

# SECTION I

## CLIMB Standards of Excellence

# SECTION I - CLIMB STANDARDS OF EXCELLENCE

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The CLIMB Certified Instructor Standards and Development Program is a standards-based program for potential or current IRWA instructors. This program provides the administrative guidelines to becoming an instructor or re-certifying as an instructor, the training and education required to achieve CLIMB Certified status as an instructor. The program also provides an understanding of the IRWA's expectations regarding assessment, qualifications, certification and re-certification and development for IRWA instructors.

The Program is based on six standards of instructional excellence: **COMMUNICATION, CONTENT, LEADERSHIP, INSTRUCTION, METHOD, and BEHAVIOR.**

All CLIMB candidates (potential or current instructors) are assessed based on these CLIMB Standards of Excellence provided in the following table and are the foundation of the program.

## CLIMB Standards Rubric

### **Purpose and Use of Instrument**

This instrument will be used to complete an accurate assessment of the following competencies for instructors.

### **Competencies**

You will be assessed based on the following six standards:

- Communication Skills
- Content Knowledge
- Leadership
- Instruction
- Method
- Behaviors (Professional Attitudes & Dispositions)

### **Model and Scoring Guide**

The participant will be evaluated using a **UAE Model:**

<b>Unsuccessful (U)</b>	Does not pass
<b>Acceptable (A)</b>	Pass
<b>Exceptional (E)</b>	Pass

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The Point Conversion and Scoring Guide outlines how your performance will be evaluated within each category:

<b>Award 0 points for each U</b>	Point Totals	<b>0-4</b>	<b>UNSUCCESSFUL</b>
<b>Award 1 point for each A</b>	Point Totals	<b>5-7</b>	<b>ACCEPTABLE</b>
<b>Award 2 points for each E</b>	Point Totals	<b>8-10</b>	<b>EXCEPTIONAL</b>

### **Evaluation:**

The course instructor will evaluate your performance using the Scoring Guide and Point Conversion. He or she will document your results based on the detailed descriptions provided in the following Table. The instructor will place an “X” in each box that corresponds to your rating. The instructor will then tally points and circle your final score.

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Assessment Criteria			
<b>STANDARD 1- Communication Skills</b>	<b>U 0</b>	<b>A 1</b>	<b>E 2</b>
<p>The instructor:</p> <p><b>Unsuccessful:</b> <b>a)</b> does not clearly communicate content, directions, ideas, and information <b>b)</b> delivers disorganized and ambiguous thoughts and meanings <b>c)</b> does not actively listen to the learners and rarely checks for understanding <b>d)</b> does not reflect on communication skills and seldom or never seeks feedback to grow and develop</p> <p><b>Acceptable:</b> <b>a)</b> clearly communicates directions, ideas and additional information <b>b)</b> delivers mostly organized thoughts and meanings <b>c)</b> listens to learners and checks for understanding, sometimes using active listening techniques (e.g. paraphrase, questions) <b>d)</b> starts to reflect on communication skills and may ask for feedback to continuously grow and develop</p> <p><b>Exceptional:</b> <b>a)</b> proactively and clearly communicates content, directions, ideas, additional information <b>b)</b> delivers very clear and organized thoughts and meanings <b>c)</b> actively listens to learners and always checks for understanding (e.g. paraphrase, questions) <b>d)</b> requests feedback and actively seeks to continuously grow and develop</p>			
<b>STANDARD 2- Content Knowledge</b>	<b>U 0</b>	<b>A 1</b>	<b>E 2</b>
<p>The instructor:</p> <p><b>Unsuccessful:</b> <b>a)</b> is not an expert and demonstrates only basic and/or inaccurate content knowledge <b>b)</b> does not impart accurate and complete content and other information <b>c)</b> does not provide accurate responses to learner questions</p> <p><b>Acceptable:</b> <b>a)</b> is emerging as an expert and demonstrates intermediate content knowledge <b>b)</b> imparts accurate content information and is aware of new developments and other information <b>c)</b> accurately answers questions and may provide additional resources as appropriate</p> <p><b>Exceptional:</b> <b>a)</b> is an expert and demonstrates advanced content knowledge <b>b)</b> imparts accurate content information and updates self on new developments and other information <b>c)</b> provides consistent and accurate answers to questions and shares resources as appropriate</p>			

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STANDARD 3- Leadership	U 0	A 1	E 2
<p>The instructor:</p> <p><b>Unsuccessful:</b> <b>a)</b> does not embody a “teacher as a leader, IRWA ambassador, and role model” philosophy <b>b)</b> is not committed to professional growth and refuses all feedback <b>c)</b> does not practice active self-awareness and does not pursue professional development of self or others</p> <p><b>Acceptable:</b> <b>a)</b> sometimes embodies a “teacher as leader, IRWA ambassador, and role model” philosophy <b>b)</b> is committed to professional growth and is becoming comfortable receiving feedback <b>c)</b> is starting to practice self-awareness and to use a strengths-based approach to the professional development of yourself and others</p> <p><b>Exceptional:</b> <b>a)</b> consistently embodies a “teacher as a leader, IRWA ambassador, and role model” philosophy <b>b)</b> is committed to professional growth and is open to feedback <b>c)</b> practices self-awareness and uses a strengths-based approach to professional development of self and others</p>			
STANDARD 4- Instruction & Method	U 0	A 1	E 2
<p>The instructor:</p> <p><b>Unsuccessful:</b> <b>a)</b> is not aware of learner needs, seldom or never seeks to maximize audience engagement nor taps into participant background or knowledge <b>b)</b> does not utilize effective adult education methodology and instructional techniques nor adjusts to maximize engagement <b>c)</b> does not monitor progress nor adjusts where appropriate</p> <p><b>Acceptable:</b> <b>a)</b> is somewhat aware of learner needs, occasionally seeks to maximize audience engagement and may tap into participant background or knowledge <b>b)</b> uses basic adult education methodology and instructional techniques and may adjust to maximize engagement and generate some discussion <b>c)</b> sometimes monitors progress and adjusts where appropriate</p> <p><b>Exceptional:</b> <b>a)</b> is consistently aware of learner needs and uses various techniques to maximize audience engagement and taps into participant background and knowledge <b>b)</b> demonstrates the principles of adult education methodology and instructional techniques while adjusting to maximize engagement, generate discussion, and enhance participant retention and application <b>c)</b> monitors progress and adjusts delivery where appropriate</p>			

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STANDARD 5- Behaviors (Professional Attitudes & Dispositions)	U 0	A 1	E 2
<p>The instructor:</p> <p><b>Unsuccessful:</b> <b>a)</b> does not demonstrate a positive attitude towards learning — the belief that “all students can learn” the IRWA (including its learning program/resource materials), nor professional development of self, participants and colleagues <b>b)</b> is not committed to learner fairness, IRWA’s ethics and expectations nor to creating a mutually-respectful learning environment <b>c)</b> does not strive to educate and motivate all learners</p> <p><b>Acceptable:</b> <b>a)</b> demonstrates a good attitude toward learning, the IRWA (including its learning program/resource materials), and professional development of self, participants and colleagues <b>b)</b> has an emerging commitment to learner fairness, learning excellence, IRWA’s ethics and expectations, and creates a mutually respectful learning environment based on the belief that all participants can learn <b>c)</b> is beginning to strive to educate and motivate all learners</p> <p><b>Exceptional:</b> <b>a)</b> demonstrates an impeccable attitude towards learning, the IRWA (including being an expert knowledgeable and reliable resource on the IRWA learning program), and professional development of self, participants and colleagues <b>b)</b> is committed to learner fairness, learning excellence, IRWA’s ethics and expectations, and the sharing of helpful resources <b>d)</b> creates a mutually respectful learning environment based on the belief that all participants can learn <b>c)</b> strives to educate and motivate all learners</p>			