

## Technical Assistance Adult Learning Assessment (Level 4) Professional Interview

<b>TA Competencies</b>	TAAL1, TAAL2
<b>Original Gateways TA Benchmarks</b>	AL1, AL2

### 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.

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

<b>Technical Assistance Adult Learning Assessment (Level 4): Professional Interview Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>TAAL1:</b> Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.  <b>TA: AL2</b>	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	

**Technical Assistance Adult Learning Assessment (Level 4): Professional Interview Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>TAAL2:</b> Acknowledge and build on each learner’s strengths, knowledge, and experiences.</p> <p><b>TA:</b> AL1</p>	<p>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</p>	<p>Recognizes the adult learner’s individual strengths, knowledge, and experiences and builds on these strengths toward personal professional goals</p>	<p>Identifies some of the adult learner’s individual strengths, and experiences and attempts to build on these strengths</p>	<p>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</p>	

Level 4 – Beige