

Adult Education Endorsement: Specifications, Competencies, & Requirements



Purpose

Utah Adult Education provides transformative, learner-centered, high-quality, evidence-based education that leads to sustainable employment and personal success. We assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency while completing a secondary education.

This endorsement recognizes an educator's understanding of the unique needs of adult learners and their ability to create equitable and meaningful educational opportunities. ***While not required for employment in adult education, it serves as a voluntary pathway for professional development and signifies a commitment to ongoing growth and effective service to adult learners.***

Prerequisites

To be eligible for this endorsement, applicants must have a current Utah Educator License.

Endorsement Competency Requirements & Descriptions

The following competencies represent key areas of professional knowledge and skill for effective adult education practice. Completion of this endorsement signifies that educators have engaged in focused professional learning in these areas.

- 1. Understand the Current Landscape of Adult Education:** Adult education professionals demonstrate an understanding of the adult education landscape at the national, state, and local levels, and actively engage in their local program's planning and improvement processes.
 - 1a) An adult educator can **summarize** the main goals of the Workforce Innovation and Opportunity Act (WIOA).
 - 1b) An adult educator can **access** state adult education policies and procedures, professional learning opportunities, and other resources.
 - 1c) An adult educator can **participate** in their local program's strategic planning process by [e.g., contributing to needs assessments, developing goals, implementing improvement plans] and **document** their contributions.
- 2. Apply Adult Learning Theory:** Adult education professionals apply adult learning theories to reduce barriers to learning and increase student motivation and retention.
 - 2a) An adult educator can **analyze** and **apply** key principles of adult learning theory (e.g., andragogy) in their instructional design and delivery.

- 2b) An adult educator can **identify** common barriers to adult learning (e.g., lack of time, low self-efficacy), **implement** research-based strategies to mitigate those barriers, and **document** the strategies used and their impact on learner engagement.
3. **Design Learner-Centered Instruction:** Adult education professionals implement learner-centered instructional strategies, including Universal Design for Learning (UDL) and Personalized Competency-Based Learning (PCBL), to create engaging and accessible learning experiences.
 - 3a) An adult educator can **design** and **implement** learner-centered instructional activities that incorporate UDL and PCBL principles to provide relevant, engaging, and accessible learning pathways.
 4. **Integrate Adult Education Standards:** Adult education professionals provide high-quality instruction by incorporating College and Career Readiness Standards (CCRS) and Adult Education English Language Proficiency Standards (ELPS) and utilizing effective instructional cycles.
 - 4b) An adult educator can **integrate** CCRS and ELPS (where applicable) into the design of instructional units and lesson plans.
 - 4c) An adult educator can **utilize** a high-quality instructional cycle (e.g., plan, teach, assess, reflect, adjust) to design and deliver instruction that promotes learners' high-order thinking, communication, and problem-solving skills.
 5. **Demonstrate Cultural Responsiveness:** Adult education professionals demonstrate cultural responsiveness by recognizing the impact of trauma on learning, understanding the perspectives of diverse learner populations, and implementing culturally responsive and trauma-informed practices to create a supportive and inclusive learning environment.
 - 5a) An adult educator can **explain** the impact of trauma on the adult learner's brain and learning process.
 - 5b) An adult educator can **adapt** and **implement** culturally responsive teaching practices to foster a safe and supportive learning environment.
 6. **Apply Evidence-Based Reading Strategies:** Adult education professionals provide high-quality instruction by demonstrating knowledge of the science of reading and applying evidence-based strategies to support adult learners in developing essential reading components.
 - 6a) An adult educator can **explain** the science of reading and **apply** evidence-based strategies to support adult learners in developing essential reading components (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension).
 7. **Engage in Ongoing Professional Learning:** Adult education professionals engage in ongoing professional learning to deepen their knowledge and skills, adapt to the evolving needs of their students and community, and continuously improve their practice.
 - 7a) An adult educator can **participate** in ongoing professional development activities that address the specific needs of their students and community, and **reflect** on how this learning informs and improves their instructional practice.

Evidence Options

For each competency, educators may select from the options below and attach appropriate evidence when submitting their application. For Adult Education Canvas Courses, Microcredentials, and USBE-hosted Conferences, educators must attach a copy of their MIDAS transcript and highlight options utilized for this application. For LINCS courses, Essential Education courses, and non-USBE-hosted conferences, educators will upload certificates of completion.

Competency #1: Understand the Current Landscape of Adult Education

Complete the following:

- Adult Education Professional Learning Canvas Course #1: Adult Education from a National, State, and Local Perspective

Competency #2: Apply Adult Learner Theory

Complete one of the following:

- Adult Education Professional Learning Canvas Course #2: Understanding and Engaging Adult Learners
- Understanding and Engaging Adult Learners Microcredential Pathway
 - Applying Adult Learning Theory
 - Identifying and Overcoming Barriers to Adult Learning
 - Motivating Adult Learners to Persist
- Instructional Coaching Endorsement Adult Learning Theory Microcredential Pathway
 - Building Capacity for Self-Efficacy
 - Educator Stages of Development
 - Theories of Change
 - USBE Professional Learning Standards
- Instructional Coaching Endorsement Adult Learning Theory Canvas Course
- Essential Education PD Course: Motivating Adult Learners

Competency #3: Design Learner-Centered Instruction

Complete one of the following:

- Adult Education Professional Learning Canvas Course #3: Meeting the Needs of Adult Learners Through Universal Design for Learning
- Adult Learning: Meeting Diverse Needs Through Universal Design for Learning Microcredential Pathway
 - Universal Design for Learning—Adult Learners
 - Supporting Diverse Learner Populations in Adult Education
 - Personalized Competency-Based Learning in Adult Education
- LINCS Universal Design for Learning Course Series
 - UDL: It All Starts With a Goal
 - UDL: Learning that Works for All

- UDL: Making Math Matter
- UDL: Making Reading & Writing Matter
- UDL: Building Communities for Learning
- UDL: Self-Advocacy for Work & Learning
- UDL: Improving Systems for Adult Education

Competency #4: Integrate Adult Education Standards

Complete one of the following:

- Adult Education Professional Learning Series Canvas Course #4: Mastering Standards-Based Instruction in Adult Education
- Adult Education Standards-Based Instruction Microcredential Pathway
 - Adult Education Standards
 - Proficiency Scales
 - Instructional Resources and AI
- Attend a state-sponsored standards-based instruction workshop (Standards in Action, Teaching the Skills That Matter, Etc.)
- LINCS Content Standards for English Language Learners Course Series:
 - ELP1: Introduction to the ELP Standards for Adult Education
 - ELP2: Analyzing Student Tasks
 - ELP3: Digging Deeper into the ELP Standards for Adult Education

Competency #5: Demonstrate Cultural Responsiveness

Complete one of the following:

- Adult Education Professional Learning Series Canvas Course #5: Trauma-Informed Teaching for Adult Education
- Attend an LEA-approved workshop on Trauma-Informed Teaching Practices (Full day or equivalent, Agenda and Admin Verification Required)
- Trauma-Informed Practices Microcredential Stack
 - Trauma and its impact
 - Brain science of trauma
 - Creating a trauma-responsive classroom
 - Collaboration with families and communities with a trauma lens

Competency #6: Apply Evidence-Based Reading Strategies

Complete one of the following:

- Adult Education Professional Learning Series Canvas Course #6: Evidence-Based Reading Instruction for Adult Learners
- Adult Education: Supporting Learners with Low Literacy Microcredential Pathway
 - Essential Components of Reading
 - Identifying & Addressing Reading Difficulties in Adult Learners
 - Adapting Reading Instruction for Adult Learners

- LINCS Teaching Adults to Read Course Series
 - Teaching Beginning and Intermediate Readers
 - Teaching Advanced Readers
- Essential Education PD Course “Identifying and Remediating Reading Skill Difficulties”

Competency #7: Engage in Ongoing Professional Learning

- Customize your learning by selecting 4 additional activities from the following options (Educators may not duplicate any of the activities used for previous competencies):

Adult Education Professional Learning Canvas Course Series Options:

- Course 2: Understanding and Engaging Adult Learners
- Course 3: Meeting the Needs of Adult Learners Through Universal Design for Learning
- Course 4: Mastering Standards-Based Instruction in Adult Education
- Course 5: Trauma-Informed Teaching for Adult Educators
- Course 6: Evidence-Based Reading Instruction for Adult Learners
- Course 7: Best Practices for Supporting Adult English Learners
- Course 8: Supporting Adult Learner Success

Microcredential Options:

- Understanding and Engaging Adult Learners
 - Applying Adult Learning Theory
 - Identifying and Overcoming Barriers to Adult Learning
 - Motivating Adult Learners to Persist
- Adult Learning: Meeting Diverse Needs Through Universal Design
 - Universal Design for Learning—Adult Learners
 - Supporting Diverse Learner Populations in Adult Education
 - Personalized Competency-Based Learning in Adult Education
- Adult Education Standards-Based Instruction
 - Adult Education Standards
 - Proficiency Scales
 - Instructional Resources and AI
- Supporting Adult Learners with Low Literacy
 - Essential Components of Reading
 - Identifying & Addressing Reading Difficulties in Adult Learners
 - Adapting Reading Instruction for Adult Learners
- Best Practices for Supporting Adult English Learners
 - Differentiation in Adult Language Instruction
 - Integrating Language and Content: Numeracy and Digital Literacy
 - Preparing English Learners for the Workforce
- Supporting Adult Learner Success

- Prior Learning Assessments
- Using Assessment Data to Set Goals
- Supporting Distance Learning Through Building Community
- Mentoring and Transition Support

LINCS Course Options

- Adult Career Pathways
 - Instructional Considerations for Adult Career Pathways
 - Building a Bridge to Adult Career Pathways
 - Building Strategic Partnerships: Engaging Employers
- Integrated Education and Training
 - ADVANCE Integrated Education and Training: IET Fundamentals
 - Integrated Education and Training Design Toolkit
 - Creating Adult Pre-Apprenticeships
- English Language Acquisition
 - ESL Pro Module 1: Meeting the Language Needs of Today's Adult English Language Learner
 - ESL Pro Module 2: Integrating Digital Literacy into Adult English Language Instruction
 - ESL Pro Module 3: Preparing English Learners for Work and Career Pathways
- Content Standards for English Language Learners
 - ELP1: Introduction to the ELP Standards for Adult Education
 - ELP2: Analyzing Student Tasks
 - ELP3: Digging Deeper into the ELP Standards for Adult Education
- Teaching Adults to Read:
 - Teaching Beginning and Intermediate Readers
 - Teaching Advanced Readers
- Integrating Technology
 - Integrating Technology in the Adult Education Classroom
 - Open your Classroom with OER
 - Build a Lesson with OER
- Universal Design for Learning
 - UDL: It All Starts With a Goal
 - UDL: Learning that Works for All
 - UDL: Making Math Matter
 - UDL: Making Reading & Writing Matter
 - UDL: Building Communities for Learning
 - UDL: Self-Advocacy for Work & Learning
 - UDL: Improving Systems for Adult Education
- Science
 - Teaching Energy Literacy to Adult Learners
 - Engaging Adult Learners in Science
 - Project-Based Science Instruction for Career Preparation

Essential Ed Professional Learning Courses:

- Motivating Adult Learners to Persist
- Blended Learning In Adult Education
- Identifying and Remediating Adult Reading Difficulties

Local Conference Attendance

- Adult Education Fall Conference
- Corrections Education Convening
- English Language Acquisition (ELA) Teachers' Summit
- Adult Education Small Programs Summit
- Other Local Conference Approved By Local Program Director (Must Be Adult Education Specific)

National/Regional Conference Attendance

- Coalition on Adult Basic Education (COABE)
- Mountain Plains Adult Education Association (MPAEA)
- GED Annual Conference
- ProLiteracy
- Teachers of English to Speakers of Other Languages (TESOL) Annual Conference
- CASAS Summer Institute
- Other National/Regional Conference Approved By Local Program Director (Must Be Adult Education Specific)

Resources

- **Adult Education Professional Learning Canvas Course Series** self-enrollment links can be found at the [Adult Education eMedia Hub](#).
- The **Adult Education Professional Learning Calendar** can be found at USBE [Adult Educator Resources](#).
- **Utah Microcredentials** can be found at [MIDAS Education Microcredentials](#).
- **LINCS Courses** can be found at [LINCS Courses](#). A free account is required to access courses.
- **Essential Education Courses** are available for self-enrollment [HERE](#).

To Apply

Please apply online in the Utah Educator Licensing Application system: [Applications for Utah Educator Licensing](#). **Have your completed *Adult Education Endorsement Application Checklist* and supporting documentation ready to upload.** For Adult Education Canvas Courses, Microcredentials, and Local Conferences, you must attach a copy of your MIDAS transcript and highlight the options utilized for this application. For LINCS and Essential Education Courses and non-USBE-hosted conferences, upload your certificates of completion.