



# **Adult Basic Education**

# **Professional Performance**

# **Profile**

Compiled by the Adult Basic Education Programs of  
**Northern Nevada Literacy Council**

**and**

**Western Nevada Community College**

August 2001

The Professional Performance Profile provides a competency-based framework for Instructor self-evaluation, peer evaluation, and/or administrator evaluation of instructional performance. When used as a peer or administrator evaluation tool, evidence should be recorded in each applicable competency. The Profile provides a rating scale with 1 being lowest and 5 being highest. The proficiency rating for each competency may be plotted on the Performance Summary and used as a pre-test standard for improvement.

Note: Competencies may vary from program to program. In such case, simply record the rating as N/A.

# PROFESSIONAL PERFORMANCE PROFILE

NOTE TO EVALUATOR: Rate each competency on a scale of 1 to 5 with one being lowest.

The Instructor:

1. Provides evidence of carefully planned competency-based lessons.

RATING: (Circle rating score)

1      2      3      4      5      N/A

Evidence: (Briefly describe evidence)

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2. Provides well-paced, appropriately sequenced lessons that transition effectively from one activity to another addressing each of the stages of a lesson:

- |  |   |
|--|---|
| <input type="checkbox"/> Warm-up and/or review | <input type="checkbox"/> Presentation of new content/skills |
| <input type="checkbox"/> Practice              | <input type="checkbox"/> Application                        |
| <input type="checkbox"/> Evaluation            |   |

RATING: (Circle rating score)

1      2      3      4      5      N/A

Evidence:

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3. Effectively presents components of the program's established lesson plan as prescribed.

RATING: (Circle rating score)

1      2      3      4      5      N/A

Evidence:

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4. **Effectively adjusts class session/lesson plan to meet student immediate needs.**  
Example: A student is overheard saying he/she was evicted from their apartment last night and doesn't have a place to stay. Does the Instructor, with input from the other students, help the evicted student explore his/her options? Does the Instructor blend the situation into the pre-determined lesson plan?

**RATING:** (Circle rating score)

1      2      3      4      5      N/A

**Evidence:**

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5. **Provides lessons that integrate basic, life, and employability skills.**

**RATING:** (Circle rating score)

1      2      3      4      5      N/A

**Evidence:**

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6. **Motivates students by providing instruction in a manner that encourages successful learning.**

**RATING:** (Circle rating score)

1      2      3      4      5      N/A

**Evidence:**

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7. Establishes rapport by such devices as manner, confidence, enthusiasm, and humor.

**RATING:** (Circle rating score)

1 2 3 4 5 N/A

**Evidence:**

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8. Motivates students to become engaged and stay on task during lesson.

**RATING:** (Circle rating score)

1 2 3 4 5 N/A

**Evidence:**

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9. Monitors students' performance throughout lessons by:

- Checking for comprehension
- Checking for correct pronunciation
- Using a variety of questioning strategies
- Providing positive feedback and reinforcement
- Adjusting pace and content of instruction to needs of learners

**RATING:** (Circle rating score)

1 2 3 4 5 N/A

**Evidence:**

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- 10. Provides clear explanations and adequate time for students to ask and answer questions.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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- 11. Presents lesson at learning level of students and challenges students.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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- 12. Provides opportunities for students to exercise the four modalities of listening, speaking, writing, and reading in each lesson.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**13. Uses a variety of sensory modalities to address students' learning styles.**

- Aural/oral                       Visual                       Tactile/kinesthetic

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**14. Models respect and sensitivity for student differences.**

- Cultural differences                       Learning difficulties  
 Age/gender differences                       Life experiences  
 Does not compare one student to another or a previous class to this class

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**15. Encourages students to actively participate and use their own experiences to illustrate and clarify learning.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**16. Presents lesson's support materials in a manner that enables students to learn. Examples: Handouts, board presentation, video, overhead**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**17. Presents materials with clarity and in an adequate manner that allows for adaptability to students needs. Example: Student with vision impairment**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**18. Uses available technology such as overhead projectors, videos, computers, and/or interactive technology that supports lesson objectives.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**19. Allows for individual achievement.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**20. Provides individual and group opportunities to learn and master lesson plan's prescribed competency.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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**21. Uses a variety of pair and group configurations appropriate to the lesson plan to stimulate the learning process.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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22. **Delivers instruction in a manner that encourages development of communication, critical thinking and problem solving skills.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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23. **Suggests opportunities for students to apply newly acquired skills in relevant real life situation in an out of class environment.**

**RATING:** (Circle rating score)

**1      2      3      4      5      N/A**

**Evidence:**

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# PROFESSIONAL PERFORMANCE PROFILE

## PERFORMANCE SUMMARY

Agency Name: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Pre-test Evaluation Date: \_\_\_\_\_

**NOTE TO EVALUATOR:** Plot the ratings from each question on the graph using the graph line to the right of the Item number as the high point. Remember 1 is lowest, 5 is highest.

**NOTE TO PROGRAM ADMINISTRATOR:** Review the Pre-test graph with the Instructor, setting up to three areas for improvement over a period of instructional time. Set a timeline for the Post-test Evaluation.

Pre-Test Evaluation																							
5																							
4																							
3																							
2																							
1																							
N/A																							
Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Post-test Evaluation Date: \_\_\_\_\_

Post-Test Evaluation																							
5																							
4																							
3																							
2																							
1																							
N/A																							
Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23