

31 COMPETENCIES FROM INSTRUCTOR COMPETENCIES ASSESSMENT INSTRUMENT*

**from the American Institutes for Research project, funded by the U.S. Department of Education, called Building Professional Development Partnerships for Adult Educators (PRO-NET 2000). The project set as goal to provide the field with a national model for competencies that can be supported by research. Competencies are, in part, in response to the federally mandated National Reporting System for adult education.*

<p>1. Develops and maintains a knowledge base in adult learning an development.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>See also indicators 9.1, 10.2, 11.2, 11.4 and 21.1</p>
<p>2. Develops and maintains an in-depth knowledge base in own content area and in other relevant area.</p>	<p>2.1 Has professional preparation and/or training in the primary content area.</p> <p>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).</p> <p>2.3 Describes how content area knowledge can be transferred to the instructional setting.</p> <p>2.4 Articulates program' goals and mission statement.</p> <p>See also Indicator 9.1</p>
<p>3. Know how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).</p>	<p>3.1 Articulates strategies for identifying students who have special needs and for instructing this population.</p> <p>3.2 Suggests ways to accommodate students with special needs.</p> <p>3.3 Indicates how to refer students to other services or agencies in-house and external, when appropriate.</p> <p>See also indicators 16.1, 16.2, 31.1, 31.2, & 31.3</p>
<p>4. Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.</p>	<p>4.1 Articulates that learners bring experiences from multiple life roles to the instructional setting.</p> <p>4.2 Identifies materials and technology that reflect contexts of home, work and community.</p> <p>4.3 Identifies strategies that are flexible enough to accommodate adult scheduling and attendance needs.</p> <p>See also indicator 20.2</p>
<p>5. Know how technological systems work and how to apply that knowledge to instructional administrative functions.</p>	<p>5.1 Illustrates proficiency in using and selecting appropriate and current technology such as: word processing, data management, presentations software, telecommunication, e-mail and other means of accessing information.</p> <p>5.2 Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum.</p> <p>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).</p> <p>5.4 Participates in technological training to be prepared to explore, evaluate and use computer/technological resources.</p> <p>See also indicator 19.1</p>
<p>6. Know about and/or knows how to access information about own organization, community resources and issues, relevant laws</p>	<p>6.1 Identifies gaps in own knowledge and seeks to find information to address those gaps.</p> <p>6.2 Identifies own organization and community resources that can provide</p>

<p>and regulations.</p>	<p>materials for instruction (e.g. League of Women Voters, Community Resource Guide and Employment Commission) and shares information with staff and students.</p> <p>6.3 Designs instructional unites based upon learner needs, experiences, and interests; community resources and issues.</p> <p>See also indicators 20.1, 20.2</p>
<p>7. Assess own need for professional growth and develops and monitors own professional development plan.</p>	<p>7.1 Reviews Adult Educator Instructor Competencies.</p> <p>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).</p> <p>7.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g. inquiry research, workshops, observation/feedback, product development).</p> <p>7.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives.</p> <p>7.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs.</p>
<p>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.</p>	<p>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.</p> <p>8.2 Practices and integrates new instructional strategies.</p> <p>8.3 Engages in reflective activities both individually and with others (e.g., mentors, supervisors).</p> <p>See also indicator 23.2, 7.5</p>
<p>9. Plans instruction that is consistent with the program’s mission and goals.</p>	<p>9.1 Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program.</p> <p>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.</p> <p>See also indicator 2.4</p>
<p>10. Identifies and responds to learners’ individual and group needs, interests, and goals when developing instructional plans.</p>	<p>10.1 Conducts preliminary and ongoing student needs and academic assessments through student interviews, surveys and unsolicited comments.</p> <p>10.2 Identifies instructional content and context based upon learner needs, interest, goals and experiences.</p> <p>10.3 Plans instructional activities that involve learners in the application of skills within the learning environment and to real life experiences.</p> <p>10.4 Designs instruction that incorporates technology.</p> <p>See also indicator 1.1, 1.3, 11.1, 18.3, 27.1</p>
<p>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.</p>	<p>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).</p> <p>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.</p> <p>11.3 Encourages learners to use their own experiences to illustrate and clarify learning.</p> <p>11.4 Models cultural sensitivity related to gender differences, socio-economic status and group dynamics.</p> <p>11.5 Establishes rapport through humor enthusiasm, confidence, respect and manner.</p> <p>See also indicator 1.2, 1.3, 10.3</p>
<p>12. Instructor applies knowledge of teacher-</p>	<p>12.1 Demonstrates a variety of teaching strategies within the instructional</p>

directed and learner-centered instruction.	<p>setting.</p> <p>12.2 Serves as a “facilitator of learning” and as a resource and communicator of information.</p> <p>12.3 Shares with learners appropriate decision-making responsibilities.</p> <p>12.4 Links instruction to learners’ needs assessments.</p> <p>12.5 Draws upon learner experiences when providing and delivering instruction.</p> <p>12.6 Incorporates instructional activities that actively involve learners in the application of skills.</p>
13. Models communication, negotiation, decision-making and problem-solving skills for learners.	<p>13.1 Communicates to learners the thinking process for problem solving and meta-cognition and encourages classroom decision making by learners.</p> <p>13.2 Provides timely feedback to learners regarding their progress.</p> <p>13.3 Allows classroom time for group problem solving.</p> <p>13.4 Exhibits several styles of communication: verbal, non-verbal, and written.</p> <p>13.5 Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving and decision-making.</p>
14. Employs individual, group and team learning.	<p>14.1 Uses individual, group and team activities.</p> <p>14.2 Organizes activities that enable learners to recognize the importance of group/team goals and individual contributions.</p> <p>14.3 Encourages learner reflection on both the process and results of activities.</p> <p>14.4 Develops activities that encourage peer and self-evaluation.</p> <p>14.5</p>
15. Sequences and paces lessons appropriately.	<p>15.1 Is sensitive to learner cues regarding learning pace and depth of understanding.</p> <p>15.2 Ensures that sequencing follow the logic of the instructional objective.</p>
16. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.	<p>16.1 Recognizes and provides for the special needs of all learners utilizing program resources, counselors, referral agencies and testing date.</p> <p>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.</p> <p>16.3 Includes culturally diverse activities during instruction.</p> <p>See also indicator 3.1, 3.2, 3.3, 11.1, 11.2</p>
17. Provides frequent and varied opportunities for students to apply their learning.	<p>17.1 Provides for real-life and simulated applications of the activity.</p> <p>17.2 Employs real-life scenarios during instruction.</p> <p>17.3 Provides opportunities for learners to share learning that occurs outside of the classroom.</p>
18. Monitors and adjusts teaching strategies based upon student needs and performance.	<p>18.1 Uses current student data to monitor and adjust instruction.</p> <p>18.2 Engages in formal and informal monitoring (e.g. tests, written surveys, interviews, and observation) to identify learner needs.</p> <p>18.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments).</p> <p>See also indicator 10.3</p>
19. Effectively integrates current and appropriate media and technology as a tool for instruction.	<p>19.1 Delivers instruction that incorporates technology (e.g. cassette and video recorders, overhead projectors, fax machines, computers, compressed video).</p> <p>See also indicators 5.1, 5.2, 5.3, 21.1-21.4, 22.1-22.3</p>
20. Integrates employment, family, and community-related activities into instruction.	<p>20.1 Uses community resources such as speakers and field trips to extend the classroom into the community.</p> <p>20.2 Uses various learner roles (employee, family member, community member) in selecting materials and providing contextually based instruction.</p> <p>See also indicators 6.2, 6.3, 4.2</p>
21. Selects and uses a variety of resources for the learning environment (print, human, technological).	<p>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.</p>

	<p>21.2 Uses resources that address a variety of learning modalities (visual, auditory, kinesthetic) and preferences (independent and group learning).</p> <p>21.3 Organizes and maintains resources and materials so that they are easily accessible to others for instruction and user-friendly (e.g., includes directions on use).</p> <p>21.4 Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment.</p> <p>See also indicators 1.2, 11.1, 16.2, 16.3, 19.1</p>
22. Acquires, accesses, and uses technology for effective adult learning.	<p>22.1 Explores, evaluates and uses computer/technology resources including applications, tools, educational software and associated documentation.</p> <p>22.2 Collaborates with community agencies to access technology resources.</p> <p>22.3 Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations.</p> <p>22.4 Practices responsible, ethical and legal uses of technology, information and software resources.</p> <p>See also indicators 5.1, 5.2, 5.3, 5.4, 19.1</p>
23. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.	<p>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.</p> <p>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.).</p> <p>23.3 Develops and maintains alliances that facilitate referrals with other adult service providers.</p> <p>23.4 Encourages and supports student transfers to other classes, levels and programs.</p> <p>See also indicators 28.1, 30.1, 30.2, 30.3</p>
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.	<p>24.1 Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment.</p> <p>24.2 Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners.</p> <p>See also indicator 27.1, 27.2</p>
25. Monitors learning beyond simple recall of information using a variety of assessment strategies.	<p>25.1 Uses questioning strategies at various cognitive levels (e.g. recall, inference, generalization, syntheses and application).</p> <p>25.2 Uses a variety of assessment procedures including paper and pencil measures as well as performance measures (portfolio, demonstration, and alternative assessments).</p> <p>25.3 Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making.</p> <p>25.4 Uses project-based learning to enable students to use critical thinking skills and demonstrate learning through both process and product.</p> <p>See also indicators 14.4, 26.1</p>
26. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment.	<p>26.1 Uses journals, logs, learner portfolios, presentations and multi-media technology to foster reflection and self-assessment.</p> <p>26.2 Assists learners in developing metacognitive strategies to help them understand how they learn best.</p> <p>See also indicators 17.1, 17.2, 25.2</p>
27. Guides learners in the development and ongoing review of their educational plans.	<p>27.1 Links learner assessments closely to the content of instruction.</p> <p>27.2 Shares assessment data results with learners to help them develop and update learning plans.</p> <p>See also indicators 10.1, 24.1</p>
28. Collects and manages accurate data for program improvement and accountability.	<p>28.1 Collects student input and other data that will yield information about the progress and success of individuals and the program.</p> <p>28.2 Uses assessment and evaluation data to support and improve accountability.</p>

	<p>28.3 Participates in the analysis of data for program improvement.</p> <p>28.4 Solicits feedback from students regarding instruction and the referral system.</p> <p>See also indicators 18.1, 23.4</p>
<p>29. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.</p>	<p>29.1 Collaborates with colleagues, administrators and students in refining current programs and in developing new programs.</p> <p>29.2 Collaborates with community organizations to link program organization and instruction to relevant workplace needs, where appropriate.</p>
<p>30. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.</p>	<p>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).</p> <p>30.2 Shares information about resources by integrating information into the orientation and throughout the instructional program.</p> <p>30.3 Observes individual needs throughout the instructional process and responds with appropriate support and documents.</p> <p>See also indicators 23.1, 23.2, 23.3, 23.4</p>
<p>31. Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.</p>	<p>31.1 Recognizes when it is appropriate to make a referral.</p> <p>31.2 Collaborates with colleagues and learners to maintain a current list of agency and community resources with specific contexts.</p> <p>31.3 Makes specific referrals, documents, and follow-ups.</p> <p>See also indicator 3.3</p>