Santa Clara Unified School District

Adult Education Program Candidate Observation Form

Mentors and/or supervisors are to use this form to ensure that the candidate has demonstrated the listed competencies. This form can be used for mentor/supervisor observations and/or one-on-one meetings.

N/A The observer has not seen evidence, either through demonstration or observation, of the quality.
1.0 (Exploring) The candidate who would benefit from more work on the quality by working with a teacher at the professional or master level or taking classes.
2.0 (Applying) The candidate demonstrates the quality to the degree necessary to make the classroom function. May lack fluidness, but the result is still effective.
3.0 (Integrating) The candidate who exhibits the quality most of the time.
4.0 (Innovating) The candidate exhibits the quality such that others would be able to use him/her as an expert for how to work with students. The teacher not only has a sense of the quality, but demonstrates an understanding of the essence of the quality.

Standard	Candidate Competencies	N/A	1	2	3	4
5	5A. Candidate is able to identify relationships of historical, legal, social, political, and economic perspectives of adult education to education and society.					
	5B. Candidate understands how adult education serves students in their roles as citizens, workers, parents, and family and community members.					
	5C. Candidate is able to describe the local, state, and federal structures of adult education and how these structures impact the adult education program.					
	5D. Candidate understands adult education funding sources and structures and the importance of maintaining accurate records.					
	5E. Candidate understands the role of adult education teachers in promoting adult education to the community.					
6	6A. Candidate demonstrates knowledge of the principles and practices of andragogy in the classroom.					
	6B. Candidate understands a range of appropriate theories for adult learning including:					
	adult developmental stages					
	Brain-based Learning					
	self-directed learning					
	6C. Candidate knows how to access current research regarding adult learning theories.					
	6D. Candidate demonstrates the ability to articulate a personal teaching philosophy based on theories of adult learning.					

Standard	Candidate Competencies	N/A	1	2	3	4
	6E. Candidate understands the relationship between adult learning theories and diverse adult learner needs.					
7	7A. Candidate demonstrates strategies to foster self-esteem and respect.					
	7B. Candidate demonstrates the ability to relate to and communicate effectively with students in a positive manner.					
	7C. Candidate demonstrates group facilitation and conflict resolution skills.					
	7D. Candidate demonstrates the ability to analyze students' background, experiences, languages, skills, and abilities to build a collaborative learning community.					
8	8A. Candidate develops standards-aligned, relevant, and sequential curriculum that promotes and reflects critical thinking, interpersonal skills, and effective communication.					
	8B. Candidate is able to plan and adapt high level, challenging and culturally relevant curriculum to meet students' learning, physical, mental, or emotional needs.					
	8C. Candidate considers appropriate resources and materials to achieve the learning goals and objectives of the curriculum.					
	8D. Candidate is able to critically evaluate the objectivity and reliability of sources of information.					
9	9A. Candidate uses appropriate technology to promote self-directed, project-based learning.					
	9B. Candidate uses established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.					
	9C. Candidate demonstrates basic operations and troubleshooting techniques to utilize classroom technology devices.					
	9D. Candidate is able to manage and analyze electronic data to improve instructional planning and delivery.					
	9E. Candidate is able to interact with students using electronic communication and a variety of technology-based collaborative tools.					
	9F. Candidate knows to convey issues of ethics, copyright, privacy, security, safety, and applicable policies for technology uses.					
	9G. Candidate is able to identify appropriate technology resources to assist adults with disabilities.					
	10A. Candidate demonstrates the ability to identify and analyze personal and institutional bias to increase cultural competence and instructional effectiveness.					

Standard	Candidate Competencies	N/A	1	2	3	4
10	10B. Candidate is able to develop outcomes-based learning objectives based on the learner's needs, interests and skill levels, including language in cultural contexts and other special needs.					
	10C. Candidate differentiates instruction, taking into consideration cognitive, physical, social, cultural, and emotional characteristics of adults.					
	10D. Candidate uses a variety of systemic instructional strategies to make content comprehensible to English language learners.					
	10E. Candidate adjusts instruction based on analysis of student data, including testing, discussion, inquiry, and examination of student work to improve instruction and increase students' motivation.					
	10F. Candidate delivers lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, relevant classroom materials, and assessment data.					
	10G. Candidate encourages students to identify learning goals, strategies, and self-evaluation criteria.					
	10H. Candidate encourages and supports students throughout the educational process, providing guidance as needed.					
	10I. Candidate offers a variety of options for students to demonstrate the learning outcomes.					
	10J. Candidate promotes learning networks, discussion groups, and study circles among learners.					
	10K. Candidate works collaboratively with students to select methods, materials, and resources for instruction.					
	10L. Candidate facilitates the development of self-directed learning.					
	10M. Candidate fosters an environment that encourages positive student attitudes toward learning.					
	10N. Candidate applies varied strategies that include problem solving, essential employability skills, and critical thinking skills.					
11	11A. Candidate aligns assessments to curriculum and instruction.					
	11B. Candidate determines students' prior knowledge to define a learning sequence that establishes appropriate instructional objectives.					
	11C. Candidate demonstrates how to monitor student progress through varied formal and informal assessments, including cognitive, affective and psychomotor measures to determine student achievement of the course objectives.					
	11D. Candidate evaluates the effectiveness of instruction and adjusts instructional strategies based on student assessment data.					
	11E. Candidate keeps accurate records of student achievement to provide specific and timely feedback to students.					

Standard	Candidate Competencies	N/A	1	2	3	4
12	12A. Candidate demonstrates an awareness of student assessment, placement, and guidance services and how students can benefit from such services.					
	12B. Candidate demonstrates how to access services from appropriate schools, community organizations, and agencies to reduce barriers and improve student achievement.					
	12C. Candidate assists students in identifying personal and career goals in adult education.					
13	13A. Candidate demonstrates knowledge of federal, state, and district legal and regulatory requirements as well as work site policies.					
	13B. Candidate interacts with a professional organization relative to adult education.					
	13C. Candidate understands teacher rights and responsibilities.					
	13D. Candidate understands the importance of keeping and maintaining accurate records in the classroom.					
	13E. Candidate understands the importance of maintaining ongoing professional development activities.					
	13F. Candidate initiates and maintain communication and relationships with adult education stakeholders.					

I am submitting this form to the Santa Clara Unified School District Adult Education Teacher Training Program at aecredentials@scusd.net

Mentor only:　　　　The candidate has the following grade:
☐ Pass
☐ No Pass

_____　　　　_____
Mentor or Site Supervisor Signature　　　　　　　　　　　　　　Date