

Adult Teaching and Learning (ATL) Program

Candidate Guide to ATL Exemption and Prior Learning Credit

(Transfer Credit and PLAR)



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How to navigate this document

This document contains links to different sections and other documents. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

Printing pages from this guide

To consult with your ATL advisor about PLAR, you will need to either print worksheets from this guide or download the fillable template from the ILDC website. Worksheets include self-rating checklists (8 ½" x 11, portrait) and PLAR planning worksheets (8 ½" x 14, landscape). Since these are different paper sizes and orientation, be sure to use a **multi-function printer**.

When setting up the print job, take care to **specify the page numbers** for what you want to print. This is important to avoid printing the entire document.

Alternatively, you may want to save electronic files of selected pages to review during consultation with your ATL advisor.

ATL advisor consultation

If considering either transfer credit or PLAR, thoroughly review the applicable sections in this guide and be fully prepared for consultation with your ATL advisor.

The purpose for initial consultation with the ATL advisor is to either (a) apply for exemption or (b) develop a tentative plan for completing the ATL program. If you will be completing the program, consultation will focus on the following:

- Identifying courses to consider for transfer credit or PLAR. Transfer credit is always considered before PLAR for the same course because it is less work for all concerned.
- Identifying remaining courses to take online or blended, as fits your learning preference or work schedule.
- Developing an action plan and timelines for completing each ATL course, whether by transfer credit, PLAR, or with instruction. Consider a contingency plan for taking a course with instruction if transfer credit and/or PLAR credit is denied.

ATL advisor contact information

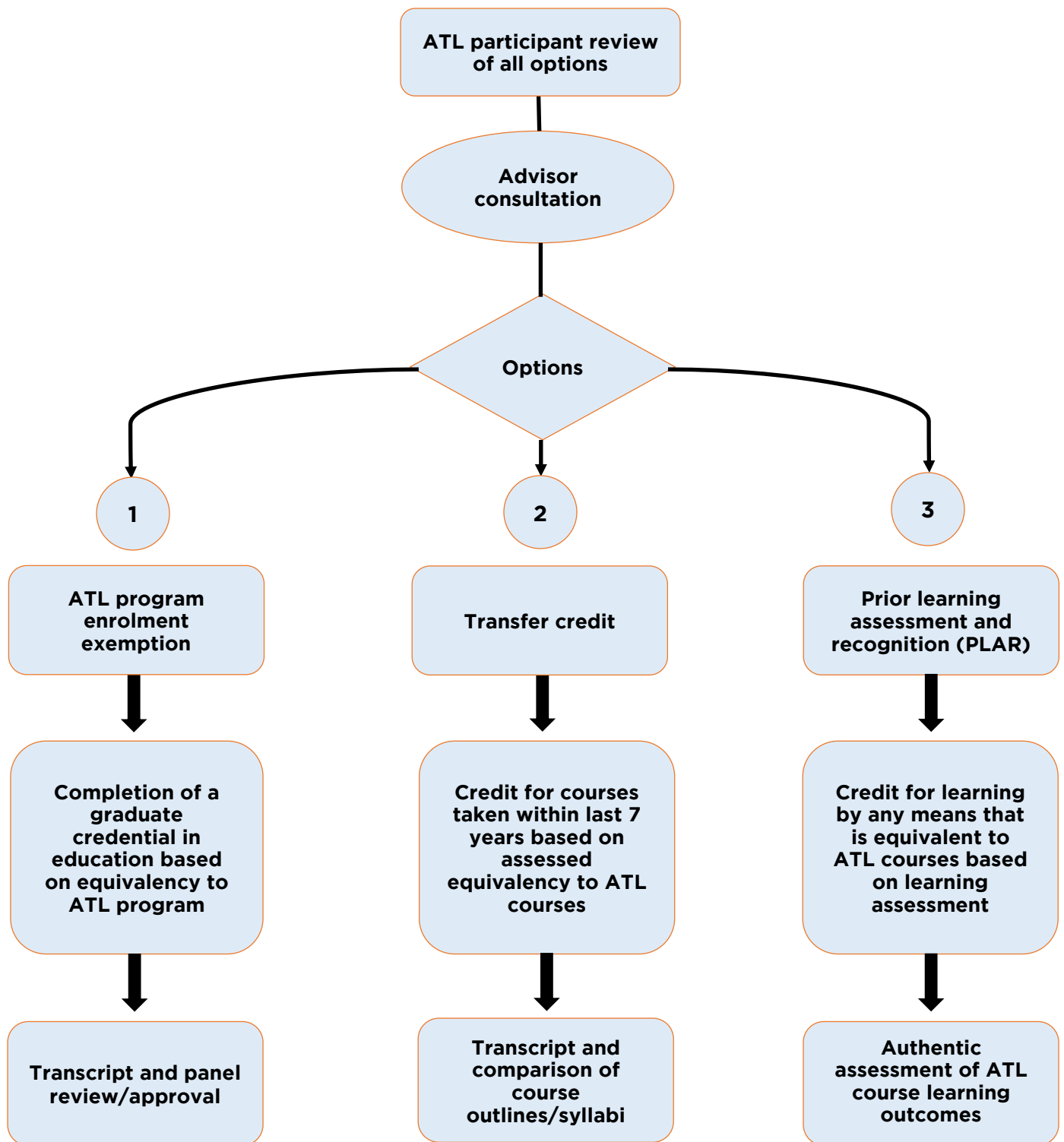
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Flowchart for ATL program options



Exemption to enrolment in the ATL program

Saskatchewan Polytechnic is committed to recognizing skills and knowledge that adult learners gain through life, work, and formal or informal learning experiences. One way to get recognition of prior learning in the ATL program is to be exempted from the program. All new faculty in ongoing positions are enrolled in the ATL program when they accept an offer of employment. However, faculty who have completed a graduate program in education may apply for exemption (approved withdrawal) from enrolment. Credit for ATL courses is not awarded if you are exempted from the program. For more information, see paragraph 2.a., in [Procedures](#) for Policy #108, Faculty Preparation and Development.

If you have a master or PhD level university degree in education, consult with the ATL advisor for your campus to initiate an exemption request. If you are ineligible for exemption, transfer credit and/or PLAR may be options for ATL course credit. Both are explained in detail further in this document.

Credit for prior learning in the ATL program

Two other ways to get recognition of prior learning in the ATL program are transfer credit and PLAR credit. Both are ways to receive credit for ATL courses. There is no fee for either transfer credit or PLAR for Saskatchewan Polytechnic faculty who enrol in the ATL program as a condition of employment.

1. **Transfer credit (TC)** applies to courses taken from another post-secondary institution. An official transcript is required to verify credit, and a course outline or syllabus may be required to assess equivalency.

***For example,** if you already have credit for a university-level adult learning course, you may receive transfer credit for an adult learning course in the ATL Program.*

2. **Prior Learning Assessment and Recognition (PLAR) credit** is awarded for proving that you have achieved the learning outcomes of one or more of ATL courses. It does not matter if your learning occurred in school or training sessions, on the job, or on your own. PLAR is also an alternative for courses that are ineligible or denied for transfer credit. For PLAR credit you must be willing and able to prove what you know through a learning assessment process.

***For example,** if you learned educational technology skills at work or on your own, you may earn PLAR credit for an educational technology course in the ATL Program.*

ATL courses available for transfer credit or PLAR credit

COURSE CODE	COURSE NAME	Transfer Credit Available	PLAR Credit Available
EDUC 200	Foundations in Adult Education	✓	✓
EDUC 201	Adult Learning	✓	✓
EDUC 202	Instructional Strategies in Adult Education	✓	✓
EDUC 203	Curriculum Design	✓	✓
EDUC 204	Educational Technology	✓	✓
EDUC 205	Student Evaluation	✓	✓
EDUC 206	Teaching Portfolio Development	✓	✓
EDUC 207	Educational Leadership	✓	✓

Transfer credit introduction

Transfer credit (TC) may be awarded for credit courses completed at another post-secondary institution. Learn more by reviewing general [transfer credit](#) information for Saskatchewan Polytechnic.

A course you request transfer credit for may have already been assessed for ATL credit. If not, be prepared to provide a course outline/syllabus to assess equivalency.

For future planning, Saskatchewan Polytechnic has articulation agreements with other institutions to accept ATL courses for credit toward another credential.

Guidelines for considering courses for transfer credit:

- You earned a passing grade on the course with credit shown on your transcript.
- The course is from a [recognized or authorized](#) post-secondary institution.
- At least 80% of the course's learning outcomes align with outcomes for an ATL course. Two courses from one institution may be considered for matching with an ATL course.
- The course was completed within the past 7 years, or less at assessor's discretion if professional requirements have changed more recently.
- You are responsible for knowing the content of the equivalent ATL course.
- Transfer credit is considered before PLAR for the same course. A course denied for transfer credit may provide partial evidence for a PLAR assessment.

PLAR credit introduction

PLAR credit is earned by completing an assessment process to prove that you have met the learning outcomes for an ATL course. Learn more by reviewing general [PLAR credit](#) information for Saskatchewan Polytechnic.

PLAR planning worksheets are flexible so individuals have a fair opportunity to provide the best evidence of learning available for them. Consult with your ATL advisor to review PLAR evidence options for ATL courses and estimate timelines to see if this is a feasible option for you. If you request transfer credit for a course, wait for results before registering for PLAR for that course.

Guidelines for considering courses for PLAR credit:

- You are able to provide evidence that you have achieved the learning outcomes of an ATL course. Assessment may include a combination of direct and indirect evidence:
 - Direct evidence—such as samples of your work, knowledge articulation, skill demonstrations, etc.—clearly demonstrates what you can do and what you know. Each course learning outcome requires at least **one** source of direct evidence. One source of direct evidence can address more than one learning outcome.
 - Indirect evidence—such as testimonials, verification of work experience, transcripts, etc.—confirms your learning and work experience related to the learning outcomes. Indirect evidence supports direct evidence but is not sufficient in itself for credit.
- You are willing to invest the time required to complete a PLAR planning worksheet, provide requested evidence, and await evaluation results.
- As with courses taken with instruction, all learning outcomes of a course will be assessed. Some evidence may demonstrate your competency level for multiple learning outcomes.
- Your evidence must demonstrate minimum standard of competency required for course credit. These will be the same standards of achievement that apply when a course is completed with instruction.
- Two or more related courses may be evaluated together with one evidence package. Consult with your ATL advisor for options.

Overall ATL process to apply for prior learning credit

1. Prepare for consultation:

Before contacting your ATL advisor, read all information in this guide for transfer credit and/or PLAR, as is applicable for you. Identify ATL course(s) for which you believe you already know the content and want to apply for either transfer credit or PLAR credit.

- (a) Find ATL course outlines on the [ILDC website](#) or view ATL [PLAR self-rating checklists](#) in this guide.
- (b) For transfer credit, find course outlines for similar courses taken previously. Many institutions have course outlines online, searchable by year. If a course outline is not available, contact the source institution to request one for the year you attended.
- (c) For transfer credit, compare learning outcomes for similar courses. Two courses from the same institution may be considered for equivalency to one ATL course.
- (d) Consider a PLAR application for courses taken more than 7 years ago.

2. Consult with your ATL advisor:

The ATL advisor will help you develop an overall plan for completing the ATL program and guide you through transfer credit and PLAR processes, if applicable for you.

3. Apply for transfer credit and/or PLAR, and plan other courses:

- (a) If transfer credit is an option, read the [ATL transfer credit detailed process](#). Wait for transfer credit results before registering for PLAR or instruction for the same course(s).
- (b) If PLAR credit is an option, review the [ATL PLAR process flow chart](#) and [ATL PLAR detailed process](#). Wait for PLAR results before registering for instruction for the same course(s).
- (c) Schedule courses you will definitely be taking with instruction. Consider either online or blended options to fit your timelines and learning preferences. Note dates when you need to register for upcoming courses.
- (d) When results of both transfer credit and PLAR assessments are received, if applicable, consult with your ATL advisor to revise your ATL completion plan, if needed.

Guide to ATL transfer credit

Transfer credit assessment is a fairly simple process of comparing course outlines of a previous course(s) and an ATL course. This section contains information to help you decide whether to consider requesting transfer credit, and directions to complete the process. There are two main parts in this section:

1. [Detailed process for ATL transfer credit](#), and
2. [Transfer credit process checklist](#)

Detailed process for ATL transfer credit (TC)

1. Submit request form and documentation

- (a) Complete a Transfer Credit Request form, available online as a [fillable form](#), from your ATL advisor, or at Registration Services.
- (b) Obtain an official transcript for previous course(s) to attach to your request form. A certified copy is available from the Saskatchewan Polytechnic Human Resources Department.
- (c) If recommended by your advisor, obtain a syllabus or course outline for the previous course(s) listed on your TC request and attach to the request form.
- (d) Submit the request form and any attachments to your campus ATL advisor.

2. Credit assessment and notification

- (a) If there is a precedent on record for the same match of an external course(s) with an ATL course(s), Registration Services will send the request form to your Saskatchewan Polytechnic email account with either *Accepted* or *Denied* checked off for each course.
- (b) If there is no precedent, the request form with documentation will be sent to an ATL subject matter expert for assessment. You may receive an email request for more information or documentation.
- (c) If a course is denied for TC, the request form will indicate whether PLAR is recommended as an alternative for receiving credit.
- (d) ILDC will return the completed request form to Registration Services.

3. Results

- (a) If TC is accepted, your Saskatchewan Polytechnic transcript will show TC as the grade for the ATL course. TC grades are not calculated in your grade point average (GPA).
- (b) If TC is denied, there will be no entry on your transcript. You have the following options:
 - Start a Grade Appeal process
 - Apply for [PLAR assessment](#) for some or all of the same courses
 - Take the course with instruction

Transfer credit process checklist

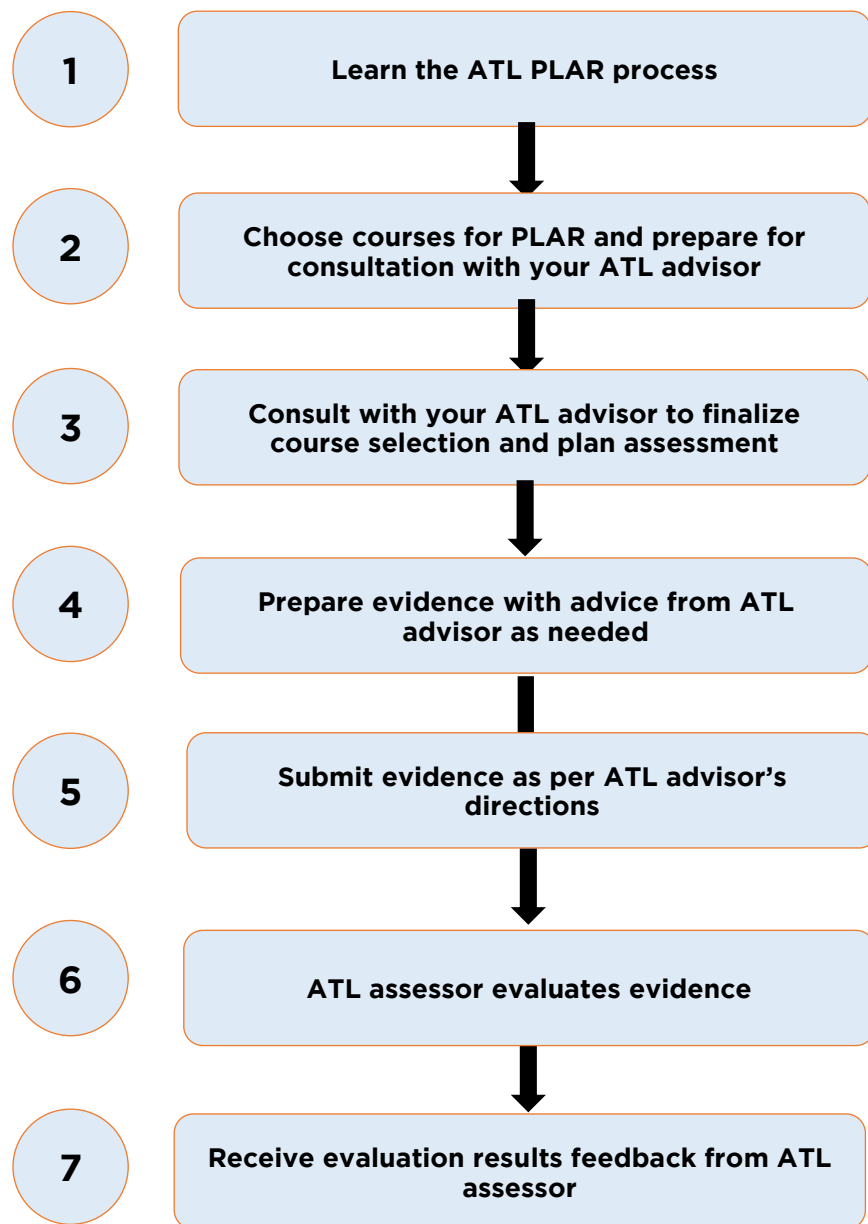
Have you:	✓	Comment
Reviewed general info about transfer credit on the Saskatchewan Polytechnic webpage?		
Identified courses taken within 7 years that are similar to ATL courses?		
Identified ATL courses that closely match those previous courses?		
Met with your ATL advisor?		
Completed, signed and printed the Transfer Credit Request form?		
Attached an official transcript certified by the Saskatchewan Polytechnic Human Resources Department?		
Attached syllabi or course outlines for previous course(s) if recommended by your ATL advisor?		
Submitted your TC request with attached documentation to your campus ATL advisor?		

Guide to ATL PLAR credit

Because it involves assessing your demonstrated learning rather than simply comparing course outlines, the ATL PLAR process is more complicated than the transfer credit process. This section contains information and tools to help you decide whether to consider PLAR for an ATL course, and directions to complete the process. There are 6 main parts to this section:

1. [Flowchart for the ATL PLAR process](#)
2. [Detailed process for ATL PLAR](#)
3. [Links to tools to facilitate the PLAR process:](#)
 - [PLAR self-rating checklists](#)
 - [Appendix A](#) — PLAR planning worksheets
 - [Appendix B](#) — Course assessment rubrics
4. [Directions for using self-rating checklists](#)
5. [PLAR credit process checklist](#)
6. [Information about ATL PLAR assessment](#)
 - [Direct evidence](#)
 - [Indirect evidence](#)
 - [Verifications and permissions required for PLAR evidence](#)

Flowchart of the ATL PLAR credit process



Detailed process for ATL PLAR credit

1. Learn about ATL PLAR:

The more you know about PLAR, the easier it will be to navigate the process.

- (a) Review the online [PLAR process and FAQs](#) for general info about PLAR at Saskatchewan Polytechnic. The ATL 7-step process has been customized for the ATL program.
- (b) Review all ATL PLAR information in this guide, including...
 - directions
 - assessment methods and types of evidence, and
 - tools for self-rating, PLAR planning, and evaluation for credit

2. Choose courses for PLAR and prepare for consultation:

[Click here](#) for links to tools to help you choose courses for PLAR, prepare for consultation, and begin planning potential evidence.

[Click here](#) for important printing directions.

- (a) Print and complete the [self-rating checklist for all ATL courses](#) that may fit with your prior learning. Read [directions to complete the checklists](#).
- (b) Print the PLAR planning worksheet for each course where the majority of your self-ratings are at the competent level.
 - For each learning outcome, try to identify at least one source each of direct and indirect evidence you could provide. Read thoroughly [PLAR assessment methods](#) for more detail information, types of evidence, required verifications and permissions.
 - One evidence item may cover multiple learning outcomes in one or more courses.
 - The ATL advisor may suggest evidence alternatives and identify any gaps.
- (c) Complete the applicant section of the online fillable [PLAR Application form](#), and print or save a copy. If approved for PLAR, the ATL Director will sign as the “Program Head” in the approval section of the form.
- (d) Compile materials (hardcopy or electronic) for consultation with your ATL advisor to clarify your PLAR planning worksheet (s). Include the following:
 - completed course [self-rating checklists](#)
 - draft copy of your [PLAR planning worksheet](#) for each course
 - partially completed [PLAR application form](#)
 - a recent resume listing all paid or volunteer experience related to the ATL program
 - copies of transcripts, certificates, and workshops for any education or training related to the ATL program. Include content outlines/descriptions if available; and
 - any other documents that your ATL advisor recommends.

3. Consult with your ATL advisor:

- (a) Contact your [ATL advisor](#) to schedule a consultation..
- (b) Prepare questions you want to discuss at a consultation meeting. Ask about timelines for completion and how/to whom your evidence should be submitted.

- (c) During consultation, you will finalize course selection for PLAR and develop a plan for each course or block of courses. This may take more than one meeting, depending on the number of courses.

4. Prepare evidence:

- Plan ahead. It takes time to complete a project, find work samples, and request/receive letters and documentation. Anticipate some delays.
- You are responsible for creating or collecting evidence as per your planning worksheet. Seek advice from your ATL advisor as needed.
- If proposing a project to create evidence, have your project design approved by the ATL advisor to ensure that it produces the evidence required.
- Evidence must be sufficient to demonstrate knowledge, theory, and/or practical application as indicated by the verbs used for each learning outcome.
- Obtain verifications as needed to authenticate evidence as work you have completed or performed.
- Evidence must be organized and coded to match learning outcomes. Easy-to-track evidence helps ensure that none is overlooked or assessed for the wrong learning outcomes. Ask your ATL advisor for organizing and coding suggestions.
- If requesting testimonials to support direct evidence, provide sources with course learning outcomes to help focus their comments.
- Evidence along with any requested commentary or interview should be sufficient for the assessor to evaluate achievement for each learning outcome and have a sense of the context where you have applied your knowledge and skills.

5. Submit evidence:

Submit your [PLAR Application form](#) and evidence package to your campus [ATL advisor](#).

6. Evaluation of evidence:

If evidence is complete and well organized, evaluation should be completed within 2-3 weeks. Contact your ATL advisor if results are delayed.

- If your evidence is incomplete or poorly organized, it will be returned to you at least once with directions for revision and resubmission.
- Your evidence will be evaluated by the ATL assessor who may serve other campuses.

7. Receive results:

Once evaluation is completed, the ATL assessor will email you results and the course assessment rubric(s) indicating comments for each learning outcome.

- If PLAR credit is awarded, CR will be entered into your grade record for that course. CR grades are not calculated in your grade point average (GPA).
- If PLAR is unsuccessful, there will be no entry on your transcript. You will receive a notification letter from Registration Services that explains further options:
 - Consult with your ATL advisor to discuss options
 - Initiate the informal stage of a [Grade Appeal process](#)
 - Take the course with instruction. PLAR cannot be re-assessed

Directions to complete PLAR self-rating checklists

PLAR self-rating checklists estimates your competency level for learning outcomes in each ATL course. Your self-evaluation will help you decide which courses to consider for PLAR credit. Even if results do not predict success with PLAR, they may help to focus your learning when you take a course with instruction.

1. Print or save all 8 course checklists and estimate your competence level for all learning outcomes in each course. See important [printing directions](#).
2. Carefully consider the following levels of competence for each course learning outcome:

Competent: I can work independently without supervision to apply the learning outcome.
Learning: I am still learning this and need some direction or supervision to do it well.
None: I have no knowledge or experience related to this outcome.

3. For success with PLAR, your learning should be at the *competent* level for the majority of learning outcomes. Be prepared to discuss your self-rating with your ATL advisor. Some things to consider when rating and explaining your level of competence are:
 - How do I currently use this outcome in my professional practice?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Links to tools for the PLAR process

Course Code	Course Name	Self-rating checklist	PLAR planning worksheet	Course assessment rubric
EDUC 200	Foundations in Adult Education	click here	click here	click here
EDUC 201	Adult Learning	click here	click here	click here
EDUC 202	Instructional Strategies in Adult Education	click here	click here	click here
EDUC 203	Curriculum Design	click here	click here	click here
EDUC 204	Educational Technology	click here	click here	click here
EDUC 205	Student Evaluation	click here	click here	click here
EDUC 206	Teaching Portfolio Development	click here	click here	click here
EDUC 207	Educational Leadership	click here	click here	click here

To return to this table, press the *ALT* key and *left arrow* key at the same time

PLAR credit process checklist

Have you:	✓	Comment
Thoroughly reviewed this guide and general info about PLAR on Saskatchewan Polytechnic webpages?		
Completed the self-rating checklist for all ATL courses you would consider for PLAR?		
Completed a PLAR planning worksheet for each course you might PLAR?		
Filled in the applicant section of PLAR application and printed or saved it?		
Compiled all relevant materials (paper or digital) & scheduled a meeting with your ATL advisor?		
Met with ATL advisor to finalize course(s) for immediate PLAR & a PLAR planning for each?		
Created/collected evidence as per PLAR planning, including verifications & permission forms as needed?		
Submitted complete evidence for each PLAR course, how and to whom as per instructions?		
Received results and discussed them with ATL advisor or assessor as needed to clarify?		

PLAR assessment methods

Various methods can be used to assess your learning against course learning outcomes. Methods are flexible so you have fair opportunity to provide the best evidence available for you. Your ATL advisor will work with you to prepare a PLAR planning worksheet for one or more courses.

Learning outcomes and achievement standards remain consistent for all students though the evidence to demonstrate achievement may vary. All ATL learning outcomes are assessed.

There are two categories of evidence: direct and indirect (explained below). Together they provide a complete contextual picture of your learning. One evidence source may cover several learning outcomes. For example, a teaching session video (direct evidence) may demonstrate instructional techniques, applied adult learning principles, classroom management, and use of instructional technology. A performance evaluation from an employer (indirect evidence) may speak to a wide range of skills and knowledge.

To develop an draft PLAR planning worksheet for a course, consider what evidence you can provide for learning outcomes of each course. Review potential sources of evidence with your ATL advisor to develop a detailed PLAR planning.

Direct evidence

Direct evidence shows what you actually know and can do. It is a product or performance created by you that demonstrates applied knowledge and skills, such as a lesson plan you developed. The more authentic the evidence, the better. Authentic evidence reflects what you typically do on the job. If writing academic essays and exams are not typical work tasks for you, they have limited validity for predicting performance on the job.

While direct evidence demonstrates skill, the underlying theory or knowledge may not be obvious in the product or performance. You may be asked to articulate related knowledge, theory, or procedure in a written or audio commentary or respond to interview probes based on your product or performance.

If there is a gap in the direct evidence available to you, consider proposing a project to generate relevant evidence. Ideally, a project would make a timely, meaningful contribution to your program or school. Discuss strategies to fill evidence gaps when you consult with your ATL advisor.

Examples of direct evidence:

- An audio or written statement of your teaching and learning philosophy, with reference to influential writers, presenters, mentors, etc.
- A structured interview or oral exam to evaluate the theory or knowledge basis of your work samples or practice.
- Products you created as a student such as papers, projects, reports, presentations, assignments, etc.
- Products you created for work such as reports, proposals, lab exercises, instructional materials, lesson plans, assignments, exams, assessment rubrics, webpages, etc.
- A teaching session video with a written lesson plan and written/audio explanation of the theory/knowledge base, goals versus outcomes, self-critique, and lessons learned.
- Work sample that demonstrates applied educational technology to enhance learning
- A report, including purpose, design and results of a research study you conducted that is related to ATL learning outcomes (e.g., an action research project to improve practice).
- Work samples and performance documentation to showcase a leadership role you have played in a professional or community context.
- Publications for which you are the primary credited author.
- Additional direct evidence negotiated as part of your PLAR planning worksheet.

Indirect evidence

Indirect evidence is documentation produced by a third party that conveys information about your learning or work experience related to ATL learning outcomes, such as a supervisor's evaluation of your performance.

Examples of indirect evidence:

- Testimonial letters from employers, supervisors, or colleagues that focus on performance related to ATL learning outcomes.
- Expressions of appreciation and recognition.

- Student feedback collected systematically, including all submissions rather than selected items.
- Newspaper or newsletter articles highlighting your projects or achievements.
- Transcripts for courses not eligible or accepted for transfer credit.
- Attendance verification and content outlines for workshops and training sessions you have attended.
- Employment performance evaluations.
- Saskatchewan Polytechnic faculty assessment documentation (probationary reviews, peer observations, future goal statements, etc.)
- Notification letters of scholarships, awards, etc.
- Additional indirect documentation negotiated as part of your PLAR planning worksheet.

Verifications and permissions required for PLAR evidence

Evidence verifications

Unless otherwise obvious, verification that direct evidence is your own work and that indirect evidence is genuine will be required. Work products or performance evaluations can be verified with a letter or email from your supervisor or human resources office. Verification letters must be on official letterhead, signed, and dated. Verification should specify the item to be verified, briefly describe the context and completion date, and refer to a specific ATL course. Ask your ATL advisor to suggest appropriate verification methods. In some cases, verification may accompany evidence documents emailed directly from the verifying source to your advisor.

Permissions required for privacy and confidentiality

ATL faculty treat all PLAR evidence as strictly confidential, to be used only for the purpose of evaluating your learning. Except for testimonials or verification letters, however, you need to safeguard the privacy of individuals' identity or other personal information. Remove any identifying names and other personal information from any submitted work samples.

Your PLAR planning worksheet may include recording interactions with students or other participants. The two main requirements to ensure protection of privacy are (a) advance notice and (b) invitation to opt-out of recording.

- (a) **Notice:** Posting a clear, large sign in a visible location (e.g., on the door) and/or announcing beforehand to all participants that the session will be recorded would be sufficient notice.
- (b) **Invitation to opt-out:** Advise participants beforehand that they can choose not to have their image captured on video. Rather than leave the session, they can let the cameraperson know not to include them in camera range. Those wishing to opt-out could, for example, sit at the back of the room and the cameraperson would then avoid focusing on that area.

Take similar steps to protect privacy if recording your performance with other than Saskatchewan Polytechnic students. Examples include a presentation to colleagues or a community group (e.g., a gardening or genealogy club). It would not be appropriate to record a session where personal disclosure is expected (e.g., an addictions or cancer survivor group).

PLAR self-rating checklists

EDUC 200–Foundations in Adult Education

You will focus on theoretical aspects of the adult teaching and learning experience. You will examine your personal philosophy of teaching and how that is reflected in your instructional practice. In your studies you will examine principles of adult education, instructional methods and their impact on the learning environment

Credit unit(s): 3.0
Prerequisite(s): none
Equivalent course(s): none

EDUC 200–Foundations in Adult Education		Competent	Learning	None
Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.				
1. Examine the profile of an instructor.				
<ul style="list-style-type: none"> Describe the role of an adult instructor Compare adult learning theories Examine learning taxonomies Explain the importance of a teaching portfolio 				
2. Create a personal teaching and learning statement.				
<ul style="list-style-type: none"> Analyze teaching preferences Examine personal instructor competencies Use inventory tools to determine learning preference Compose a teaching and learning statement 				
3. Examine the relationship between adult learners, instruction and the learning environment.				
<ul style="list-style-type: none"> Describe Canadian trends in adult education Describe the characteristics of adult learners Discuss learner preferences and instructional practice Discuss diverse learning needs of learners Discuss the integration of employability skills and essential skills Describe the elements of instruction in various learning environments Relate learners, instruction, and environment to environment to instructional practice 				
4. Demonstrate instructional methods and strategies				
<ul style="list-style-type: none"> Identify the key factors in selecting an instructional technique Discuss blended learning and online learning Demonstrate the characteristics of direct instruction Demonstrate the characteristics of indirect instruction Demonstrate the characteristics of interactive instruction Demonstrate the characteristics of independent study Demonstrate the characteristics of experiential instruction 				
5. Construct a lesson plan to enhance learning				
<ul style="list-style-type: none"> Discuss questioning techniques Describe how to give feedback Examine types of educational technologies to enhance learning Design a lesson plan 				
6. Analyze the learning process.				

EDUC 200-Foundations in Adult Education		Competent	Learning	None
Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.				
<ul style="list-style-type: none"> ▪ Discuss the principles of learning ▪ Describe the theories of motivation, learning transference, retention and reinforcement ▪ Relate the implications of the learning process for instructional practice 				
7. Examine principles and strategies of classroom management.				
<ul style="list-style-type: none"> ▪ Discuss privacy, ethics, and confidentiality ▪ Discuss professionalism in the classroom ▪ Examine disruptive behaviour and resistance to learning 				

Assessment

See the [EDUC 200 PLAR planning worksheet](#).

See the [EDUC 200 course assessment rubric](#).

EDUC 201- Adult Learning

You will examine concepts and theories that underpin the foundation and philosophy of adult education and training. Your studies will focus on the role of lifelong learning and the relationship of adult physical, psychological, cognitive, and socio-cultural development to adult learning. You will link theory and practice by composing a strategy to integrate adult learning theory and principles into your teaching practice.

Credit unit(s): 3.0
Prerequisite(s): none
Equivalent course(s): none

EDUC 201- Adult Learning		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Relate the role of lifelong learning to adult education.				
<ul style="list-style-type: none">Describe perspectives on adult learning environmentsExamine andragogyAnalyze the role of lifelong learning in adult education				
2. Examine the learning needs of the adult learner.				
<ul style="list-style-type: none">Examine learning preferences of the adult learnerAnalyze motivations and barriers that affect adult learning				
3. Analyze adult physical and psychological development.				
<ul style="list-style-type: none">Examine theories and implications of adult physical developmentExamine theories and implications of adult psychological development				
4. Analyze adult cognitive development.				
<ul style="list-style-type: none">Describe theories of adult socio-cultural developmentRelate adult socio-cultural development to intergenerational implicationsExamine Indigenous ways of teaching and learningRelate adult socio-cultural development to learning implications for international and newcomer students				
5. Appraise adult socio-cultural development.				
<ul style="list-style-type: none">Examine cognitive theories and their implications for adult educationRelate the concept of wisdom to cognitive development				
6. Compose a strategy to integrate the theory and principles of adult learning into teaching practice.				
<ul style="list-style-type: none">Examine the relationship between experience and learningConstruct a strategy to integrate adult learning theory with teaching practice				

Assessment

See the [EDUC 201 PLAR planning worksheet](#).

See the [EDUC 201 course assessment rubric](#).

EDUC 202– Instructional Strategies in Adult Education

You will integrate adult learning theory and principles into your instructional practice. Your studies will focus on using instructional strategies to create, present and analyze lessons for face-to-face (F2F), blended and online delivery. You will discuss and practice communication techniques with your colleagues, as well as foster a reflective practice that informs teaching and learning.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 202– Instructional Strategies in Adult Education		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Examine key principles and best practices in the facilitation of adult learning.				
<ul style="list-style-type: none"> Compare teacher presence and teaching presence Foster a relationship with learners Examine course administration tools 				
2. Manage the learning environment.				
<ul style="list-style-type: none"> Discuss the importance of setting learning environment expectations and routines Use pre-assessment and diagnostic assessment techniques Analyze instructor-learner patterns of behavior Manage an inclusive learning environment Demonstrate reflective practice techniques 				
3. Plan a lesson using instructional strategies to facilitate face-to-face (F2F) delivery.				
<ul style="list-style-type: none"> Construct an assessment strategy Propose an instructional strategy Plan a lesson Demonstrate discussion methods Use questioning techniques Use feedback techniques Use essential skills Conduct a lesson 				
4. Design facilitation techniques using instructional strategies to enhance online delivery.				
<ul style="list-style-type: none"> Analyze the reasons students choose online learning Foster community building in an online environment Appraise content objects found in an online course Analyze instructional strategies 				
5. Examine facilitation practices in blended learning.				
<ul style="list-style-type: none"> Discuss the theoretical framework for blended learning Employ rationale for using a blended approach to instruction Use guidelines for blended learning Examine the strategies for engaging learners 				
6. Encourage reflective instructional practice.				
<ul style="list-style-type: none"> Describe action research Analyze a lesson Adopt a reflective practice 				

Assessment

See the [EDUC 202 PLAR planning worksheet](#).

See the [EDUC 202 course assessment rubric](#).

EDUC 203 – Curriculum Design

You will develop skills related to the design and development of curriculum. Your studies will focus on completing a needs assessment to identify curriculum changes, then designing the learning outcomes, instructional strategies and student assessment to meet this need. You will analyze and design a curriculum project related to your program area. The course content provides an introduction to the processes used to evaluate curriculum.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 203 – Curriculum Design		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Examine curriculum design.				
<ul style="list-style-type: none">Describe perspectives on curriculum developmentDiscuss the relevance of curriculum design to adult educationIdentify the elements of the instructional design processDescribe the roles of those involved in instructional designDescribe models of instructional designAnalyze a curriculum development model				
2. Prepare a needs assessment of the curriculum and learning environment.				
<ul style="list-style-type: none">Discuss the needs assessment processReview learner characteristicsPrepare a needs assessment of the learners and learning environment				
3. Create learning outcomes to reflect the needs identified.				
<ul style="list-style-type: none">Analyze the tasks and skills to be taughtPractice developing learning outcomesCreate learning outcomes for the design plan				
4. Propose instructional delivery strategies.				
<ul style="list-style-type: none">Prepare content sequencing strategies based on the design planCompose instructional strategies for the design plan				
5. Design student assessment to match learning outcomes.				
<ul style="list-style-type: none">Discuss student assessment strategiesPrepare student assessment strategies for the design plan				
6. Use design strategies to develop instructional materials.				
<ul style="list-style-type: none">Describe design strategies to implement instructional strategiesReview copyright compliance considerationsApply design strategies to revise instructional materials				
7. Analyze processes used to evaluate curriculum.				
<ul style="list-style-type: none">Describe types of evaluation used for program reviewReview program evaluation documentsAnalyze an evaluation plan				

Assessment

See the [EDUC 203 PLAR planning worksheet](#).

See the [EDUC 203 course assessment rubric](#).

EDUC 204 - Educational Technology

You will examine the use of technology in the educational process. Your studies will help you acquire skills using a variety of educational technology tools along with evaluating their effectiveness in the classroom. You will study blended learning environments and design a module of online content in a learning management system. You will examine emerging trends in educational technology and explore their relevance to your program.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 204 - Educational Technology		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Discuss technology integration.				
<ul style="list-style-type: none">Define educational technologyExplain the importance of technology integrationDiscuss models of technology integration				
2. Examine the use of technology in adult education.				
<ul style="list-style-type: none">Apply adult learning theories to technology use in the classroomAnalyze digital age learning theoriesExamine the link between technology integration and pedagogy				
3. Evaluate educational technology tools.				
<ul style="list-style-type: none">Describe the four delivery modes of technologyDiscuss the advantages and disadvantages of each delivery modeUse educational technology toolsEvaluate the effectiveness of educational technologies				
4. Examine blended learning environments.				
<ul style="list-style-type: none">Describe blended learningDiscuss advantages and disadvantages of blended learning environmentsExamine types of blended learning environments				
5. Design an online learning unit.				
<ul style="list-style-type: none">Examine online learningDiscuss learning management systemsDiscuss use of intellectual propertyPlan instructional content instrumentsCreate communication instrumentsConstruct online assessment tools				
6. Examine trends in educational technology.				
<ul style="list-style-type: none">Analyze trends in educational technologyDiscuss open access and open education resourcesExamine the role of social media in education				

Assessment

See the [EDUC 204 PLAR planning worksheet](#).

See the [EDUC 204 course assessment rubric](#).

EDUC 205 – Adult Teaching and Learning

You will explore evaluation and assessment of students in adult education environments. Your studies will encompass strategies for planning and designing assessment tools to evaluate student learning. You will construct and analyze evaluation tools to measure knowledge and skills.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 205 – Adult Teaching and Learning		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Describe the purpose and types of evaluation.				
<ul style="list-style-type: none">▪ Discuss the need for evaluation▪ Discuss the challenges of various evaluation methods▪ Discuss authentic assessment▪ Review formative and summative evaluation				
2. Explain your philosophy of evaluation.				
<ul style="list-style-type: none">▪ Identify your philosophy of evaluation▪ Interpret the impact of evaluating for grades in an adult education institution▪ Describe the characteristics of a valid evaluation▪ Discuss evaluation of adults as learners				
3. Design an assessment tool to evaluate a learning outcome.				
<ul style="list-style-type: none">▪ Appraise approaches to evaluation▪ Describe reliability and validity factors▪ Analyze criteria for evaluation▪ Plan what is to be measured▪ Apply Bloom's Taxonomy▪ Create evaluation plans				
4. Create an evaluation plan to assess the performance of a skill.				
<ul style="list-style-type: none">▪ Discuss methods and tools used to evaluate performance▪ Plan how to evaluate performance▪ Analyze the effectiveness of assessments that measure performance▪ Create an evaluation tool to assess performance				
5. Create an evaluation plan to measure knowledge.				
<ul style="list-style-type: none">▪ Differentiate between formative and summative evaluation methods▪ Design summative evaluation methods▪ Plan for the evaluation of technical skills				
6. Analyze the effectiveness of an evaluation tool.				
<ul style="list-style-type: none">▪ Develop an evaluation blueprint▪ Discuss validity and reliability of evaluation methods▪ Develop subjective & objective test items▪ Construct relevant measurement instruments				

Assessment

See the [EDUC 205 PLAR planning worksheet](#).

See the [EDUC 205 course assessment rubric](#).

EDUC 206 - Teaching Portfolio Development

You will develop your teaching portfolio driven by your teaching philosophy. Your studies will help you select, reflect and organize portfolio evidence around instructor competency standards. You will share your assembled teaching portfolio and submit a plan for ongoing professional development and portfolio maintenance. In this course you will learn how to establish and maintain a mentorship relationship.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 206 - Teaching and Portfolio Development		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Describe a teaching portfolio.				
2. Revise your teaching philosophy statement.				
3. Organize evidence around instructor competency standards.				
4. Select evidence for your teaching portfolio.				
5. Foster mentorship.				
6. Plan continuing professional development.				
7. Design your teaching portfolio.				
8. Plan your portfolio maintenance.				

Assessment

See the [EDUC 206 PLAR planning worksheet](#).

See the [EDUC 206 course assessment rubric](#).

EDUC 207 - Educational Leadership

You will examine educational leadership, leadership theories and styles and how they can be applied to the educational setting. Your studies will consider challenges in leadership and the effect on education. Culture of the organization and the classroom will be discussed as it relates to leadership. You will explore the historical perspective and future trends, working toward a personal philosophy of leadership.

Credit unit(s): 3.0
Prerequisite(s): EDUC 200
Equivalent course(s): none

EDUC 207 - Educational Leadership		Competent	Learning	None
Competent:	I can work independently without supervision to apply the learning outcome.			
Learning:	I am still learning this and need some direction or supervision to do it well.			
None:	I have no knowledge or experience related to this outcome.			
1. Examine educational leadership.				
<ul style="list-style-type: none">Describe management skills and traitsDescribe leadership roles and traitsExamine convergence between management and leadershipDifferentiate between the need for leadership and the need for management in the educational setting				
2. Compare theories and styles of leadership.				
<ul style="list-style-type: none">Analyze various leadership stylesCreate a presentation on one of the leadership stylesCompare the strengths and weaknesses of the leadership theoriesExamine the historical development of leadership theories				
3. Investigate challenges in leadership.				
<ul style="list-style-type: none">Examine decision making techniques as it relates to leadershipInvestigate team dynamics and processesExamine effective conflict resolution techniquesAnalyze steps when initiating changeRecommend strategies to overcome challenges				
4. Relate culture to leadership.				
<ul style="list-style-type: none">Identify culture and educationExamine intergenerational impacts on educationExamine globalization and its effect on educationAnalyze indigenization and its effect on educationAnalyze immigration and its effect on educationRelate cultural competence to leadership				
5. Examine perspectives on educational leadership.				
<ul style="list-style-type: none">Examine women in leadershipExamine trends in leadershipExamine ethics and leadershipDifferentiate between leadership and pseudo-leadership				
6. Design a personal philosophy of leadership.				
<ul style="list-style-type: none">Formulate your leadership styleDistinguish the strengths and weaknesses of your leadership styleApply your leadership style to different situationsCollaborate in a mentorship relationship or a community of practice				

Assessment

See the [EDUC 207 PLAR planning worksheet](#).

See the [EDUC 207 course assessment rubric](#).

Appendices

Appendix A — PLAR planning worksheet

Appendix A1—EDUC 200: Foundations in Adult Education ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 200				
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?
		Direct	Indirect	
1. Examine the profile of an instructor. Evidence describes how knowledge of learning theories and taxonomies of learning impact instructional practice.				
2. Create a personal teaching and learning statement. Evidence illustrates reflection on personal teaching and learning philosophy related to learning styles, teaching styles, competencies and other ways of knowing.				
3. Examine the relationship between adult learners, instruction and the learning environment. Evidence supports your understanding of conditions that influence learning and those that may inhibit successful attainment of the desired learning outcome. Evidence illustrates instructor effectiveness, a strategy for promoting quality learning experiences in diverse learning environments.				
4. Demonstrate instructional methods and strategies. Evidence illustrates a combination (minimum of two) instructional strategies that optimally engage learners in the learning experience. Evidence shows consideration of the advantages and disadvantages of the instructional strategy associated with the learning experience.				

¹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 200							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
5. Construct a lesson plan to enhance learning. Evidence illustrates a lesson plan covering one or two steps (maximum of 2 class periods) of a learning outcome for an actual course that you deliver using the Saskatchewan Polytechnic Lesson Plan Template.							
6. Analyze the learning process. Evidence reflects knowledge of the factors (Motivation, Retention, Active Learning, Knowledge Transfer, Ways of Knowing, etc.) that drive learner behavior and the impact of those drivers on instructional practice. Evidence shows consideration for at least two of these factors and how this information could impact on philosophy of teaching and learning as well as instructional practice.							

¹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A2—EDUC 201: Adult Learning ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 201							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided ² (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
1. Relate the role of lifelong learning to adult education. Evidence describes environments where learning occurs (formal, non-formal, informal) and relates these to at least two of Knowles's assumptions of andragogy.							
2. Examine the learning needs of the adult learner. Evidence relates at least one model of learning preferences (such as Kolb, Felder-Silverman, or Myers-Briggs) to adult learning. Evidence applies theories of motivation to adult learners and examines strategies to increase motivation and reduce barriers.							
3. Analyze adult physical and psychological development. Evidence examines the relationship between at least one model of psychological development (such as Erikson's, Levinson's or other models) and adult learning.							
4. Analyze adult cognitive development. Evidence examines the relationship between at least one model of cognitive development (such as Perry's, Belenky's, Magolda's, Piaget and post-Piagetian theorists, or other models) and adult learning.							

² Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 201							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
5. Appraise adult socio-cultural development. Evidence illustrates knowledge of at least two sociocultural factors such as positionality, cultural differences, and generational differences, and shows how these impact adult learning.							
6. Compose a strategy to integrate the theory and principles of adult learning into teaching practice. Evidence examines the relationship between one model of experience and learning (such as Kolb's Learning Cycle, Cognitive Apprenticeship, or other model) and reflective teaching practice.							

² Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
 Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A3—EDUC 202: Instructional Strategies in Adult Education ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 202							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
1. Examine key principles and best practices in facilitation of adult learning. Evidence describes how teaching presence and a positive teacher-learner relationship impacts instructional practice.							
2. Manage the learning environment. Evidence illustrates why reflective practice is a valuable tool to gain a deeper understanding of instructional practice. Evidence identifies one model of reflective practice and two pre-assessment techniques.							
3. Plan a lesson using instructional strategies to facilitate face-to-face (F2F) delivery. A video of a lesson (or other arrangements in consultation with PLAR assessor) that illustrates your understanding of the components of a lesson plan. Evidence, based on the videoed lesson, identifies two areas in which you did well and one area in which you would like to improve. Evidence identifies how you plan to improve your practice.							

³ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 202							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
4. Design facilitation techniques using instructional strategies to enhance online delivery. Evidence demonstrates the use of two online instructional strategies. Evidence illustrates at least two strategies for fostering effective online discussions. Evidence shows consideration of the importance of community building in an online environment.							
5. Examine facilitation practices in blended learning. Evidence illustrates knowledge of two blended learning models. A lesson plan covering one or two steps (maximum of two class periods) of a learning outcome for an actual course that you deliver using a blended format.							
6. Encourage reflective instructional practice. Evidence exemplifies a process in which you collect, record and analyze information related to critical reflection of your instructional practices. Evidence shows insights gained, strategies employed for improvement, challenges faced and how they were met.							

³ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A4—EDUC 203: Curriculum Design ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 203							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
1. Examine curriculum design. Evidence provides a reflection on instructional design roles and the key elements of curriculum design. The relationship between curriculum design and an instructional design model is described.							
2. Prepare a needs assessment of the curriculum and learning environment. Evidence demonstrates experience with preparing a needs assessment to justify making a significant change to a course.							
3. Create learning outcomes to reflect the needs identified. Evidence demonstrates the development or major revision to three learning outcomes within a course.							
4. Propose instructional delivery strategies. Evidence provides an example of a sequencing scheme for a course and a reflection on how this sequencing scheme benefits student learning.							
5. Design student assessment to match learning outcomes. Evidence provides two samples of how to match student assessment to learning outcomes.							

⁴ Examples: Course outline, including course description, course hours, learning outcomes, learning steps, activities, resources and student PLAR planning. Course outline would be accompanied by an explanation / rationale describing the course design and an explanation of what work was completed by the candidate.
 Other examples: Work samples, instructional design rationale for instructional strategies used, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
 Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 203							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided· (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
6. Use design strategies to develop instructional materials. Evidence provides an instructional unit outline including strategies to present content and generative activities for students to process the content. Evidence will include one sample of instructional material and a reflection on the formatting and graphics used to enhance the content.							
7. Analyze processes used to evaluate curriculum. Evidence demonstrates evaluation of a course to suggest improvements to learning outcomes and student assessments. Evidence describes how organizational reports and statistics are used to evaluate program strengths and weaknesses.							

⁴ Examples: Course outline, including course description, course hours, learning outcomes, learning steps, activities, resources and student PLAR planning. Course outline would be accompanied by an explanation / rationale describing the course design and an explanation of what work was completed by the candidate.
Other examples: Work samples, instructional design rationale for instructional strategies used, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A5—EDUC 204: Educational Technology ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 204							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
1. Discuss technology integration. Evidence illustrates personal philosophy on using technology in the classroom.							
2. Examine the use of technology in adult education. Evidence illustrates personal philosophy on using technology in the classroom.							
3. Evaluate educational technology tools. Evidence describes and illustrates your use of a minimum of four different technology tools. Evidence reflects knowledge of the SECTIONS model used to evaluate technology tools.							
4. Examine blended learning environments. Evidence reflects knowledge of different types of blended learning environments (whole group rotation, station rotation or flipped classroom). Evidence illustrates how you would incorporate at least one type of blended learning environment into your classroom.							
5. Design an online learning unit. Evidence reflects knowledge and use of a learning management system (LMS). Evidence illustrates ability to incorporate LMS communication and assessment tools into an online module.							

⁵ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 204							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided· (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Received	Not Required
6. Examine trends in educational technology. Evidence reflects knowledge of at least two emerging trends in the field of educational technology. Evidence describes how emerging trends may be applicable to your classroom environment.							

⁵ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A6—EDUC 205: Student Evaluation ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 205							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Required	Date Received	Not Required
1. Describe the purpose and types of evaluation. Evidence describes how the use of two Classroom Assessment Techniques (CAT) or other formative assessments have impacted instructional practice.							
2. Explain your philosophy of evaluation. Evidence illustrates reflection on personal assessment and evaluation philosophy of such issues as grading, authentic evaluation, group project, etc.							
3. Design an assessment tool to evaluate a learning outcome. Evidence provides an authentic assessment tool to measure a selected learning outcome and a rubric. Evidence shows the rationale for the assignment and its specific requirements.							
4. Create an evaluation plan to assess the performance of a skill. Evidence provides a performance skills checklist. Evidence provides a performance skills rubric. Evidence demonstrates the appropriate use of both assessment tools (checklist and rubric) for skills performance.							
5. Create an evaluation plan to measure knowledge. Evidence demonstrates the difference between formative and summative evaluation methods in assessment of technical skills.							

⁶ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 205							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided· (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Required	Date Received	Not Required
6. Analyze the effectiveness of an evaluation tool. Evidence provides a blueprint of an exam (mid-term or final) showing learning outcomes, steps, weighting, Bloom's Taxonomy, types of assessment instruments used, etc. Evidence shows an analysis of a blueprint.							

⁶ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix A7—EDUC 206: Teaching Portfolio Development ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

The EDUC 206 PLAR planning worksheet is under development. Please request a completed copy from your ATL advisor

EDUC 206							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Requested	Not Required
1. Describe a teaching portfolio.							
2. Revise your teaching philosophy statement.							
2. Organize evidence around instructor competency standards.							
3. Select evidence for your teaching portfolio.							
4. Foster mentorship.							
5. Plan your portfolio maintenance.							

⁷ Examples:

Appendix A8—EDUC 207: Educational Leadership ATL PLAR planning worksheet

Candidate: _____

Advisor: _____

EDUC 207							
Course learning outcomes List all LOs assessed with expectations for each	Evidence provided (describe)	Evidence Type		Why do you think this is the best evidence you can provide?	Validations (where necessary)		
		Direct	Indirect		Date Requested	Date Requested	Not Required
1. Examine educational leadership. Evidence illustrates the difference between management and leadership skills and traits and how they converge in an educational setting.							
2. Compare theories and styles of leadership. Evidence shows awareness of at least 3 leadership styles, including their strengths and weaknesses and where they fit into the historical development of leadership theories.							
3. Investigate challenges in leadership. Evidence demonstrates knowledge of challenges in leadership including decision making, team dynamics, conflict resolution, and change.							
4. Relate culture to leadership. Evidence illustrates how culture is related to leadership including globalization and intergenerational impacts on education.							
5. Examine perspectives on educational leadership. Evidence describes how different perspectives affect leadership including gender, trends, ethics and pseudo-leadership.							
6. Design a personal philosophy of leadership. Evidence illustrates your leadership style, its strengths and weaknesses and application to your work.							

⁸ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix B—PLAR course assessment rubrics

Appendix B1—ATL PLAR course assessment rubric EDUC 200: Foundations in Adult Education

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 200							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Examine the profile of an instructor. Evidence describes how knowledge of learning theories and taxonomies of learning impact instructional practice.							
2. Create a personal teaching and learning statement. Evidence illustrates reflection on personal teaching and learning philosophy related to learning styles, teaching styles, competencies and other ways of knowing.							
3. Examine the relationship between adult learners, instruction and the learning environment. Evidence supports your understanding of conditions that influence learning and those that may inhibit successful attainment of the desired learning outcome. Evidence illustrates instructor effectiveness, a strategy for promoting quality learning experiences in diverse learning environments.							

⁹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 200							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
4. Demonstrate instructional methods and strategies. Evidence illustrates a combination (minimum of two) instructional strategies that optimally engage learners in the learning experience. Evidence shows consideration of the advantages and disadvantages of the instructional strategy associated with the learning experience.							
5. Construct a lesson plan to enhance learning. Evidence illustrates a lesson plan covering one or two steps (maximum of 2 class periods) of a learning outcome for an actual course that you deliver using the Saskatchewan Polytechnic Lesson Plan Template.							
6. Analyze the learning process. Evidence reflects knowledge of the factors (Motivation, Retention, Active Learning, Knowledge Transfer, Ways of Knowing , etc.) that drive learner behavior and the impact of those drivers on instructional practice. Evidence shows consideration for at least two of these factors and how this information could impact on philosophy of teaching and learning as well as instructional practice							
7. Examine principles and strategies of classroom management. Evidence exemplifies how you might manage disruptive behavior and resistance to learning. Evidence identifies at least three factors that explain disruptive behavior and/or resistance to learning.							

⁹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

Interview Questions for EDUC 200: Foundations in Adult Education

- Describe a situation when you had a learner who was resistant to learning. What did you do? How did you learn from the experience?
- How does the learning process affect lesson planning?
- What technical skills do you possess that enhance learner success?

Appendix B2—ATL PLAR course assessment rubric EDUC 201: Adult Learning

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 201							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered* (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Relate the role of lifelong learning to adult education. Evidence describes environments where learning occurs (formal, non-formal, informal) and relates these to at least two of Knowles's assumptions of andragogy.							
2. Examine the learning needs of the adult learner. Evidence relates at least one model of learning preferences (such as Kolb, Felder-Silverman, or Myers-Briggs) to adult learning. Evidence applies theories of motivation to adult learners and examines strategies to increase motivation and reduce barriers.							
3. Analyze adult physical and psychological development. Evidence examines the relationship between at least one model of psychological development (such as Erikson's, Levinson's or other models) and adult learning.							
4. Analyze adult cognitive development. Evidence examines the relationship between at least one model of cognitive development (such as Perry's, Belenky's, Magolda's, Piaget and post-Piagetian theorists, or other models) and adult learning.							

¹⁰ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 201							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered* (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
5. Appraise adult socio-cultural development. Evidence illustrates knowledge of at least two sociocultural factors such as positionality, cultural differences, and generational differences, and shows how these impacts adult learning.							
6. Compose a strategy to integrate the theory and principles of adult learning into teaching practice. Evidence examines the relationship between one model of experience and learning (such as Kolb's Learning Cycle, Cognitive Apprenticeship, or other model) and reflective teaching practice.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- What are common motivations and barriers of the adult learner? Describe at least three motivating factors and three common barriers?
- What are the major biological, psychological, and cognitive developmental needs of the adult learner?
- Describe theories of socio-cultural development and the implications for teaching a diverse student body comprised of learners from various generations and cultural backgrounds, including Indigenous and international / newcomer students?

¹⁰ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix B3—ATL PLAR course assessment rubric EDUC 202: Instructional Strategies in Adult Education

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 202							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered ¹ (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Examine key principles and best practices in facilitation of adult learning. Evidence describes how teaching presence and a positive teacher-learner relationship impacts instructional practice.							
2. Manage the learning environment. Evidence illustrates why reflective practice is a valuable tool to gain a deeper understanding of instructional practice. Evidence identifies one model of reflective practice and at least two pre-assessment techniques.							
3. Plan a lesson using instructional strategies to facilitate face-to-face (F2F) delivery. A video of a lesson (or other arrangements in consultation with PLAR assessor) that illustrates your understanding of the components of a lesson plan. Evidence, based on the videoed lesson, identifies two areas in which you did well and one area in which you would like to improve. Evidence identifies how you plan to improve your practice.							

¹¹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
CG Template 1.0

EDUC 202							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered ^a (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
4. Design facilitation techniques using instructional strategies to enhance online delivery. Evidence demonstrates the use of two online instructional strategies. Evidence illustrates at least two strategies for fostering effective online discussions. Evidence shows consideration of the importance of community building in an online environment.							
5. Examine facilitation practices in blended learning. Evidence illustrates knowledge of two blended learning models. A lesson plan covering one or two steps (maximum of two class periods) of a learning outcome for an actual course that you deliver using a blended format.							
6. Encourage reflective instructional practice. Evidence exemplifies a process in which you collect, record and analyze information related to critical reflection of your instructional practices. Evidence shows insights gained, strategies employed for improvement, challenges faced and how they were met.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- Give an example of how you have addressed diverse learner needs in your learning environment.
- Demonstrate your ability (in-person or via synchronous technology) to facilitate a F2F, or online or blended lesson illustrating all the components of a lesson plan.

¹¹ Examples: Work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.

Appendix B4—ATL PLAR course assessment rubric EDUC 203: Curriculum Design

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 203							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered* (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Examine curriculum design. Evidence provides a reflection on instructional design roles and the key elements of curriculum design. The relationship between curriculum design and an instructional design model is described.							
2. Prepare a needs assessment of the curriculum and learning environment. Evidence demonstrates experience with preparing a needs assessment to justify making a significant change to a course.							
3. Create learning outcomes to reflect the needs identified. Evidence demonstrates the development or major revision to three learning outcomes within a course.							
4. Propose instructional delivery strategies. Evidence provides an example of a sequencing scheme for a course and a reflection on how this sequencing scheme benefits student learning.							
5. Design student assessment to match learning outcomes. Evidence provides two samples of how to match student assessment to learning outcomes.							

¹² Examples: Course outline, including course description, course hours, learning outcomes, learning steps, activities, resources and student PLAR planning. Course outline would be accompanied by an explanation / rationale describing the course design and an explanation of what work was completed by the candidate.
 Other examples: Work samples, instructional design rationale for instructional strategies used, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
 Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 203							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered- (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
6. Use design strategies to develop instructional materials. Evidence provides an instructional unit outline including strategies to present content and generative activities for students to process the content. Evidence will include one sample of instructional material and a reflection on the formatting and graphics used to enhance the content.							
7. Analyze processes used to evaluate curriculum. Evidence demonstrates evaluation of a course to suggest improvements to learning outcomes and student assessments. Evidence describes how organizational reports and statistics are used to evaluate program strengths and weaknesses.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- Describe what student characteristics and factors in the learning environment would be analyzed in order to create a new course or program.
- Provide two examples of learning outcomes and explain how domains of learning and levels of learning within a domain were used to develop these learning outcomes. Your explanation should include an example of a corresponding student assessment appropriate for the domain and level.
- Describe how organizational reports, statistics and surveys may be used to evaluate a program.
- Describe an instructional model and how it may be used to design curriculum.

¹² Examples: Course outline, including course description, course hours, learning outcomes, learning steps, activities, resources and student PLAR planning. Course outline would be accompanied by an explanation / rationale describing the course design and an explanation of what work was completed by the candidate. Other examples: Work samples, instructional design rationale for instructional strategies used, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix B5—ATL PLAR course assessment rubric EDUC 204: Educational Technology

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 204							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered ¹³ (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Discuss technology integration. Evidence illustrates personal philosophy on using technology in the classroom.							
2. Examine the use of technology in adult education. Evidence illustrates personal philosophy on using technology in the classroom.							
3. Evaluate educational technology tools. Evidence describes and illustrates your use of a minimum of four different technology tools. Evidence reflects knowledge of the SECTIONS model used to evaluate technology tools.							
4. Examine blended learning environments. Evidence reflects knowledge of different types of blended learning environments (whole group rotation, station rotation or flipped classroom). Evidence illustrates how you would incorporate at least one type of blended learning environment into your classroom.							

¹³ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 204							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered ^a (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
5. Design an online learning unit. Evidence reflects knowledge and use of a learning management system (LMS). Evidence illustrates ability to incorporate LMS communication and assessment tools into an online module.							
6. Examine trends in educational technology. Evidence reflects knowledge of at least two emerging trends in the field of educational technology. Evidence describes how emerging trends may be applicable to your classroom environment.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- How can technology integration enhance the learning of our students?
- Discuss the benefits and challenges associated with four different technology tools.
- Demonstrate your ability (in-person or via synchronous technology) to use and integrate at least four different technology tools.

¹³ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix B6—ATL PLAR course assessment rubric EDUC 205: Student Evaluation

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 205							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered* (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Describe the purpose and types of evaluation. Evidence describes how the use of two Classroom Assessment Techniques (CAT) or other formative assessments have impacted instructional practice.							
2. Explain your philosophy of evaluation. Evidence illustrates reflection on personal assessment and evaluation philosophy of such issues as grading, authentic evaluation, group project, etc.							
3. Design an assessment tool to evaluate a learning outcome. Evidence provides an assessment tool to measure a selected learning outcome and a rubric. Evidence shows the rationale for the assignment and its specific requirements.							
4. Create an evaluation plan to assess the performance of a skill. Evidence provides a performance skills checklist. Evidence provides a performance skills rubric. Evidence demonstrates the appropriate use of both assessment tools (checklist and rubric) for skills performance.							

¹⁴ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc.
 Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 205							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered- (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
5. Create an evaluation plan to measure knowledge. Evidence demonstrates the difference between formative and summative evaluation methods in assessment of technical skills.							
6. Analyze the effectiveness of an evaluation tool. Evidence provides a blueprint of an exam (mid-term or final) showing learning outcomes, steps, weighting, Bloom's Taxonomy, types of assessment instruments used, etc. Evidence shows an analysis of a blueprint.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- How does your philosophy of evaluation influence your instructional practice?
- How do you plan for an effective evaluation?
- Describe a time that you blueprinted an examination.

¹⁴ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

Appendix B7—ATL PLAR course assessment rubric EDUC 206: Teaching Portfolio Development

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

The EDUC 206 credit course assessment rubric is under development. Please request a completed copy from your ATL advisor

EDUC 206							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered- (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Describe a teaching portfolio.							
2. Revise your teaching philosophy statement.							
3. Organize evidence around instructor competency standards.							
4. Select evidence for your teaching portfolio.							

¹⁵ Examples:

EDUC 206							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered- (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
5. Foster mentorship.							
6. Plan your portfolio maintenance.							

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

Appendix B8—ATL PLAR course assessment rubric EDUC 207 Educational Leadership:

Candidate: _____ Advisor: _____ Assessor: _____

Course/Block _____ Date Rec'd _____ Date Assessed _____

Recommended ☐ Yes ☐ No

EDUC 207							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered* (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
1. Examine educational leadership. Evidence illustrates the difference between management and leadership skills and traits and how they converge in an educational setting.							
2. Compare theories and styles of leadership. Evidence shows awareness of at least 3 leadership styles, including their strengths and weaknesses and where they fit into the historical development of leadership theories.							
3. Investigate challenges in leadership. Evidence demonstrates knowledge of challenges in leadership including decision making, team dynamics, conflict resolution, and change.							
4. Relate culture to leadership. Evidence illustrates how culture is related to leadership including globalization and intergenerational impacts on education.							
5. Examine perspectives on educational leadership. Evidence describes how different perspectives affect leadership including gender, trends, ethics and pseudo-leadership.							

¹⁶ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

EDUC 207							
Course learning outcomes List all LOs assessed with expectations for each	Evidence considered- (describe)	Evidence Type		Assessor Comments: What skills and/or knowledge are demonstrated? What are the apparent strengths and deficits of the submission?	Assessment Scale		
		Direct	Indirect		Meets standard	Does not meet standard	No evidence
6. Design a personal philosophy of leadership. Evidence illustrates your leadership style, its strengths and weaknesses and application to your work.							

¹⁶ Examples: work sample, demonstration, lesson plans, video of a lesson, lesson rationale, assignment, interview, testimonial, workshop/course attended, validation letter, etc. Evidence is accompanied by a well-written, brief caption that clearly illustrates the importance of the item in meeting the intended outcome.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge or application of any learning outcomes. A formal interview could take up to 60 minutes and may include the following questions:

- Discuss the similarities and differences between leadership and management.
- Compare three leadership theories/styles.
- Discuss your leadership style, beliefs and practices.