population.  
Evidence: ___________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  

3.2 Suggests ways to accommodate students with special needs.  
Evidence: ___________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  

3.3 Indicates how to refer students to other services or agencies in-house and external, when appropriate.  
Evidence: ___________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________
Competency 4. Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens, and community members.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 4
4. Knows and is sensitive to demands and responsibilities of adults in the workplace, and in their roles as family members, citizens, and community members.

4.1 Articulates that learners bring experiences from multiple life roles to the instructional setting.

Evidence: ___________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4.2 Identifies materials and technology that reflect contexts of home, work and community.

Evidence: ___________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4.3 Identifies strategies that are flexible enough to accommodate adult scheduling and attendance needs.

Evidence: ___________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Competency 5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 5

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<tr>
<th>Indicator</th>
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<tr>
<td>5.4</td>
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</tbody>
</table>

Rating Scale

- NA Not Applicable
- DK Don't Know

Competency Average

DK Total
NA Total
Category: Maintains Knowledge Base and Pursues Own Professionalism

5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.

5.1 Illustrates proficiency in using and selecting appropriate and current technology, such as: word processing, data management, presentations software, telecommunications, e-mail and other means of accessing information.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5.2 Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5.3 Illustrates how technology can be used to monitor learning; track attendance, learner progress and outcomes; and communicate information to learners and program staff and other stakeholders (e.g., legislators).  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5.4 Participates in technological training to be prepared to explore, evaluate and use computer/technological resources.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 6
Category: Maintains Knowledge Base and Pursues Own Professionalism

6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.

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<tr>
<th></th>
<th>4 – Exemplary</th>
<th>3 – Proficient</th>
<th>2 – Progressing</th>
<th>1 – Needs Assistance</th>
<th>NA – Not Applicable</th>
<th>DK – Don’t Know</th>
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</thead>
</table>

6.1 Identifies gaps in own knowledge and seeks to find information to address those gaps.

Evidence: 

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6.2 Identifies own organization and community resources that can provide materials for instruction (e.g. League of Women Voters, Community Resource Guide and Employment Commission) and shares information with staff and students.

Evidence: 

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6.3 Designs instructional units based upon learner needs, experiences, and interests; community resources and issues.

Evidence: 

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 7. Assesses own need for professional growth and develops and monitors own professional development plan.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 7

--- Indicators ---

--- Rating Scale ---

DK Total

NA Total
7. **Assesses own need for professional growth and develops and monitors own professional development plan.**

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<th>NA</th>
<th>DK</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td>DK</td>
</tr>
</tbody>
</table>

7.1 Reviews Adult Educator Instructor Competencies.  
Evidence: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________

7.2 Reflects on instructional practice and program goals and initiatives, individually and with colleagues (e.g., through practitioner research, study circles, sharing/networking groups and with team members).  
Evidence: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________

7.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g., inquiry research, workshops, observation/ feedback, product development).  
Evidence: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________

7.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives.  
Evidence: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________

7.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs.  
Evidence: ____________________________________________________________
__________________________________________________________________
__________________________________________________________________

Category: Maintains Knowledge Base and Pursues Own Professionalism
Competency 8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 8

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<tr>
<td>EXEMPLARY</td>
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<td>PROGRESSING</td>
<td>NEEDS ASSISTANCE</td>
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Rating Scale

<table>
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<tr>
<th>NA Not Applicable</th>
<th>DK Don’t Know</th>
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</table>

Competency Average

<table>
<thead>
<tr>
<th>DK Total</th>
<th>NA Total</th>
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</table>

INDICATORS
Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.

8.1 Participates in a variety of professional development activities, such as workshops, institutes, observation/feedback, practitioner research (e.g., online or traditional research), study groups and professional associations (e.g., local, state, national) based on individual and program needs.

Evidence: __________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

8.2 Practices and integrates new instructional strategies.

Evidence: __________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

8.3 Engages in reflective activities, both individually and with others (e.g., mentors, supervisors).

Evidence: __________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Competency 9. Plans instruction that is consistent with the program’s mission and goals.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 9

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<th>4</th>
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<tbody>
<tr>
<td><strong>EXEMPLARY</strong></td>
<td><strong>PROFICIENT</strong></td>
<td><strong>PROGRESSING</strong></td>
<td><strong>NEEDS ASSISTANCE</strong></td>
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**INDICATORS**

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<th>9.1</th>
<th>9.2</th>
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**Rating Scale**

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<tr>
<th>9.1</th>
<th>9.2</th>
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</table>

**INDICATORS**
9. Plans instruction that is consistent with the program’s mission and goals.

9.1 Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

9.2 Develops lessons in sequence that focus on needed skills and information and that meet the learning goals of the student and the objectives of the program.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Category: Organizes and Delivers Instruction

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don’t Know
Competency 10. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 10

---

**RATING SCALE**

- **EXEMPLARY**
- **PROFICIENT**
- **PROGRESSING**
- **NEEDS ASSISTANCE**

---

**INDICATORS**

- 10.1
- 10.2
- 10.3
- 10.4

---

**Competency Average**

---

**DK Total**

---

**NA Total**
10. Identifies and responds to learners’ individual and group needs, interests and goals when developing instructional plans.

10.1 Conducts preliminary and ongoing student needs and academic assessments through student interviews, surveys and unsolicited comments.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

10.2 Identifies instructional content and context based upon learner needs, interests, goals and experiences.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

10.3 Plans instructional activities that involve learners in the application of skills within the learning environment and to real life experiences.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

10.4 Designs instruction that incorporates technology.  

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners’ cultures, and interpersonal dynamics.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 11

---

Rating Scale —

NA Not Applicable
DK Don’t Know

11.1 11.2 11.3 11.4 11.5

——— INDICATORS ————

DK Total
NA Total

Competency Average

---

1 NEEDS ASSISTANCE
2 PROGRESSING
3 PROFICIENT
4 EXEMPLARY

11.1 11.2 11.3 11.4 11.5

——— INDICATORS ————

Competency Average
11. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners’ cultures, and interpersonal dynamics.

11.1 Organizes the physical environment for adults (e.g. moveable furniture to facilitate different grouping, adequate lighting, comfortable furniture and temperature, and a safe, non-threatening environment).

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11.2 Selects examples, materials, and grouping strategies appropriate for the diversity of learners including field dependent and field independent learning as well as inductive and deductive learning.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11.3 Encourages learners to use their own experiences to illustrate and clarify learning.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11.4 Models cultural sensitivity related to gender differences, socio-economic status and group dynamics.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11.5 Establishes rapport through humor, enthusiasm, confidence, respect, and manner.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 12. Instructor applies knowledge of teacher-directed and learner-centered instruction.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 12
### Category: Organizes and Delivers Instruction

12. **Instructor applies knowledge of teacher-directed and learner-centered instruction.**

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<th>3 – Proficient</th>
<th>2 – Progressing</th>
<th>1 – Needs Assistance</th>
<th>NA – Not Applicable</th>
<th>DK – Don’t Know</th>
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</table>

12.1 Demonstrates a variety of teaching strategies within the instructional setting.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12.2 Serves as a “facilitator of learning” and as a resource and communicator of information.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12.3 Shares with learners appropriate decision-making responsibilities.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12.4 Links instruction to learners’ needs assessments.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12.5 Draws upon learner experiences when providing and delivering instruction.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12.6 Incorporates instructional activities that actively involve learners in the application of skills.  
Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 13. Models communication, negotiation, decision-making and problem-solving skills for learners.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 13
Category: Organizes and Delivers Instruction

13. **Models communication, negotiation, decision-making and problem-solving skills for learners.**

13.1 Communicates to learners the thinking process for problem solving and meta-cognition and encourages classroom decision making by learners.

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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td>DK</td>
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Evidence: __________________________________________________________

____________________________________________________________________

____________________________________________________________________

13.2 Provides timely feedback to learners regarding their progress.

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Evidence: __________________________________________________________

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13.3 Allows classroom time for group and individual processing and group problem solving.

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<td>2</td>
<td>1</td>
<td>NA</td>
<td>DK</td>
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Evidence: __________________________________________________________

____________________________________________________________________

13.4 Exhibits several styles of communication: verbal, non-verbal, and written.

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<td>1</td>
<td>NA</td>
<td>DK</td>
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Evidence: __________________________________________________________

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13.5 Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving, and decision making.

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<td>1</td>
<td>NA</td>
<td>DK</td>
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Evidence: __________________________________________________________

____________________________________________________________________
Competency 14. Employs individual, group, and team learning.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 14

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Competency Average

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Rating Scale

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INDICATORS

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INDICATORS
14. **Employs individual, group, and team learning.**

<table>
<thead>
<tr>
<th></th>
<th>4 – Exemplary</th>
<th>3 – Proficient</th>
<th>2 – Progressing</th>
<th>1 – Needs Assistance</th>
<th>NA – Not Applicable</th>
<th>DK – Don’t Know</th>
</tr>
</thead>
</table>

14.1 Uses individual, group, and team activities.
Evidence: __________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14.2 Organizes activities that enable learners to recognize the importance of group/ team goals and individual contributions.
Evidence: __________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14.3 Encourages learner reflection on both the process and results of activities.
Evidence: __________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14.4 Develops activities that encourage peer and self-evaluation.
Evidence: __________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Category: Organizes and Delivers Instruction**
Competency 15. Sequences and paces lessons appropriately.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 15

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1 Needs Assistance</th>
<th>2 Progressing</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Competency Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA Total</td>
</tr>
<tr>
<td>DK Total</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Indicator</th>
<th>15.1</th>
<th>15.2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DK Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA Not Applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>15.1</th>
<th>15.2</th>
</tr>
</thead>
</table>
15. Sequences and paces lessons appropriately.

15.1 Is sensitive to learner cues regarding learning pace and depth of understanding.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

15.2 Ensures that sequencing follows the logic of the instructional objective.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Category: Organizes and Delivers Instruction
Competency 16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 16

--- INDICATORS ---

<table>
<thead>
<tr>
<th>16.1</th>
<th>16.2</th>
<th>16.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK Total</td>
<td>NA Total</td>
<td></td>
</tr>
</tbody>
</table>

--- Rating Scale ---

<table>
<thead>
<tr>
<th>16.1</th>
<th>16.2</th>
<th>16.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK, Don't Know</td>
<td>NA, Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

--- INDICATORS ---

1. NEEDS ASSISTANCE
2. PROGRESSING
3. PROFICIENT
4. EXEMPLARY

Competency Average
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.

<table>
<thead>
<tr>
<th>4 – Exemplary</th>
<th>3 – Proficient</th>
<th>2 – Progressing</th>
<th>1 – Needs Assistance</th>
<th>NA – Not Applicable</th>
<th>DK – Don’t Know</th>
</tr>
</thead>
</table>

16.1 Recognizes and provides for the special needs of all learners utilizing program resources, counselors, referral agencies, and testing data.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

16.2 Uses a variety of teaching strategies that address several learning styles/ modalities such as: visual/aural/oral, kinesthetic/tactile, left/right brain, and global/analytical and multiple intelligences.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

16.3 Includes culturally diverse activities during instruction.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 17.  Provides frequent and varied opportunities for students to apply their learning.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 17
17. Provides frequent and varied opportunities for students to apply their learning.

17.1 Provides for real-life and simulated applications of the activity.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

17.2 Employs real-life scenarios during instruction.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

17.3 Provides opportunities for learners to share learning that occurs outside of the classroom.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 18. Monitors and adjusts teaching strategies based upon student needs and performance.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 18

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DIAGRAMS

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Rating Scale

---

INDICATORS
18. Monitors and adjusts teaching strategies based upon student needs and performance.

18.1 Uses current student data to monitor and adjust instruction.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

18.2 Engages in formal and informal monitoring (e.g., tests, written surveys, interviews, and observations) to identify learner needs.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

18.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments).

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 19. Effectively integrates current and appropriate media and technology as a tool for instruction.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 19
Category: Organizes and Delivers Instruction

19. Effectively integrates current and appropriate media and technology as a tool for instruction.

19.1 Delivers instruction that incorporates technology (e.g. cassette and video recorders, overhead projectors, fax machines, computers, compressed video).

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don’t Know

4 3 2 1 NA DK
Competency 20. Integrates employment, family, and community-related activities into instruction.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 20

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Competency Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA Total</td>
<td>DK Total</td>
</tr>
</tbody>
</table>

—— INDICATORS ——

20.1 20.2
20. Integrates employment, family, and community-related activities into instruction.

<table>
<thead>
<tr>
<th></th>
<th>4 – Exemplary</th>
<th>3 – Proficient</th>
<th>2 – Progressing</th>
<th>1 – Needs Assistance</th>
<th>NA – Not Applicable</th>
<th>DK – Don’t Know</th>
</tr>
</thead>
</table>

### 20.1 Uses community resources such as speakers and field trips to extend the classroom into the community.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

### 20.2 Uses various learner roles (employee, family member, community member) in selecting materials and providing contextually-based instruction.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 21. Selects and uses a variety of resources for the learning environment (print, human, and technological).

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 21

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21.1 21.2 21.3 21.4

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INDICATORS

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Rating Scale

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INDICATORS

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Category: Manages Instructional Resources (Time, Materials, Space, People)

21. Selects and uses a variety of resources for the learning environment (print, human, and technological).

21.1 Uses resources that are appropriate for adults (e.g. reflect adult needs, interests and experiences) at appropriate levels of instruction, and sensitive/respectful of racial ethnic, cultural and gender issues.

Evidence:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

21.2 Uses resources that address a variety of learning modalities (visual, auditory, kinesthetic) and preferences (independent and group learning).

Evidence:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

21.3 Organizes and maintains resources and materials so that they are easily accessible to others for instruction and are user-friendly (e.g., includes directions on use).

Evidence:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

21.4 Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment.

Evidence:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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Competency 22. Acquires, accesses, and uses technology for effective adult learning.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 22

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22.1  | 22.2  | 22.3  | 22.4

---

DK Total

NA Total

---
22. Acquires, accesses, and uses technology for effective adult learning.

22.1 Explores, evaluates and uses computer/technology resources including applications, tools, educational software and associated documentation.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

22.2 Collaborates with community agencies to access technology resources.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

22.3 Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

22.4 Practices responsible, ethical and legal uses of technology, information and software resources.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Category: Manages Instructional Resources (Time, Materials, Space, People)
Competency 23.  Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 23

<table>
<thead>
<tr>
<th></th>
<th>23.1</th>
<th>23.2</th>
<th>23.3</th>
<th>23.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPETENCY AVERAGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NA TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DK TOTAL</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Rating Scale

- **EXEMPLARY**
- **PROFICIENT**
- **PROGRESSING**
- **NEEDS ASSISTANCE**

<table>
<thead>
<tr>
<th><strong>INDICATORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1</td>
</tr>
</tbody>
</table>

**Competency Average**

**DK Total**

**NA Total**
Category: Continuously Assesses and Monitors Learning

23. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.

23.1 Conducts or facilitates continuous needs assessments with learners and uses information for providing guidance to learners about relevant programs within the organization or community and for referring learners to appropriate levels of instruction.

Evidence: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23.2 Selects appropriate assessments/ inventories (e.g. educational skills, personal strengths, aptitudes, interests, learning styles, vision/hearing screening, learning disabilities screening, career assessments screening, etc.).

Evidence: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23.3 Develops and maintains alliances that facilitate referrals with other adult service providers.

Evidence: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23.4 Encourages and supports student transfers to other classes, levels and programs.

Evidence: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Competency 24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals, and to verify learning.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 24

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>24.1</th>
<th>24.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXEMPLARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFICIENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRESSING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEEDS ASSISTANCE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| —— INDICATORS —— |

<table>
<thead>
<tr>
<th>DK Don’t Know</th>
<th>24.1</th>
<th>24.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| —— INDICATORS —— |

| DK Total |  |
| NA Total |  |
24. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.

### Evidence:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

24.1 Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment.

### Evidence:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

24.2 Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners.

### Evidence:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 25. Monitors learning beyond simple recall of information using a variety of assessment strategies.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 25
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.

<table>
<thead>
<tr>
<th>25.1 Uses questioning strategies at various cognitive levels (e.g. recall, inference, generalization, synthesis and application).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: ______________________________________</td>
</tr>
<tr>
<td>______________________________________________</td>
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<td>______________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>25.2 Uses a variety of assessment procedures including paper and pencil measures as well as performance measures (portfolio, demonstration, and alternative assessments).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: ____________________________________________________________</td>
</tr>
<tr>
<td>______________________________________________</td>
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<tr>
<td>______________________________________________</td>
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<td>______________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>25.3 Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: ____________________________________________________________</td>
</tr>
<tr>
<td>______________________________________________</td>
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<td>______________________________________________</td>
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<td>______________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>25.4 Uses project-based learning to enable students to use critical thinking skills and demonstrate learning through both process and product.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence: ____________________________________________________________</td>
</tr>
<tr>
<td>______________________________________________</td>
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<tr>
<td>______________________________________________</td>
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<td>______________________________________________</td>
</tr>
</tbody>
</table>

**Category: Continuously Assesses and Monitors Learning**
Competency 26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 26
26. **Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment.**

26.1 Uses journals, logs, and learner portfolios, presentations and multi-media technology to foster reflection and self-assessment.

Evidence: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

26.2 Assists learners in developing metacognitive strategies to help them understand how they learn best.

Evidence: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Category: Continuously Assesses and Monitors Learning
Competency 27. Guides learners in the development and ongoing review of their educational plans.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 27

--- INDICATORS ---

--- Rating Scale ---

--- INDICATORS ---
Category: Continuously Assesses and Monitors Learning

27. Guides learners in the development and ongoing review of their educational plans.

27.1 Links learner assessments closely to the content of instruction.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

27.2 Shares assessment data results with learners to help them develop and update learning plans.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don’t Know
Competency 28. Collects and manages accurate data for program improvement and accountability.

Directions: Please record the instructor’s scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don’t Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 28

---

Rating Scale

- 4 EXEMPLARY
- 3 PROFICIENT
- 2 PROGRESSING
- 1 NEEDS ASSISTANCE

---

DK Total

NA Total

---

Competency Average

---

INDICATORS

---

INDICATORS

---

B-58
28. Collects and manages accurate data for program improvement and accountability.

28.1 Collects student input and other data that will yield information about the progress and success of individuals and the program.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

28.2 Uses assessment and evaluation data to support and improve accountability.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

28.3 Participates in the analysis of data for program improvement.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

28.4 Solicits feedback from students regarding instruction and the referral system.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Competency 29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 29
Category: Manages Program Responsibilities and Enhances Program Organization

29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.

| 4 – Exemplary | 3 – Proficient | 2 – Progressing | 1 – Needs Assistance | NA – Not Applicable | DK – Don’t Know |

29.1 Collaborates with colleagues, administrators and students in refining current programs and in developing new programs.

Evidence: ____________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

29.2 Collaborates with community organizations to link program organization and instruction to relevant workplace needs, where appropriate.

4 3 2 1 NA DK

Evidence: ____________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Competency 30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

### Profile for Instructor Competency 30

<table>
<thead>
<tr>
<th>4</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>2</td>
<td>PROGRESSING</td>
</tr>
<tr>
<td>1</td>
<td>NEEDS ASSISTANCE</td>
</tr>
</tbody>
</table>

#### Rating Scale —

<table>
<thead>
<tr>
<th>NA Not Applicable</th>
<th>DK Don't Know</th>
</tr>
</thead>
</table>

#### INDICATORS —

<table>
<thead>
<tr>
<th>30.1</th>
<th>30.2</th>
<th>30.3</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Competency Average

- Competency Average

**NA Total**

**DK Total**
30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.

30.1 Maintains current information about learner resources (e.g., libraries, GED test centers, and distance education), educational opportunities (e.g., occupational/vocational programs, community colleges, literacy programs), and support services (e.g., family resource centers, welfare, child care, transportation).

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

30.2 Shares information about resources by integrating information into the orientation and throughout the instructional program.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

30.3 Observes individual needs throughout the instructional process and responds with appropriate support and documents.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Category: Provides Learner Guidance and Referral
Competency 31: Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.

Directions: Please record the instructor's scores in the appropriate box above each indicator. Next, calculate the average of all the indicators to determine the competency average. After calculating the average round to the nearest half number. The competency average should be placed in the circle next to the top chart. Not Applicable (NA) and Don't Know (DK) responses are to be recorded separately in the bottom chart. The total number of DK and NA responses should be noted in the two triangles and should not be factored into the averages.

Profile for Instructor Competency 31

---

<table>
<thead>
<tr>
<th>Indicator</th>
<th>31.1</th>
<th>31.2</th>
<th>31.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Needs Assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Progressing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Exemplary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Rating Scale

<table>
<thead>
<tr>
<th>Indicator</th>
<th>31.1</th>
<th>31.2</th>
<th>31.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA Not Applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DK Don't Know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
31. Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>DK</th>
</tr>
</thead>
</table>

31.1 Recognizes when it is appropriate to make a referral.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

31.2 Collaborates with colleagues and learners to maintain a current list of agency and community resources with specific contexts.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

31.3 Makes specific referrals, documents, and follow-ups.

Evidence: ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Appendix C
Summary Profile for Instructor Competencies
Directions for Completing Summary Profile

1) Plot the averages for the competencies that were rated onto the top chart. The competencies are listed horizontally and the rating scale is listed vertically. All 31 competencies do not have to be rated.

2) Connect the dots to show instructor’s strengths and areas for improvement.

3) Calculate the overall average of the rated competencies.

4) Place that number in the overall average circle. This number provides an overall rating of the instructor’s competence.

5) Record the totals for DK and NA for each of the competencies in the bottom chart. The total number of DK and NA’s should be noted in the two triangles next to the bottom chart.