Arizona Department of Education
John Huppenthal, Superintendent of Public Instruction

Arizona

Adult Education

ABE/ASE Teacher Standards

for English Language Arts

www.azed.gov/adult-ed

Teacher Standards Introduction

Purpose of These Standards

The Arizona Department of Education-Adult Education Services offers these standards to guide the preparation, hiring, and professional learning for adult educators. The standards specify what any individual responsible for teaching English Language Arts, mathematics, or English Language Acquisition to adult education students should know and be able to do—an agreed upon body of knowledge and skills that defines high quality instruction.

Value to the Adult Learner:

The standards offer a common set of professional standards for the benefit of the students that adult educators serve. The standards represent a proactive effort by Arizona's adult education community to establish a strong foundation for effective delivery of services to adult learners and to foster positive learner outcomes.

Value to Programs and Instructional Practices:

The standards serve as a framework and reflective tool for program administrators to use with their staff to improve—not punish—teachers and to share best practices across the program. Such standards will enable program administrators and adult educators to identify areas of strengths and weaknesses, and to plan for program and instructional improvement. Program administrators may adapt the standards to develop instruments for performance observations, self-appraisals, hiring, and professional learning goals.

Value to the Profession of Adult Education:

The Standards Initiative raises the bar on instructional performance and accountability that, in turn, will serve to increase the credibility of adult education. Adherence to these standards should ensure the public that adult teachers in Arizona are prepared to implement research and evidence based instructional practices.

How the Standards Were Developed

An outstanding cadre of adult educators throughout the State and college faculty developed these standards. They worked for almost two years—through a series of regular face-to-face meetings, analyses of research, and electronic communications—to identify skills, behaviors, and practices that characterize effective instruction. The teams—English Language Arts, English

Language Acquisition, and mathematics—collected and analyzed a range of literature, including research on adult learning theory, instructional strategies, and professional teaching knowledge, as well as national and international models of teacher standards. The standards were developed in several phases. First a set of standards was developed that could serve as a framework for all adult educators (the common content is shaded). Then standards were added to specifically address the work of each of the disciplines in promoting language development, literacy, and mathematics proficiency in their students. The intent of the team from the very start was to develop a document that included a core set of competencies that were at once complete, yet not overwhelming. Through multiple drafts and re-writes and robust discussions over the course of several months, a fundamental priority was to produce a user-friendly document that contains clear and concise language understandable to all.

How to Read These Standards

The standards outline competencies related to subject matter knowledge, a range of pedagogical and technical skills, and professional learning and development. The instructor competencies are divided into five broadly defined categories:

STANDARD I: ***Foundational Knowledge:*** The teacher demonstrates knowledge of adult learning and the process by which learners acquire a new knowledge and skills.

STANDARD II: ***Ongoing Assessment:*** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to make decisions about planning and instruction.

STANDARD III: ***Instructional Design/Planning:*** The teacher demonstrates knowledge of the AZ Adult Education content standards and designs instruction to ensure learner engagement and achievement.

STANDARD IV***: Instructional Delivery:*** The teacher understands and uses a variety of student-centered instructional strategies to build on what learners already know and to encourage learners to apply new knowledge and skills.

STANDARD V: ***Teacher Quality and Leadership:*** The teacher is a reflective practitioner who strives to strengthen the effectiveness and quality of instruction and collaborates with colleagues to improve student performance.

Performance indicators and discussion questions (first column) and sub-indicators (second column) operationally define each one of the standards. In addition, sample “evidence" was developed (third column) that provides concrete examples of how the indicators may be demonstrated in teaching and learning environments.

STANDARD I

Foundational Knowledge: The teacher demonstrates knowledge of adult learning and the process by which learners acquire new knowledge and skills.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
A. Adult Learners and Development[1] *How does student diversity impact planning, instruction, and assessment?* *How can you cultivate a classroom environment that promotes respect for all?*	1. Knows and addresses who adult learners are and their sources of motivation 2. Demonstrates knowledge that: a. Adults have accumulated a foundation of life experiences and knowledge from work- and family-related activities, and/or previous education that is valued and connected to instruction b. Adult learning differs from children's learning in that it needs to be largely self-directed, problem-centered, experiential, goal-oriented, and of immediate value to students' personal and professional lives c. It is important to reduce anxiety and improve self-esteem and motivation in learners (i.e., the affective filter) through a variety of methods in order to break down barriers to learning 3. Knows the importance of: a. Engaging learners in decision-making about key aspects of their learning b. Creating classroom climates that are sensitive to student diversity and student goals c. Providing advice and referral to support students' learning, college, and career readiness goals 4. Knows and addresses learning differences in students and applies accommodations and adaptations as needed.	• Teacher models respectful attitudes toward students from various cultural communities, educational experiences, and economic and professional backgrounds • Teacher connects lessons to student goals and interests • Teacher fosters motivation and builds student confidence • Students have ample opportunities to actively participate in their learning
B. English Language Arts Proficiency	1. Models speaking, listening, reading, and writing standard academic English 2. Explains the reading-writing-speaking-listening connection and the	• Teacher uses appropriate grammar • Teacher demonstrates conventions such as correct capitalization, punctuation, and spelling etc. • Teacher demonstrates understanding of

[1] Shaded portions are common to all Adult Education Teachers.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
Are your students reading and writing in class every day? *What are your strategies to foster the daily habit of reading and writing outside of class time?* *How do you introduce the writing process to your students?*	need to integrate these in instruction 3. Explains the essential components of reading instruction including phonics and decoding, fluency, vocabulary, and comprehension 4. Recognizes appropriate levels of text complexity using the Common Scale for Band Level Text Complexity Ranges (see the adult education standards) 5. Knows the distinct qualities of different forms of literary and informational texts (e.g. poetry, drama, text book, biography) 6. Understands the necessity for students to engage in regular formal (composed over time and graded) and informal writing (low-stakes and impromptu) 7. Explains the recursive nature of the writing process, including teaching strategies for developing ideas, creating a draft, and revising and editing drafts 8. Understands the reading and writing skills that are needed to successfully transition students to post-secondary, employment and training opportunities	characteristics that make texts complex such as its vocabulary, syntax, levels of meaning, structure/organization of the text, etc. • Teacher includes stages of the writing process in instruction, including brainstorming, outlining, drafting, revising and editing

STANDARD II

Ongoing Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to make decisions about planning and instruction.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
A. Summative and Formative Assessments *What is important to remember when administering standardized assessments?* *What data sets do you collect and analyze and how can you use them to plan instruction?* *How can you provide feedback to your students?*	1. Understands and implements state assessment policies 2. Administers standardized assessments with high fidelity 3. Uses multiple formative measures to assess students on their progress and to inform instruction 4. Provides timely, appropriate, and useful feedback to learners on their progress	• Teacher provides information on the variety of assessments used • Teacher demonstrates test administration processes that align with standardized test practices • Teacher explains how feedback on assessments is provided to learners • Teacher uses a range of formative assessments such as performance, projects, observations, simulations, and student work products
B. Monitoring and Adjusting Instruction *How do you know when the lesson is not working as planned?* *What do you do when a lesson is not working as planned?* *How do you guide learners to identify their own errors?*	1. Uses learner feedback to adjust the pace of instruction and modify instructional strategies 2. Provides prompt and accurate feedback to reinforce learning 3. Engages learners in self-assessment and monitoring of their own progress	• Teacher regularly monitors student understanding of lesson content by circulating around the room to check on students' work, listening to students' verbal responses and paying attention to students' non-verbal cues • Teacher provides feedback by modeling the correct answer, asking simpler questions, providing hints, or asking students to explain their answers • Students are given the opportunity to reflect on what they've learned or practiced orally and/or in writing

STANDARD III:

Instructional Design & Planning: The teacher demonstrates knowledge of the AZ Adult Education content standards and designs instruction to ensure learner engagement and achievement.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
A. Effective Lesson Design *How do you design student-centered lessons?* *What learner considerations do you include in your planning?* *How can you use assessment data to design lessons?* *How do you choose the activities and strategies for your lesson?*	1. Uses student assessment data to guide lesson development 2. Designs lessons that target specific content standards 3. Designs learning experiences that accommodate the specific needs of students, including different rates and styles of learning 4. Designs lessons that include a. Measurable objectives b. Connections to prior knowledge and previous lessons c. Sufficient opportunities for practice d. Checking for understanding e. Applications to the real world f. Effective pacing of lesson activities g. Student reflection on their learning 5. Integrates a variety of instructional and technology resources into the lesson 6. Designs assignments/classroom activities that extend beyond knowledge and recall to include higher level thinking skills 7. Varies the types of interaction in the lesson to maximize motivation and engagement of all students (e.g., independent, small group, pair, and whole class)	• Teacher provides a written lesson plan aligned to student data, content standards, and sub-indicators • Teacher selects appropriate curricular resources and instructional materials to support student learning • Teacher creates a range of learning experiences, including problem-solving, reflection, application, analysis, evaluation, and/or synthesis of new skills and information. • Lesson moves along at a good pace so that students are challenged but not overly frustrated or bored.
B. Design Priorities for English Language Arts *Have you organized instruction around the close reading of complex texts?*	1. Integrates reading, writing, speaking and listening so that students will apply and synthesize advancing literacy skills 2. Designs reading instruction that: a. Assesses students' skills in the essential components of reading, including phonemic awareness, phonics fluency, vocabulary, and comprehension to inform	When viewing lesson plans or other teacher artifacts, it is clear that: • Curriculum aligns to the state standards • A text or texts are a central focus of instruction, i.e., lesson dedicates time for reading, writing, and speaking about texts • The texts used in the lesson falls within appropriate

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
Do you consistently employ text dependent questions that ask students to support their answers with evidence drawn from the text? *Are students provided with opportunities to write regularly?* *Do student have opportunities to get feedback on their correct usage of grammar and conventions?*	lesson design b. Makes close reading of text a central focus of instruction c. Focuses on quality text selections that are appropriately complex d. Emphasizes informational text (75 percent informational to 25 percent literature) e. Prepares text-dependent questions that will guide students to read closely, examine textual evidence, and discern subtle meanings 3. Designs writing instruction that: a. Explicitly incorporates the stages a writing process b. Includes a balance of writing on-demand, focused research projects and other writing involving multiple drafts and revisions c. Designs specific assignments that ask for the written analysis of texts 4. Designs language instruction that: a. Integrates grammar into literacy instruction, and includes authentic opportunities to teach particular grammar lessons b. Systematically focuses on building students' academic vocabulary as well as the ability to determine words from context	levels of complexity • Appropriate assignments address steps in the writing process • Curriculum builds on previous levels of learning • Activities are sequenced logically • Writing is a regular part of the curriculum, including journals blogs short summaries, g analyses of what students read, research projects, etc. • Writing assignments focus on analytic writing (e.g. writing to inform, explain, or make an argument)

STANDARD IV

Instructional Delivery: The teacher understands and uses a variety of student-centered instructional strategies to build on what learners already know and to encourage learners to apply new knowledge and skills.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
A. Learning Environment *What do you do to create a supportive environment that engages all learners?* *How do you physically organize your classroom space to facilitate student engagement?*	1. Creates environments that build a safe and supportive learning community 2. Keeps all learners purposefully engaged 3. Models and promotes constructive and respectful interactions in the classroom 4. Integrates information and communication technologies into instruction	• Classroom is organized in a way that encourages students to collaborate with each other • Classroom norms and routines are evident • Students are actively engaged and on-task • Teacher integrates digital literacy skills by using collaborative tools and environments such as Web 2.0 technologies

B. Effective Elements of Instruction
 	
What strategies do you use to make activities accessible to all students?
 	
Are your activities relevant to students' experiences outside of class?
 	
How do you use questions to challenge students and promote critical thinking?
 	
What are some different ways to check for student understanding?
 	
How can you help students develop strategies for monitoring their own thinking process?
	1. Implements lessons that:
	a. Communicate lesson objectives clearly to students
	b. Explicitly link new concepts to familiar concepts and make connections to prior knowledge
	c. Explain concepts and tasks clearly using a variety of techniques (e.g., modeling, visuals, gestures and body language, hands-on materials, demonstrations)
	d. Provide sufficient opportunities for guided and independent practice
	e. Use scaffolding techniques that move students from one level of understanding to a higher level, and systematically reduce assistance as students become proficient
	f. Appropriately sequence and pace the learning
	g. Monitor individual and group activities for understanding and provide feedback as appropriate
	h. Provide closure to a lesson that reviews lesson objectives, summarizes student learning, and previews the next lesson
	
	2. Provides learning experiences that:
	a. Promote cooperation and collaboration, including meaningful interactions with the teacher and with one
		• Communicating Objectives
		  • Teacher identifies what knowledge and skills the students will be learning (e.g., in writing, orally, visually, through an activity) and
		• Linking New to Familiar Concepts
		  • Students demonstrate (verbally or through body language) that they have prerequisite knowledge/ skills to understand lesson content
		  • Teacher elicits prior knowledge of students and asks how that knowledge can be applied to the new lesson when appropriate
		• Scaffolding Techniques
		  • Teacher provides time for independent and guided practice to reinforce the knowledge and skills from the lesson
		• Pacing Lessons
		  • Students appear to be following and understanding the content as teacher presents it
		  • Teacher builds activities one on another
		• Providing Learning Experiences
		  • Students actively participate in the lesson through

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
	another b. Offer adult learners instruction and practice in using language and opportunities for authentic or real-world applications of newly learned skills and knowledge 3. Engages in effective questioning techniques that: a. Foster opportunities for students to pose their own questions in order to clarify key concepts, increase their understanding, and take ownership of their learning b. Elicit learners' prior knowledge and skills in order to make connections to new concepts and skills c. Require students to apply, analyze, synthesize or evaluate what they are learning and to clarify or explain their answers d. Consistently provide sufficient wait-time for student responses to questions 4. Models meta-cognitive strategies for students to encourage them to reflect on and monitor their progress	discussions, collaborative projects, and independent work. • Questioning Strategies • Teacher uses question strategies to find out what students already know • Teacher offers sequences of questions to stimulate student thinking and to check on understanding • Teacher varies wait time for students to respond to question/s and provides more time for cognitively demanding questions • Meta-cognitive Strategies: Teacher prompts students with questions like: "When you get stuck, what might you do?" "Why are we practicing this skill?" "How will it help you?" "How will you use what we are learning outside of class?" "What did we learn today?"
C. Instructional Strategies for English Language Arts *How do you cultivate student interest in the text?* *How do you move students forward toward reading independence?* *How do you teach grammar conventions, and vocabulary in context?*	1. Cultivates student interest and engagement in reading, writing, and speaking about texts 2. Facilitates evidence-based discussions and writing through thought-provoking questions 3. Integrates reading, writing, and oral communication skills throughout the lesson 4. Integrates targeted instruction in such areas as grammar and conventions, fluency, and all aspects of foundational reading 5. Provides reading instruction that: a. Incorporates essential components of reading instruction, including phonics and decoding, fluency, vocabulary, and comprehension b. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts	• Students engage in collaborative work including editing writing using electronic tools such as Google docs • Teacher structures effective collaborative conversations where students are building on each other's insights about high-quality texts • Teacher encourages students to generate inferences and understandings from texts Students engage in presentations, debates, and discussions • A majority of questions and tasks are text dependent. • Sequences of text-dependent questions asked by the teacher go beyond basic recall and comprehension and elicit sustained attention from students to the specifics of the text. • Writing assignments require students to cite textual evidence. • Teacher elicits observable evidence that a student can independently demonstrate the targeted standard/s with complex text(s). • Students are required to demonstrate their independent

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
	c. Focuses on building students' academic vocabulary throughout instruction d. Includes regular independent reading based on student choice to build interest, confidence, and motivation 6. Provides writing instruction that: a. Models the stages of a writing process, including brainstorming, outlining, drafting, revising and editing b. Focuses on analytic writing, such as writing to inform, explain or persuade c. Includes regular opportunities for students to conduct short, focused research projects 7. Provides language instruction that: a. Includes authentic opportunities for students to practice using correct grammar b. Offers repeated exposure to academic words to build fluency and improve reading comprehension c. Challenges students to think actively about how one word can have varied but related meanings depending on context	capacities to read, write, and speak about texts

STANDARD V

Teacher Quality and Leadership: The teacher is a reflective practitioner who strives to strengthen the effectiveness and quality of instruction and collaborates with colleagues to improve student performance.

Indicators & Guiding Questions	Sub-Indicators	Sample Evidence
A. Reflective Practice *What do you think are some of your strengths as a teacher?* *What do you think are some areas in need of improvement?*	1. Makes constructive self-appraisal of teaching, including assessing strengths and development needs 2. Reflects on practice of teaching and student learning through learning communities to foster collective responsibility for improving student performance	• Teacher shares a reflection journal • Teacher participates in professional learning communities • Teacher takes part in pre and post observation discussion and protocols • Teacher participates in collaborative professional development models, such as study groups, critical friends groups, etc.
B. Continuous Learning *What can you do to strengthen and broaden your content knowledge and instructional strategies ?* *How can you contribute to your profession?*	1. Aligns personal professional development goals with program goals and student learning needs 2. Actively engages in coherent and sustained professional development that builds knowledge and skills to improve instructional practice 3. Seeks out opportunities to advance his/her profession within the broader community	• Teacher participates in an on-going and collaborative process to plan, implement, and evaluate professional learning that is aligned to professional learning standards and results driven • Teacher shares individual professional learning plan • Teacher participates in professional organizations • Teacher engages in or facilitates professional learning at the local, state, and national levels
C. Program Improvement *How do you contribute to the success of your adult education program?*	1. Participates in and contributes to program improvement efforts 2. Uses data to monitor and manage the program's student learning and performance goals	• Teacher can articulate the mission and goals of the program and/or institution • Teacher collaborates with other teachers to set clear learning goals for his or her program • Teacher partners with other stakeholders to plan and implement professional learning that aligns teacher, student and program goals • Teacher regularly collaborates with other teachers in their program to ensure they are all teaching similar content to the same level/s of students • Teacher works with other teachers to link curriculum across levels of adult learning (vertical alignment)

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