

# ABEA Portfolio

## Demonstration of Experience Form - EDU-134



**COLORADO**  
Department of Education

## Demonstration of Experience – EDU-134

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**Instructions:** Please have a qualified evaluator complete the following with their information and observation information compiled during two separate classroom observations and at least one debrief conversation.

**Qualified evaluators must:**

- have a bachelor’s degree and at least 720 hours of experience in adult education, or
- hold a current ABEA and have at least four consecutive months of experience in adult education.
- have worked with the applicant for a minimum of four months.
- be familiar with the ABEA course competencies and the content area observed.

**Observations must:**

- be at least 30 minutes long.
- be conducted in a setting relevant to the competencies being observed.
- focus on a specific course and its competencies.
- involve a debrief conversation going over results.
- be approved by the applicant’s program director.
- occur no more than six months prior to this form being signed.

## Evaluator Information

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*Please complete the following with your information. Type/print legibly.*

<hr/>	<hr/>	<hr/>	<hr/>
<i>Last Name</i>	<i>First Name</i>	<i>MI</i>	<i>Years of Experience</i>
<hr/>			<hr/>
<i>Current Employer (Program/Organization)</i>			<i>ABEA Obtained (If Applicable)</i>
<hr/>			<hr/>
<i>Current Job Title</i>			<i>Time Worked With Applicant</i>
<hr/>			<hr/>
<i>Email Address</i>			<i>Work Phone</i>
<hr/>			<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<i>Observation #1</i>	<i>Observation #2</i>	<i>Debrief</i>	
<hr/>			<hr/>
<i>Signature</i>			<i>Date</i>



**4.01**

Demonstrate knowledge of the language acquisition process for adults.

**1 - Partially Proficient**

- Observed the use of one-two language acquisition approaches and/or techniques.

**2 - Proficient**

- Observed the use of three language acquisition approaches and/or techniques.

**3 - Advanced**

- Observed the use of four or more language acquisition approaches and/or techniques.

**Score**

**Optional Comment**

Empty text area for optional comment.



**4.02**

Apply results from two or more types of assessments for adult ESL learners to the planning and delivery of instruction.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>Observed the use of results from one standardized assessment to plan and deliver level-appropriate instruction.</li></ul>	<ul style="list-style-type: none"><li>Observed the use of results from one standardized assessment and one alternative assessment to plan and deliver level-appropriate instruction.</li></ul>	<ul style="list-style-type: none"><li>Observed the use of results from one or two standardized assessments and two or more alternative assessments to plan and deliver level-appropriate instruction.</li></ul>	

**Optional Comment**

Empty text area for optional comment.



**4.03**

Deliver level-appropriate instruction using a written outcomes-based instructional plan that integrates critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary, syntax).

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>• Observed one instance of written outcomes-based instructional plans.</li><li>• Observed one instance of integration of critical thinking skills and/or language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax).</li></ul>	<ul style="list-style-type: none"><li>• Observed two instances of written outcomes-based instructional plans.</li><li>• Observed two instances of integration of critical thinking skills and/or language skills and components ( e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax).</li></ul>	<ul style="list-style-type: none"><li>• Observed consistent use of written outcomes-based instructional plans.</li><li>• Observed consistent use of integration of critical thinking skills and/or language skills and components ( e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax).</li></ul>	

**Optional Comment**



**4.04**

Contextualize instruction based on adult ESL learners’ self-identified prior knowledge, and personal education and career goals.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>Observed one instance of contextualization of adult learners’ personal, educational, and/or career goals into instruction.</li></ul>	<ul style="list-style-type: none"><li>Observed two instances of contextualization of adult learners’ personal, educational, and/or career goals into instruction.</li></ul>	<ul style="list-style-type: none"><li>Observed three or more instances of contextualization of adult learners’ personal, educational, and/or career goals into instruction.</li></ul>	

**Optional Comment**

Empty space for optional comment.



**4.05**

Use technology to develop and deliver ESL instruction and provide learners with the opportunity to use technology to develop English language proficiency that addresses educational and/or career goals.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>• Observed evidence that technology was used one-two times to develop and deliver ESL instruction.</li><li>• Observed one-two instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals.</li></ul>	<ul style="list-style-type: none"><li>• Observed evidence that technology was used three times to develop and deliver ESL instruction.</li><li>• Observed three instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals.</li></ul>	<ul style="list-style-type: none"><li>• Observed evidence that technology was used four or more times to develop and deliver ESL instruction.</li><li>• Observed four or more instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals.</li></ul>	

**Optional Comment**



**4.06**

Demonstrate techniques for providing targeted, constructive error correction and for helping learners to develop the ability to monitor and correct errors.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"><li>Observed one technique for providing constructive error correction.</li></ul>	<ul style="list-style-type: none"><li>Observed two techniques for providing constructive error correction.</li><li>Observed one-two techniques for developing the learner’s ability to monitor and correct errors.</li></ul>	<ul style="list-style-type: none"><li>Observed three or more techniques for providing constructive error correction.</li><li>Observed three or more techniques for developing the learner’s ability to monitor and correct errors.</li></ul>	

**Optional Comment**

Empty text area for optional comment.



**4.07**

Apply instructional practices that support the development of independent ESL learners prepared to transition to the next step in their education and/or career pathway.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"><li>• Observed one situation where the instructor supported learners in functioning independently.</li><li>• Observed one example of instruction in content and skills learners need in their next step on their educational and/or career pathway.</li></ul>	<ul style="list-style-type: none"><li>• Observed two situations where the instructor supported learners in functioning independently.</li><li>• Observed two examples of instruction in content and skills learners need in their next step on their educational and/or career pathway.</li></ul>	<ul style="list-style-type: none"><li>• Observed three or more situations where the instructor supported learners in functioning independently.</li><li>• Observed three or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway.</li></ul>	

**Optional Comment**





**4.08**

Utilize a variety of learner grouping strategies that address learning objectives.

**1 - Partially Proficient**

- Observed one grouping strategy with little to no connection to learning objectives.

**2 - Proficient**

- Observed two grouping strategies connected to learning objectives.

**3 - Advanced**

- Observed three or more grouping strategies explicitly related to achievement of learning objectives.

**Score**

**Optional Comment**



**4.09**

Differentiate the appropriate use of the adult learners’ native language by the instructor of the learners during instruction.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"><li>• The learners’ native language(s) are not used during instruction with learners above SPLs 0-1.</li><li>• Instructors of learners at SPLs 0-1 use the learners’ native language(s) only to explain activity instructions.</li></ul>	<ul style="list-style-type: none"><li>• The learners’ native language(s) are occasionally used during instruction of or by learners above SPLs 0-1.</li><li>• Instructors and/or learners at SPLs 0-1 use the learners’ native language(s) to explain activity instructions and occasionally to translate key vocabulary or concepts.</li></ul>	<ul style="list-style-type: none"><li>• The learners’ native language(s) are often used during instruction with learners at all Educational Functioning Levels.</li><li>• The instructor and/or the learners use the learners’ native language(s) frequently during class periods to converse, translate, ask questions or give activity instructions.</li></ul>	

**Optional Comment**



**4.10**

Evaluate the influence of the demographic profile and cultural norms and values of ESL learners and their instructors on instructional practices.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>• Identifies one-two characteristics from learners’ demographic profile and/or cultural norms and values.</li><li>• Provides one-two examples of how demographic characteristics and/or cultural norms influence instructional practices.</li></ul>	<ul style="list-style-type: none"><li>• Evaluates how the learners’ demographic profile and cultural norms and values influence instructional practices.</li></ul>	<ul style="list-style-type: none"><li>• Evaluates how the learners’ demographic profile and cultural norms and values influence instructional practices.</li><li>• Evaluates how the instructor’s demographic profile and cultural norms and values influence instructional practices.</li></ul>	

**Optional Comment**

Empty space for optional comment.



**4.11**

Compare and contrast language teaching techniques and resources appropriate for adult ESL learners.

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"><li>Identifies one similarity and one difference of two instructional techniques and/or resources.</li></ul>	<ul style="list-style-type: none"><li>Identifies two similarities and two differences of two or more instructional techniques and/or resources.</li><li>Identifies when and with whom to use the techniques and/or resources.</li></ul>	<ul style="list-style-type: none"><li>Identifies three or more similarities and three or more differences of two or more instructional techniques and/or resources.</li><li>Identifies when and with whom to use the techniques and/or resources.</li></ul>	

**Optional Comment**

Empty space for optional comment.



**4.12**

Evaluate professional development options and resources for adult educators and develop a personal professional development plan.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>• Identifies one-two PD options or resources.</li><li>• Has a personal PD plan.</li></ul>	<ul style="list-style-type: none"><li>• Identifies three PD options or resources.</li><li>• Explains one-two criteria used to evaluate options or resources.</li><li>• Has a personal PD plan.</li></ul>	<ul style="list-style-type: none"><li>• Identifies four or more PD options or resources.</li><li>• Explains three or more criteria used to evaluate options or resources.</li><li>• Has a personal PD plan based on a PD self-assessment.</li></ul>	

**Optional Comment**



**4.13**

Identify a process for selecting level appropriate instructional materials for ESL learners (e.g. print and electronic media).

1 - Partially Proficient	2 - Proficient	3 - Advanced	Score
<ul style="list-style-type: none"><li>• Identifies one-two criteria for evaluation and selection of print and/or digital core and supplementary materials.</li><li>• Observed that some materials used with learners lack evidence that the criteria identified are present and may be inappropriate.</li></ul>	<ul style="list-style-type: none"><li>• Identifies three criteria for evaluation and selection of print and/or digital core and supplementary materials.</li><li>• Observed evidence that the criteria identified are present in the materials used with learners.</li></ul>	<ul style="list-style-type: none"><li>• Identifies four or more criteria for evaluation and selection of print and/or digital core and supplementary materials.</li><li>• Observed evidence that the criteria identified are present in the materials used with learners.</li></ul>	

**Optional Comment**

Empty space for optional comment.



**4.14**

Demonstrate knowledge of the skills adult ESL learners need to complete each Educational Functioning Level (EFL) through the delivery of language instruction appropriate to the adult learners' EFL.

<b>1 - Partially Proficient</b>	<b>2 - Proficient</b>	<b>3 - Advanced</b>	<b>Score</b>
<ul style="list-style-type: none"><li>• Identifies one-two language skills appropriate for the EFL(s) taught as well as one-two language skills above and below that level(s).</li><li>• Observed instruction of one level appropriate language skill.</li></ul>	<ul style="list-style-type: none"><li>• Identifies three language skills appropriate for the EFL(s) taught as well as three language skills above and below that level(s).</li><li>• Observed instruction of two level appropriate language skills.</li></ul>	<ul style="list-style-type: none"><li>• Identifies four or more language skills appropriate for the EFL(s) taught as well as four or more language skills above and below that level(s).</li><li>• Observed instruction of two level appropriate language skills at two different levels.</li></ul>	

**Optional Comment**



## Summary

**Overall Score (Minimum Passing Score is 28 Points)**

### **Evaluation Summary**

*Identify two competencies in EDU-134 that are strengths and two that are areas for growth for this instructor. Write at least one sentence explaining the choice of each competency.*