| **TA Adult Learning Master Rubric** | | | | | | |
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| **Competency** | **Distinguished** | | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **TAAL1**: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.  **TA**: AL2 | 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 |  |
| **TAAL2**: Acknowledge and build on each learner’s strengths, knowledge, and experiences.  **TA**: 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 |  |
| **TAAL3**: Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner’s unique strengths, characteristics, and life experiences.  **TA**: 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. |  |
| **TAAL4**: Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.  **TA**: 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 Level 6 – Purple