

## Technical Assistance Adult Learning Assessment (Levels 4-5) Professional Interview

<b>TA Competencies</b>	TAAL1, TAAL2, TAAL3, TAAL4
<b>Original Gateways TA Benchmarks</b>	AL1, AL2, AL3, AL4, AL5

### Assessment Guidelines

#### **Part 1 Professional Interviews:**

For this assessment, you will interview three early childhood or school-age and youth professionals, one early career (years 1-5), one mid-career (years 5-20), and one veteran expert (years 20+). Your interview questions should provide the basis for collecting specific information from each professional as to the following categories: (1) their professional preparation, (2) years of experience in the field, (3) diversity of experiences in the field, (4) personal strengths/accomplishments and (5) goals and aspirations, both in regards to training/ preparation and position. You will design 5-7 questions for your interviews.

#### **Part 2 Reflection:**

After completing your three interviews. Develop a professional outline for each interviewee which includes a summary of what you learned about them in each of the 5 categories above. Include a theoretical reflection for each professional using adult learning theory.

#### **Part 3: Individualized Learning Plan:**

Using your knowledge of each professional above and your reflection, design a specific plan which incorporates the professional's specific learning goals and professional aspirations as well as strengths, experiences and knowledge. Plans should be individualized as far as pace and techniques to best fit individual characteristics and identified adult learning styles and stages.

### Assessment Rubric (pulled from TA Master Rubrics)

<b>Technical Assistance Adult Learning Assessment (Levels 4-5): Professional Interview Rubric</b>					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>TAAL1:</b> Demonstrates responsiveness to the unique strengths, characteristics, and	Utilizes approachable and understanding communication which acknowledges the adult	Describes approachable and understanding communication which acknowledges the adult	Describes communication which acknowledges the adult learner's professional	Describes communication practices which ignore adult learner's professional	

**Technical Assistance Adult Learning Assessment (Levels 4-5): Professional Interview Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
life experiences of each professional.  <b>TA:</b> AL2	learner’s professional strengths and personal experiences and describes ways to link strengths to professional goals and outcomes	learner’s professional strengths and personal experiences	strengths	strengths and/or belittle or treat as insignificant personal experiences	
<u><b>TAAL2:</b></u> Acknowledge and build on each learner’s strengths, knowledge, and experiences.  <b>TA:</b> AL1	Identifies and appreciates the adult learner’s individual strengths, knowledge, and experiences and creates connections which build on these strengths toward personal professional goals and center/school goals	Recognizes the adult learner’s individual strengths, knowledge, and experiences and builds on these strengths toward personal professional goals	Identifies some of the adult learner’s individual strengths, and experiences and attempts to build on these strengths	Ignores or diminishes the adult learner’s individual strengths, knowledge, and experiences. Cannot or does not try to make connections between strengths and personal professional goals	
<u><b>TAAL3:</b></u> Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner’s unique strengths, characteristics, and life experiences.  <b>TA:</b> AL3, AL4	Uses specific knowledge of each adult learner’s unique characteristics, strengths and experiences to choose and employ techniques to encourage and support self-directed learning, reflection, and meaningful application.	Uses knowledge of each adult learner’s unique characteristics and experiences to choose techniques to encourage and support self-directed learning and meaningful application.	Attempts to acknowledge of each adult learner’s unique characteristics and experiences to choose techniques to support learning	Disregards the adult learner’s unique characteristics and experiences and/or chooses techniques which discourage self-directed learning and/or meaningful application.	
<u><b>TAAL4:</b></u> Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.  <b>TA:</b> AL5	Plans and organizes engaging, supportive learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices and connects reflection to practice	Plans and organizes learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices.	Tries to plan learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families.	Plans learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices and connects reflection to practice	

Level 4 – Beige

Level 5 – Blue