

# Standards of Effective Teaching – Adult Basic Education

45% Elements of Effective Instruction  
35% Environment for Learning  
20% Professional Responsibilities

Note:

Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements of Effective Instruction					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Written Lesson Plans</b>		<ul style="list-style-type: none"> <li>Lesson plans are unavailable or inconsistently available when asked</li> <li>Lesson plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for adult learning or guiding questions, instructional strategies, means of assessment</li> <li>No accommodations planned for differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans are available consistently when asked but</li> <li>May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s) for adult learning or guiding questions, instructional strategies, means of assessment</li> <li>Some accommodations planned for differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans are available consistently when asked and</li> <li>Are complete: reference to standards, measurable objective(s) for adult learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for adult learners to practice, means of assessment</li> <li>Accommodations planned for differentiation of most learners</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Includes accommodations for all learners</li> </ul>
<b>Authentic Learning Supports ABE Standards</b>		<ul style="list-style-type: none"> <li>Learning tasks have little to no connection to standards or little to no support of ABE curriculum</li> <li>Activities sometimes reflect a learning outcome</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks sometimes connect to standards and/or support ABE curriculum</li> <li>Activities reflect a learning outcome and adult learners are sometimes involved in authentic learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks consistently connect to standards and support ABE curriculum</li> <li>Activities reflect a learning outcome and adult learners are regularly involved in authentic learning activities</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Adult learners routinely select and adapt authentic learning activities to meet and support ABE standards</u></li> </ul>
<b>High Academic Expectations</b>		<ul style="list-style-type: none"> <li>Some academic expectations are rigorous with some busywork</li> <li>Conveys a negative attitude toward the content</li> <li>Some adult learners receive the message that they are expected to attain high standards in their schoolwork and some adult learners do not</li> </ul>	<ul style="list-style-type: none"> <li>Most academic expectations are rigorous with minimal busywork</li> <li>Communicates importance of work, but with little conviction and minimal buy-in by adult learners</li> <li>Most adult learners consistently receive the message that they are expected to attain high standards in their schoolwork</li> </ul>	<ul style="list-style-type: none"> <li>High rigor in which adult learners have multiple opportunities to achieve</li> <li>Actions (verbal and non-verbal) reinforce belief that all adult learners can learn</li> <li>Virtually all adult learners receive the consistent message that they are expected to attain high standards in their schoolwork</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Both adult learners and teachers maintain a culture of high academic expectations</li> </ul>
<b>Content Delivery Respects Diverse Groups</b>		<ul style="list-style-type: none"> <li>Displays little understanding of diverse adult learner populations</li> <li>May display favoritism or ignore adult learner groups</li> <li>Adult learners are minimally able to show up as their authentic selves through the content</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding of diverse adult learner populations</li> <li>Attempts to include all learners regardless of cultural background but not consistently or successfully</li> <li>Adult learners are sometimes able to show up as their authentic selves through the content</li> </ul>	<ul style="list-style-type: none"> <li>Routinely introduces content with a broad focus on various cultural groups</li> <li>Shows an understanding of all learners and attempts to adapt instruction to make content accessible for all</li> <li>Adult learners are able to show up as their authentic selves through the content</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Realness is present – adult learners question and inquire about what and how they are taught</li> <li>Displays continuing search for best practice pertaining to diverse learners</li> </ul>
<b>Pedagogical and Content Knowledge</b>		<ul style="list-style-type: none"> <li>Displays little understanding of pedagogical knowledge and ABE</li> <li>Shows little understanding of the subject being taught</li> </ul>	<ul style="list-style-type: none"> <li>Displays basic understanding of pedagogical knowledge and ABE</li> <li>Shows some understanding of the subject being taught</li> </ul>	<ul style="list-style-type: none"> <li>Displays pedagogical knowledge and reflects on current research and best practices within the field of ABE</li> <li>Shows solid content knowledge based on lessons and response to questioning</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Shares pedagogical and/or content knowledge with other staff to impact practices of others</li> <li>Published in content area</li> <li>Presenter or leader for professional organization</li> </ul>

# Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Lesson Recognizes Adult Learners Interests, Abilities, and Experiences</b>		<ul style="list-style-type: none"> <li>Seldom crafts lessons that embed adult learners' experiences, interests, and backgrounds</li> <li>Seldom incorporates interests into real life application of lessons</li> <li>Minimally creates adult learning experiences that are racially and culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes crafts lessons that embed adult learners' experiences, interests, and backgrounds</li> <li>Sometimes incorporates interests into real life application of lessons</li> <li>Sometimes creates adult learning experiences that are racially and culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>Routinely crafts lessons that embed adult learners' experiences, interests, and backgrounds</li> <li>Regularly incorporates interests into real life applications of lesson</li> <li>Regularly creates adult learning experiences that are racially and culturally relevant</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Provides adult learner choices based on each adult learner's individual experiences</li> </ul>
<b>Lesson Objectives/ Goals</b>		<ul style="list-style-type: none"> <li>Goals are seldom stated or no goals are stated. If stated, goals are not measurable</li> <li>Goals are rarely and/or never clear or are stated as adult learner activities</li> <li>Goals rarely take into account the varied learning needs of individual adult learners or groups</li> <li>Goals rarely align to standards</li> </ul>	<ul style="list-style-type: none"> <li>Goals are stated and sometimes measurable</li> <li>Goals are inconsistently clear and may include activities</li> <li>Goals sometimes take into account the varied learning needs of individual adult learners or groups</li> <li>Goals sometimes align to standards</li> </ul>	<ul style="list-style-type: none"> <li>Goals are stated and measurable</li> <li>Goals are consistently clear and are NOT activities</li> <li>Goals regularly take into account varied learning needs of individual adult learners or groups</li> <li>Goals regularly align to standards</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>All adult learners can identify the measurable goal and explain it in their own words</li> <li>Goals are often adult learner created</li> <li>Goals always take into account varied learning needs</li> <li>Able to articulate rationale for the selection of goals and how they explicitly support standards</li> </ul>
<b>Rubrics and Criteria Charts</b>		<ul style="list-style-type: none"> <li>Criteria has not been developed</li> </ul>	<ul style="list-style-type: none"> <li>Develops criteria that is unclear or has not been clearly communicated to the adult learners</li> <li>No charts or rubrics posted/supplied to adult learners</li> </ul>	<ul style="list-style-type: none"> <li>Develops assessment criteria and standards that are clearly communicated to the adult learners</li> <li>Provides adult learners with a chart or rubric that indicates expectations for the assignment or activity</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners assist in creating the assignment criteria</li> </ul>
<b>Accessing Prior Learning</b>		<ul style="list-style-type: none"> <li>Limited attempts to access prior knowledge</li> <li>Displays limited understanding of prior knowledge for adult learners in the class</li> <li>Rarely or never considers the current skills of the adult learners</li> <li>Infrequently recognizes adult learners' interests/experiences to access prior learning</li> <li>Infrequently recognizes adult learners' racial and ethnic diversity to access prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally attempts to access prior knowledge</li> <li>Displays some understanding of prior knowledge for some adult learners in the class</li> <li>Occasionally considers the current skills of the adult learners</li> <li>Occasionally recognizes some adult learners' interests/experiences to access prior learning</li> <li>Occasionally recognizes adult learners' racial and ethnic diversity to access prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly attempts to access prior knowledge</li> <li>Displays solid understanding of prior knowledge for most adult learners in the class</li> <li>Regularly identifies and applies appropriate instruction to the current skills of the adult learners to meet most needs</li> <li>Regularly recognizes adult learners' interests/experiences and uses them to provide developmentally appropriate activities to access prior learning</li> <li>Regularly recognizes adult learners' racial and ethnic diversity and uses it to engage adult learners' prior learning</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Displays solid understanding of prior knowledge for all adult learners in the class, including diverse language and learning needs</li> <li>Consistently uses knowledge of individual adult learner skill levels to meet all adult learner needs</li> <li>Always recognizes adult learners' interests, and adult learners are able to share interests/experiences to engage other learners</li> <li>Always recognizes adult learners' racial and ethnic diversity and uses it to engage adult learners' prior learning</li> </ul>
<b>Teacher Modeling</b>		<ul style="list-style-type: none"> <li>Minimal modeling</li> <li>Instructions are unclear or disorganized</li> <li>Instructs with minimal monitoring of adult learner comprehension or learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Modeling occurs, but components are missing such that adult learners have difficulty proceeding with the task</li> <li>Instructions are sometimes clear and organized</li> <li>Delivers new information with little regard to adult learner's various learning styles</li> <li>Instructions are given with some regard to the thought process behind them</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the thinking, speaking, reading, writing, and/or actions that adult learners will be required to perform</li> <li>Instructions are clear, concise, and logically organized</li> <li>Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles</li> <li>Encourages adult learners to make deductions in order to explore the new concepts</li> <li>Adult learners are interacting with teacher and each other during modeling</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Links the instructional purpose of the modeling to the larger curriculum</li> <li>Points out possible areas of misunderstanding during modeling</li> </ul>

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<b>Instructional Techniques</b>		<ul style="list-style-type: none"> <li>Utilizes a minimal variety of instructional techniques which do not consider effective strategies for adult learners with diverse language and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes attempts varied instructional techniques but is inconsistent</li> <li>Returns to less effective instructional practices if something new does not work</li> </ul>	<ul style="list-style-type: none"> <li>Routinely utilizes a variety of best practice instructional techniques that include effective strategies for adult learners with diverse language and learning needs</li> <li>Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness)</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners demonstrate their ability to access these resources and strategies independently to experience success</li> <li>Teacher shows exceptional creativity and flexibility in facilitating learning</li> </ul>
<b>Differentiation</b>		<ul style="list-style-type: none"> <li>Minimal or no modification to product, process, or content to differentiate instruction</li> <li>Few or no adult learners receive differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent modification to product, process, or content to differentiate instruction</li> <li>Some adult learners receive differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Regular and ongoing modification to product, process, or content to differentiate instruction</li> <li>Virtually all adult learners receive differentiated instruction</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Differentiated instruction accommodates adult learner voice and choice leading to personalization</u></li> </ul>
<b>Instructional Groups</b>		<ul style="list-style-type: none"> <li>Instructional groups are assigned with little attention to learner ability or instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>Instructional groups are assigned with some attention to learner ability or instructional goals</li> <li>All adult learner groups are doing the same task</li> </ul>	<ul style="list-style-type: none"> <li>Instructional groups are purposefully selected using adult learner data and appropriate to specific instructional goals</li> <li>Tasks within groups are varied according to the instructional objectives</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners can freely move among groups, based on their assessment of their own proficiency</li> <li>Adult learners create their own groups through their own self-assessments and work toward goal</li> </ul>
<b>Purposeful Talk</b>		<ul style="list-style-type: none"> <li>Uses mostly voluntary responses to solicit answers</li> <li>Does not or minimally prompts adult learners to justify or extend their responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses some strategies to engage equitable participation</li> <li>Sometimes prompts adult learners to justify or extend their responses</li> </ul>	<ul style="list-style-type: none"> <li>Routinely uses a variety of questioning strategies that draw equitable participation (i.e. visible, random) based on culturally responsive best practices – rigor, relevance, relationships, and realness</li> <li>Regularly prompts adult learners to justify or extend their responses related to content specific language</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Adult learners themselves ensure that all voices are heard with justifications</u></li> <li>Adult learners display the ability to sustain a discussion with little prompting from teacher</li> <li>Able to modify in real time how purposeful talk is being used</li> </ul>
<b>Questioning and Discussion</b>		<ul style="list-style-type: none"> <li>Uses questioning and discussion to involve few adult learners (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion with little or no active listening evidenced among the class members</li> <li>Sequencing of questions is not purposeful</li> <li>Uses little or no discussion in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Uses questioning and discussion to involve some adult learners (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion and some active listening is evidenced among the class members</li> <li>Sequencing of some questions with minimal regard to adult learners' learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses questioning and discussion to involve every adult learner, regardless of ability (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion; participation consists of speaking and/or active listening</li> <li>Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the teacher to ensure all are participating and considering adult learner input</li> <li>Sequencing of most questions is purposeful and scaffolds learning for all</li> <li>Uses questioning and discussion for higher order thinking</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Adult learners create their own questions around the topic of study for group discussion</u></li> <li>Adult learners lead the discussion with little direction from the teacher</li> <li>Sequencing of questions is purposeful and scaffolds learning for all</li> </ul>
<b>Function of Technology Used in Instruction</b>		<ul style="list-style-type: none"> <li>Does not use available technology as an instructional tool in adult learner learning</li> </ul>	<ul style="list-style-type: none"> <li>Uses available technology as a direct tool substitute without functional change</li> </ul>	<ul style="list-style-type: none"> <li>Uses available technology to augment or modify instructional practices as well as for substitution</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification</li> </ul>
<b>Adult Learners Accessing and Presenting Information</b>		<ul style="list-style-type: none"> <li>Only offers adult learners a single pathway to access and present information</li> </ul>	<ul style="list-style-type: none"> <li>Offers adult learners few pathways to access and present information</li> </ul>	<ul style="list-style-type: none"> <li>Offers adult learners multiple pathways to access and present information</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Provides adult learners with voice and choice about options for accessing and presenting information</u></li> </ul>

## Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Assessment of Adult Learning</b>		<ul style="list-style-type: none"> <li>Minimal assessment of adult learning</li> </ul>	<ul style="list-style-type: none"> <li>Some assessment of adult learning</li> </ul>	<ul style="list-style-type: none"> <li>Uses various strategies to assess for each adult learner throughout the lesson</li> <li>Adult learners are engaged with using criteria and/or rubrics to assess their learning</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Assessment is fully integrated into instruction and used to address individual adult learners' misunderstandings</li> <li>Adult learners are engaged in peer-to-peer feedback and assessment</li> </ul>
<b>Academic Feedback</b>		<ul style="list-style-type: none"> <li>Feedback is not or is inconsistently provided</li> <li>Feedback is of poor quality</li> <li>Feedback is not delivered in a way that adult learners can apply</li> <li>Feedback is not provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Regular feedback is provided</li> <li>Some elements of intentional feedback are present</li> <li>Feedback delivered is applicable</li> </ul>	<ul style="list-style-type: none"> <li>Regular feedback is provided and describes how adult learners can improve</li> <li>Adult learners understand the purpose of the feedback and how it will be used to monitor progress</li> <li>Feedback is delivered in a way that adult learners can apply in language that exhibits positive growth</li> <li>Feedback is provided in a timely manner</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners know how to make use of feedback in their learning</li> <li>Adult learners give useful feedback to each other</li> </ul>
<b>Engaging Adults in Learning</b>		<ul style="list-style-type: none"> <li>Few adult learners are authentically or actively engaged in the lesson or are off-task</li> <li>Little awareness of when adult learners are not engaged</li> <li>Seldom takes overt action to re-engage adult learners and/or increase adult learner engagement</li> </ul>	<ul style="list-style-type: none"> <li>Some adult learners are authentically and actively engaged in the lesson</li> <li>Some awareness of when adult learners are not engaged</li> <li>Sometimes takes overt action to re-engage adult learners and/or increase adult learner engagement</li> </ul>	<ul style="list-style-type: none"> <li>Virtually all adult learners are authentically and actively engaged</li> <li>Consistent awareness of when adult learners are not engaged</li> <li>Routinely takes overt action to re-engage adult learners and/or increase adult learner engagement</li> </ul>	Meets Proficient and: <ul style="list-style-type: none"> <li><u>Adult learners show ownership in authentic self-directed learning</u></li> </ul>
<b>Lesson Closure</b>		<ul style="list-style-type: none"> <li>No time allowed for closure of lesson</li> </ul>	<ul style="list-style-type: none"> <li>Some time allowed for closure of lesson</li> <li>Closure is sometimes connected to the objective</li> <li>Lesson closure is directed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ample time allowed for closure of lesson</li> <li>Closure is consistently connected to the objective</li> <li>Lesson closure is directed by adult learners</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners can articulate a clear connection to the objective during the closure</li> </ul>
<b>Teacher's Use of Adult Learner Work and Data</b>		<ul style="list-style-type: none"> <li>Minimal use of adult learner work and data to assess the effectiveness of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Some use of adult learner work and data to assess the effectiveness of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Routinely uses adult learner work and data to reflect and inform practice</li> <li>Utilizes adult learner work and data to differentiate and modify instruction</li> <li>Routinely uses adult learner work to assess and measure adult learner progress toward standards</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Shares adult learner work and collaborates within teams to make decisions about upcoming lessons</li> </ul>

## Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Relationships Between Teacher and Adult Learners</b>		<ul style="list-style-type: none"> <li>Teacher interaction with at least some adult learners is negative, demeaning, sarcastic, or inappropriate to the age of the adult learners</li> <li>Interactions reflect inconsistencies, favoritism, or disregard for adult learners' cultures</li> <li>Adult learners exhibit disrespect for teacher or peers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-adult learner interactions are generally appropriate</li> <li>Adult learners exhibit only minimal respect for teacher or peers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-adult learner interactions are friendly and demonstrate general warmth, caring, and respect</li> <li>Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what are appropriate cultural norms for adult learners outside of the teacher's culture</li> <li>Adult learners exhibit respect for teacher and peers</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Recognizes adult learner contributions to the classroom community</li> <li>Creates an environment where adult learners build relationships with the teacher not just the teacher building relationships with adult learners</li> </ul>

# Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>High Behavioral Expectations</b>		<ul style="list-style-type: none"> <li>Few to no standards of conduct for rituals and routines appear to have been established</li> <li>Minimal implementation of district or school rules and procedures is evident</li> <li>Adult learners are confused as to what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines appear to have been established in the classroom</li> <li>Some implementation of school rules and procedures is evident</li> <li>Adult learners appear to understand what is expected of them some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines are clear to all adult learners and appear to have been co-created with adult learner input</li> <li>School rules and procedures are fully implemented</li> <li>Virtually all adult learners appear to understand what is expected of them most of the time</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines are modified based on adult learners' needs</li> <li>Assists with developing school rules and procedures</li> <li>All adult learners appear to understand what is expected of them all of the time</li> </ul>
<b>Behavior Monitoring and Response</b>		<ul style="list-style-type: none"> <li>Adult learner behavior is not monitored</li> <li>Unaware of what adult learners are doing</li> <li>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the adult learner's dignity</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes intervenes to redirect adult learner behavior</li> <li>May miss behaviors of some adult learners</li> <li>Attempts to respond to misbehavior, but with uneven results</li> </ul>	<ul style="list-style-type: none"> <li>Alert to adult learner behavior at all times</li> <li>Monitoring is preventative and consistent</li> <li>Response to misbehavior is appropriate and results in the desired behavior</li> <li>Response is sensitive to adult learners' individual needs</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Monitoring is subtle and preventative</li> <li><u>Adult learners monitor their own and their peers' behavior, correcting one another respectfully</u></li> <li>Response to misbehavior is highly effective</li> </ul>
<b>Transitions</b>		<ul style="list-style-type: none"> <li>Considerable instructional time is lost to transitions</li> <li>There is no apparent method for transitioning between activities</li> <li>Distribution of materials is disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners can complete transitions, but they take more time than necessary</li> <li>Some procedures have been put in place but adult learners fail to execute them consistently</li> <li>Distribution of materials is somewhat organized</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are quick and seamless</li> <li>Adult learners are self-directed during transitions</li> <li>Systems are in place and used by adult learners for retrieving materials</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Adult learners are in charge of and understand how to transition between activities</u></li> <li><u>Adult learners direct transitions and are in charge of material distribution</u></li> </ul>
<b>Organization of Materials and Space</b>		<ul style="list-style-type: none"> <li>Minimal systems of organization are noted</li> <li>Room is cluttered and materials are in disarray</li> <li>Room arrangement does not support safety and ease of movement</li> <li>Rarely makes efforts to share space with other teachers</li> </ul>	<ul style="list-style-type: none"> <li>Has a visible organizational system which is somewhat effective; system does not always support learning</li> <li>Room has some evidence of organization and materials are somewhat available</li> <li>Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness</li> <li>Some efforts to share space with other teachers</li> </ul>	<ul style="list-style-type: none"> <li>System of organization is clear to adult learners and supports adult learner learning</li> <li>Room is neat, clean, and uncluttered; materials are readily available</li> <li>Room is safe and the furniture and/or space arrangement is a resource for learning activities</li> <li>Regular and ongoing efforts to share space with other teachers</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners can explain and maintain the system</li> <li><u>Adult learner input has been considered in creating the system and adult learner suggestions for improvement are welcomed</u></li> <li>Room is safe and accessible and adult learners can adjust the furniture and/or utilize space to advance their own purposes in learning</li> </ul>
<b>Engaging Stakeholders</b>		<ul style="list-style-type: none"> <li>Does not attempt to engage stakeholders in the work of the program</li> <li>Rarely builds relationships with stakeholders</li> <li>Seldom seeks opportunities to learn about cultures and backgrounds of stakeholders</li> <li>Does not create a welcoming environment for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to engage stakeholders in the work of the program</li> <li>Builds relationships with some stakeholders, but not others</li> <li>Sometimes seeks opportunities to learn about cultures and backgrounds of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally reaches out to stakeholders in an effort to build reciprocal relationships and increase engagement</li> <li>Views stakeholders as partners in the program</li> <li>Routinely seeks opportunities to learn about the cultures and backgrounds of stakeholders</li> <li>Creates a welcoming environment for stakeholders</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Routinely works to bring in more stakeholders to the program/work</li> </ul>
<b>Expectations for Volunteers</b>		<ul style="list-style-type: none"> <li>Little to no delegation of duties to volunteers</li> <li>Volunteers are underutilized</li> <li>Delegates too much to volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes or inconsistently delegates duties to volunteers</li> <li>Inconsistently clarifies and/or reinforces expectations of volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Clearly articulates duties to volunteers</li> <li>Uses volunteers to promote adult learner learning; specifically plans for the support staff/volunteers</li> <li>Regularly clarifies and reinforces expectations of volunteers</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Partners with volunteers to add additional perspectives to classroom dynamics, instruction, and curriculum</li> </ul>

# Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Relationships with Colleagues</b>		<ul style="list-style-type: none"> <li>Relationships are negative, self-serving, and/or promote discord among staff</li> <li>Works ineffectively with colleagues in collaboration, PLCs, and/or content/grade level teams</li> </ul>	<ul style="list-style-type: none"> <li>Maintains cordial relationships with colleagues to fulfill duties that the school or district requires</li> </ul>	<ul style="list-style-type: none"> <li>Relationships are supportive and cooperative</li> <li>Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Takes initiative in assuming a leadership role among faculty</li> <li>Takes a leadership role in PLC and/or content/grade level teams</li> </ul>
<b>Self Reflection As a Growth Tool</b>		<ul style="list-style-type: none"> <li>Uses minimal reflection and self-assessment of instruction</li> <li>Unwilling to look inward for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction</li> </ul>	<ul style="list-style-type: none"> <li>Continuously and accurately assesses his or her own effectiveness using lesson artifacts and adult learner data to identify areas of strength and areas of growth</li> <li>Reflects on teaching practice through coaching, mentorship, critical friends or participation in other teacher leadership development opportunities</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Takes a leadership role in promoting a culture of professional inquiry and reflection among staff</li> </ul>
<b>Written TD&amp;E Reflections</b>		<ul style="list-style-type: none"> <li>Response shows little evidence of integrated learning or insights gained from the experience</li> <li>Reflections are not submitted or response is incomplete</li> </ul>	<ul style="list-style-type: none"> <li>Response shows some evidence of integrated learning or insights gained from the experience</li> <li>Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or adult learners</li> </ul>	<ul style="list-style-type: none"> <li>Response shows solid evidence of integrated learning or insights gained from the experience</li> <li>Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or adult learners</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Response includes an in-depth reflection and personalization of the experience</li> </ul>
<b>Feedback</b>		<ul style="list-style-type: none"> <li>Ignores or minimizes feedback from colleagues, administrators, and/or adult learners</li> <li>Resistant to changes in professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Open to feedback from colleagues, administrators, and adult learners</li> <li>Open to change of professional practice when provided feedback</li> </ul>	<ul style="list-style-type: none"> <li>Seeks and accepts feedback from colleagues, administrators, and adult learners</li> <li>Implements change in professional practice based on feedback</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback</li> </ul>
<b>Professional Growth</b>		<ul style="list-style-type: none"> <li>Does not or minimally attends professional development activities</li> <li>Minimally plans for professional growth</li> <li>Demonstrates little or no urgency toward improving professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Attends relevant professional development activities</li> <li>Occasionally plans for professional growth</li> <li>Demonstrates regular effort to modify and adjust professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in relevant professional development activities and implements changes to instructional practices as a result</li> <li>Regularly plans for professional growth</li> <li>Routinely enriches professional practices to meet the needs of all adult learners</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Leads professional development opportunities for colleagues</li> <li>Initiates important activities to contribute to the profession</li> <li>Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction</li> </ul>
<b>Communication with Stakeholders</b>		<ul style="list-style-type: none"> <li>Stakeholders rarely receive information about the program</li> <li>Difficult for stakeholders to contact or does not respond when contacted</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders receive information about the program on an occasional basis</li> <li>Information is available to stakeholders but ways of being contacted are not communicated through multiple methods</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders receive information about the program on a consistent basis</li> <li>Available to respond to stakeholders concerns and ways of being contacted are clearly communicated through methods that work for the particular stakeholder's needs</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Consistently provides resources for stakeholders to support the success of the program</li> </ul>
<b>Service to School/District</b>		<ul style="list-style-type: none"> <li>Does not support the school mission/vision</li> <li>Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders</li> <li>Non-compliant with school and/or SPPS policies and procedures</li> <li>Inconsistently involved in required school events</li> </ul>	<ul style="list-style-type: none"> <li>Understands and supports the school mission/vision</li> <li>Understands and supports the district's strategic plan, mission, and vision</li> <li>Complies with school and SPPS policies and procedures and acts in a professional and ethical manner</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions that support and reflect the school mission/vision</li> <li>Makes decisions that support and reflect the district's strategic plan, mission, and vision</li> <li>Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct</li> <li>Involved in required school events</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Makes a concerted effort to challenge negative attitudes or practices to ensure that all adult learners can succeed</li> <li>Volunteers to participate in school/district events and makes a substantial contribution</li> <li>Takes initiative in assuming a leadership role in school and/or district events</li> </ul>

# Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Record Keeping</b>		<ul style="list-style-type: none"> <li>Minimally maintains information on adult learner progress</li> <li>Adult learner records are in disarray resulting in errors and confusion</li> <li>Lacks system for information on adult learner completion of assignments</li> <li>Attendance procedures are inconsistently followed</li> </ul>	<ul style="list-style-type: none"> <li>Regularly maintains a system for information on adult learner progress</li> <li>Maintains adult learner records</li> <li>Maintains a system for information on adult learner completion of assignments</li> </ul>	<ul style="list-style-type: none"> <li>Maintains fully effective systems for information on adult learner progress</li> <li>Maintains accurate and up-to-date adult learner records</li> <li>Maintains effective systems for information on adult learner completion of assignments</li> <li>Attendance procedures are consistently followed</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Adult learners contribute information to systems related to their progress and interpret results</li> <li>Adult learners participate in systems for completion of assignments</li> </ul>
<b>TD&amp;E Components (summative evaluation)</b>		<ul style="list-style-type: none"> <li>One or more components of TD&amp;E are missing or incomplete</li> <li>TD&amp;E component deadlines are missed</li> </ul>		<ul style="list-style-type: none"> <li>All components are complete</li> <li>Ongoing work to implement and fulfill TD&amp;E components is timely</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Takes a leadership role in promoting TD&amp;E components in the school</li> </ul>

## Summary

**Areas of Strength:**

**Areas of Growth:**

**Next Steps:**