

Adult Education Evaluation: Matching Evidence to the Rubric

Review the key terms from the Proficient column of the rubric.

Does the evidence from the observation or review of practice fit with the key terms for this performance level?

Does the evidence exceed the descriptor? Look at the requirements to be considered Exemplary.

Does the evidence fail to meet the standard necessary to be considered Proficient? Look at the requirements for Developing.

LEARNER ENVIRONMENT

Indicator	Standard for Proficient	What observable evidence (words or actions) support this? How do you know?
<i>Rapport and positive social interactions</i>	Interactions between teacher and students are <u>consistently</u> positive and respectful and the teacher <u>regularly</u> promotes positive social interactions among students.	
<i>Respect for student diversity</i>	Maintains a learning environment that is <u>consistently</u> respectful of all students' cultural, social and/ or developmental differences .	
<i>Environment supportive of intellectual risk-taking</i>	Creates a learning environment in which <u>most</u> students are willing to take intellectual risks	
<i>High expectations for student learning</i>	Establishes and consistently reinforces high expectations for learning for <u>all</u> students.	

INSTRUCTION FOR ACTIVE LEARNING

Indicator	Standard for Proficient	What observable evidence (words or actions) support this? How do you know?
<i>Strategies, tasks and questions</i>	<p>Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. <u>At times</u>, students take the lead and develop their own questions and problem solving strategies.</p>	<p>*Note: whole group, recall, DOK 1 activities (lecture, read & answer questions) would not meet qualifications for proficient</p>
<i>Instructional resources and flexible groupings</i>	<p>Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in <i>multiple ways</i>, including application of new learning to make interdisciplinary, real world, career or global connections.</p>	<p>*Note: lesson should address “why are we doing this/when will I use this?”, attention to different reading levels and learning styles, options for materials</p>
<i>Student responsibility and independence</i>	<p>Implements instruction that provides <i>multiple opportunities</i> for students to develop independence as learners and share responsibility for the learning process.</p>	<p>*Note: student centered; students have some choices. Teacher frames learning and facilitates and coaches rather than making all decisions</p>

SERVICE DELIVERY

Indicator	Standard for Proficient	What observable evidence (words or actions) support this? How do you know?
<i>Precision of service delivery</i>	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the <u>majority</u> of learners.	
<i>Feedback to learner</i>	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	
<i>Adjustments to service delivery</i>	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	
<i>Maintenance of records</i>	Records are complete, organized and accurate . Confidential information is stored in a secured location.	