



Instructor Competencies Self-Assessment

Welcome to the Instructor Competencies Self-Assessment (ICSA)! This inventory is designed to help you assess your current skills and knowledge across four domains of activity for adult education instruction. These domains function as broad categories to contain and organize 17 specific, observable areas of performance, or competencies; the competencies are further detailed and illustrated by sample performance indicators, as laid out in the [Adult Education Teacher Competencies](#) (U.S. Department of Education, 2015).

Begin by completing the self-assessment tool below. The performance indicators listed on the pages that follow offer specific examples of what each competency looks like in practice, along with suggested CALPRO resources to support development in each area.

Self-Assessment

Instructions: Rate each item as indicated, based on **Relevance** (from Less Relevant [1] to More Relevant [4]); **Proficiency** (from Excellent [1] to Needs Improvement [4]); and **Priority** (from Low to High) for your program. Then, tally your ratings for each competency in the “Total” column. Note that the rating scales will produce higher totals to suggest higher-priority items for your consideration.

Domain	Competency	Relevance	Proficiency	Priority for program	Total
		Less (1) to More (4) Relevant	Excellent (1) to Needs Improvement (4)	Low (1) to High (4) Priority	
1. Monitors and manages student learning and performance through data	1.1. Assesses learners’ prior knowledge, learning needs, and college and career readiness goals	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	1.2. Sets learning goals and a course of study	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	1.3. Monitors learning through summative and formative assessment data	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	1.4. Adapts instruction based on formative and summative student assessment data	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	Domain 1 Performance Indicators				

Domain	Competency	Relevance Less (1) to More (4) Relevant	Proficiency Excellent (1) to Needs Improvement (4)	Priority for program Low (1) to High (4) Priority	Total
2. Plans and delivers high-quality, evidence-based instruction	2.1. Designs learner-centered instruction and classroom environments	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	2.2. Designs standards-based instructional units and lesson plans	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	2.3. Uses instructional techniques that are effective with adult learners	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	2.4. Designs instruction to build learners' technology and digital media literacy skills	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	2.5. Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	<u>Domain 2 Performance Indicators</u>				
3. Effectively communicates to motivate and engage learners	3.1. Communicates high expectations of learners and motivates them to persist to meet their goals	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	3.2. Communicates in a clear and understandable way	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	3.3. Engages in active listening, dialogue, and questioning to facilitate and support learning	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	3.4. Models an understanding of diversity	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	<u>Domain 3 Performance Indicators</u>				

Domain	Competency	Relevance Less (1) to More (4) Relevant	Proficiency Excellent (1) to Needs Improvement (4)	Priority for program Low (1) to High (4) Priority	Total
4. Pursues professionalism and continually builds knowledge and skills	4.1. Possesses content area knowledge and teaching skills required for subjects and populations taught	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	4.2. Participates in professional development networks and learning communities	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	4.3. Refines instructional practices through reflection on experience, evidence, and data	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	4.4. Participates in and contributes to program improvement efforts	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	
	Domain 4 Performance Indicators				

Domain 1 Performance Indicators

These sample **performance indicators** offer examples to illustrate the competencies under Domain 1: *Monitors and manages student learning and performance through data*. Explore suggested professional development **resources** on the [CALPRO](#) website.

[Click here to return to the Self-Assessment tool.](#)

☑	Competencies and performance indicators	Resources
	1.1. Assesses learners' prior knowledge, learning needs, and college and career readiness goals	• Learner Goal Setting in Adult Education Programs, available as a face-to-face workshop and as a self-directed online course • Adult Learning and Development (self-directed online course)
☐	1.1.1. Collects and reviews information on learners' content knowledge; prior learning experiences; and learning needs from school transcripts, questionnaires, and learner interviews	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Community College 101: Support Services for Transitioning Students ○ Helping Students Transition to Meet Their Goals
☐	1.1.2. Collects and updates information on learners' goals through interviews and/or questionnaires	For ESL teachers: • Orientation for New ESL Teachers and Teaching Adult English Learners: Principles and Practices (self-directed online courses)
☐	1.1.3. Reviews the results of program-created and required standardized assessments such as the Tests of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS), and other assessments	• Assessing the Needs of Adult English Language Learners (fact sheet) • Virtual Workroom for Multilevel ESL Instructors — Explore “Needs Assessment in the Multilevel Class” For ABE/ASE teachers: • Orientation for New ABE Teachers (self-directed online course)

☑	Competencies and performance indicators	Resources
	1.2. Sets learning goals and a course of study	- Learner Goal Setting in Adult Education Programs, available as a face-to-face workshop and as a self-directed online course - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Community College 101: Support Services for Transitioning Students Helping Students Transition to Meet Their Goals For ESL teachers: - Optimizing ESL Instructional Planning: Monitoring, Management, and Reflection; available as a regional Community of Practice (online/in-person hybrid) and a facilitated online course Assessing the Needs of Adult English Language Learners (fact sheet) Virtual Workroom for Multilevel ESL Instructors — Explore “Needs Assessment in the Multilevel Class” For ABE/ASE teachers: - Instructors Forum webinar: Using Mistakes for Learning’s Sake: Promoting Mathematical Success for All
☐	1.2.1. Refers to assessments of students’ learning needs and strengths, incoming content knowledge, and prior learning experiences to design courses of study and align learning goals	
☐	1.2.2. Designs courses of study that link course content to learners’ interests and goals and expose learners to new ideas and experiences that may help them to refine or change their goals over time	
☐	1.2.3. Supports students’ continued learning and college and career goals by providing access to advisors and counselors or planning tools	
	1.3. Monitors learning through summative and formative assessment data	- Learner Goal Setting in Adult Education Programs, available as a face-to-face workshop and as a self-directed online course - Fundamentals of Adult Education Instruction, available as a regional Community of Practice (online/in-person hybrid) - Formative Assessment to Improve Instruction, available as a facilitated online course - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Community College 101: Support Services for Transitioning Students Helping Students Transition to Meet Their Goals For ESL teachers: - Optimizing ESL Instructional Planning: Monitoring, Management, and Reflection; available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course Assessing the Needs of Adult English Language Learners (fact sheet) Virtual Workroom for Multilevel ESL Instructors — Explore “Needs Assessment in the Multilevel Class”
☐	1.3.1. Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs) to monitor learning and adjust instruction	
☐	1.3.2. Provides regular, detailed feedback to learners on the progress of their learning	
☐	1.3.3. Uses required summative assessments to measure student progress toward learning goals over a specific instructional period and to make decisions about placement and goal-setting in a subsequent instructional period	
☐	1.3.4. Assists learners in reflecting on their own performance	

☒	Competencies and performance indicators	Resources
	1.4. Adapts instruction based on formative and summative student assessment data	- Fundamentals of Adult Education Instruction, available as a regional Community of Practice (online/in-person hybrid) - Formative Assessment to Improve Instruction, available as a facilitated online course - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access the following suggested video: Formative Assessment for Data-Informed Differentiated Instruction For ABE/ASE teachers: - Visit the CALPRO Video Library, or access select videos directly via the following links: Assessments Using Mistakes for Learning's Sake: Promoting Mathematical Success for All
☐	1.4.1. Uses formative assessment data to plan a range of supplemental activities for use with learners who struggle to achieve the lesson objectives or who would benefit from an extra challenge	
☐	1.4.2. Uses diagnostic information from required summative assessments to adapt instruction to reach learners who have difficulty with a particular approach and to deepen learner understanding more generally	
☐	1.4.3. Uses student performance data to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge	

Domain 2 Performance Indicators

These sample **performance indicators** offer examples to illustrate the competencies under Domain 2: *Plans and delivers high-quality, evidence-based instruction*. Explore suggested professional development **resources** on the [CALPRO](#) website. [Click here to return to the Self-Assessment tool.](#)

☑	Competencies and performance indicators	Resources
	2.1. Designs learner-centered instruction and classroom environments	
☐	2.1.1. Presents content that connects to learners' goals and interests and is applicable to their lives	Accelerated Learning to Facilitate Career Pathways, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	2.1.2. Establishes a community of practice among learners to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice ideas and opinions without fear of negative consequences	Adult Learning and Development and Designing Programs for Adults with Learning Disabilities, Session 1: Awareness for Adult Educators (self-directed online courses) Collaboration in Adult Education (research brief) - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access the following suggested video: Introduction to Designing a Single Set of Shared Learning Objectives for Integrated Education and Training (IET) (CALPRO/CASAS IET webinar)
☐	2.1.3. Encourages learner self-regulation and metacognition through a variety of skill-building activities to improve learning and overcome difficulties	For ESL teachers: Optimizing ESL Instructional Planning: Monitoring, Management, and Reflection; available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	2.1.4. Provides multiple means and modalities for presenting and engaging learners with concepts, ideas, and materials	Virtual Workroom on Workforce Readiness — Explore “ESL Instruction” For ABE/ASE teachers: Virtual Workroom on Workforce Readiness — Explore “ABE/ASE Instruction” - Instructors Forum webinar: Using Mistakes for Learning's Sake: Promoting Mathematical Success for All

☑	Competencies and performance indicators	Resources
	2.2. Designs standards-based instructional units and lesson plans	
☐	2.2.1. Focuses teaching and learning on a targeted set of standards that builds on their connections to one another	College and Career Readiness Standards (CCRS), available as a regional Community of Practice (online/in-person hybrid) and as a self-directed online course
☐	2.2.2. Outlines a clear and explicit standards-based purpose for the lesson, stated in terms of the desired student learning outcomes	College and Career Readiness Standards 2: English Language Arts (ELA) Implementation and Application, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	2.2.3. Designs a coherent sequence and progression of learning so that lessons build on one another, takes advantage of the connections among standards, and permits deep and thoughtful coverage	- Effective Lesson Planning, available as a facilitated online course - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Increasing Rigor in the ESL and Basic Skills Classroom Adult Education Teacher Competencies College and Career Readiness Standards for Adult Education
☐	2.2.4. Selects and uses resources and textbooks to align with the learning goals of the standards as a whole, as well as to individual standards	For ESL teachers: Mastering the English Language Proficiency Standards, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	2.2.5. Elicits direct, observable evidence of learners' abilities to independently demonstrate the targeted set of standards	- Instructors Forum webinars: What Teachers Need to Know about the English Language Proficiency Standards Applying the English Language Proficiency Standards Building College and Career Readiness for ESL Learners Virtual Workroom for Multilevel ESL Instructors — Explore “Materials for Multilevel ESL Instruction” For ABE/ASE teachers: - Instructors Forum webinars: Guiding ABE Learners toward College and Career Readiness Making Program Changes to Address New Math Standards Encouraging a Mathematical Mindset Through Reasoning & Problem Solving Using Mistakes for Learning's Sake: Promoting Mathematical Success for All

☑	Competencies and performance indicators	Resources
	2.3. Uses instructional techniques that are effective with adult learners	
☐	2.3.1. Engages students actively in their own learning through relevant, thought-provoking questions; problems; and tasks that stimulate interest	- Using Questioning Strategies to Improve Instruction, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course (in a four-week and a one-week course format) - Teaching Critical Thinking, available as a self-directed online course and as an online workshop series - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Evidence-Based Instruction Effective Instruction: The Practices Most Effective With Adult Learners and the System Features That Support Instructors Strategies for Effective Instruction: Fundamentals of Adult Education Teaching Reading—An Overview of the Basics Strategies for Teaching Writing For ESL teachers: - Managing the ESL Multilevel Class, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course Virtual Workroom for Multilevel ESL Instructors — Explore “Group Work in the Multilevel Class” For ABE/ASE teachers: - Math Instructional Strategies, available as a regional Community of Practice (online/in-person hybrid) and as a self-directed online course - Instructors Forum webinars: Math Instructional Strategies Using Mistakes for Learning’s Sake: Promoting Mathematical Success for All Encouraging a Mathematical Mindset Through Reasoning & Problem Solving What’s in a Word? Strategies for Teaching Vocabulary Virtual Workroom for Best Practices in ABE Reading Instruction — Explore videos that demonstrate effective strategies used in teaching reading to adult basic education students Virtual Workroom on Workforce Readiness — Explore various sections under “Instructional Strategies and Materials”
☐	2.3.2. Varies instructional activities and examples to improve conceptual understanding and skill development	
☐	2.3.3. Addresses diverse learning modalities, abilities, needs, and interests through differentiated instruction	
☐	2.3.4. Provides various 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, when appropriate	
☐	2.3.5. Uses explicit instruction in instructional design to set a purpose for learning that is clear to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate feedback to learners	
☐	2.3.6. Designs instruction within the 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	

☑	Competencies and performance indicators	Resources
	2.4. Designs instruction to build learners' technology and digital media literacy skills	• Universal Design for Learning (fact sheet) • Participate in an online professional learning opportunity that is new to you to increase your own digital literacy skills and understand what your learners may be facing; find self-directed online courses and other opportunities in CALPRO's Professional Learning Hub
☐	2.4.1. Demonstrates the value of technology to stimulate learning, pique interest, and provide opportunities to apply ideas and concepts to learners' daily lives	
☐	2.4.2. Provides appropriate hands-on opportunities for learners to interact with computers, the Internet, and other digital media on a regular basis, from basic operations to more sophisticated ones in order to build technology literacy skills	
☐	2.4.3. Provides tasks and projects within the course content that require technology for research, presentation, data management, and other skills	
☐	2.4.4. Teaches critical analysis and evaluation strategies of Web-based information and digital media, including an understanding of authenticity, agenda, purpose, and point of view	
	2.5. Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills	• Teaching Critical Thinking, available as a self-directed online course and as an online workshop series • Using Questioning Strategies to Improve Instruction, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course (in a four-week and a one-week course format) • Middle-Skills Job Preparation for Adult Education, available as a self-directed online course • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ◦ Middle Skills Job Preparation: The Role of Employability Skills in the Adult Education Setting ◦ Integrating Academic and Employability Skills in the Adult Education Classroom
☐	2.5.1. Provides activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills	
☐	2.5.2. Provides opportunities for inquiry and for learners to construct meaning and develop ideas from open-ended questions	
☐	2.5.3. Provides learners opportunities to apply their knowledge, skills, and new learning to identify obstacles and solutions to real-life and classroom projects through independent and collaborative problem-solving activities	

Domain 3 Performance Indicators

These sample **performance indicators** offer examples to illustrate the competencies under Domain 3: *Effectively communicates to motivate and engage learners*. Explore suggested professional development **resources** on the [CALPRO](#) website.

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☒	Competencies and performance indicators	Resources
	3.1. Communicates high expectations of learners and motivates them to persist to meet their goals	• Motivation and Persistence for Adult Learners, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course • Learner Goal Setting in Adult Education Programs, available as a face-to-face workshop and as a self-directed online course • Learner Persistence, available as a self-directed online course • Advising the Adult Learner: The Teacher's Role, available as a self-directed online course
☐	3.1.1. Communicates learning goals and explains to learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals	
☐	3.1.2. Encourages learners to ask questions and seek out help when they are experiencing difficulty	
☐	3.1.3. Builds 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	
	3.2. Communicates in a clear and understandable way	For ESL teachers: • Orientation for New ESL Teachers, available as a self-directed online course. • Instructors Forum webinar: One Level to Many: Multilevel ESL Classrooms • Virtual Workroom for Multilevel ESL Instructors — Explore “Materials for Multilevel ESL Instruction” For ABE/ASE teachers: • Orientation for New ABE Teachers, available as a self-directed online course
☐	3.2.1. Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas	
☐	3.2.2. Uses language and notation that is appropriate for learners, based on their backgrounds and abilities	
☐	3.2.3. Selects level-appropriate materials and presents them in an understandable and organized format to support the goals of the lesson	

☒	Competencies and performance indicators	Resources
	3.3. Engages in active listening, dialogue, and questioning to facilitate and support learning	
☐	3.3.1. 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	- Using Questioning Strategies to Improve Instruction, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course (in a four-week and a one-week course format) - Teaching Critical Thinking, available as a self-directed online course and as an online workshop series For ESL teachers: - Optimizing ESL Instructional Planning: Monitoring, Management, and Reflection; available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	3.3.2. Builds 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	
	3.4. Models an understanding of diversity	
☐	3.4.1. Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom	Universal Design for Learning (fact sheet) - Designing Programs for Adults with Learning Disabilities — Session 1: Awareness for Adult Educators available as a self-directed online course, and Session 2: Effective Instructional Strategies available as a facilitated online course - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Learning to Achieve: Instructional Strategies Working with ELLs in CTE and Other Classes Skills of U.S. Incarcerated Adults: PIAAC Study
☐	3.4.2. When evaluating learner performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular-speaking communities, are second language learners, or possibly have learning difficulties	
☐	3.4.3. Uses language and chooses classroom materials that respect learners' identities as individuals	

Domain 4 Performance Indicators

These sample **performance indicators** offer examples to illustrate the competencies under Domain 4: *Pursues professionalism and continually builds knowledge and skills*. Explore suggested professional development **resources** on the [CALPRO](#) website.

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☒	Competencies and performance indicators	Resources
	4.1. Possesses content area knowledge and teaching skills required for subjects and populations taught	Effective Teaching for Adult Educators, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	4.1.1. Demonstrates knowledge of subjects and 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	Professional Learning Community (PLC) Institute - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Evidence-Based Instruction Putting the “Professional” in Professional Learning Communities Teaching Reading—An Overview of the Basics Strategies for Teaching Writing
☐	4.1.2. Builds knowledge and skills both in content areas and pedagogy through formal education, preservice learning, job-embedded learning, or participation in professional development activities	For ESL teachers: Evidence-Based Writing Instruction for ESL, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	4.1.3. Evaluates areas where one’s own pedagogical and/or content knowledge needs to be strengthened and seeks out professional development settings and resources to address these needs as part of a professional development plan	For ABE/ASE teachers: - Evidence-Based Reading Instruction (EBRI), available as a regional Community of Practice (online/in-person hybrid) - Evidence-Based Writing Instruction for ABE/ASE, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	4.1.4. Connects professional learning to instructional practice by implementing what has been learned, evaluating the impacts, and refining practice going forward	

☑	Competencies and performance indicators	Resources
	4.2. Participates in professional development networks and learning communities	- View recordings from an archive of past webinars; visit the CALPRO Video Library, or access the following suggested video: Putting the “Professional” in Professional Learning Communities Professional Learning Community (PLC) Institute - Find or host a regional Community of Practice (online/in-person hybrid)
☐	4.2.1. Participates regularly in a professional learning network or community of practice, with the express purpose of improving teaching and learning	
☐	4.2.2. Shares content and pedagogical resources with program staff in collaborative professional development projects	
☐	4.2.3. Participates in the development and implementation of a shared vision among members of a professional network or learning community, with the intent of creating new and improved conditions for teachers and learners	
☐	4.2.4. Shares, gives, and accepts feedback related to student learning through professional networks and learning communities	
	4.3. Refines instructional practices through reflection on experience, evidence, and data	Evidence-Based Professional Learning (research brief) Professional Learning Community (PLC) Institute - CALPRO Instructors Forum and Research Forum webinar series — Visit the Webinars page and the Learning Hub Calendar to find upcoming events, and Video Library to find archived recordings - CALPRO Resources page — Find research briefs on high-priority topics of greatest relevance to building teacher skills and knowledge For ESL teachers: - Optimizing ESL Instructional Planning: Monitoring, Management, and Reflection; available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course
☐	4.3.1. Identifies the phases involved in the reflective teaching process and articulates the link between engaging in the process and student learning outcomes	
☐	4.3.2. Understands the nature and purpose of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context	
☐	4.3.3. Regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one’s own teaching	

☒	Competencies and performance indicators	Resources
	4.4. Participates in and contributes to program improvement efforts	- Accelerated Learning to Facilitate Career Pathways, available as a regional Community of Practice (online/in-person hybrid) and as a facilitated online course Professional Learning Community (PLC) Institute - View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: Putting the “Professional” in Professional Learning Communities Transitioning Adult Education Students to Career Pathways: Models that Work For ABE/ASE teachers: - Instructors Forum webinar: Making Program Changes to Address New Math Standards
☐	4.4.1. Routinely shares instructional plans, data, and reflections on learner progress with other program staff members	
☐	4.4.2. Identifies patterns in learner achievement to suggest program-wide changes in course structure, content, pedagogy, or professional development	
☐	4.4.3. Identifies patterns in learners’ academic and career goals to suggest program-wide changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions	

Clear Form