

State of Iowa Adult Education and Literacy

Instructor Self-Assessment

Instructor: _____ AEL Provider: _____ AEL Program: ABE ESL

Instructions: Complete the below “State of Iowa Adult Education and Literacy Instructor Self-Assessment and Individual Professional Development Plan” form for all state of Iowa Adult Education and Literacy (AEL) Instructors.

Self-Assessment: This review is completed by the AEL Instructors related to the [Adult Education Teacher Competencies](#) developed by American Institutes for Research (AIR), in partners with the Office of Career, Technical, and Adult Education (OCTAE) of the U.S. Department of Education. The self-assessment scale is as follows:

- **Low Level of Competence:** Little to no experience in this skill area. Unfamiliar with this AEL competency. Not uncommon for beginning instructors.
- **Average Level of Competence:** Some experience in this skill area. Comfort with developing and assisting students in this competency.
- **High Level of Competence:** Extensive experience in the skill. Advanced development or training in areas of instruction. Would generally apply to only the most experienced and high level of instructors.

In addition to the self-assessment scores. Each AEL Instructor will provide comments related to their self-assessment scores.

Identify up to four (4) Professional Goals and up to four (4) Personal Goals (optional) to be included in the state of Iowa Individual Professional Development Plan.

AEL INSTRUCTOR SELF-ASSESSMENT:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 1.2 – Sets learning goals and a course of study.

Indicators may include: Instructor uses information related to student strengths, needs, barriers and previous learning experiences to design and align course goals. Instructors link the content of the course to the interests and goals of the students, that expose the learners to new ideas but also reflect the communities of the learners to make the material more salient and relevant to the adult learners. Support of the continued employment and education of students via exposure to guest speakers, workforce professionals, academic representatives and employers from the local area.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 1.3 – Monitors learning through summative and formative assessment of data.

Indicators may include: Instructor uses a variety of tools such as quizzes, group and individual projects, discussion questions, reflection logs, etc., to not only gauge learner progress but to adapt the curriculum and classroom environment to best serve students. Review of standardized assessment scores in order to guide current and future instructions related to educational functioning levels (EFLs). Provides regular, detailed feedback to learners on the progress of their learning. Assisting learners in reflecting on their progress and performance with the subject matter.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 2.2 – Designs standards-based instructional units and lesson plans.

Indicators may include: Instructor focuses teaching and learning on a targeted set of standards that build on each other such as the [College and Career Readiness Standards](#), [English Language Proficiency Standards](#) and other evidence based practices for instruction. Instructor outlines a clear and explicit standards-based purpose for the lesson, and summarizes what students are expected to learn, how this translates to Adult Basic Education progress, and what students can expect to learn next. Selects and uses resources, textbooks and tools (videos, projects, etc.) to align with the learning goals of the standards. Instructor is able to elicits direct, observable evidence of learners’ abilities to independently demonstrate the targeted set of standards.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 2.3 – Uses instructional techniques that are effective with adult learners.

Indicators may include: Instructor varies instructional activities and examples to improve conceptual understanding and skill development. Addresses various learning modalities, abilities, needs, and interests through differentiated instruction. Utilizes opportunities for classroom interaction, where learners are grouped with others with a range of same-to-different needs, interests, and abilities, as well as opportunities for individual work. Includes course content that targets specific skills, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, and study habits, to encourage learner development.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 3.1 – Communicates high expectations of learners and motivates them to persist to meet their goals.

Indicators may include: Instructor communicates learning goals and explains to Adult Learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals, such as a review of the day’s agenda, including the learning objectives for the day’s lesson. Extending praise for effort and resilience and placing an emphasis on how much can be learned from both incorrect and correct responses. Building learner confidence by providing feedback on progress in relationship to learning goals and encouragement and clear feedback about the steps needed to continue moving toward goal attainment.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 3.3 – Engages in active listening, dialogue, and questioning to facilitate and support learning.

Indicators may include: Instructor uses questioning strategies for understanding and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions, and problem-solving. Integrating stop, reflect, and check-in points in lesson plans to provide learners with opportunities to clarify, confirm, or deepen their understanding of the lesson task or content.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 4.1 – Possesses content area knowledge and teaching skills required for subjects and populations taught

Indicators may include: Instructor demonstrates knowledge of subject matter and Adult Learner populations taught through the development of lesson plans, activities, and a selection of resources that have evidence of effectiveness and are aligned with instructional goals and standards. Possessing knowledge and skills in content areas through formal education, preservice learning, on-the-job learning, or participation in professional development activities. Evaluates areas where one’s own knowledge needs to be strengthened and the resources to address these needs.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

ADULT EDUCATION TEACHER COMPETENCIES

COMPETENCY 4.3 – Refines instructional practices through reflection on experience, evidence, and data

Indicators may include: Instructor reflects on teaching process and is able to link between engaging in the reflective process and increasing student learning outcomes. Understands the nature and purpose of teacher reflection tools (teaching journal/diary, self-observation, and evidence-based research) and uses these tools to enhance their instructional proficiency. Seeking opportunities to tap into institutional wisdom, professional development, various research, and theory as a vehicle for reflecting on and improving one’s own teaching.

Self-Assessment Score: **Low Level of Competence** **Average Level of Competence** **High Level of Competence**

Instructor comments related to self-assessment score:

I have identified the following goals based on my self-assessment to be integrated into my Individual Professional Development Plan:

Professional Goals:

1. _____

2. _____

3. _____

4. _____

Personal Goals (Optional):

1. _____

2. _____

3. _____

4. _____

AEL Instructor's Signature: _____

Date: _____

AEL Coordinator's Signature _____

Date: _____