

Adult Education Educator Evaluation and Support Plan



Professional Practice Continuum for Evaluation, Feedback and Continuous Improvement

**Produced under the direction of the Connecticut State Department of Education, Bureau of
Health/Nutrition, Family Services and Adult Education**

Adult Education Educator Evaluation and Support Plan

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Adult Education Instructor Evaluation and Support Plan

Rationale

The adult education student population is diverse in age and needs. Adult Education includes seventeen year old students who have officially withdrawn from school, 18 through 40 year old adults who lack elementary school completion or a high school diploma, 30 through 60 year old displaced workers and individuals with limited English proficiency or any combination, resulting in a complex non-traditional student. Adult education programs also vary in purpose and delivery model.

All participants voluntarily enroll and attend programs of instruction that are mandated by statute including Americanization and United States citizenship, English for Adults with Limited English Proficiency and elementary and secondary completion programs or classes. Instructional accommodations for these adults fall under the Americans with Disabilities Act (ADA); therefore, any individual education plan (IEP) or Section 504 plan established in accordance with the Individuals with Disabilities Education Act (IDEA) or the Rehabilitation Act of 1973 does not follow the student who attends adult education programs; however, adult students are encouraged to self-advocate for accommodations to access programming.

Unlike the role of teachers in the K-12 system, adult education teachers work in a noncompulsory educational setting. They provide instructional course hours of varied intensity and duration when compared with the traditional K-12 school calendar and are mostly employed as part time, hourly paid instructors. Many of these teachers work for more than one school district, may report to multiple sites within those districts and may teach in more than one program, e.g., General Educational Development GED® test preparation and adult basic education (ABE).

From Recommendations Regarding Permissive Pilot for Educator Evaluation and Support for Teachers and Administrators in Adult Education Programs, CSDE, January 2015.

Guiding Principles

The Connecticut Guidelines for Educator Evaluation are based on the following guiding principles:

- Instructor skill and teacher quality matters. (Stronge et al., 200)
- The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
- Educator evaluation is standards-based, using priority indicators from the *Connecticut Common Core of Teaching* for teacher evaluation.
- *College and Career Readiness Standards for Adult Education (2013)* as well as locally-developed curriculum standards are the basis for establishing outcomes in Adult Education programs;
- The components of this plan foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development and are appropriate for the diverse needs of adult students and adult education programs across the state;
- The performance levels serve as a means to locate where instructors fall on a continuum of professional practice at the time of collection of evidence in order to help determine steps for continuous improvement;
- Rubrics used provide a common language to discuss the elements of effective professional practice and help to determine the next level of work for continuous improvement; and

- The components of this plan seek to clearly connect quality feedback and professional learning to the outcomes of the evaluation process.

Design Principles

- All instructors will have at least one contact with an evaluator annually. A contact may take the form of *a review of practice, informal observation or formal observation*.
- The number and format of instructor observations needs to be realistic and flexible for evaluators.
- The evaluation plan will focus on the most universal principles that apply to all Adult Education programs regardless of size, location and population served namely *learning environment* and *instructional practices/service delivery*. Although teaching is a complex and multifaceted activity, some indicators of practice rise to a different level of importance or priority as they are essential to their impact on student learning.
- Good teaching is good teaching whether the program is GED® Preparation, National External Diploma Program (NEDP), English as a Second Language (ESL) or Adult Basic Education (ABE) even though best practices may vary slightly or be program specific.
- Accountability for student growth and development is managed through the continued use of the adult education standardized assessments, Connecticut Competency System/Comprehensive Adult Student Assessment System (CCS/CASAS). Adult students also participate in an independent student survey to provide feedback for instructors although this is not specifically incorporated into this evaluation process.
- The evaluation plan will contain robust resources to provide feedback to instructors about their practice in order to promote continuous improvement and ongoing professional learning.

System Overview

Instructor evaluation ratings will be derived holistically through combining ratings for

- Learning Environment
- Instruction for Active Learning (for instructors) or Service Delivery (for Student and Educator Support Services)

The assignment of a rating is an important result of the evaluation process; however, another purpose is to provide evidence-based feedback to instructors to maximize their effectiveness and encourage alignment of instruction with CCR Standards.

- ❖ *Data/evidence gathering (through observation)*
- ❖ *Alignment of data/evidence & interpretation of data/evidence (with Adult Education rubric)*
- ❖ *Feedback based on evidence grounded in rubric language (recommendations resources for professional learning and growth)*
- ❖ *Determination of performance rating (Formative/Summative)*

The Observation Process

Each instructor and evaluator will engage in at least one observation (informal or formal) **or** review of practice during a school year. Teachers who teach multiple classes, in multiple assignments or programs or multiple semesters should not anticipate having an observation or review of practice for each assignment. More observations may be determined necessary by the evaluator depending on the

experience and performance level of the instructor. Observations do not have to cover an entire lesson. Partial observations can provide valuable information. Examination of professional artifacts such as lesson plans can also provide insight to instructors' planning. Data on instructor practice will be collected using the Adult Education Performance Rubric. Following observations, evaluators provide teachers with specific oral or written feedback to improve teaching and learning based on the rubric.

Data collection

Collection of data on which to base a rating may be accomplished through a variety of methods. Evaluators may elect to use whichever model best suits their program model and the experience level of the instructor. More formal observations may be appropriate for novice teachers or those teachers with a Below Standard or Developing rating.

Formal observation: Formal observations should be announced, in-class, at least half of lesson*, and include a written lesson plan. Instructor will receive written or verbal feedback.

Informal: Informal observations should be in-class and long enough to establish the learning target for the lesson and understand the task designed by the instructor and to gauge the classroom environment.* Instructors may be asked to submit a written plan by the evaluator. Informal observations may be pre-planned or unannounced.

Review of practice: All professional endeavors that are relevant to teachers' instructional practices may be considered as part of their performance evaluations. Examples may include review of documents such as lesson plans, assessments or curriculum materials created by the instructor or observation of the instructor in a non-classroom setting such as professional learning or mentoring of peers.

**may vary by program site and configuration*

Observation methods may include but are not limited to:

- Scripting: writing down exactly what was said
- Selective verbatim: note-taking with a particular focus
- Engagement tallies/time on task-charting how often a specific behavior occurs
- Mapping: participation, patterns, movement

For instructors rated as exemplary or proficient, in-class, formal observations will be conducted at least once every three years with a review of practice in all other years.

Observation protocol

During observations, evaluators will take evidence-based notes describing what occurred in the classroom. Evidence-based notes are factual, (e.g., the teacher asked students to cite evidence from the text) not judgmental (e.g., the teacher used good comprehension strategies). Evidence will be matched with a rating level in order to validate the instructor's level of skill and help to determine the next level of work appropriate to refine and improve professional practice. The Adult Education Rubric will provide descriptions of practice at each of the four performance levels (Below Standard, Developing, Proficient,

and Exemplary) and identify features of quality teaching. The observation process will capture observable behaviors by instructors and students that can be mapped to each of the attributes for the two prioritized professional practice components.

Performance Levels

The Evaluation uses of the following definitions to describe teacher performance:

Exemplary: substantially exceeds the indicators of performance;

Proficient: meets the indicators of performance;

Developing: meets some indicators of performance but not others;

Below Standard: does not meet indicators of performance.

Training and Calibration

Workshops will be available for all personnel for serve as evaluators in order to

- understand the evaluation process outlined in the evaluation plan
- apply the professional practice rubric by matching behavior to the continuum
- provide effective feedback

Goal setting

Instructors are expected to use the feedback from the evaluation process to set appropriate goals for professional growth and continuous improvement of the learning environment and instruction for active learning. If the teacher is employed in multiple programs or teachers in multiple assignments, he/she will come to mutual agreement with his/her supervisor or program director on an appropriate focus.

Evaluators may approve goals or schedule a goal-setting conference as necessary. At the conclusion of the instructor's assignment, progress toward the goals will be reported either verbally or in writing to the evaluator.

Definition of Effective and Ineffective Instructors

Instructors will be recognized as effective if they have consecutive summative ratings of proficient or exemplary with no more than one year of disruption with a developing rating.

Instructors will be considered ineffective if they have two consecutive summative ratings of developing or one year of a below standard rating.

Evaluation-Informed Professional Learning

Professional learning opportunities will be available for teachers based on the individual or group of individuals' needs that are identified through the evaluation process. Each evaluator will identify professional learning resources for instructors that will advance the instructor's skill level. The Adult Training and Development Network (ATDN), in collaboration with the CSDE Bureau of Health/Nutrition, Family Services and Adult Education, will plan a comprehensive array of activities on an annual basis. Training opportunities will include, but are not limited to, working with adult learning standards (College and Career Readiness Standards), instructional strategies, assessment and reporting. Adult Education Program directors will publicize opportunities for conferences and workshops and online professional development resources. Teachers and Service Providers are also encouraged to participate in appropriate online learning experiences and as members of learning communities where practical. Learning outcomes for professional learning will be clearly linked to improved student learning results and observations of professional practice.

Adult Education Rubric for Teachers

(excerpted from the SEED CCT Rubric for Effective Teaching)

Learning Environment, Student Engagement & Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<i>Indicators</i>				<i>All the characteristics of Proficient, plus one or more of the following:</i>
<i>Rapport and positive social interactions</i>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<i>Respect for student diversity</i>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/ or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<i>Environment supportive of intellectual risk-taking</i>	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students
<i>High expectations for student learning</i>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<i>Focus for feedback</i>	Teacher needs intervention and correction. Clear expectations need to be set. Support and training in	Teacher has basic skills but requires some supervision to develop consistency and reflect more systematically on practice.	Teacher has solid skills and can explore opportunities to give students more opportunities to self-	Teacher may be encouraged to record or document strategies to share with peers. Practice should be recognized and validated.

	classroom management, interpersonal skills, culturally responsive practice, asset orientation, importance of relationships and growth mindset.	Provide more resources and strategies from which to choose. Peer or video modeling may be helpful.	monitoring and responsible for each other. Peer or video modeling may be helpful.	
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Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<i>Indicators</i>				<i>All the characteristics of Proficient, plus one or more of the following:</i>
<i>Strategies, tasks and questions</i>	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	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. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>Instructional resources and flexible groupings</i>	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.

<p><i>Student responsibility and independence</i></p>	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>
<p><i>Focus for feedback</i></p>	<p>Teacher needs basic training about the instructional shifts and the difference in effectiveness of creating a more engaging, student-centered classroom.</p>	<p>Teacher needs to work on releasing more responsibility to students and appropriately scaffolding instruction, creating relevance and connections for students and taking advantage of background experiences and knowledge. More pre-assessment and formative assessment would help to focus instruction.</p>	<p>Teacher has a good basic toolkit of strategies and understanding of how students construct meaning, but could benefit from seeing models of classrooms that are more student-driven. Training on facilitating, coaching, project-based learning may be helpful in continuing to shift learning responsibility to students.</p>	<p>Teacher may be encouraged to record or document strategies to share with peers. Practice should be recognized and validated.</p>

**Adult Education Rubric for Student Educator Support Services (SESS)
(Counselors, NEDP Advisors/Assessors, Program Facilitators*)**

(excerpted from the SEED CCT Rubric for Effective Service Delivery)

Learning Environment, Student Engagement & Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting a positive learning environment that is respectful and equitable.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<i>Indicators</i>				<i>All the characteristics of Proficient, plus one or more of the following:</i>
<i>Rapport and positive social interactions</i>	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
<i>Respect for learner diversity</i>	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
<i>Environment supportive of intellectual risk-taking</i>	Creates or promotes a learning environment that discourages learners to take intellectual risks	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
<i>High expectations for student learning</i>	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.
<i>Focus for feedback</i>	Service provider needs intervention and correction. Clear expectations need to be set. Support and training in interpersonal skills, culturally responsive practice, asset	Service provider has basic skills but requires some supervision to develop consistency and reflect more systematically on practice. Provide more resources and strategies from which to choose.	Service provider has solid skills and can explore opportunities to give students more opportunities to self-monitoring and responsible for	Service provider may be encouraged to record or document strategies to share with peers. Practice should be recognized and validated.

	orientation, importance of relationships and growth mindset.	Peer or video modeling may be helpful.	each other. Peer or video modeling may be helpful.	
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Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by assessing learning, providing feedback and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<i>Indicators</i>				<i>All the characteristics of Proficient, plus one or more of the following:</i>
<i>Precision of service delivery</i>	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
<i>Feedback to learner</i>	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
<i>Adjustments to service delivery</i>	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.
<i>Focus for feedback</i>	Service provider is not enhancing the well-being of the learner and requires explicit modeling and supervision	Service provider needs coaching in communication, organization and flexibility.	Service provider is capable and student centered.	Service provider is a significant value-added to the academic portion of program.

*Program facilitators may add or substitute the following performance indicator to the indicators noted:

Revisions as of 4/5/2016

<p><i>Maintenance of records</i></p>	<p>Records are incomplete, or confidential information is stored in an unsecured location.</p>	<p>Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.</p>	<p>Records are complete, organized and accurate. Confidential information is stored in a secured location.</p>	<p>Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.</p>
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Observation/Evidence Collection Form for Teachers

Instructor	Program site
Time and date of observation	Program type AHSCDP GED® ESL ABE Citizenship PIP
Topic of lesson/unit:	Type of observation* Formal Informal Review of Practice
<p><i>Promoting a positive learning environment that is respectful and equitable</i></p> <ul style="list-style-type: none"> • Rapport & Positive Interactions • Respect for student diversity • Environment is supportive of intellectual risk-taking • High expectations for student learning 	<p>Notes/observable evidence (<i>What did teacher do? What did students do?</i>)</p>
<p><i>Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</i></p> <ul style="list-style-type: none"> • Level of Strategies, tasks, questions • Instructional resources and grouping • Student responsibility and independence 	<p>Notes/observable evidence (<i>What did teacher do? What did students do?</i>)</p>

Preliminary rating for Learning Environment ___Below Standard ___ Developing ___Proficient ___Exemplary <i>(see descriptions of each rating level in evaluation plan)</i>	
Preliminary rating for Instruction for Active Learning ___Below Standard ___ Developing ___Proficient ___Exemplary <i>(see descriptions of each rating level in evaluation plan)</i>	
Holistic/overall rating ___Below Standard ___ Developing ___Proficient ___Exemplary	
Comments	
Next steps (required for Below Standard and Developing)	
Improvement goal focus	

Received by **teacher:** _____ Date _____

Printed name _____

Person completing evaluation

 (printed name)

Complimentary evaluator? Yes No Date _____

Evaluation received by **Program Director** _____
 (initials) (date)

Observation/Evidence Collection Form for Service Providers

Service provider's name	Program site
Service provider role (counselor, program facilitator, social worker, advisor/assessor, etc.)	Program type NEDP AHSCDP GED® ESL ABE Citizenship PIP
Time and date of observation	Type of observation* Formal Informal Review of Practice
<p><i>Promoting a positive learning environment that is respectful and equitable</i></p> <ul style="list-style-type: none"> • Rapport & Positive Interactions • Respect for student diversity • Environment is supportive of intellectual risk-taking • High expectations for student learning 	<p>Notes/observable evidence (<i>What did the service provider do? What did students do?</i>)</p>
<p><i>Implement academic, social/behavioral, therapeutic, crisis or consultative plans</i></p> <ul style="list-style-type: none"> • Precision of delivery • Feedback to learner • Adjustments to service delivery • Maintenance of records* 	<p>Notes/observable evidence (<i>What did the Service provider do? What did students do?</i>)</p>

SMART Goal Worksheet for Student Growth

(Specific, Measurable, Achievable, Results-focused, Time-bound)

Assignment and content questions:

- What are the major objectives that you expect your students to accomplish by the end of the course?
- What will they know or be able to do at the end of the course that they did not know or were able to do at the start of the course?
- What are the “big ideas” for enduring understanding (knowledge, skills, performance, or other competencies) or performance goals?

Student questions:

- Who makes up my student population this year?
- Do I expect this group of students to grow a lot or a little? Why?
- What factors are impacting my expectations?

Measurement questions:

- How do I measure student mastery and growth?
- What data do I keep on whether or not students are learning, improving, growing as a result of my instruction?

Efficacy questions:

- What are appropriate and realistic targets that will demonstrate the positive impact that your practice and instructional decision making have made on your students?
- Have I set appropriately high expectations for student mastery and growth?

Template:

My _____(student group) will improve by
_____(reasonable/achievable target amount) in their ability to demonstrate
mastery/growth in _____(specific task) as measured by
_____(measurement tool) during the _____(time frame of
the course).

Adult Education Programs Goal Setting Form: Student Growth option

Educator Name	Program/Center
Assignment	Time frame for goal
SMART goal for Student Growth	
Rationale for Goal Why was this goal chosen? (2) What specific CCR standards or program goal does it address?	
Baseline Data/Background Information Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this goal) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.	
Interim Assessments What interim assessments do you plan to use to gauge student progress toward this student growth goal?	
Strategies/Actions to Achieve the Goal	
Professional Learning Support What professional learning and/or other type of support would help you to achieve this student growth goal?	

Signatures (to be completed after discussion of growth goal)	
<input type="checkbox"/> Revisions Required	Resubmit by:
Approved:	
_____ Teacher	_____ Date
_____ Evaluator	_____ Date

SMART Goal Worksheet for Professional Practice

(Specific, Measurable, Achievable, Results-focused, Time-bound)

Professional practice questions:

- What were my areas of professional practice where I am strong based on the evaluation process?
- What were areas of professional practice where there is room for improvement based on the evaluation process?
- What are other areas where I wish to grow to be a more effective educator?

Professional growth:

- What are some professional learning experiences that can help advance my skills to the next level?
- What are some resources that I could use to help improve my instructional skills?

Template:

During the _____ (time frame of the course), I will focus on improving my performance on _____ (specific performance indicator) by _____ (reasonable/achievable target amount) through the following actions/experiences:

The effectiveness and impact of these actions will be measured by _____.

Adult Education Programs Goal Setting Form: Professional Practice

Educator Name	Program/Center
Assignment	Time frame for goal
SMART goal for Professional Practice	
Rationale for Goal Why was goal chosen? (2) What specific evaluation or evidence-based area does it address?	
Strategies/Actions to Achieve the Goal	
Professional Learning Support What professional learning and/or other type of support would help you to achieve this professional practice goal?	
Signatures (to be completed after discussion of professional practice goal)	
<input type="checkbox"/> Revisions Required	Resubmit by:
Approved:	
<hr/> Teacher	<hr/> Date
<hr/> Evaluator	<hr/> Date

Resources for professional learning and continuous improvement of practice

LINCS Literacy Information and Communication System. <http://lincs.ed.gov/>

Adult Training and Development Network (ATDN). <http://atdn.weebly.com/>

College and Career Readiness Standards for Adult Education.
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

CT Core Standards Materials for Teachers, http://ctcorestandards.org/?page_id=475
Sample units and lesson plans available by content area, resources, and specific skill instruction materials.

CT Core Standards Professional Development http://ctcorestandards.org/?page_id=1955
On-demand professional learning modules and links and library of professional learning materials.

CT Evidence Guides http://www.connecticutseed.org/?page_id=2567
Examples of evidence-based, observable evidence at each performance level on the professional practice rubric.

The Teaching Channel <https://www.teachingchannel.org/>
Videos searchable by topic.

Achieve the Core <http://achievethecore.org/>
Variety of materials searchable by content area and topic including information about instructional shifts.

GED Testing Services® <http://www.gedtestingservice.com/educators/professionaldevelopment>
Professional development and training resources, including webinars.

Connecticut Administrators of Programs for English Language Learners. <http://www.capellct.org/> .
Publications, resources and best practices.

Citizenship Resource Center. <http://www.uscis.gov/citizenship>
Resources for teachers and learners.

National External Diploma Program. <http://www.casas.org/nedp>. Resource providers
<https://www.casas.org/education-providers>