

## Handout 1: Warm-Up, Participant Introductions

1. Check the statement that you feel most akin to, that resonates with you:
  - It is important to adapt instruction based on formative and summative assessment data.
  - It is important to use instructional techniques that are effective with adult learners.
  - It is important to communicate high expectations of learners and motivate them to persist to meet their goals.
  - It is important to possess content area knowledge and teaching skills required for subjects and populations taught.
2. Introduce yourself to the person next to you and discuss why you chose this statement.
3. Give an example of how you demonstrate this in the classroom. If you are not currently in the classroom, provide an example from a past teaching experience or one that you have observed
4. Choose the domain below you think your statement represents and circle it:

<b>Monitors and manages student learning and performance through data</b>	<b>Plans and delivers high-quality, evidence-based instruction</b>
<b>Effectively communicates to motivate and engage learners</b>	<b>Pursues professionalism and continually builds knowledge and skills</b>



## Handout 2: Teacher-Centered vs. Student-Centered

Teacher-centered	Student-centered



### Handout 3: Inventory of Personal and Professional Technology-Based Practices

**Directions:** Think about which of the practices below you use on a regular basis and which you think your students need to know how to do. Find out what your colleagues use and think. Interview as many people as you can in 5 minutes and tally your findings.

I use these technology skills regularly.			My students need to know this.		I teach this now.	
	Yes	No	Yes	No	Yes	No
Do research online before making purchasing decisions.						
Check my bank account on my cell phone.						
Research career options and apply online.						
Use social media, such as Facebook or Instagram						
Use a website to invite people to social events.						
When looking at a website, check who created it or pays for it, and what sites link to it.						
Post photos and videos to share with family and friends.						
Collaborate with colleagues or others online.						
Read newspapers and magazines online.						

## Handout 4: Apply Competencies from Domain 3 to the Classroom - What Went Wrong?

**ESL:** Sarah is a very enthusiastic teacher and tries to go above and beyond for her Intermediate ESL students. When they are doing the unit on employment, she asks them what their goals are in terms of jobs. Several students are interested in careers in health care, so Sarah shows a video of a registered nurse talking about her job responsibilities. The nurse speaks quickly and uses lots of medical terms. After the video, Sarah asks her students if they have any questions, but nobody asks a question.

### **(3.2 Communicates in a clear and understandable way)**

What do you think went wrong, if anything, and what could the teacher do differently?

**ABE/ASE:** John has been teaching ABE for many years. He has a diverse group of students that come in and out of his class during the morning and are mostly working independently. John corrects the students work, and when nobody has papers for him to correct, he does research on the Internet to find crossword puzzles and word searches as a reward for students who finish their work. Javier has been coming to class for six months. He completes his reading packet and brings it to John's desk. John checks the answers with an answer key and returns it to Javier with the wrong answers marked. Javier knows he is supposed to correct the answers, but he's not sure why he got them wrong.

### **(3.1 Communicates high expectations of learners and motivates them to persist and meet their goals)**

What do you think went wrong, if anything, and what could the teacher do differently?

**CTE:** Rebecca is teaching a medical assisting class. She has 30 students from diverse backgrounds. She notices that many of her students only want to do group work or practice procedures with their friends, or with others from the same background. When she asks them to find a partner to practice taking blood pressure, she sees that they all pair up with someone from the same background. She decides not to confront this behavior, since most of her students are studying and successfully passing the quizzes, so she allows them to select their own group for each activity.

### **(3.4 Models an understanding of diversity)**

What do you think went wrong, if anything, and what could the teacher do differently?

## Handout 5: Resources

- American Institutes for Research (2015). *Promoting teacher effectiveness: Adult education teacher competencies*. Washington, DC: U.S. Department of Education. Retrieved from <https://lincs.ed.gov/publications/te/competencies.pdf>
- Instructor Competencies Self-Assessment <https://lincs.ed.gov/publications/te/self-assessment.html>
- Literacy Information and Communication System (LINCS): Teacher Effectiveness in Adult Education <https://lincs.ed.gov/programs/teachereffectiveness>, Adult Education Teacher Competencies <https://lincs.ed.gov/programs/teachereffectiveness/competencies>, Teacher Effectiveness Online Courses <https://lincs.ed.gov/programs/teachereffectiveness/online-courses>