

Using Checklists in Adult Education

Have you considered utilizing checklists when doing workforce preparation activities with your adult learners? If you recently participated in [webinars offered by COABE](#), you may have heard both Sarah Z. Gutting and Susan Roberts share the benefits of using checklists in the Adult Education classroom. Below are just a few checklists and other resources available through the Workforce Development Project that instructors and case managers may find useful.

- [Foundation Skills Self-Appraisal](#) A printable self-appraisal checklist that documents a students' foundation skills and competency levels. Teachers and case managers can use this completed self-appraisal to set learning goals, guide instruction, and informally assess progress.
- [Career Information Checklists](#) This document includes four leveled checklists. Checklist I is designed for students in Beginning ABE/ESL classes. Each level has more complex activities, with Career Information Checklist IV designed for Adult Secondary Education students. Case managers and teachers can use the checklists with students to track career exploration, career awareness, and workforce preparation progress.
- [PA Career Guide Companion Document](#) This document provides guiding questions to use along with the PA Career Guide. Case managers and teachers can use the PA Career Guide and this companion document to assist adult learners in completing interest assessments and exploring self-sustaining career options.
- [Checklists and Standards-Based Sample Activities](#) This checklist identifies career awareness topics to be addressed and who within an agency will be addressing them. Staff can work together to determine which topics to include in their delivery of career awareness, and whether topics should be delivered by a case manager, or embedded into instructional activities that align with the College and Career Readiness Standards.
- [Contextualized Instruction Inventory](#) This document utilizes a chart format to record contextualized instruction activities. Teachers can use this to help determine how instructional activities might align to local sectors, address basic workplace skills, and clarify expected outcomes of the contextualized activities.

For additional resources or technical assistance, please contact KayLynn Hamilton (klh267@psu.edu) or Chrissie Klinger (cok5111@psu.edu)