Technical Assistance Adult Learning Master Rubric

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
AL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional	Utilizes approachable and understanding communication which acknowledges the adult learner's professional strengths and personal experiences and describes ways to link strengths to professional goals and outcomes	Describes approachable and understanding communication which acknowledges the adult learner's professional strengths and personal experiences	Describes communication which acknowledges the adult learner's professional strengths	Describes communication practices which ignore adult learner's professional strengths and/or belittle or treat as insignificant personal experiences	

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AL2: Acknowledge and build on each learner's strengths, knowledge, and experiences	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	

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AL3: Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner's unique strengths, characteristics, and life experiences	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	

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AL4: Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices	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   Level 6 – Purple