

Adult Education

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The adult education teacher knows how to integrate higher disciplinary knowledge with other subjects.

The adult education teacher understands the need to present content from a multicultural perspective.

The adult education teacher possesses knowledge of the concepts and applications that are central to the subject matter he/she teaches.

The adult education teacher recognizes that prior knowledge can both positively and negatively influence student learning.

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DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps relate it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The adult education teacher promotes interdisciplinary teaching and learning.

The adult education teacher realizes the necessity to link each discipline to life in an enthusiastic manner.

The adult education teacher believes that knowledge is complex and ever-changing.

The adult education teacher values multiple perspectives.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The teacher represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

Evidences

The adult education teacher uses the latest knowledge and technology available.

The adult education teacher implements interdisciplinary learning experiences that allow students to integrate knowledge acquired from several subject areas.

The adult education teacher evaluates teaching and learning, as to accuracy and relevance.

The adult education teacher models and expects effective communication skills.

The adult education teacher develops learning experiences that represent a variety of viewpoints in a multicultural perspective.

The adult educator demonstrates knowledge of current trends and issues in adult education, general education, and special education.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The adult education teacher knows how to design curriculum and lesson plans using an interdisciplinary approach.

The adult education teacher has knowledge of a variety of assessment measures including performance-based assessment.

The adult education teacher understands the continuum of learning within the adult education curriculum.

The adult teacher uses various instructional technologies that address individual and group needs.

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The adult teacher knows how to instruct students in correct oral and written communication.

The adult education teacher uses various techniques to stimulate students' creative and critical thinking.

The adult education teacher knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The adult education teacher knows how to adapt oral and written communication to the needs of the student.

The adult education teacher knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The adult education teacher knows how to use assessment information to assist students in establishing goals and objectives.

The adult education teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The adult education teacher knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The adult education teacher knows how to analyze students' individual interests, abilities, and learning styles.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The adult education teacher monitors and alters his/her instructional approaches to reteach specific content.

The adult education teacher is committed to using technology as an instructional tool.

The adult education teacher values lifelong learning for himself/herself and students.

The adult education teacher knows how to use a variety of resources.

The adult education teacher values a variety of viewpoints and multicultural perspectives.

The adult education teacher realizes the importance of both formal and informal assessments for personal improvement.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and uses teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The adult education teacher develops questions to stimulate and promote higher order thinking skills.

The adult education teacher uses feedback and assessment to improve performance.

The adult education teacher evaluates resources and materials for accuracy, comprehension and relevance.

The adult education teacher assists students in acquiring skills such as transfer of knowledge and learning strategies in order to become life-long learners.

The adult education teacher encourages students to be creative in their thinking and encourages the exchanging of ideas.

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The adult education teacher effectively integrates reading, writing, listening, and speaking skills across the curriculum.

The adult education teacher uses assessment information to assist students in establishing goals and objectives.

The adult education teacher plans and implements individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The adult education teacher and student cooperatively develop and evaluate an individualized education program, utilizing appropriate assessment information.

The adult education teacher develops lesson plans and adapts curricula, materials, and methods for diverse students.

The adult education teacher selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The adult education teacher provides students with information about performance results for the purpose of developing self-evaluation skills.

The adult education teacher uses appropriate accommodations for students with disabilities.

The adult education teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted in compliance with established criteria and standards.

The adult education teacher modifies a student's program as indicated by results of various types of evaluations, (e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools) that allow for comparison of current performance with criterion outcomes.

The adult education teacher instructs for generalization of skills and transfer of knowledge by students and assists them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The adult education teacher understands the psychology of the adult learner and how physical, social, emotional, and cognitive differences affect learning.

The adult education teacher understands and knows how to apply appropriate techniques and strategies based on andragogical learning theories.

The adult education teacher knows how to select and use a variety of adult-oriented methods and materials.

The adult education teacher understands and applies the concept of holistic development of the adult learner when making instructional decisions.

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The adult education teacher understands the relevance of peer interaction and coaching skills in the learning process.

The adult education teacher has knowledge of economic, educational and community resources.

The adult education teacher knows how to identify students with learning differences.

The adult education teacher knows of ethical considerations inherent in classroom behavior management.

The adult education teacher knows techniques for crisis prevention, as well as teaching students with various cultural backgrounds, and teaching students with exceptional learning needs.

The adult education teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The adult education teacher knows how to use resources, aids, and materials for teaching adults with special needs.

The adult education teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The adult education teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The adult education teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all adults can learn at high levels and persists in helping all adults achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The adult education teacher shows optimism by providing and maintaining a classroom conducive to learning.

The adult education teacher is committed to finding and using different teaching materials, techniques and strategies to help students achieve.

The adult education teacher is willing to provide for situations that allow students to share their knowledge.

The adult education teacher is willing to use modifications to assist students with learning difficulties.

The adult education teacher encourages the self-worth of students.

The adult education teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The adult education teacher believes that all adults can learn and persists in helping all adults achieve success including those with exceptionalities.

The adult education teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The adult education teacher identifies students with learning problems and provides resources.

The adult education teacher provides materials on all levels to help adults achieve success.

The adult education teacher selects and uses appropriate materials to support different instructional strategies and learning styles.

The adult education teacher draws upon students' prior knowledge and experiences to teach new concepts.

The adult education teacher organizes and manages a class that is conducive to learning.

The adult education teacher selects, monitors, and provides the appropriate learning resources, etc., for adult students.

The adult education teacher uses community services and information to support students.

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The adult education teacher provides students with opportunities for input into the development of their individual learning plan.

The adult education teacher applies andragogical concepts to instruction.

The adult education teacher uses or adapts learning techniques/strategies as needed for students with learning difficulties, providing opportunities for success in each stage of learning.

The adult education teacher assists students in developing independent study behaviors.

The adult education teacher makes appropriate referrals to community health and social services.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The adult education teacher is aware of various community, family and economic conditions that affect the students' educational goals.

The adult education teacher knows how to communicate effectively with the many and varied student personalities.

The adult education teacher recognizes the importance of treating all students with respect.

The adult education teacher understands how present student learning is influenced by previous experiences.

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DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The adult education teacher is willing to accept, respect, and support all students.

The adult education teacher promotes effective communication within the learning environment.

The adult education teacher is committed to allowing the expression of democratic values in the classroom and in school.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect and competence.

The teacher considers the development of character, aspiration and civic virtues in making instructional decisions.

Evidences

The adult education teacher models positive human relationship skills and creates a warm and empathetic environment for students.

The adult education teacher demonstrates effective communication skills with the diverse population within the classroom environment and the community.

The adult education teacher assists students in developing self-reliance and self-advocacy skills.

The adult education teacher models and assists the students in developing the concepts of respect and dignity.

The adult education teacher models affective, positive behavior appropriate to specific circumstances.

The adult education teacher demonstrates conflict resolution skills.

The adult education teacher creates an appropriate environment to increase student self-awareness, self-control, self-reliance, and self-esteem.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The adult education teacher knows how to involve the family/guardian in the educational process when appropriate.

The adult education teacher is aware of the current applicable legal regulations as represented by federal, state and local governing entities.

The adult education teacher reviews past instructional methods and materials and makes adjustments as necessary to enhance and improve instruction.

The adult education teacher knows how to modify the learning environment to incorporate change.

The adult education teacher understands the impact of group dynamics.

The adult education teacher recognizes the importance of working with colleagues and the community to support student achievement.

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The adult education teacher knows how to use stress management skills.

The adult education teacher knows how to encourage and assist families to become active participants in the educational team.

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DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The adult education teacher believes in the concept of life-long learning.

The adult education teacher realizes the need for positive change in a productive organization.

The adult education teacher is willing to accept responsibility for program improvement activities.

The adult education teacher appreciates his/her role in enhancing the learning environment.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The adult education teacher reflects on past practices and uses research for instructional improvement.

The adult education teacher demonstrates advocacy for all learning environments.

The adult education teacher assumes responsibility for the development, maintenance and execution of his/her professional growth plan.

The adult education teacher adheres to federal, state and local regulations/policies.

The adult education teacher acquires and uses various resources - human, material, financial and community - for student and school improvement.

The adult education teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The adult education teacher participates in professional organizations.

The adult education teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for adults.

The adult education teacher communicates options for programs and services at the next level

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and assists the adults in planning for transition when appropriate.

The adult education teacher demonstrates knowledge of the roles and utilizations of paraprofessionals and volunteers in an instructional program.

The adult education teacher demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

The adult education teacher employs adult learning principles in supervising and training other adults.

The adult education teacher facilitates the identification of staff development needs and strategies for professional growth.

The adult education teacher communicates program needs, processes, and outcomes.

The adult education teacher advocates on behalf of adults and their families when appropriate.