



ADULT EDUCATION TEACHER Competencies



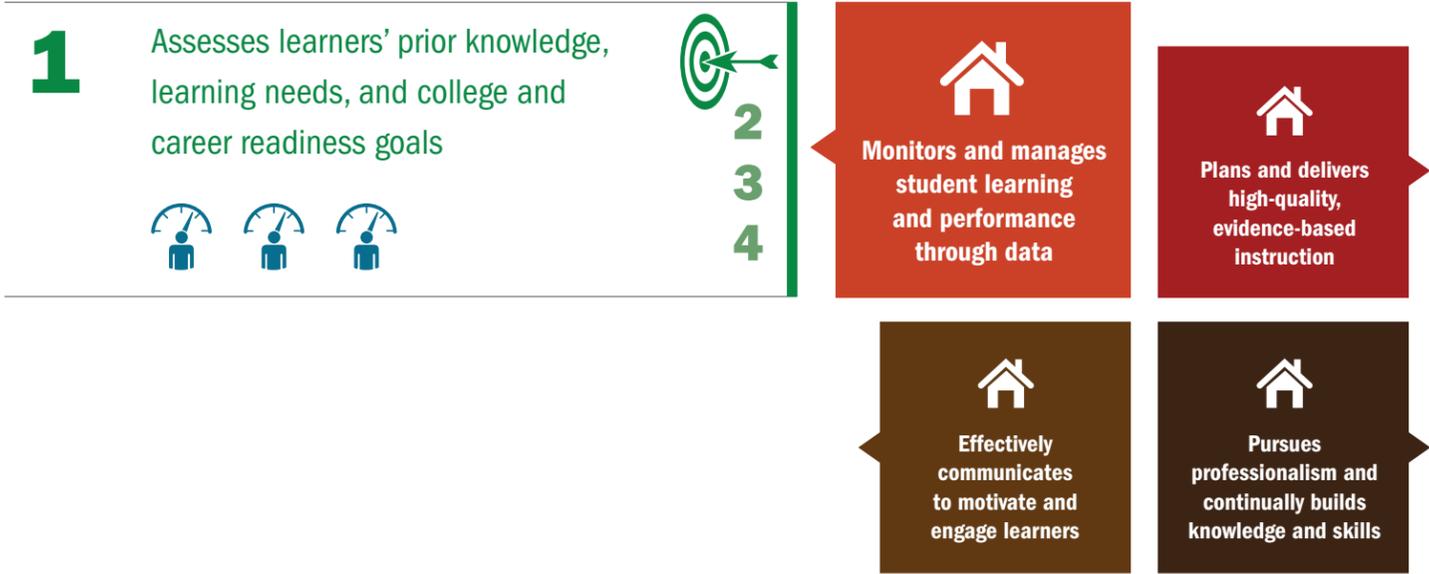
Competency



Performance Indicators



Sample Illustrations



1

Assesses learners' prior knowledge, learning needs, and college and career readiness goals



2
3
4



Monitors and manages student learning and performance through data



Plans and delivers high-quality, evidence-based instruction



Effectively communicates to motivate and engage learners



Pursues professionalism and continually builds knowledge and skills



Collects and reviews information on learners' content knowledge; prior learning experiences; and learning needs from school transcripts, questionnaires, and learner interviews



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On the first day of class, the teacher of a multilevel English as a second language (ESL) class identifies learners' needs and proficiency levels by asking learners to do quickwrites to describe themselves. The students can use pictures, words, sentences, and/or paragraphs. These quickwrites, coupled with short student surveys about their learning backgrounds, are placed in student portfolios and will be used in future student-teacher interviews.



Competency



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An Adult Basic Education (ABE) literacy teacher administers learner self-assessments at the beginning, middle, and end of the semester. The literacy teacher also collects work samples (e.g., student writings, student-made dictionaries, and quizzes) and helps the learners organize the information into portfolios. The ABE literacy teacher uses these portfolios during progress conferences and with learners who are feeling frustrated with their progress.



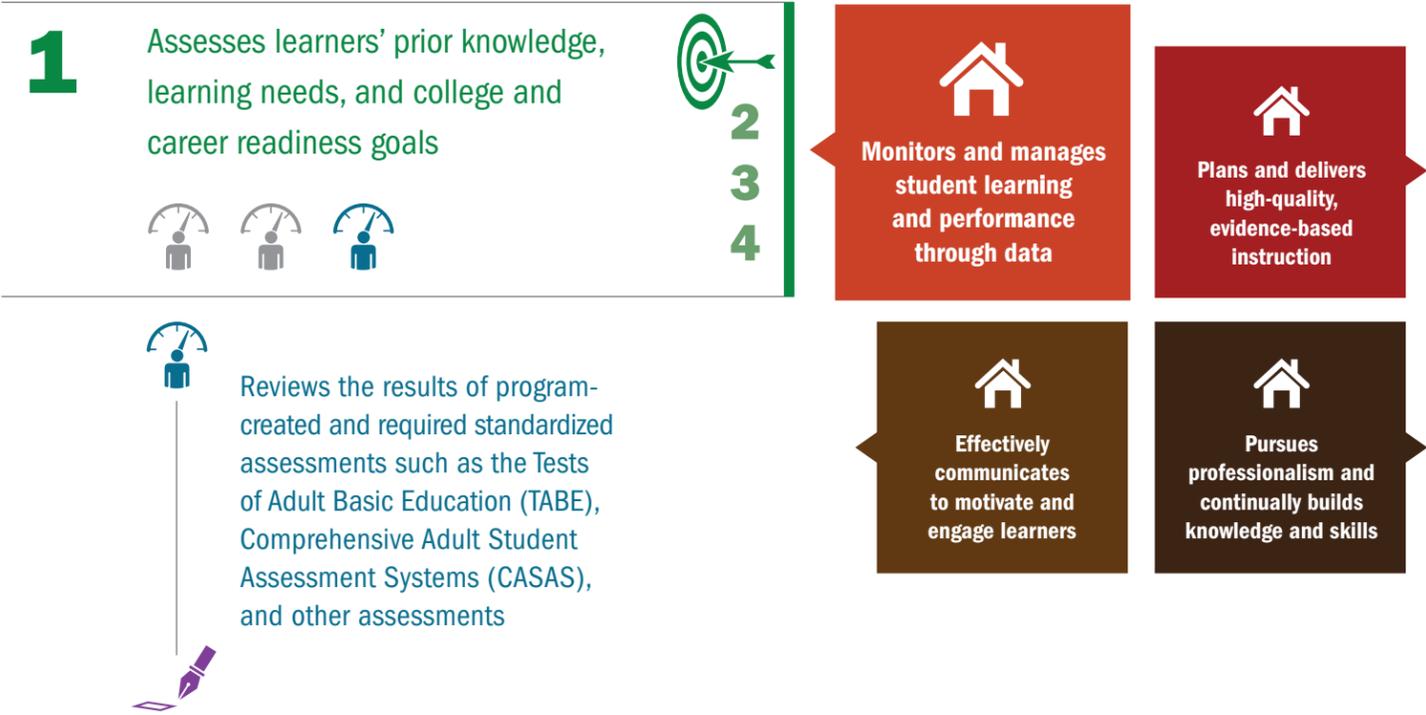
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Reviews the results of program-created and required standardized assessments such as the Tests of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS), and other assessments



An Adult Secondary Education (ASE) bridge to college mathematics instructor supplements the results of the program's standardized mathematics assessment by developing an assessment that incorporates mathematics content from a high school equivalency (HSE) exam and also from a local college placement exam. By reviewing results from both exams, the instructor is able to identify learners who would benefit from a bridge to college mathematics course, show learners why they would benefit from the course, and guide decisions about content for the course.



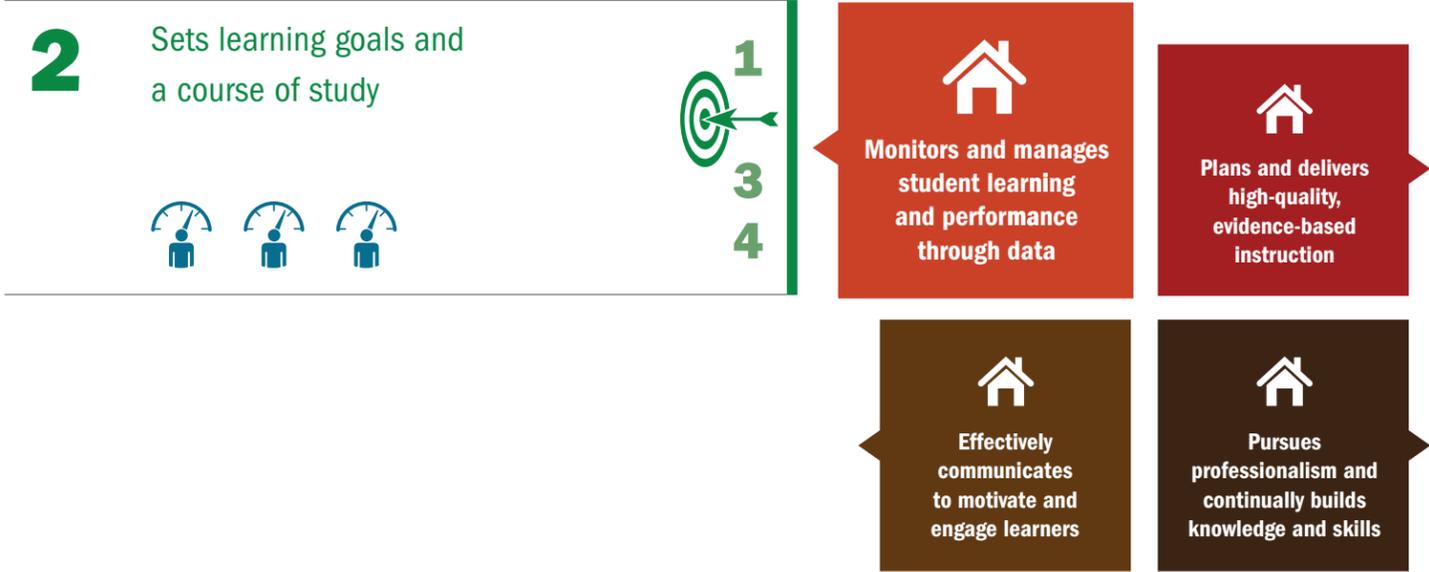
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Performance Indicators



Sample Illustrations



2

Sets learning goals and a course of study



Refers to assessments of students' learning needs and strengths, incoming content knowledge, and prior learning experiences to design courses of study and align learning goals




Monitors and manages student learning and performance through data


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Competency



Performance Indicators



Sample Illustrations

2 Sets learning goals and a course of study



Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills

Refers to assessments of students' learning needs and strengths, incoming content knowledge, and prior learning experiences to design courses of study and align learning goals



An ABE reading teacher finds that current learners, in their previous reading classes, answered basic comprehension questions from books written for adult emerging readers. With this information, the ABE reading teacher designs a series of activities that deepen learners' reading comprehension of slightly more challenging texts. The first activity asks learners to write letters to a character in the book, advising that character about how to solve a problem he or she is facing.



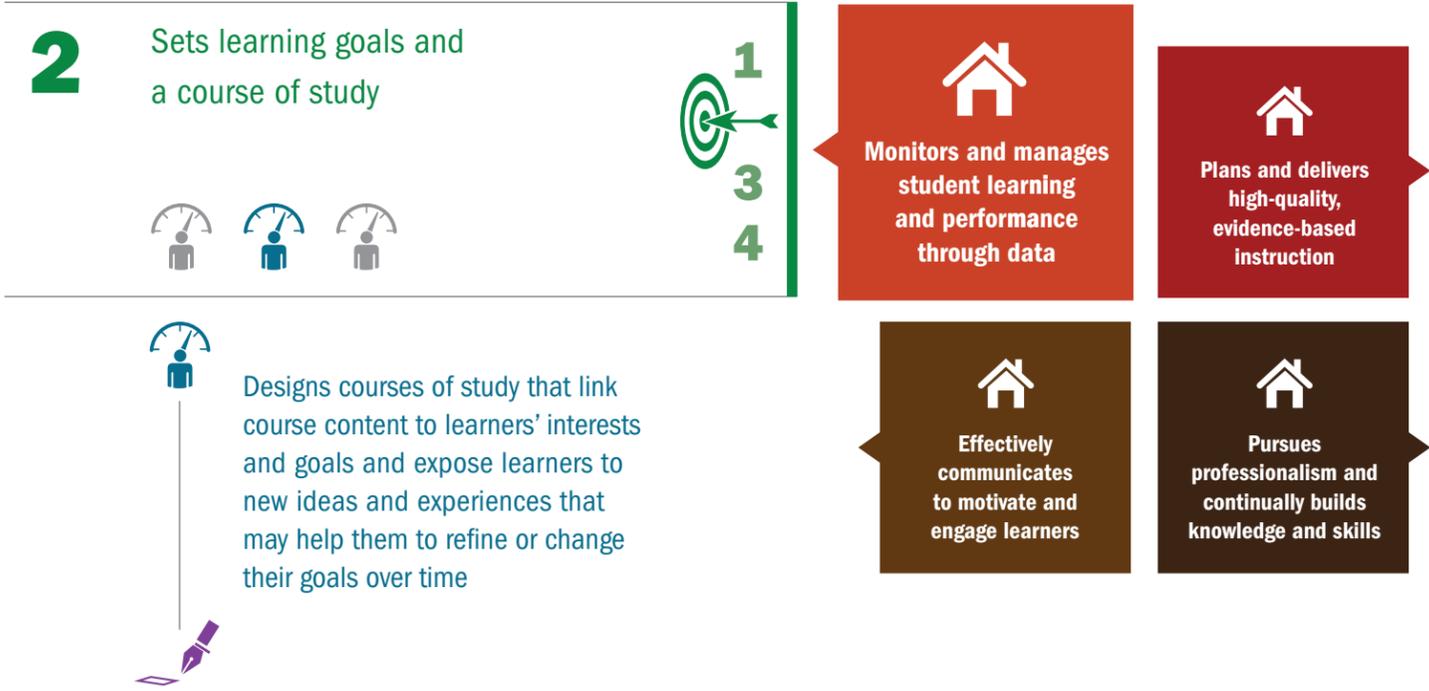
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Performance Indicators



Sample Illustrations



2 Sets learning goals and a course of study



Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction



Designs courses of study that link course content to learners' interests and goals and expose learners to new ideas and experiences that may help them to refine or change their goals over time



The teacher of a low-level ESL class supplies a diagram of possible student pathways upon completion of this class. Learners are asked to identify where they are in the diagram and where they would like to go. They then make similar diagrams of the school systems in their native countries and share the diagrams with the class.

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills



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Sample Illustrations

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Sets learning goals and a course of study




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Supports students' continued learning and college and career goals by providing access to advisors and counselors or planning tools



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Performance Indicators



Sample Illustrations

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Supports students' continued learning and college and career goals by providing access to advisors and counselors or planning tools



The teacher of an intermediate ESL class invites a college and career counselor to visit the class. Before the visit, the teacher presents a lesson on types of questions that a college and career counselor might be able to answer. Each learner identifies three questions to ask. The teacher collects the questions, identifies the 10 most common questions, and supplies them ahead of time to the counselor so that the counselor can tailor her presentation. At the end of the presentation, the counselor sets up one-on-one appointments so learners can ask personal questions.



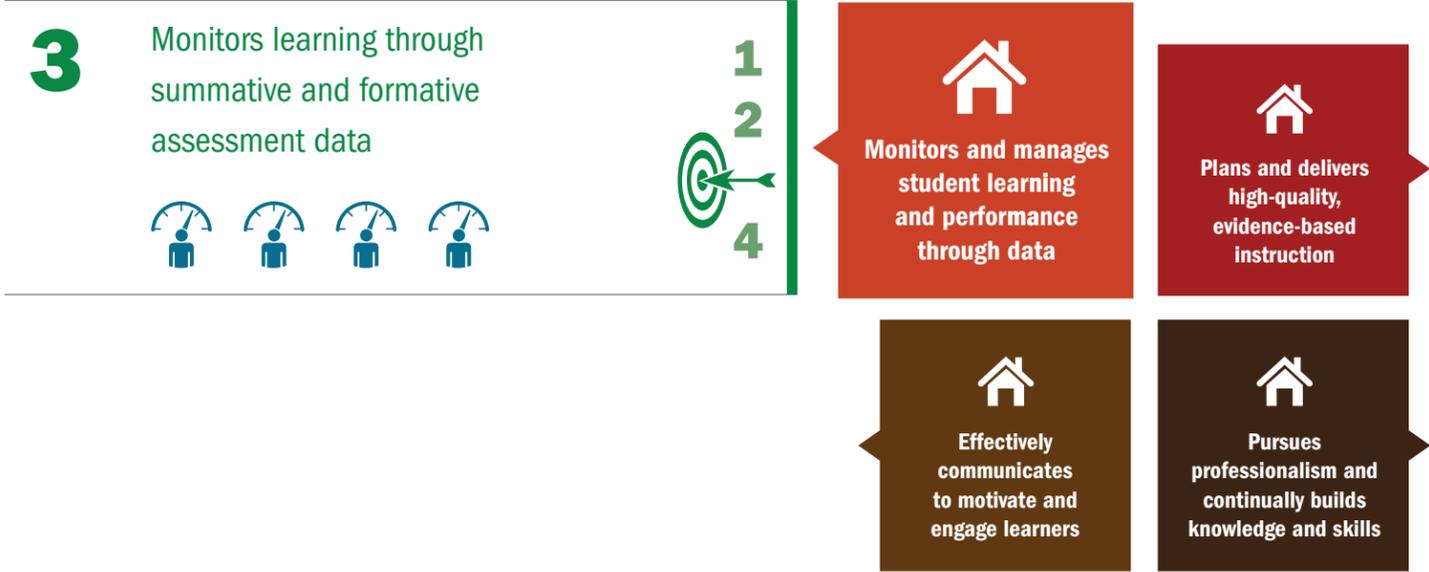
Competency



Performance Indicators



Sample Illustrations



3

Monitors learning through summative and formative assessment data



Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs) to monitor learning and adjust instruction



Monitors and manages student learning and performance through data



Plans and delivers high-quality, evidence-based instruction



Effectively communicates to motivate and engage learners



Pursues professionalism and continually builds knowledge and skills



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Performance Indicators



Sample Illustrations

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Monitors learning through summative and formative assessment data



Monitors and manages student learning and performance through data

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Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs) to monitor learning and adjust instruction



At the end of each day's lesson, an ABE instructor asks learners to write individual responses to one or two brief prompts relating to that day's key lesson objectives. These answers provide the instructor with a snapshot of student understanding that the instructor combines with other formative assessments in planning for the next lesson.



Competency



Performance Indicators



Sample Illustrations

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Monitors learning through summative and formative assessment data




Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction


Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Provides regular, detailed feedback to learners on the progress of their learning



Competency



Performance Indicators



Sample Illustrations

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Monitors learning through summative and formative assessment data




Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction


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Pursues professionalism and continually builds knowledge and skills



Provides regular, detailed feedback to learners on the progress of their learning



After 3 weeks of instruction, a bridge to college instructor holds a conference with each learner to review his or her attendance, class participation, organizational habits, and academic progress. The conferences provide each learner with an early opportunity to discuss areas of strength and concern.



Competency



Performance Indicators



Sample Illustrations

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2
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Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction


Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Uses required summative assessments to measure student progress toward learning goals over a specific instructional period and to make decisions about placement and goal-setting in a subsequent instructional period



Competency



Performance Indicators



Sample Illustrations

3

Monitors learning through summative and formative assessment data



Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills



Uses required summative assessments to measure student progress toward learning goals over a specific instructional period and to make decisions about placement and goal-setting in a subsequent instructional period



A team of ESL instructors reviews the results and diagnostic information from the program's standardized language skills assessment at the end of a cycle and uses a shared rubric to decide which students will advance to the next level. In addition to appropriately placing learners, the collaboration strengthens teachers' abilities to evaluate student writing.



Competency



Performance Indicators



Sample Illustrations

3

Monitors learning through summative and formative assessment data




Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction



Assists learners in reflecting on their own performance


Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Competency



Performance Indicators



Sample Illustrations

3

Monitors learning through summative and formative assessment data



Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills



Assists learners in reflecting on their own performance



At the beginning of a semester, an HSE teacher administers a learning goal assessment. At the end of an instructional unit, the HSE teacher administers a teacher-developed formative assessment. The HSE teacher shares the results with learners and works with them to tie the results to their learning goals (e.g., “I’ll be able to identify main ideas more easily by the end of the semester”), not just global skill improvements (e.g., “I’ll be a better reader”).



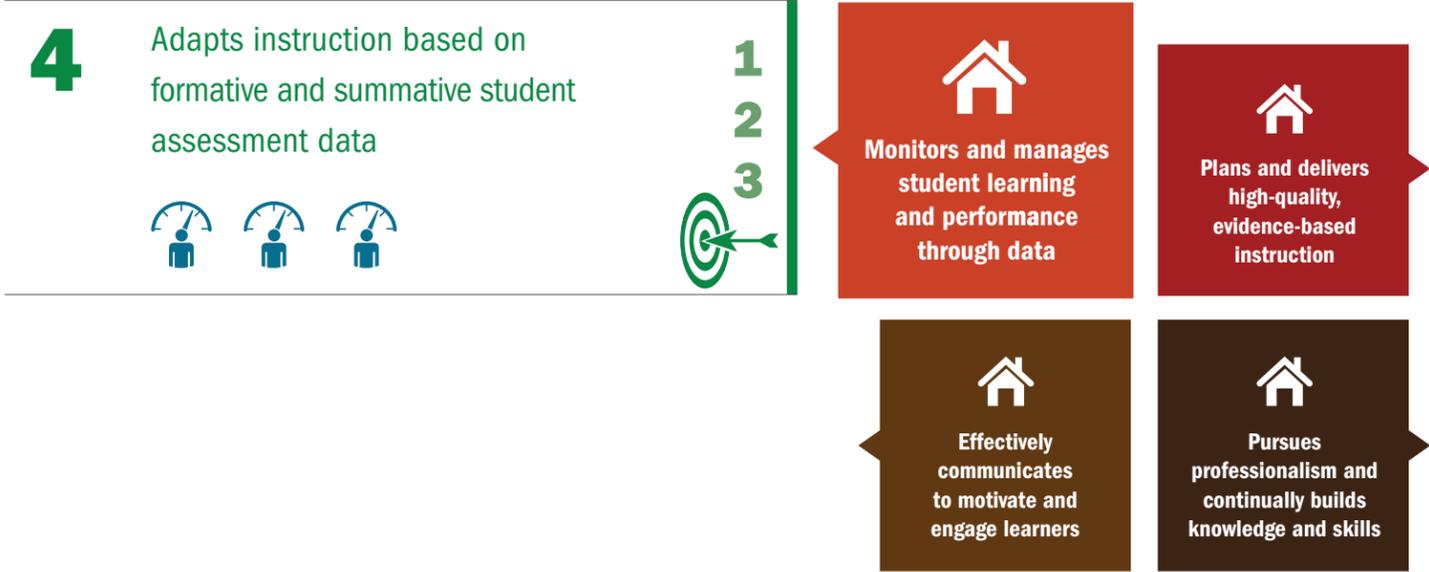
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Performance Indicators



Sample Illustrations



4

Adapts instruction based on formative and summative student assessment data




Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction


Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Uses formative assessment data to plan a range of supplemental activities for use with learners who struggle to achieve the lesson objectives or who would benefit from an extra challenge



Competency



Performance Indicators



Sample Illustrations

4

Adapts instruction based on formative and summative student assessment data




Monitors and manages student learning and performance through data


Plans and delivers high-quality, evidence-based instruction


Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Uses formative assessment data to plan a range of supplemental activities for use with learners who struggle to achieve the lesson objectives or who would benefit from an extra challenge



An intermediate-level ESL teacher collects two writing samples—a personal story and a summary of a short newspaper article—from students in the first 3 weeks of class. The teacher analyzes the samples for learner strengths and weaknesses in idea development, grammar and usage, and vocabulary use. The teacher then plans a series of learning stations so that students can work independently, in small groups, or with the teacher to practice specific language skills.



Competency



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Effectively communicates to motivate and engage learners


Pursues professionalism and continually builds knowledge and skills



Uses diagnostic information from required summative assessments to adapt instruction to reach learners who have difficulty with a particular approach and to deepen learner understanding more generally



Competency



Performance Indicators



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Monitors and manages student learning and performance through data


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Uses diagnostic information from required summative assessments to adapt instruction to reach learners who have difficulty with a particular approach and to deepen learner understanding more generally



In an intermediate ABE classroom, the teacher, after reviewing a midterm standardized assessment, notes that two students are having similar difficulties in independently evaluating information about reading passages. The teacher finds a reading passage or text of interest to both of them and asks them to work together to analyze the reading passage and put it into a classification chart.



Competency



Performance Indicators



Sample Illustrations

4

Adapts instruction based on formative and summative student assessment data



Uses student performance data to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge


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Uses student performance data to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge



A bridge to college instructor is conducting a lesson on persuasive writing. Students are reading a text that includes data, presented in a graph, which appear to support the writer's point of view. The instructor observes that the students are unable to discern how the scale of the graph affects the appearance of the data. The instructor decides to interrupt the lesson and asks students to use different scales to graph the same data. Through this impromptu work, students gain the ability to manipulate the appearance of a graph and to identify this manipulation in graphs created by others.



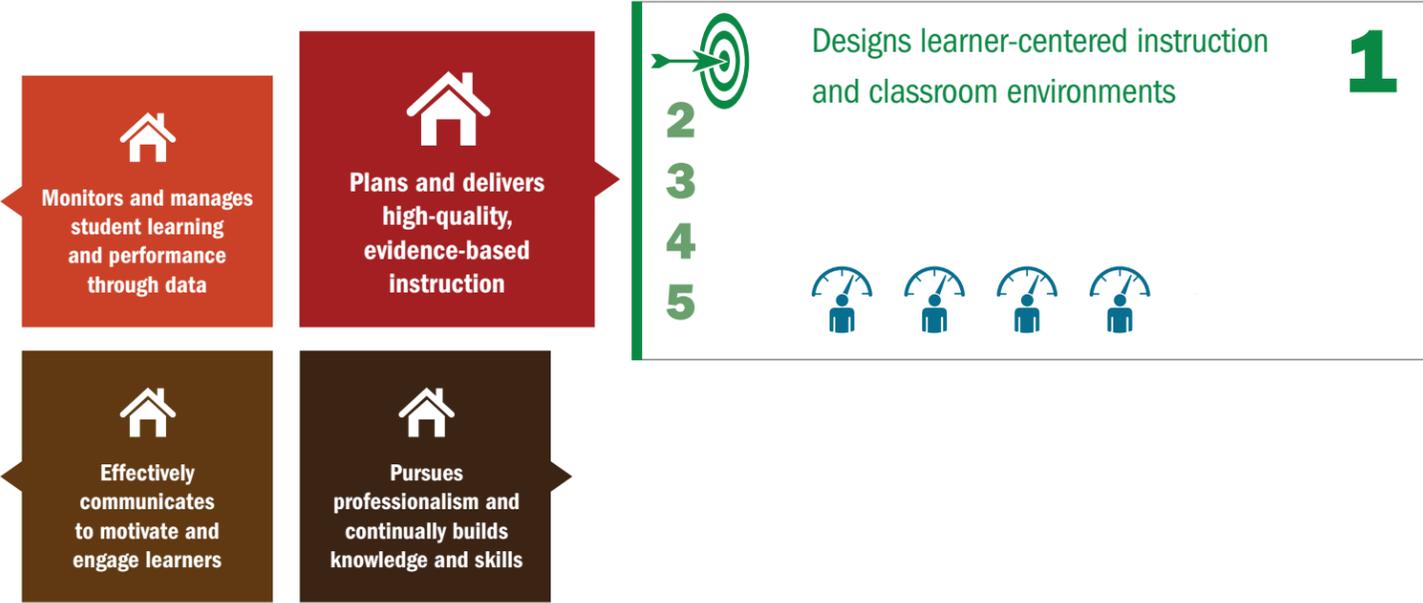
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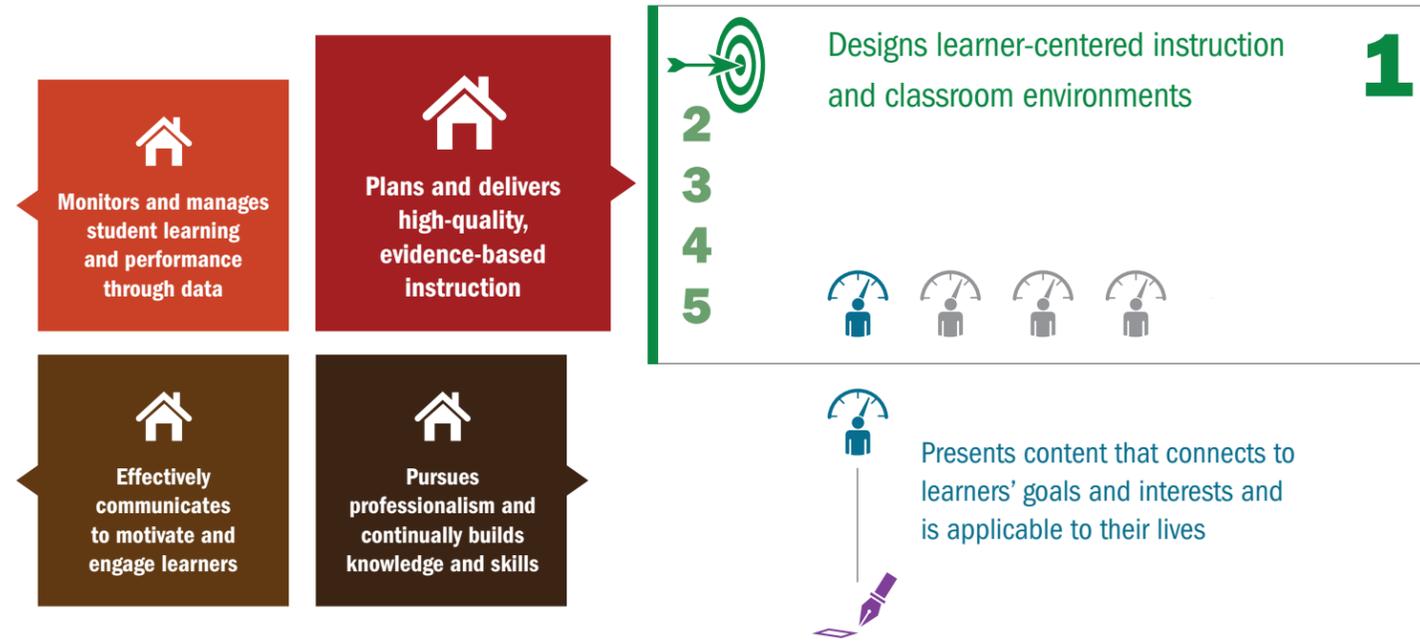


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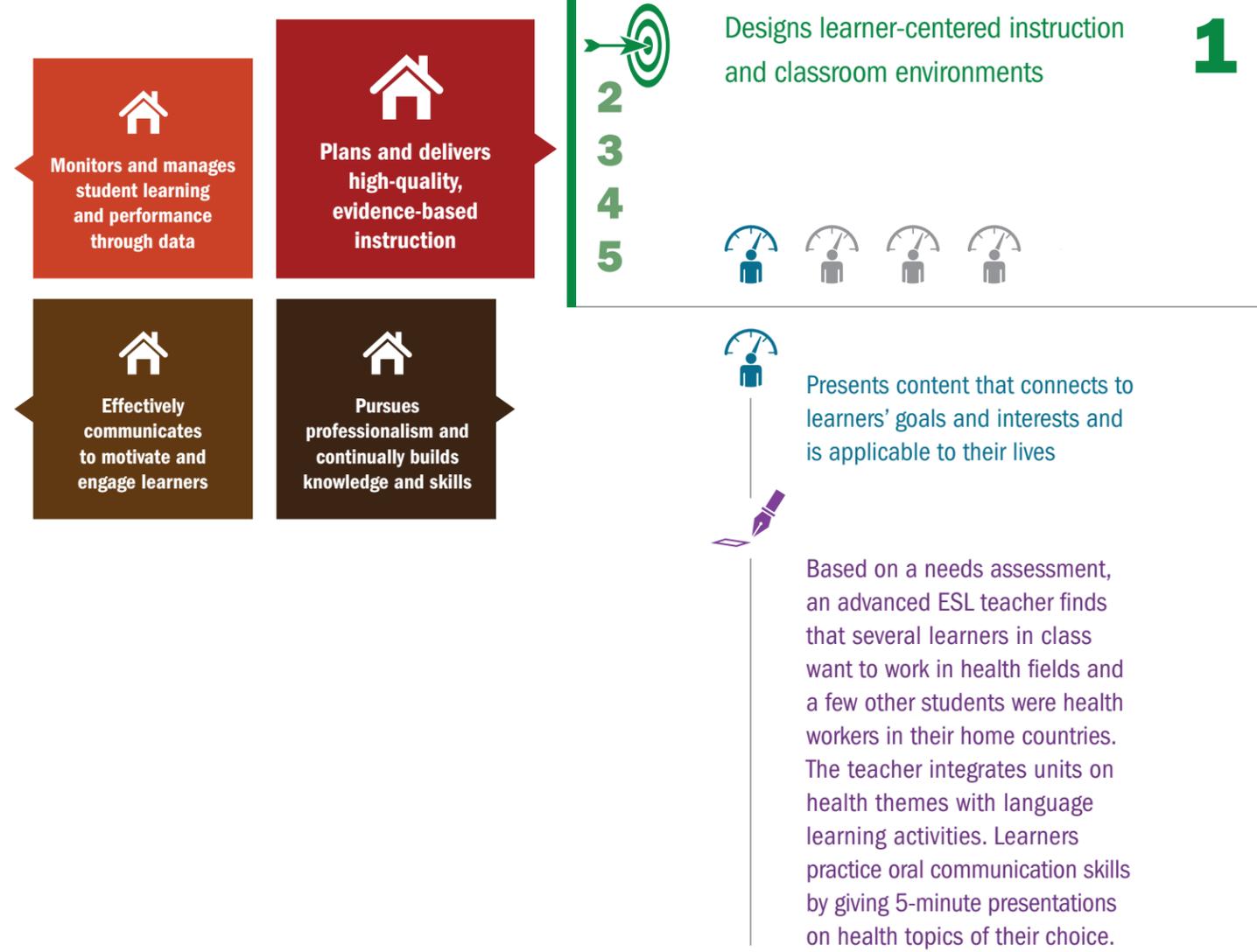
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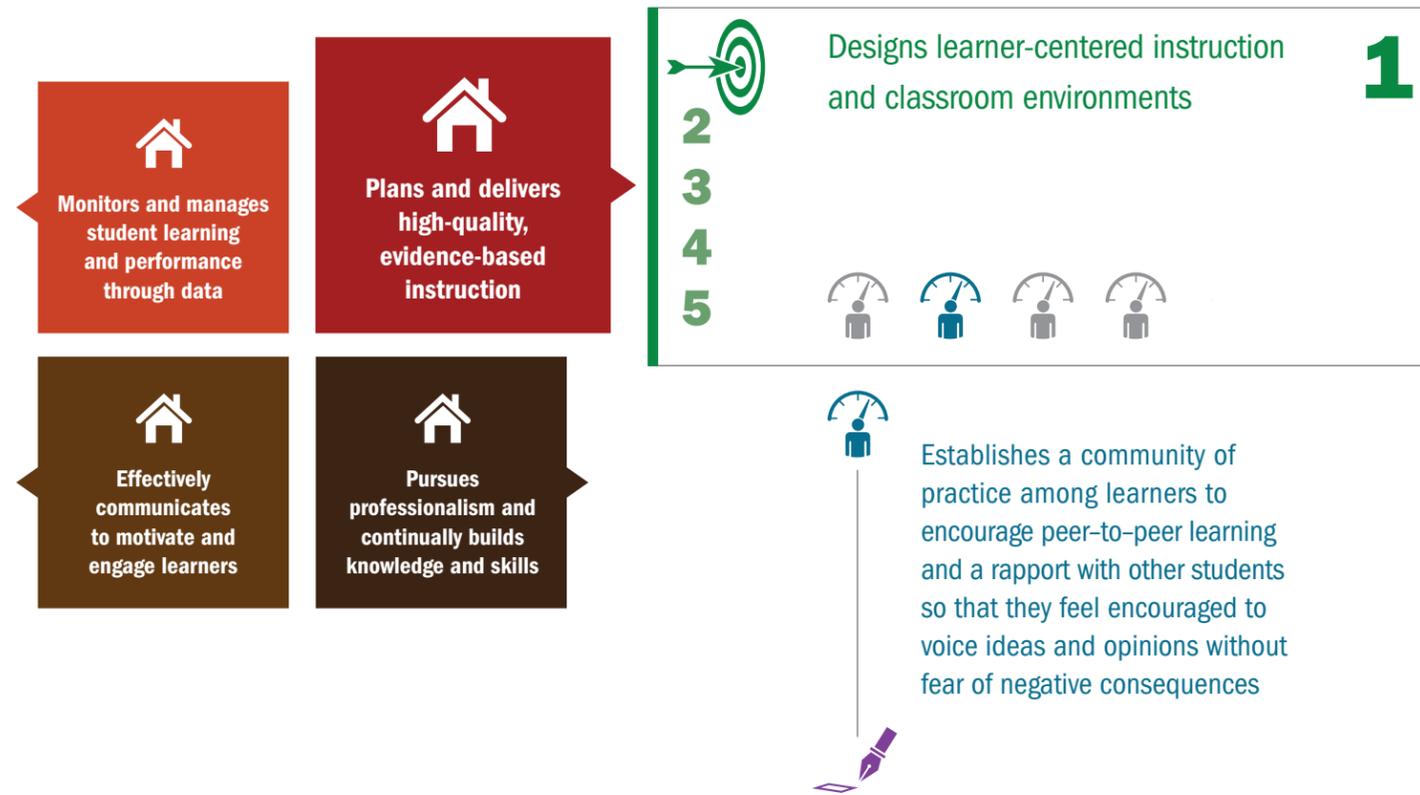
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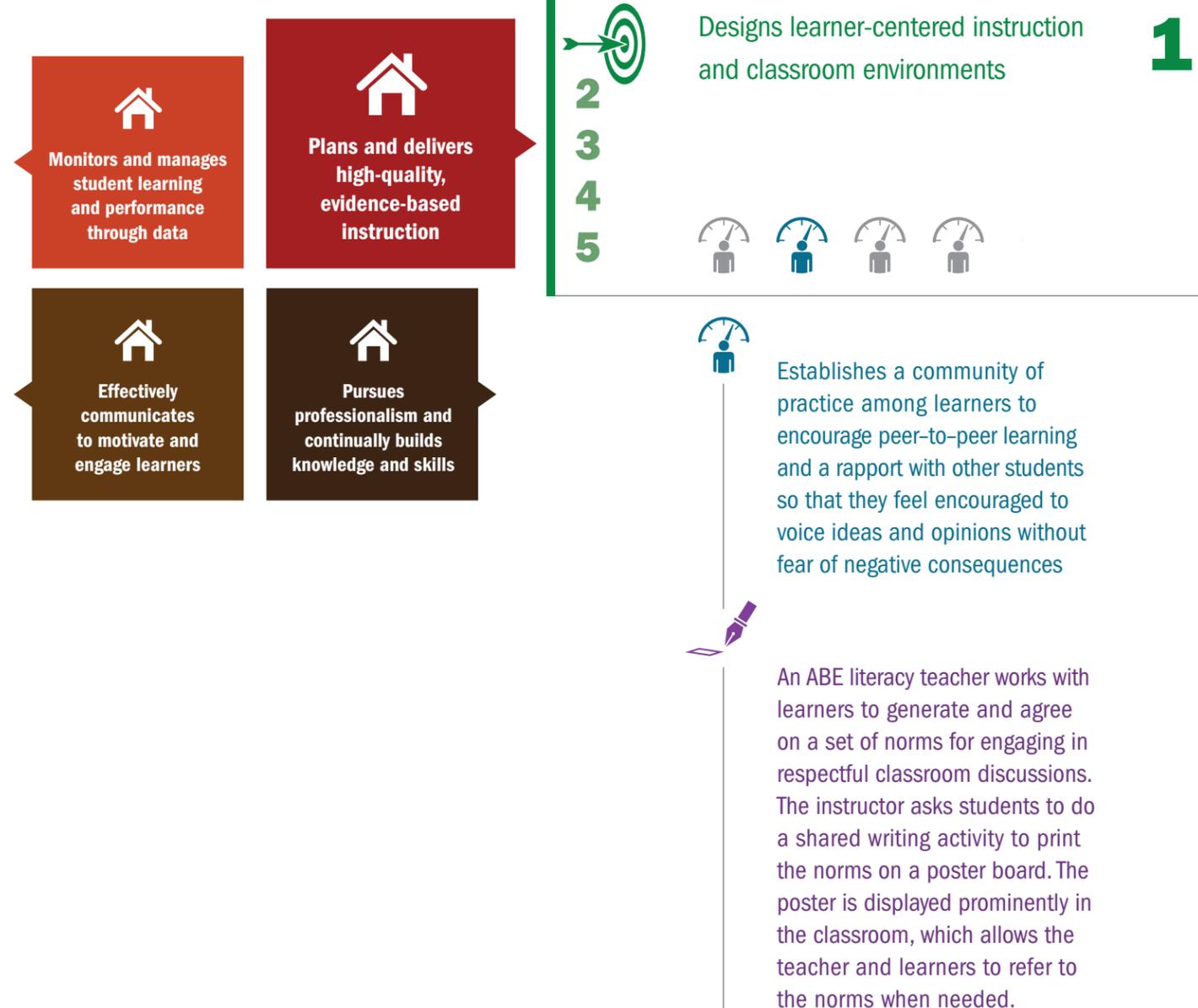
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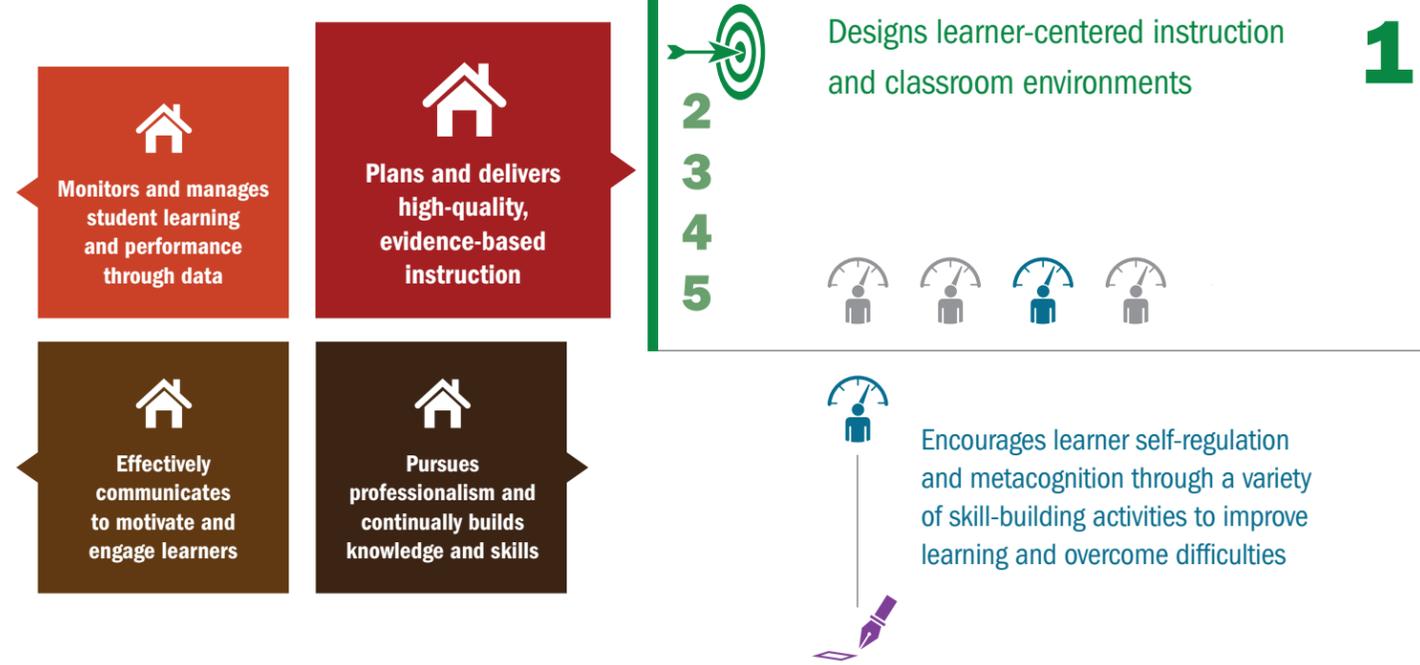
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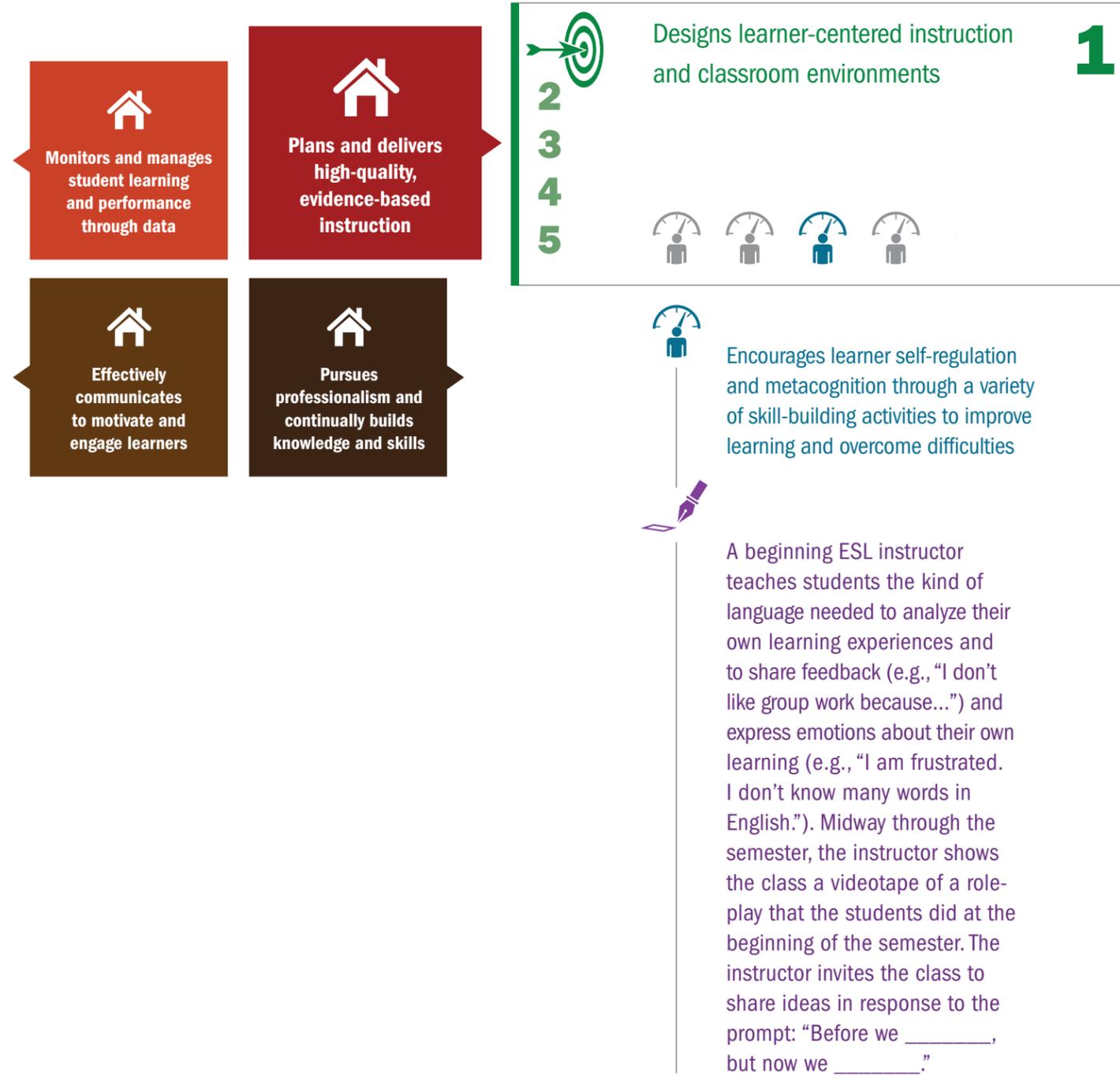
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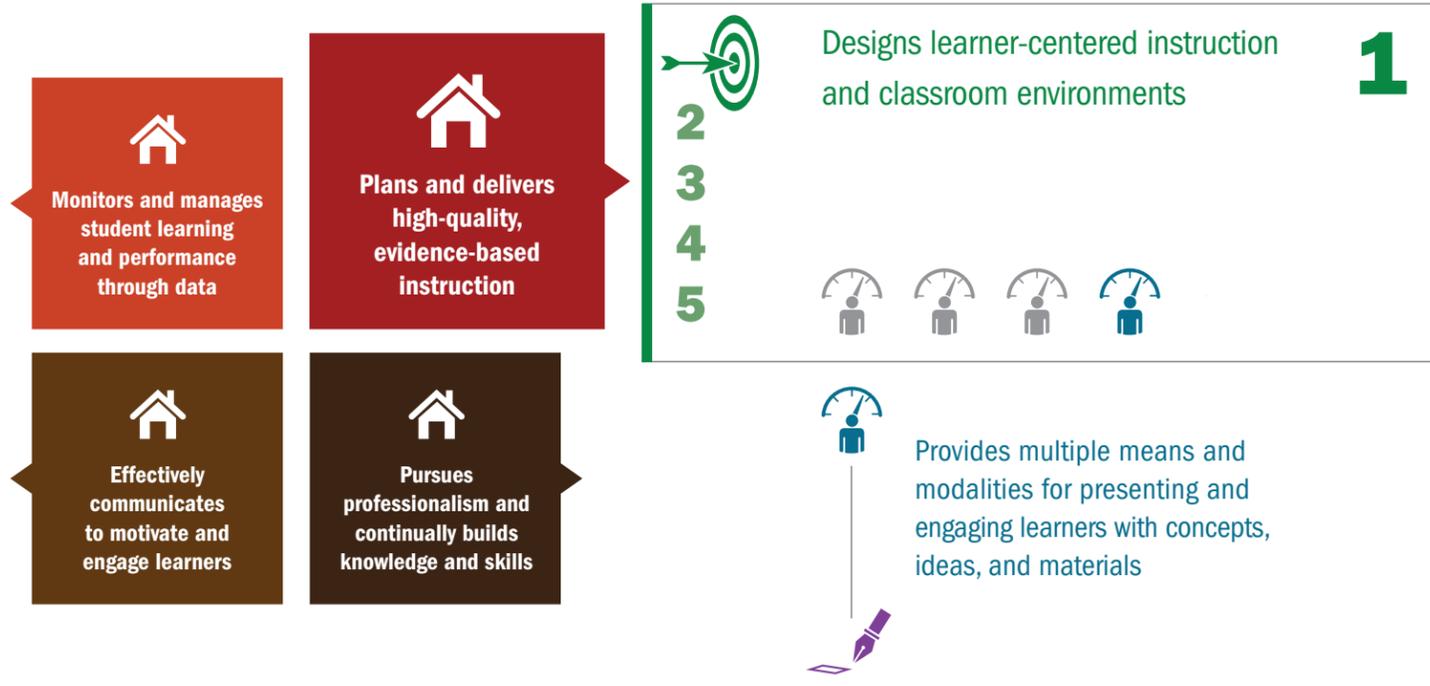
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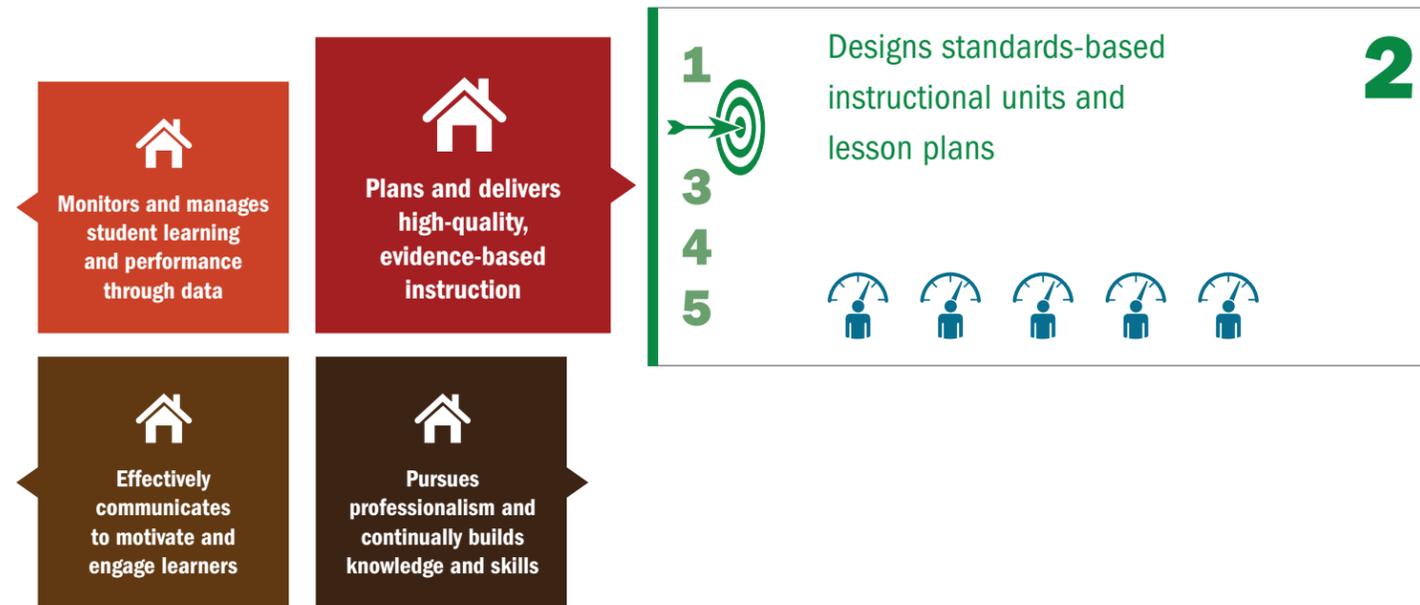
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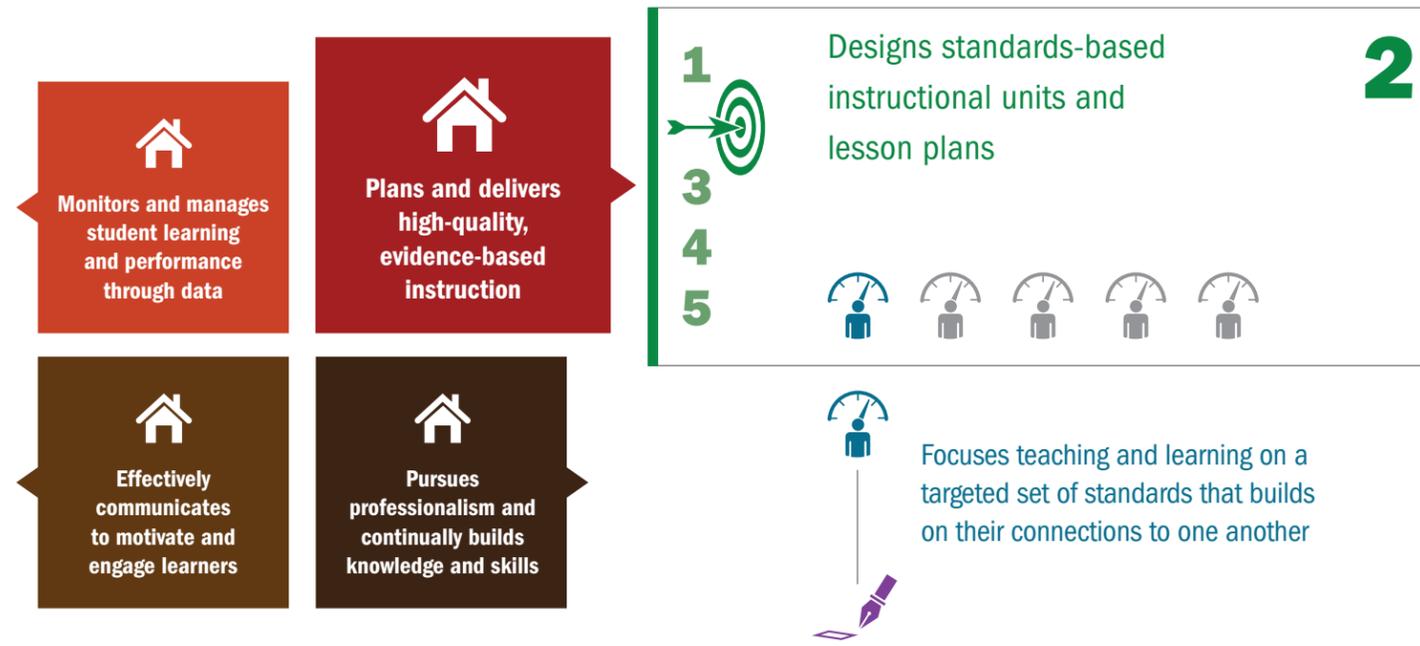


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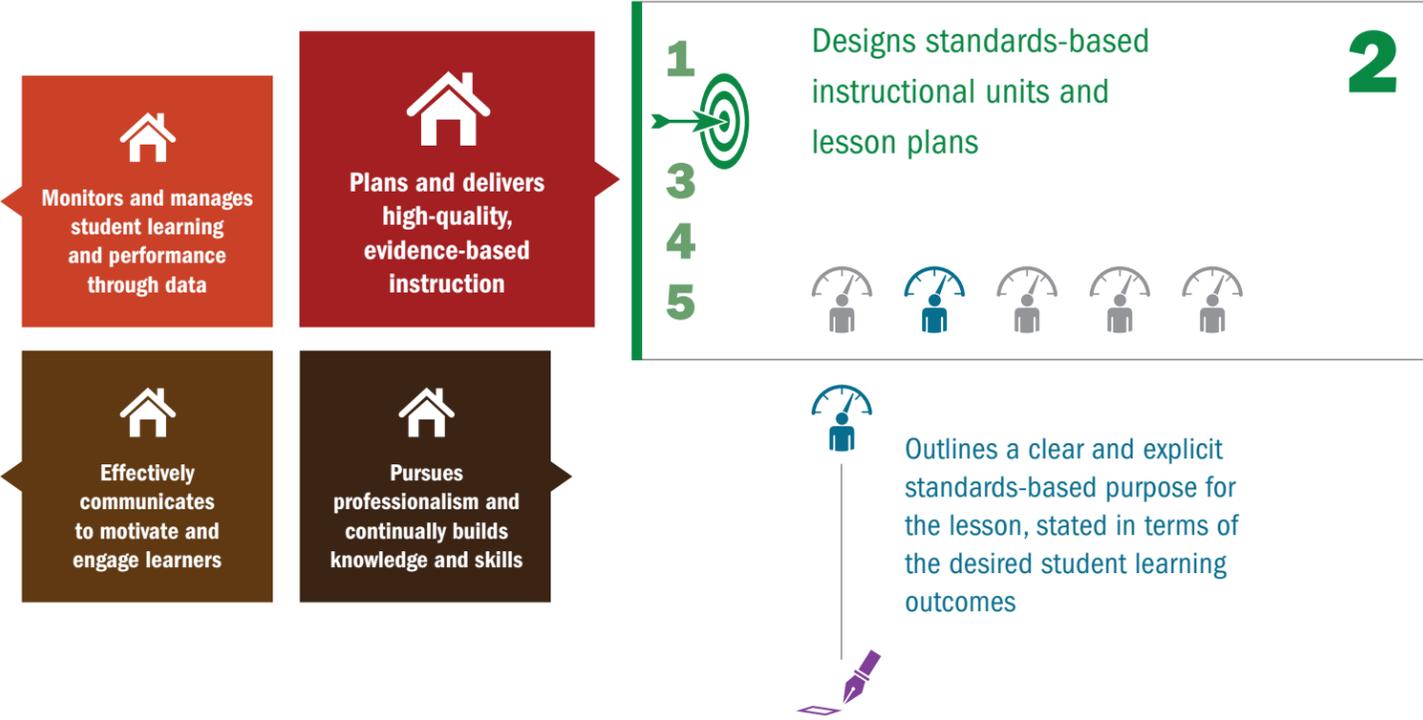
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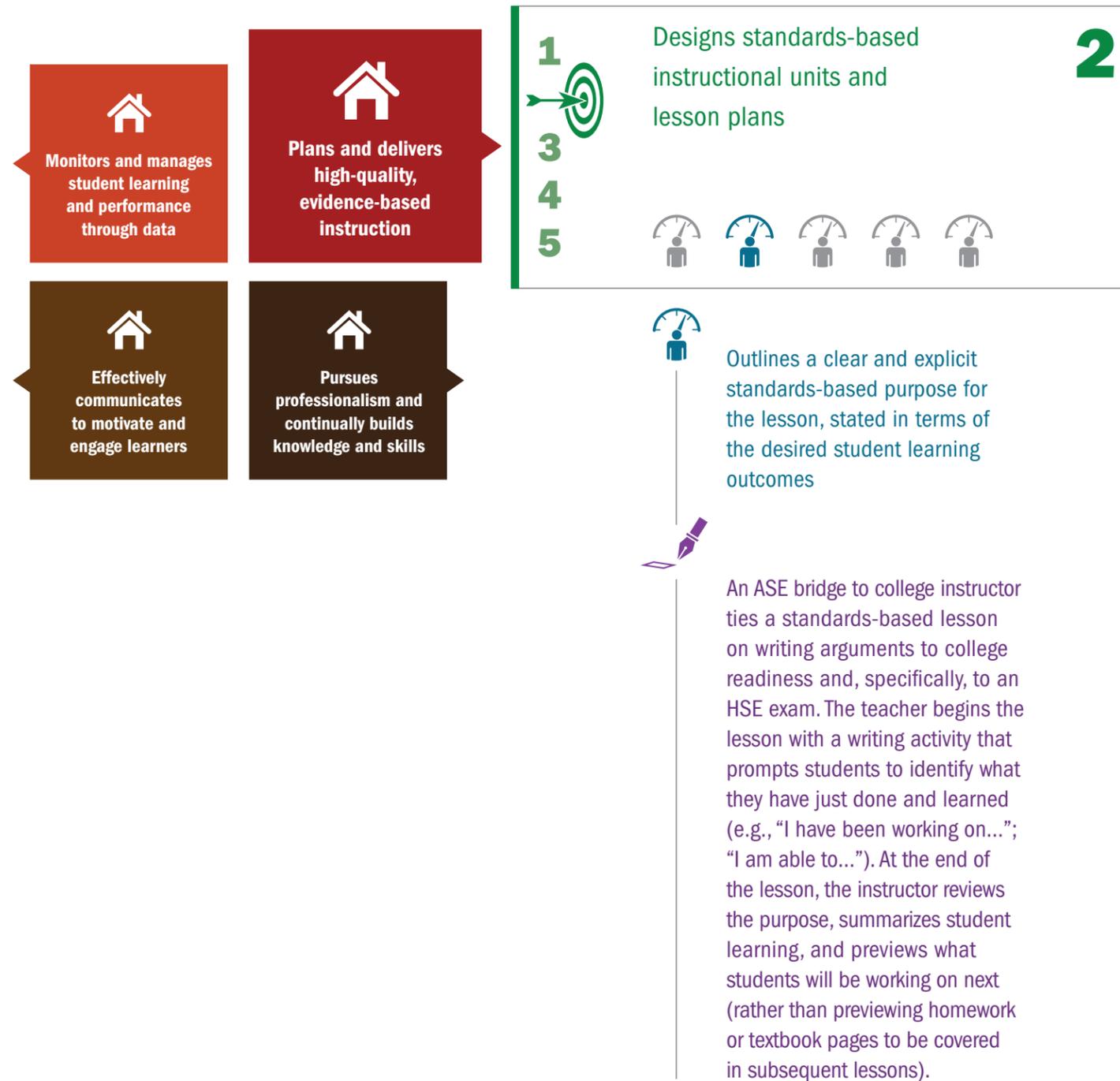


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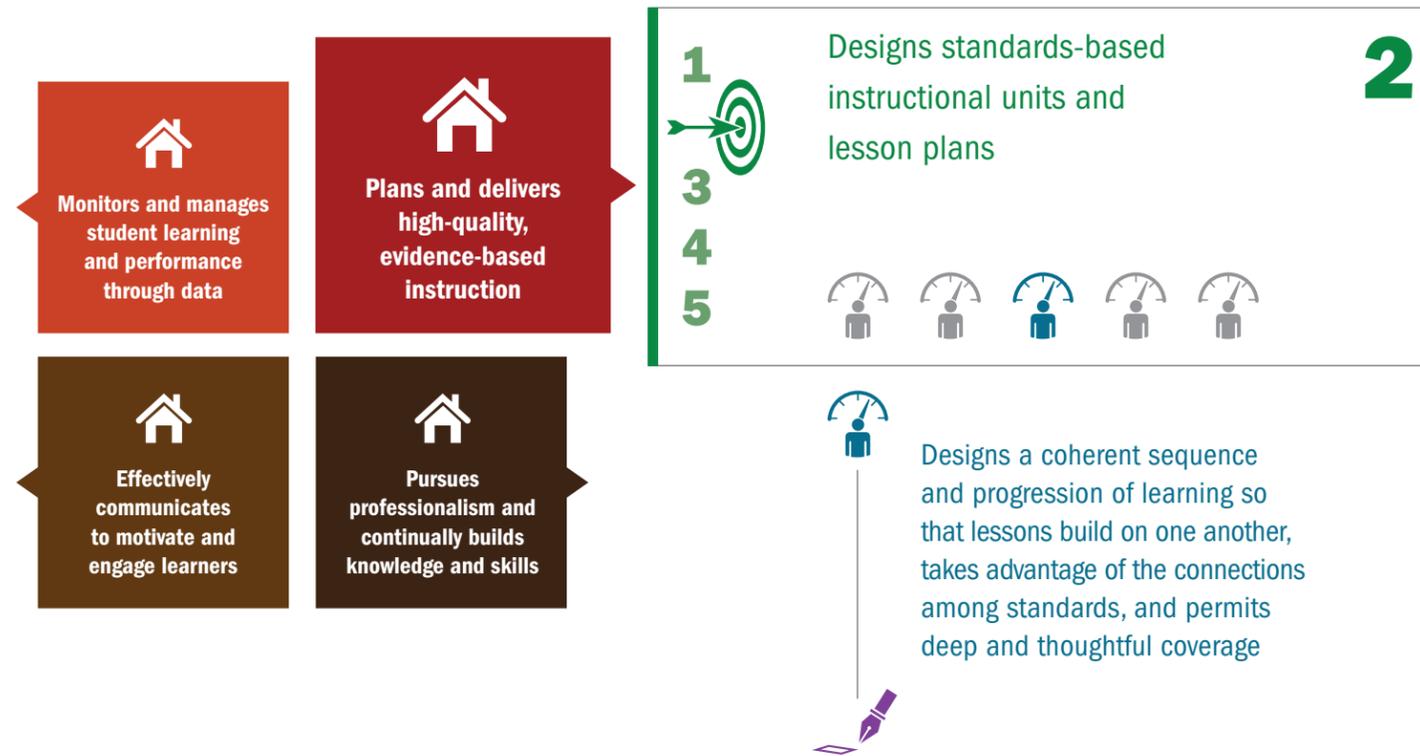
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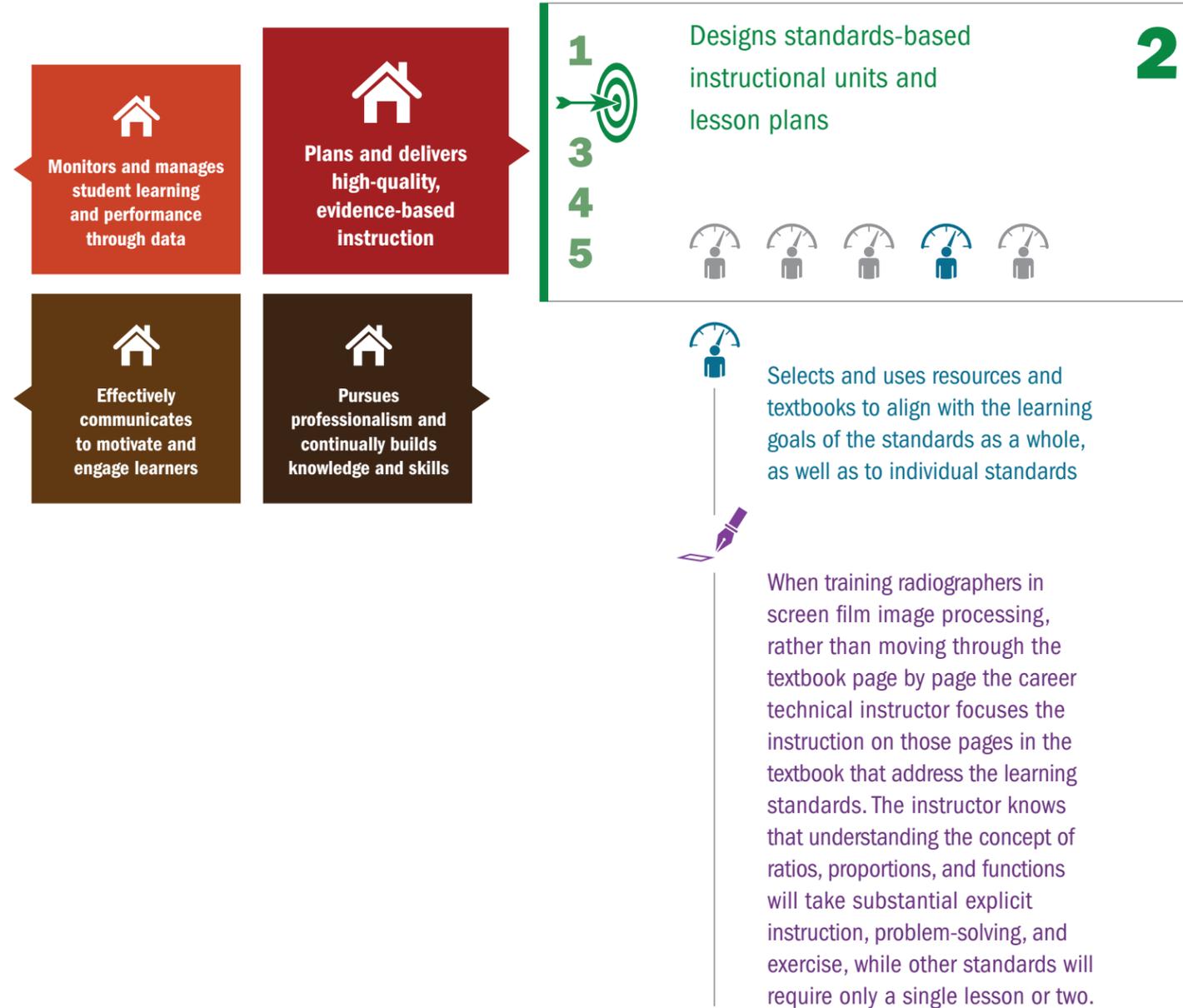
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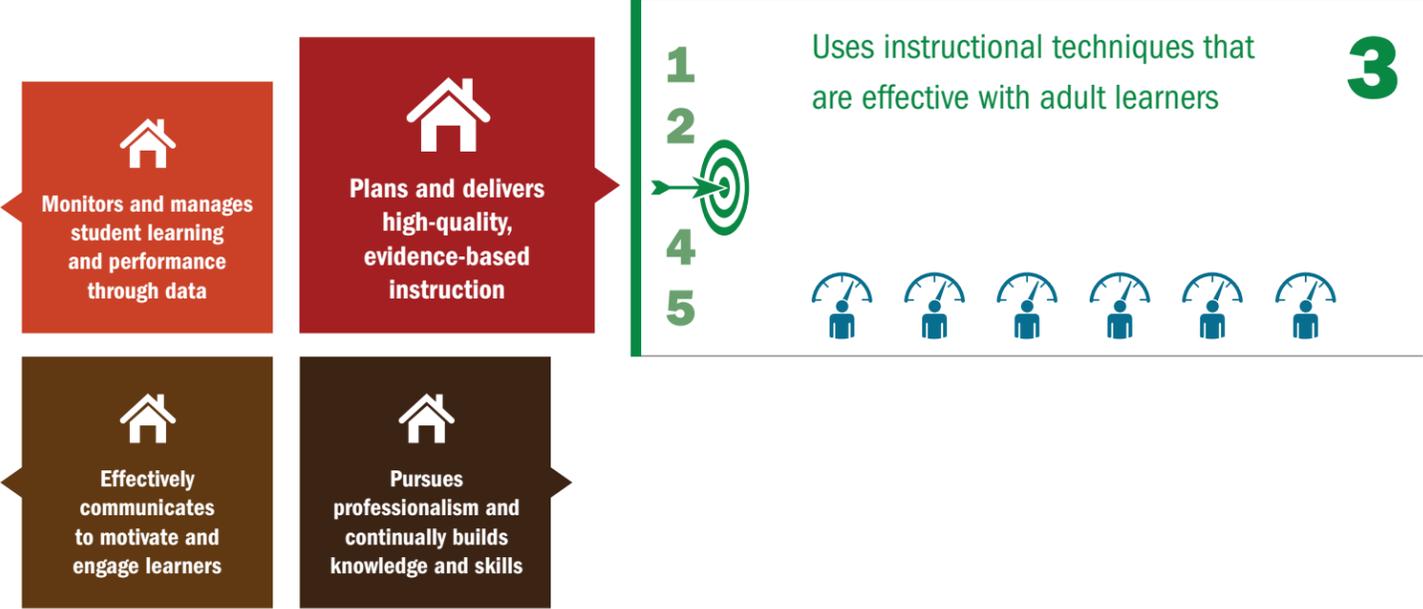
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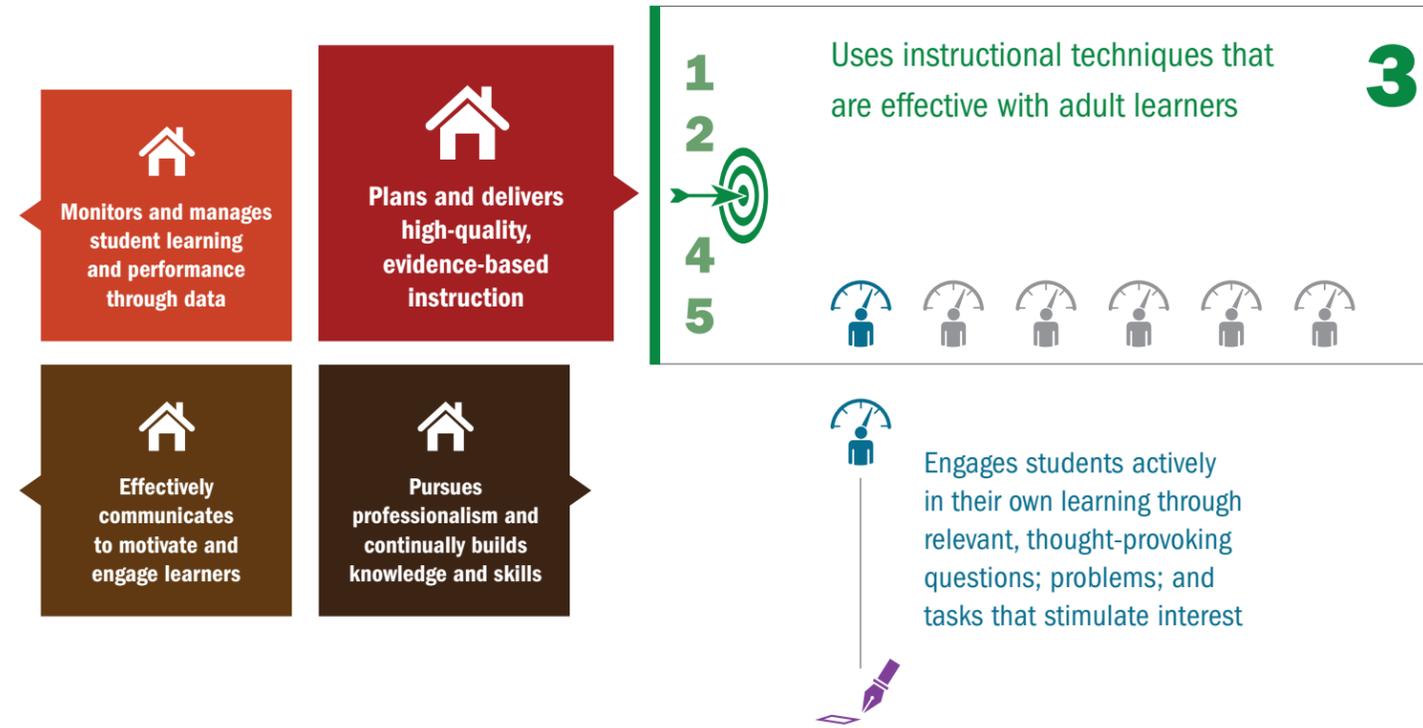
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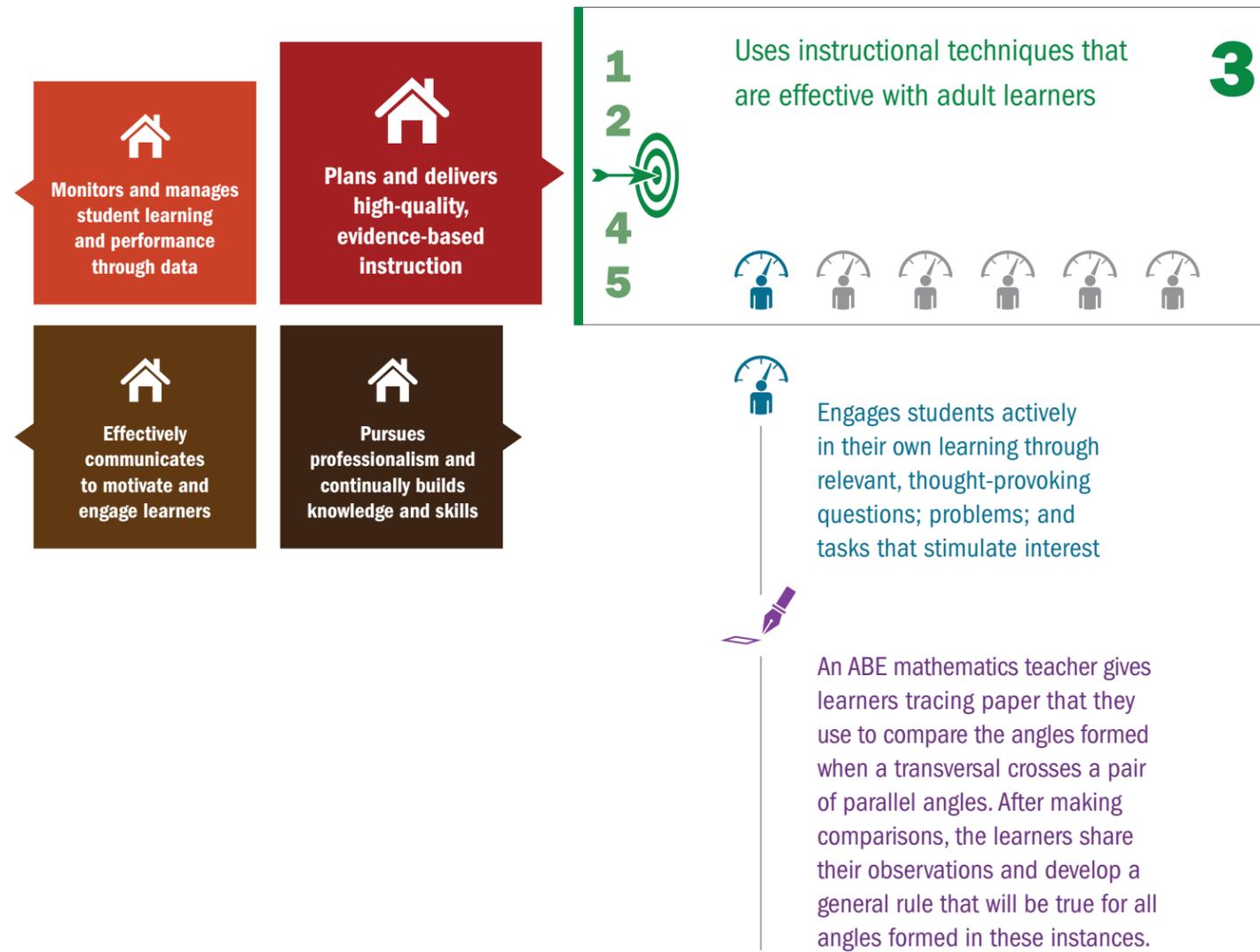
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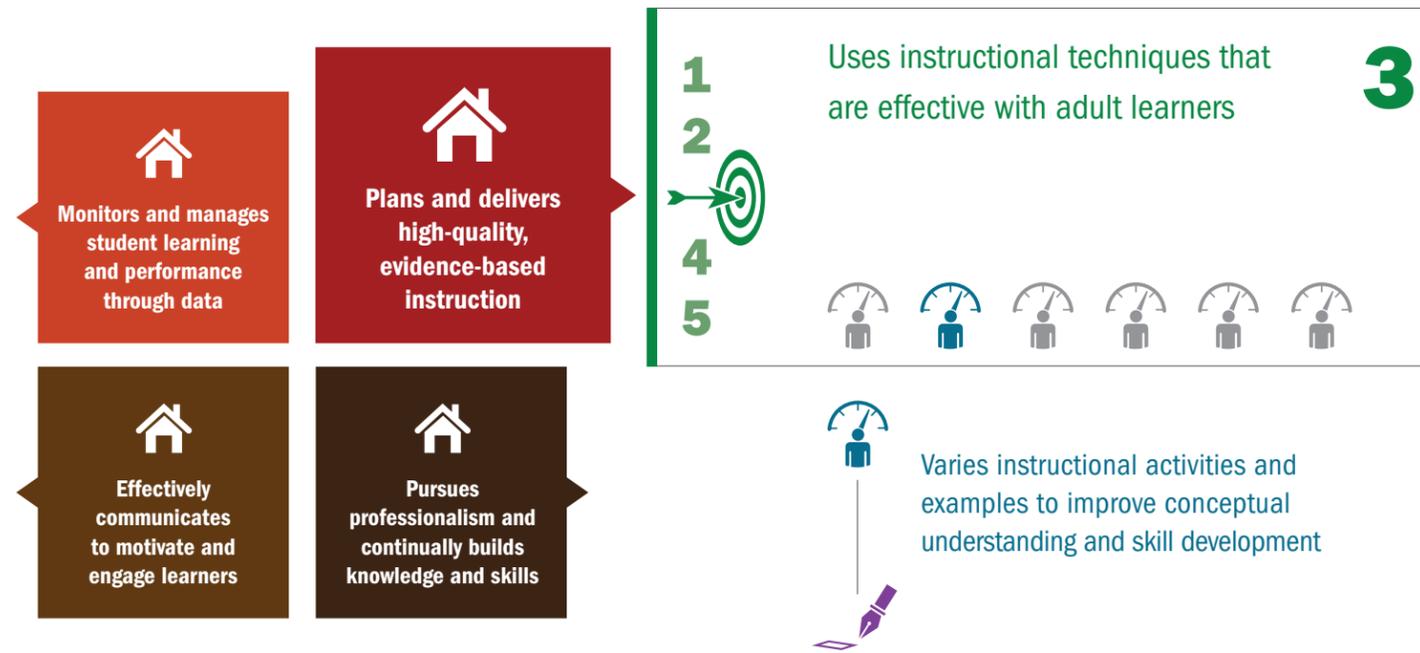
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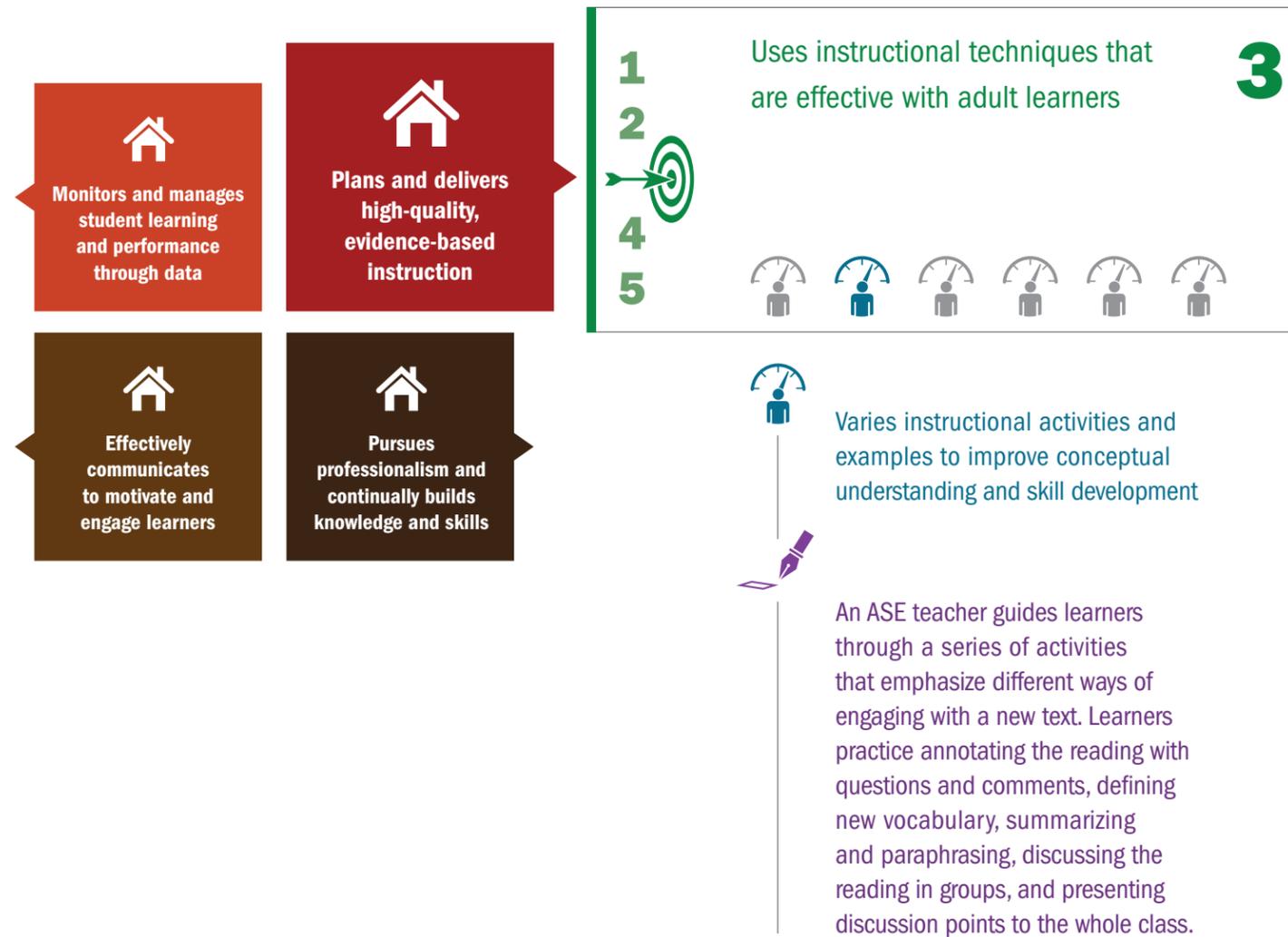


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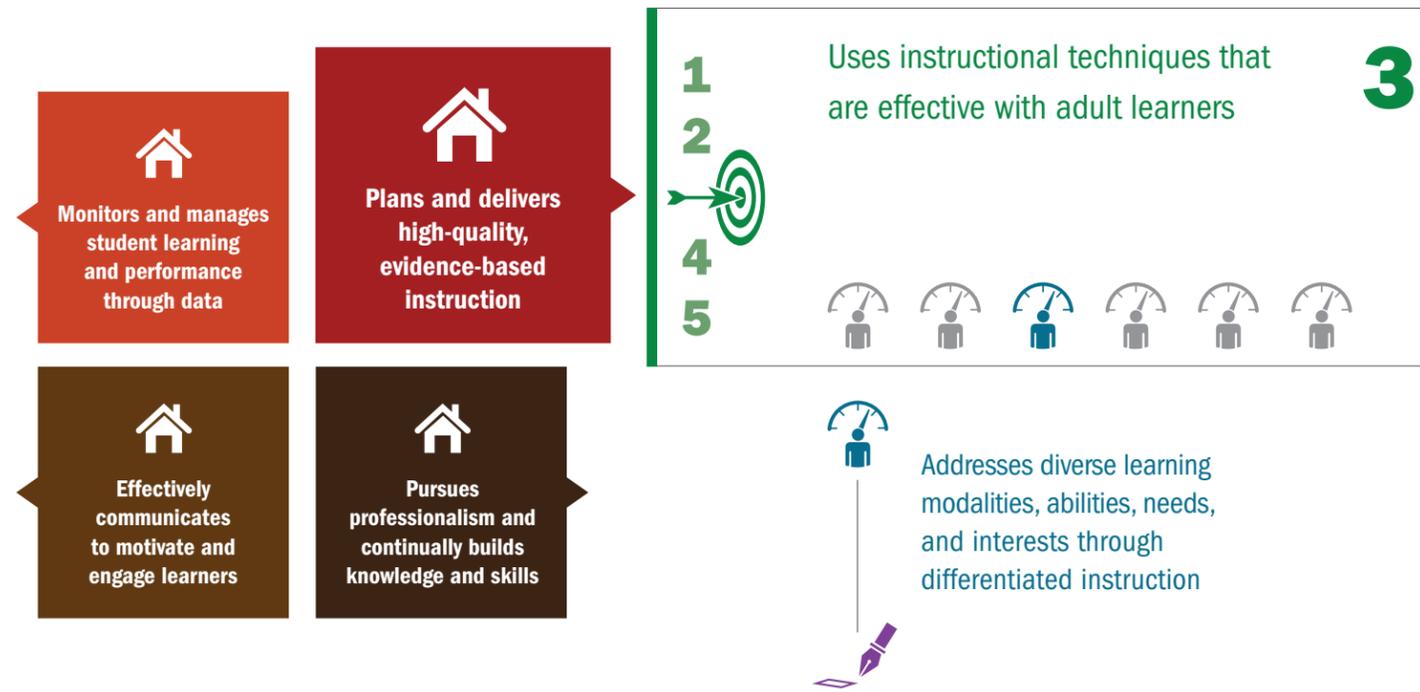
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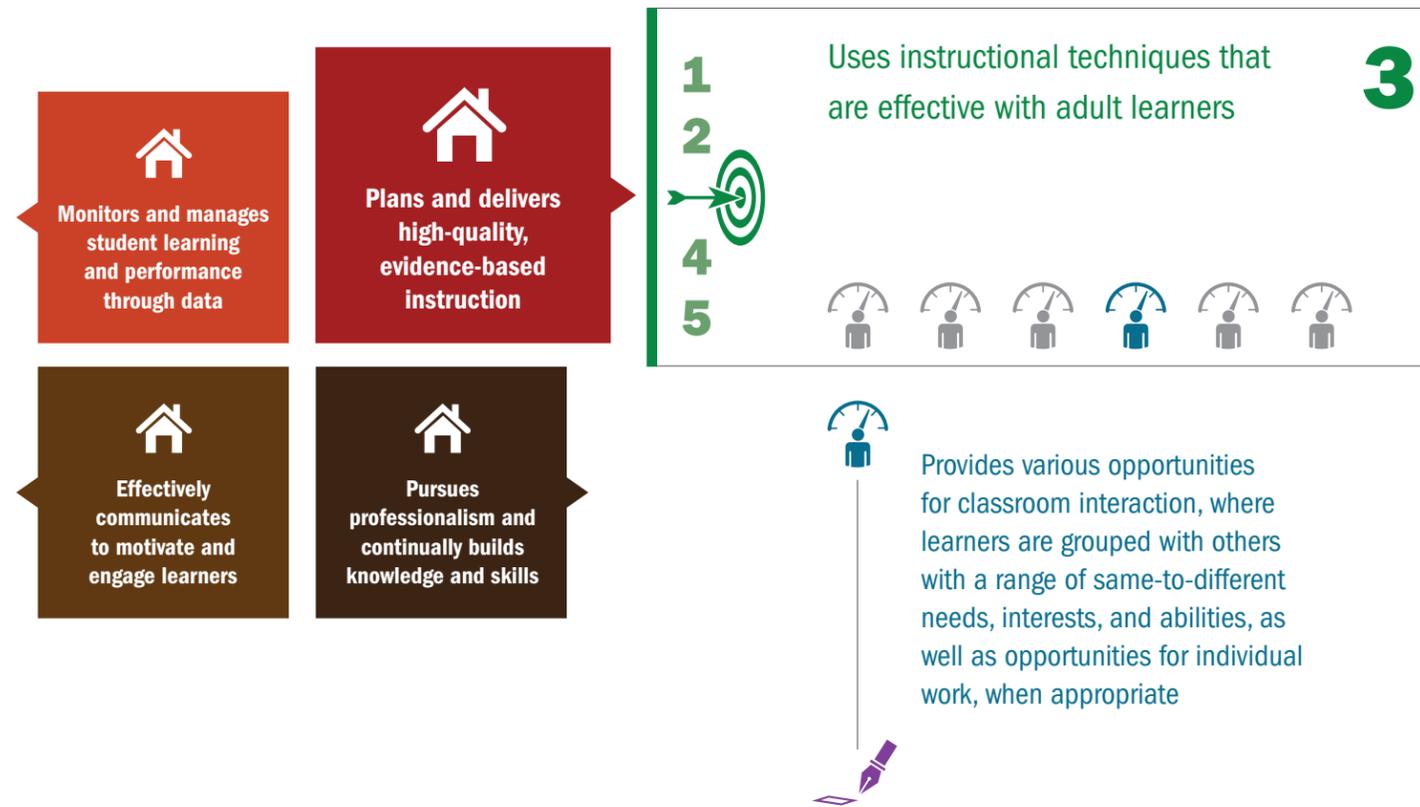
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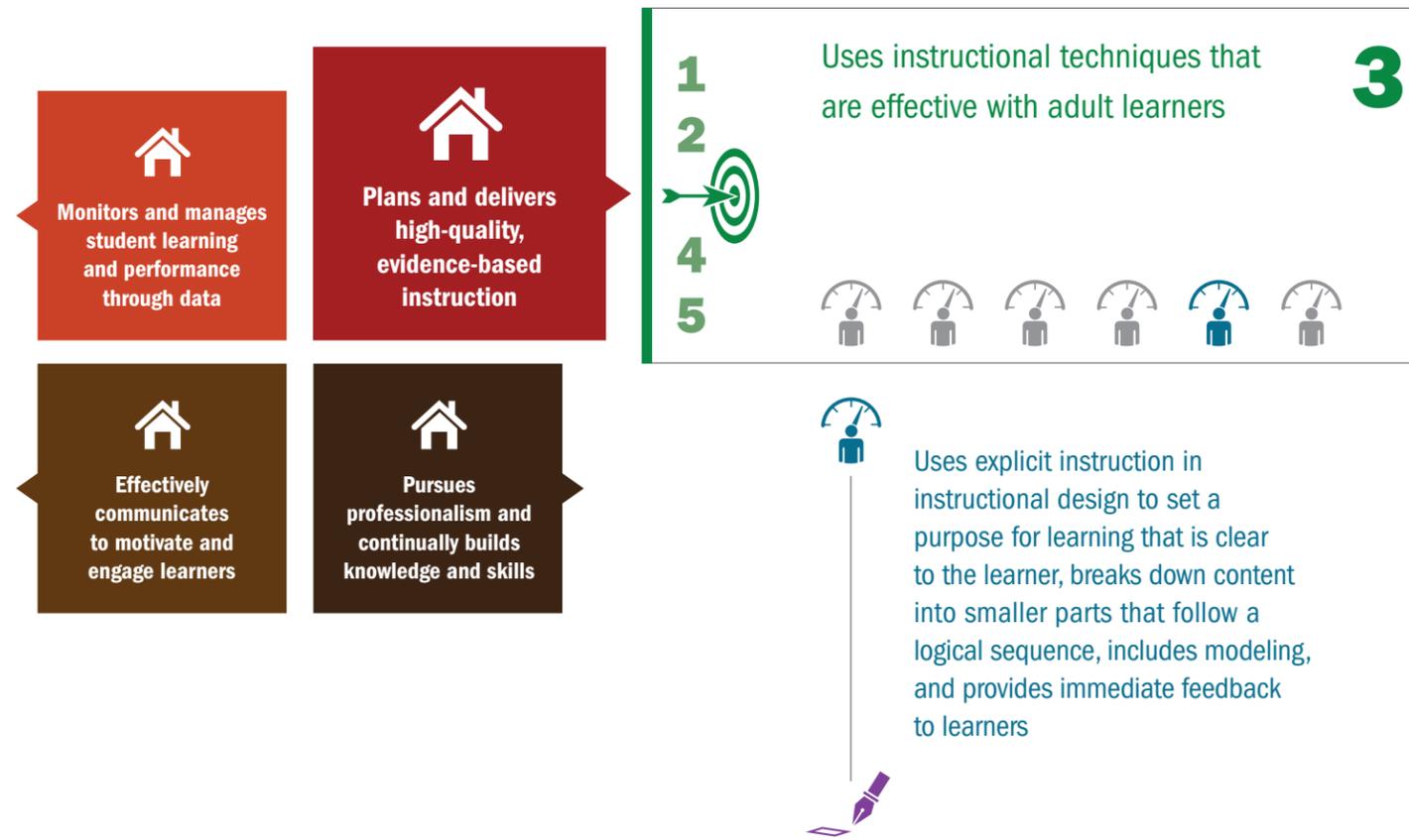
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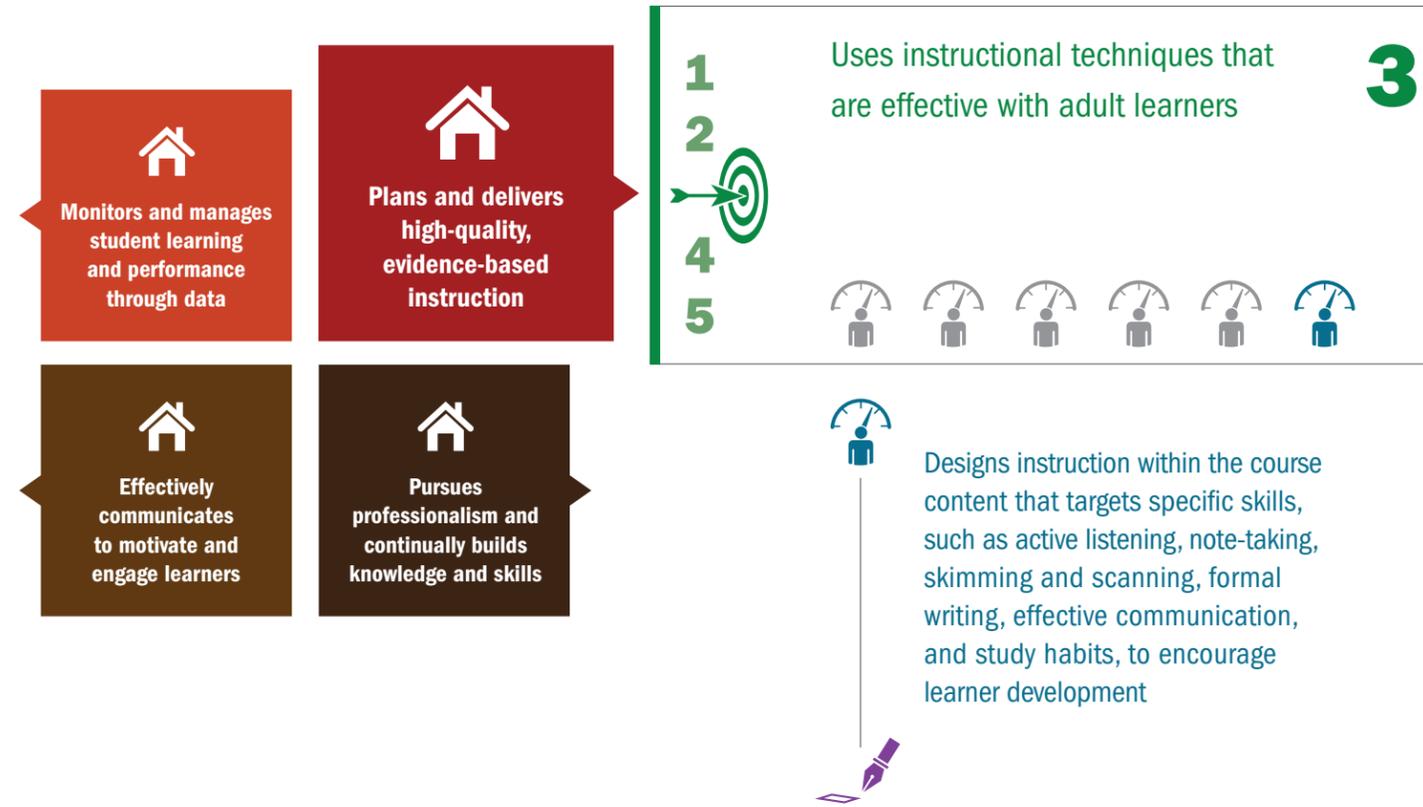
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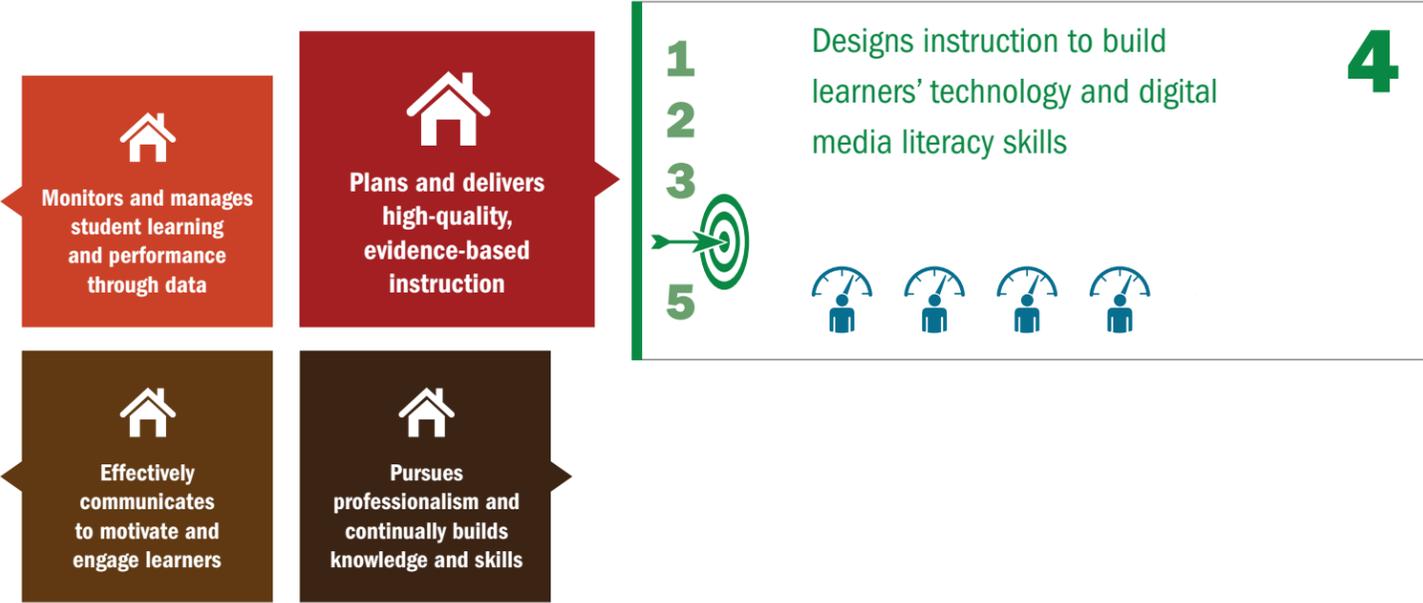
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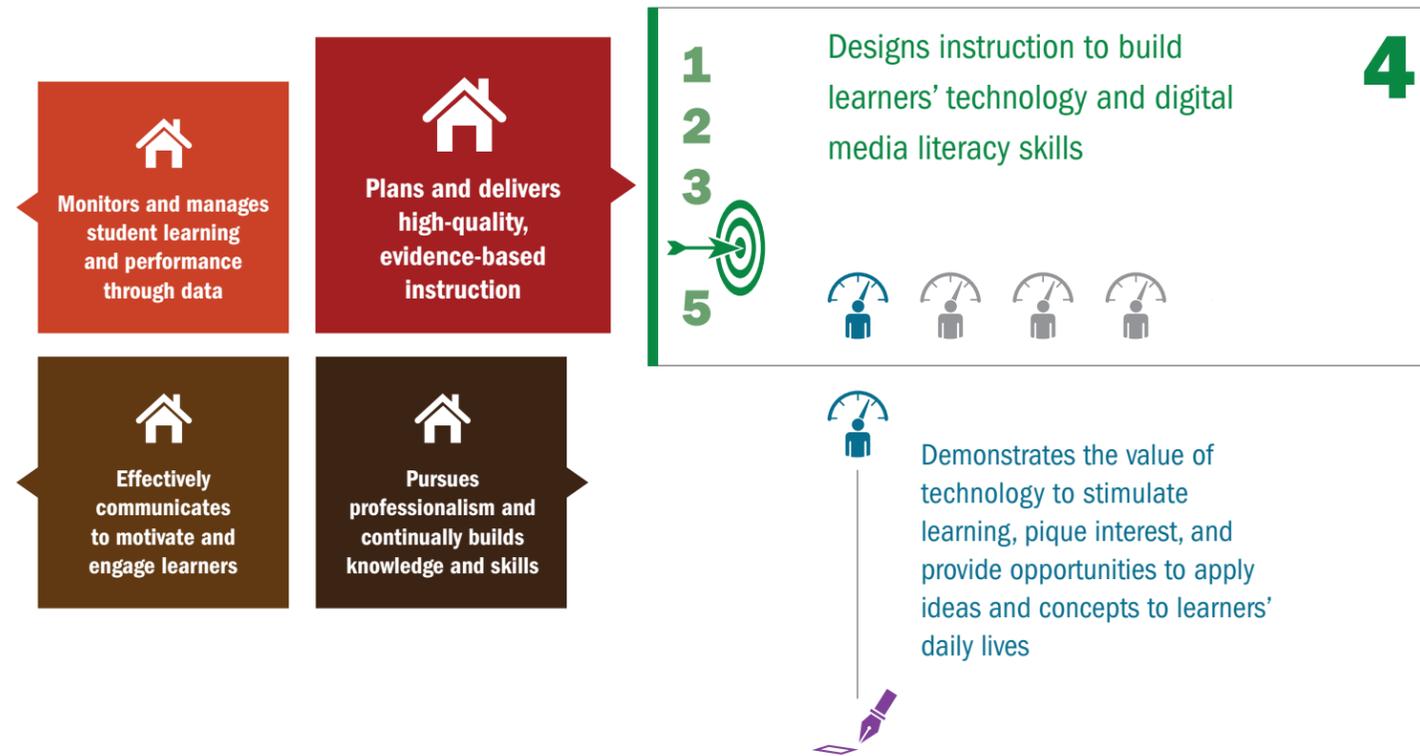
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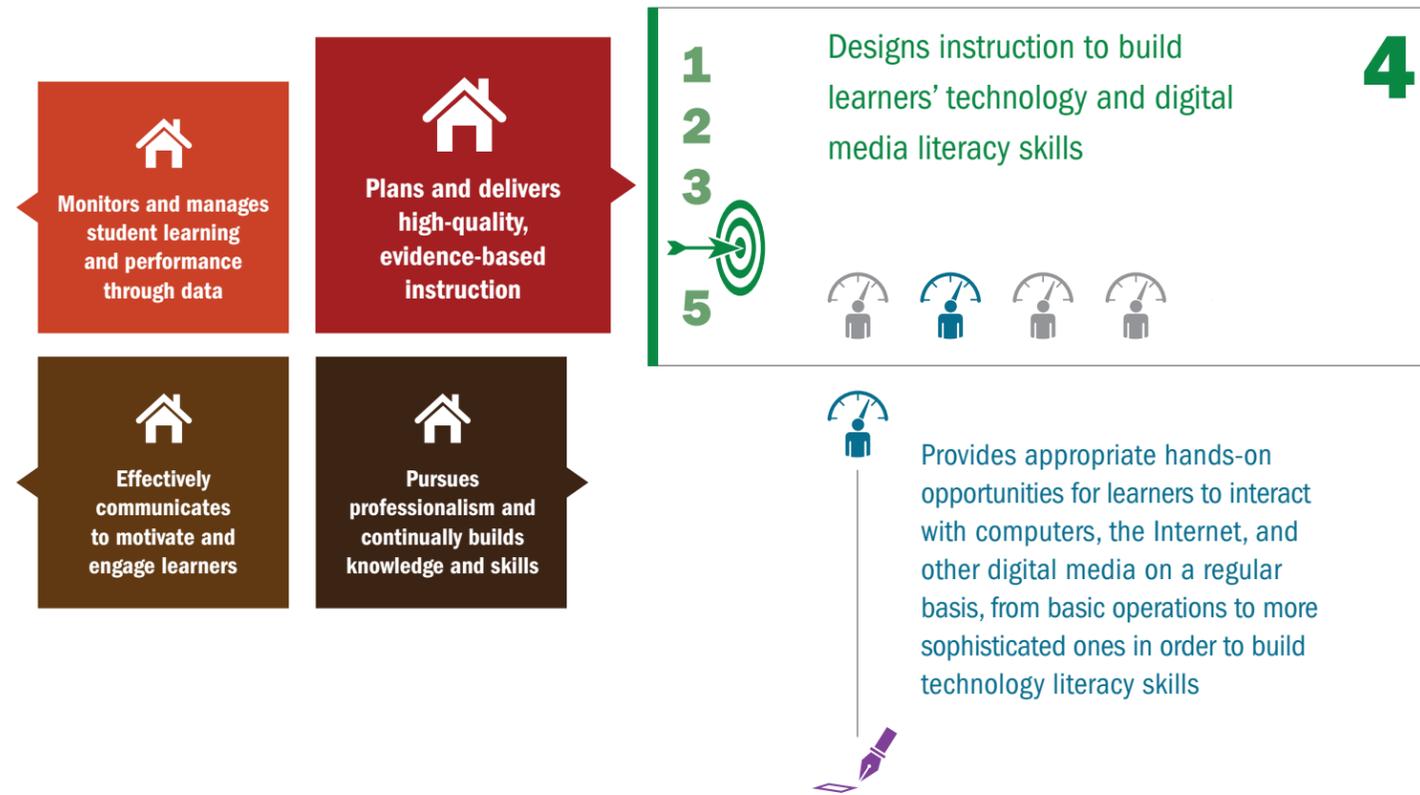
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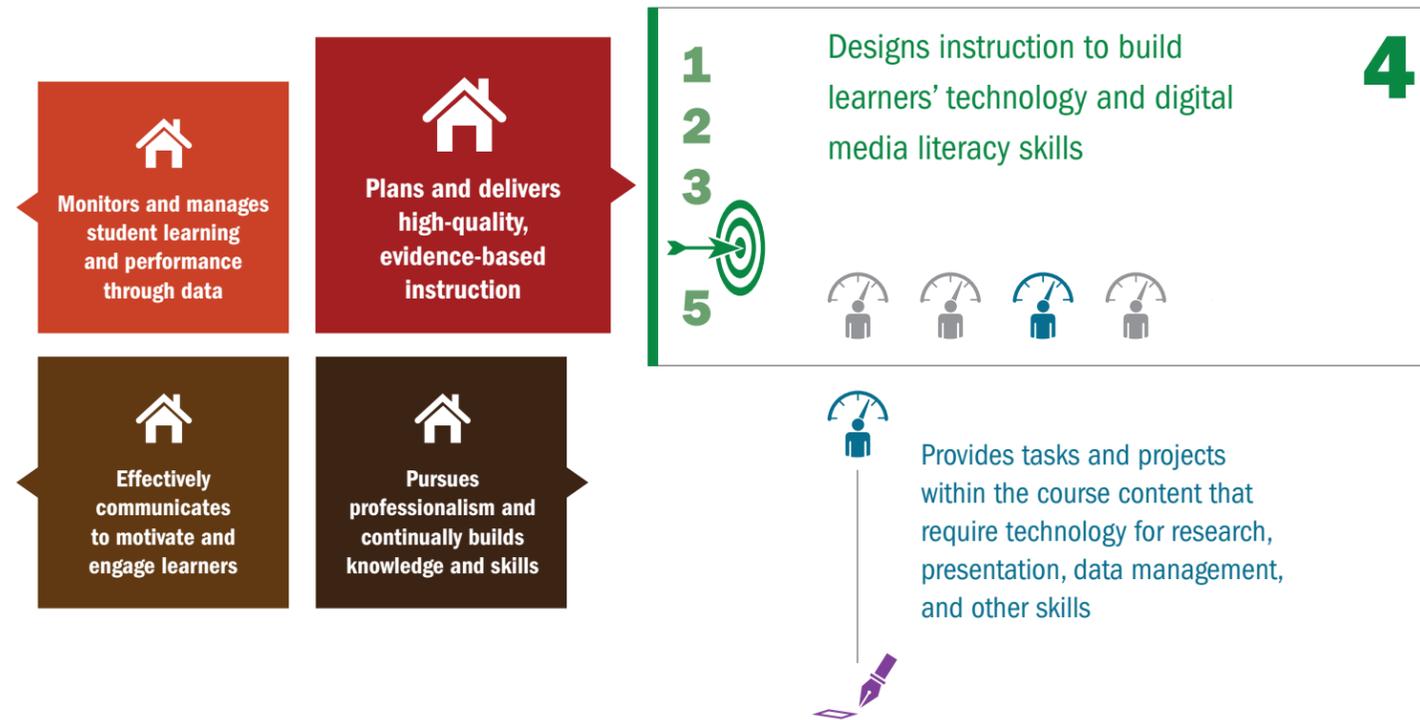
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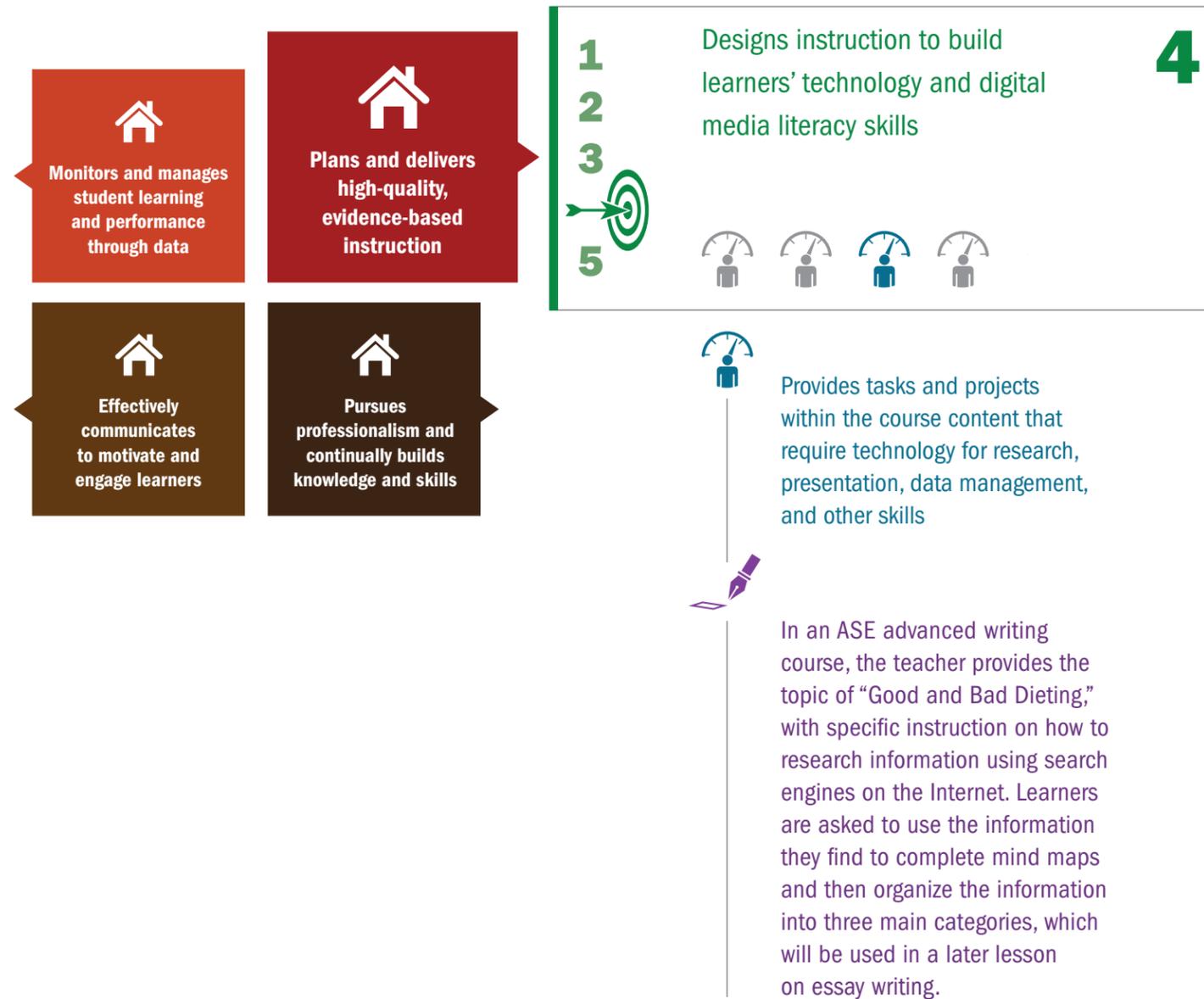


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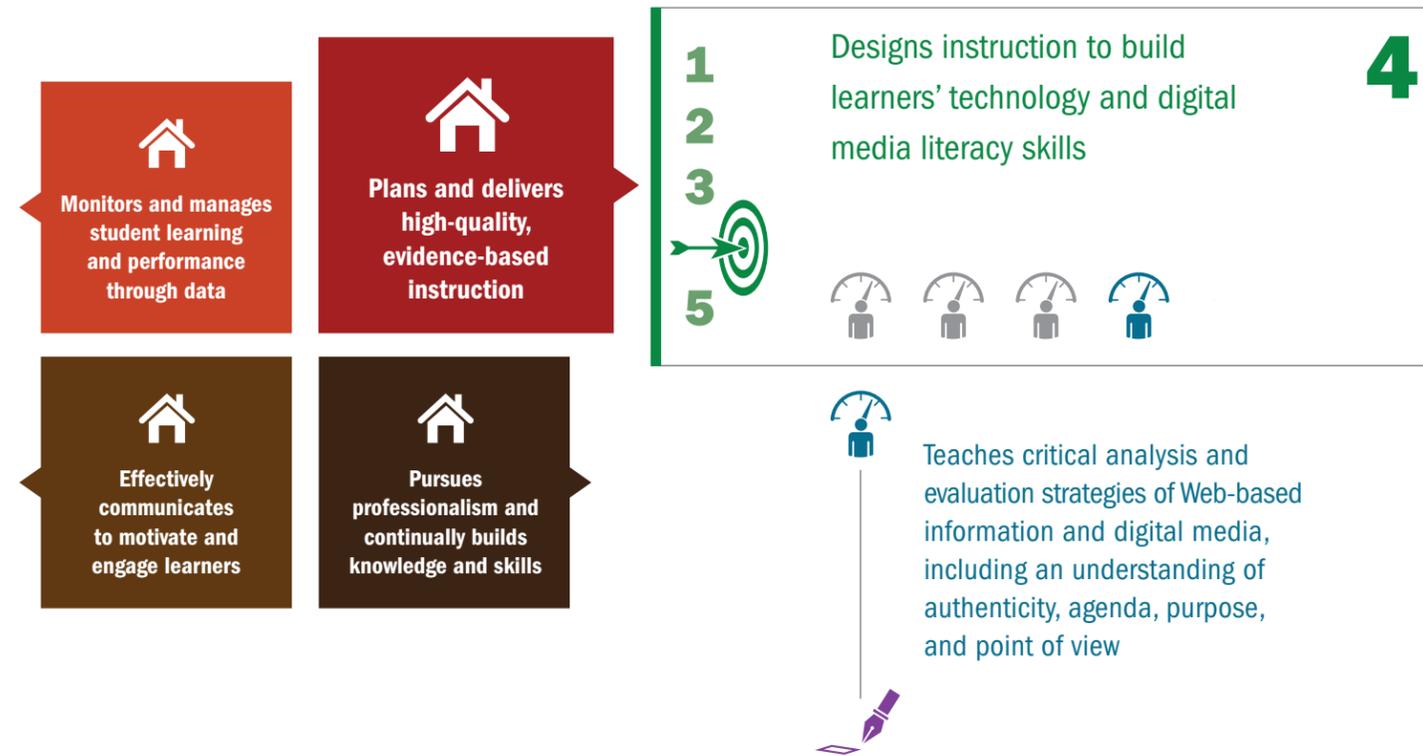
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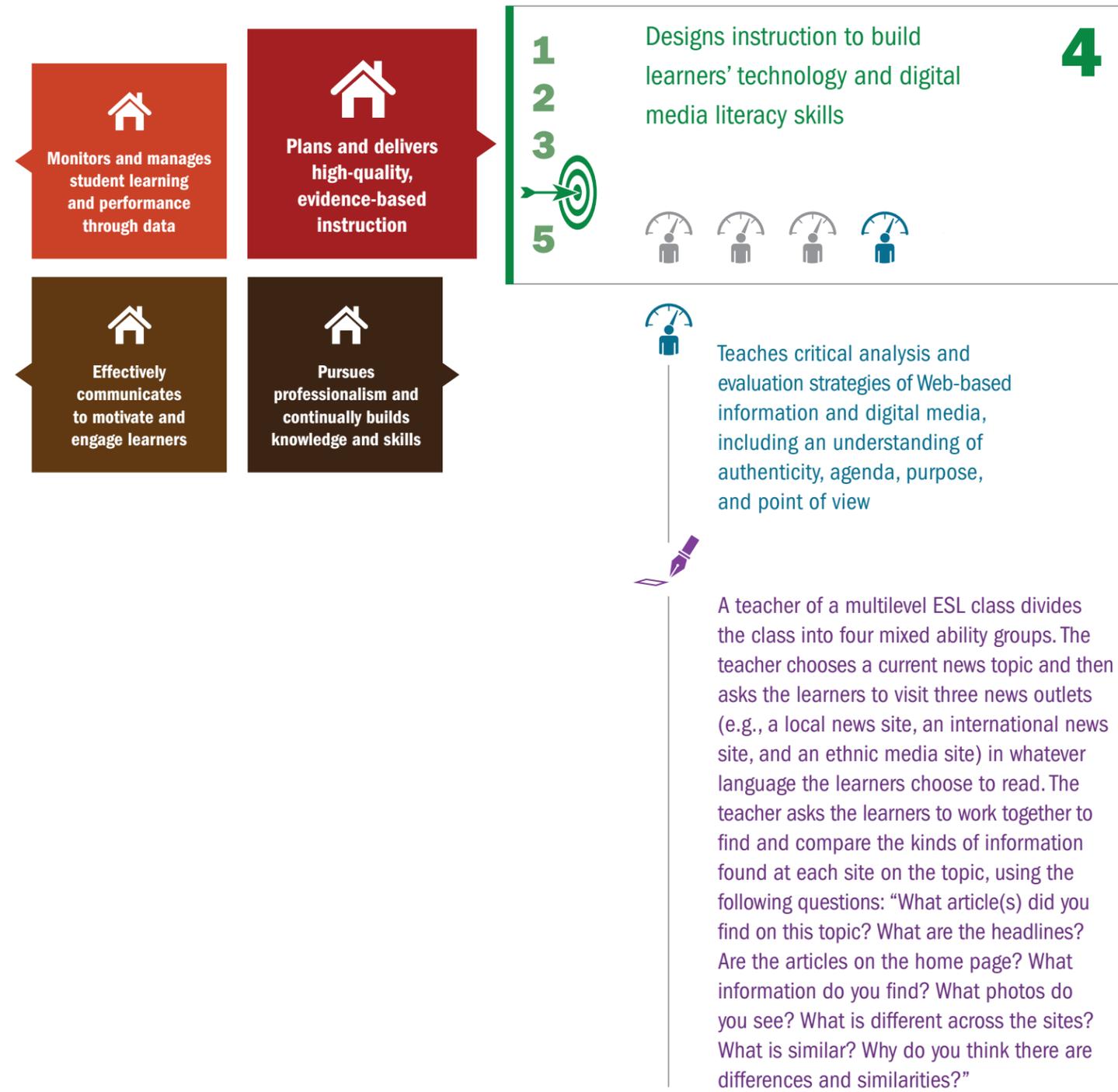
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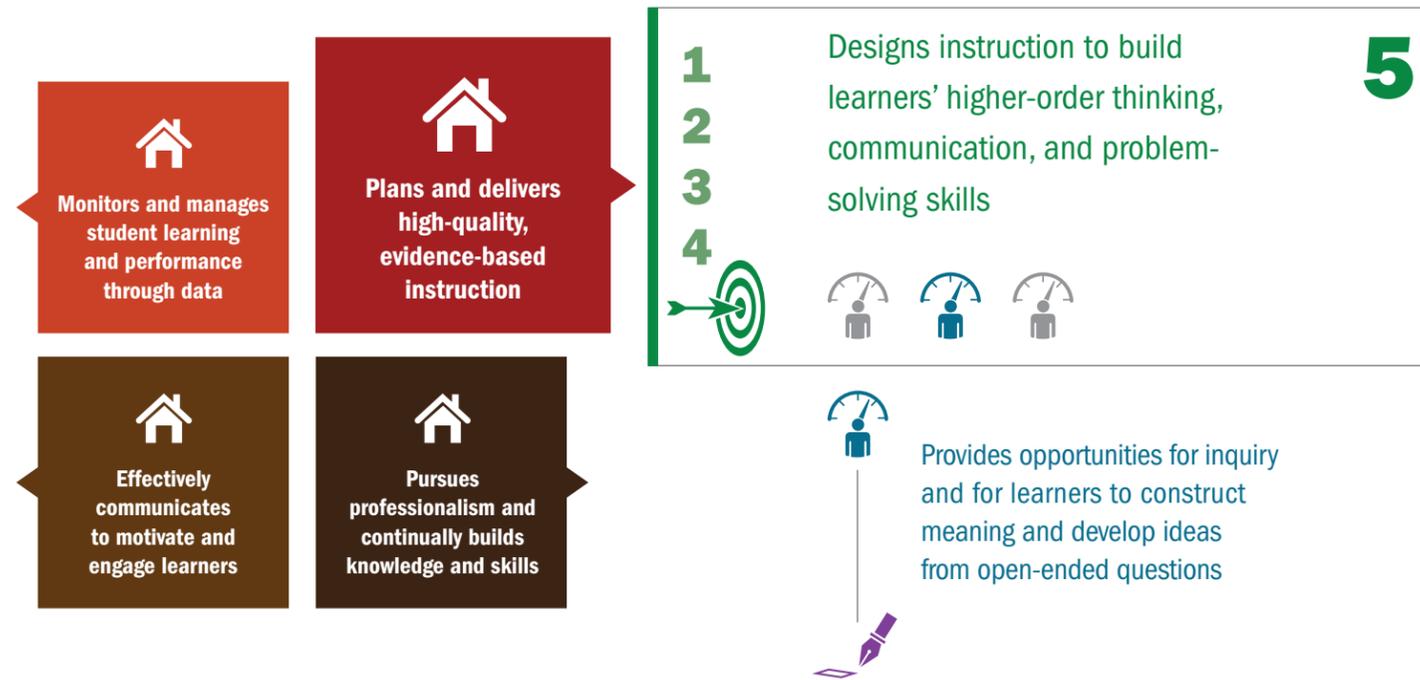
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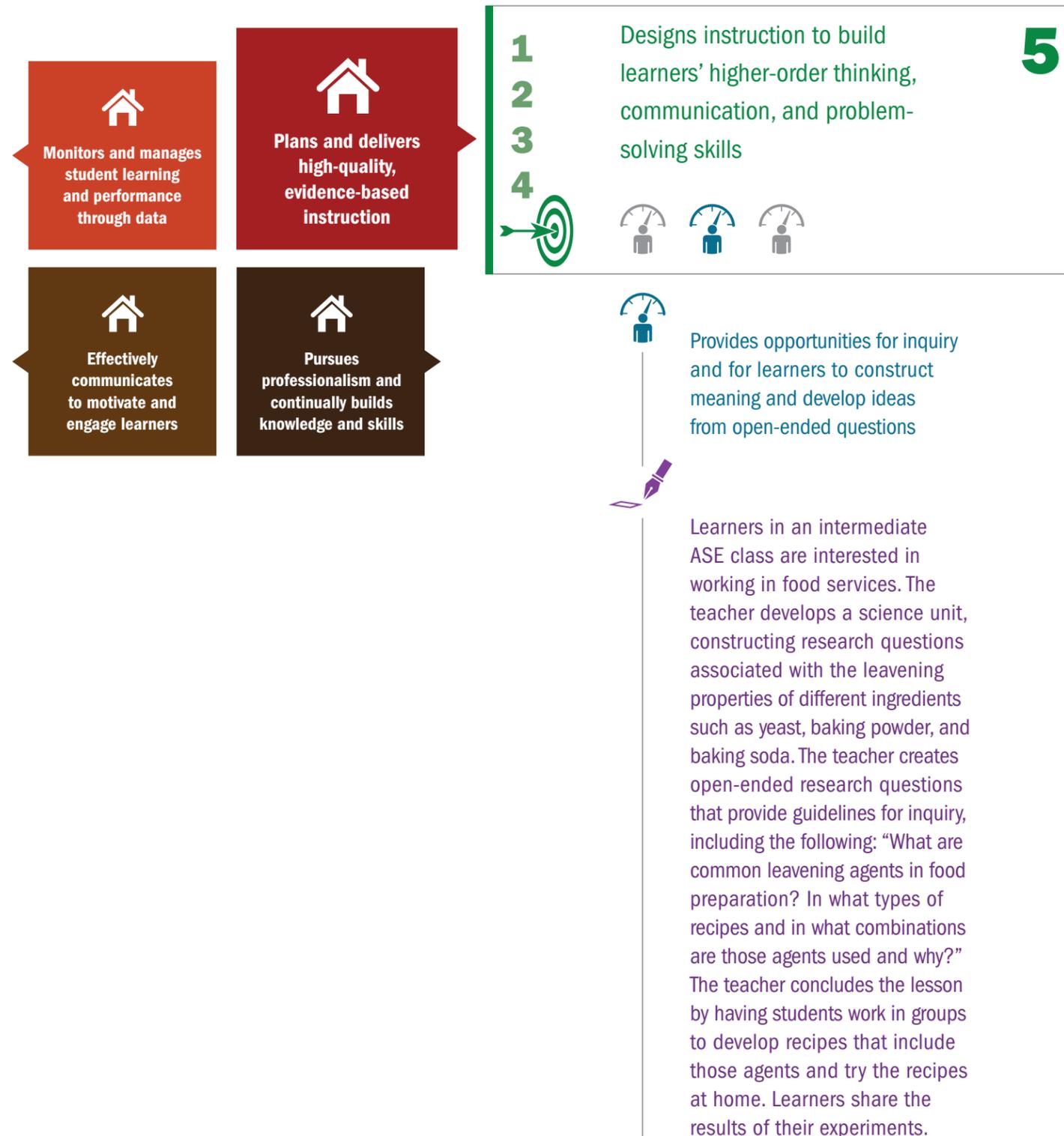
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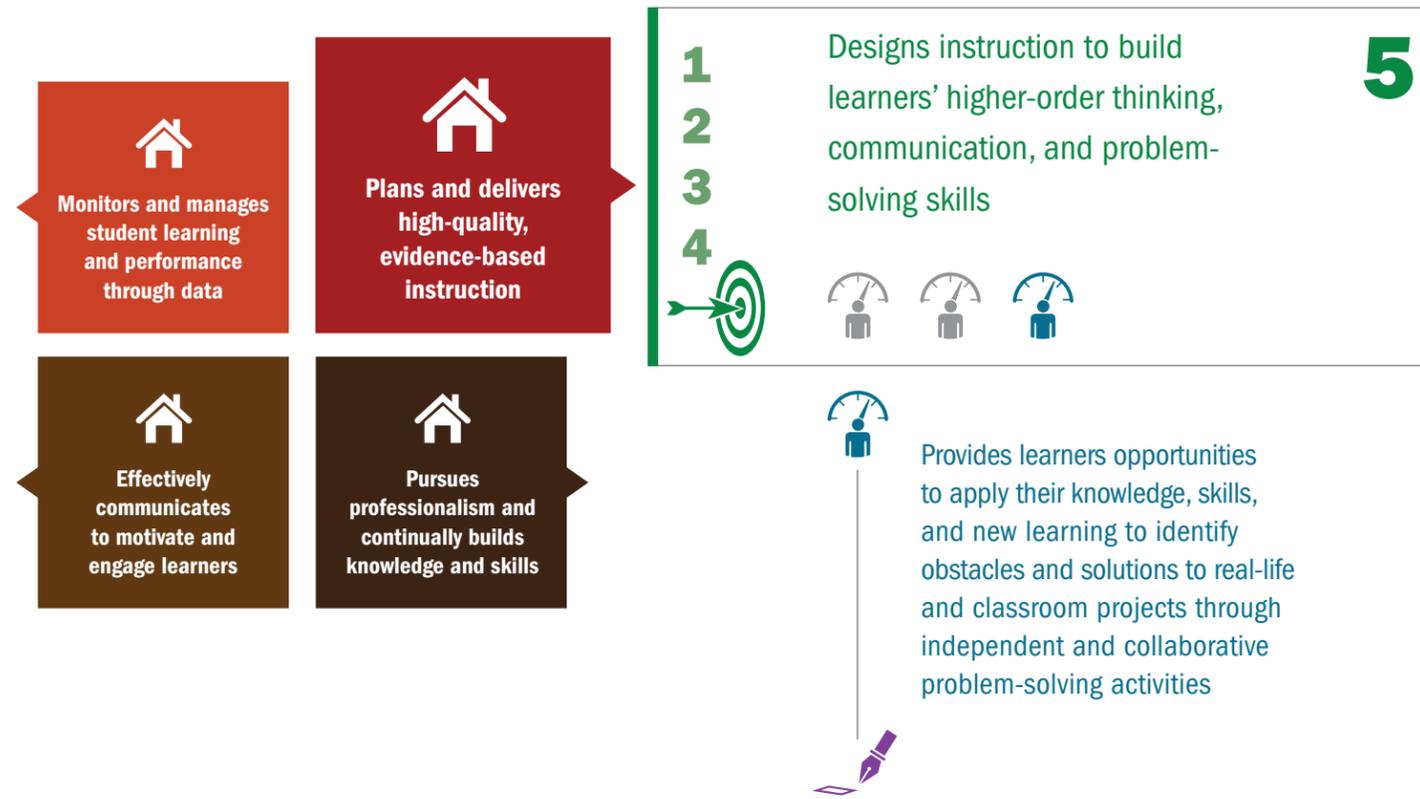
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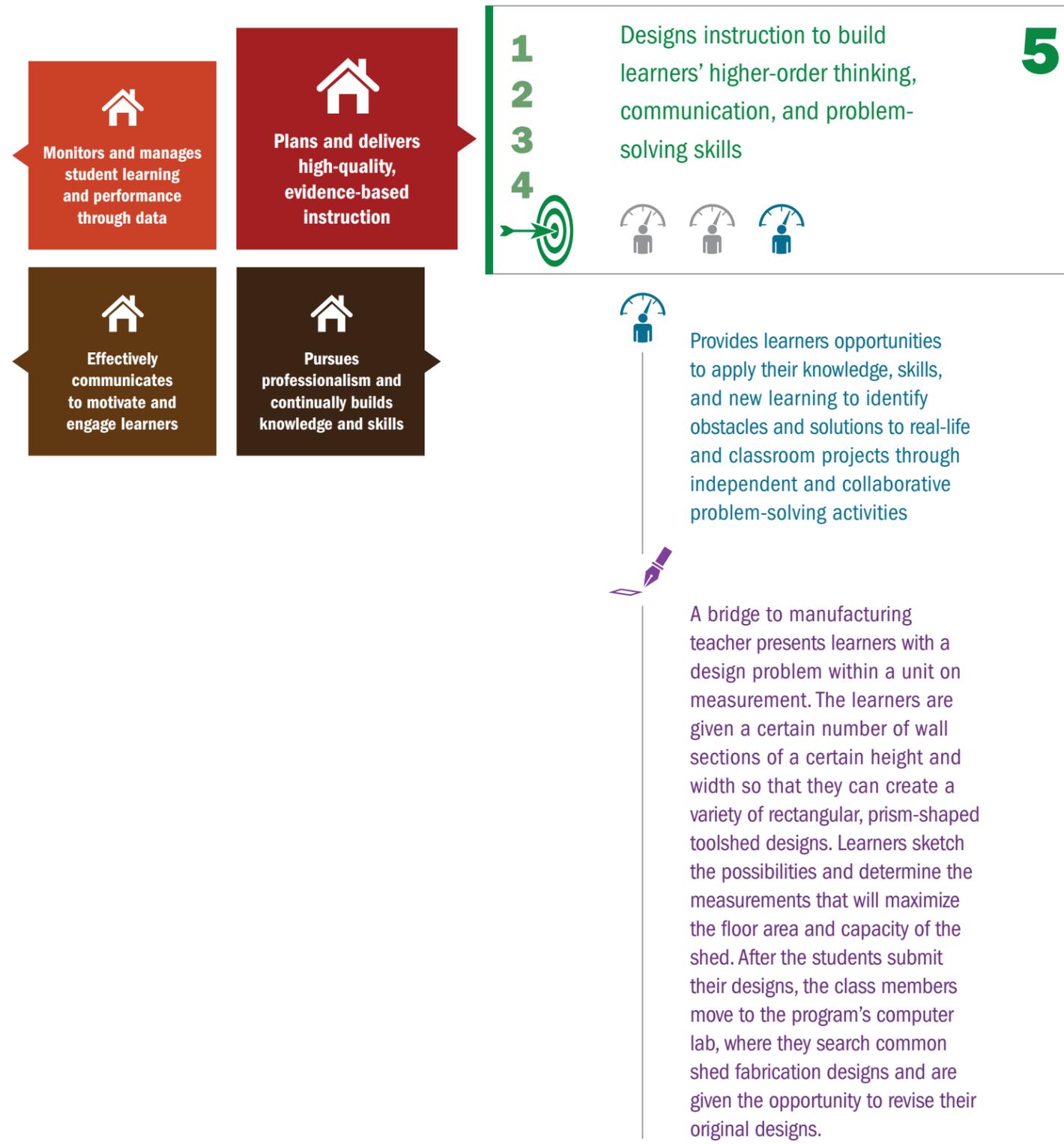
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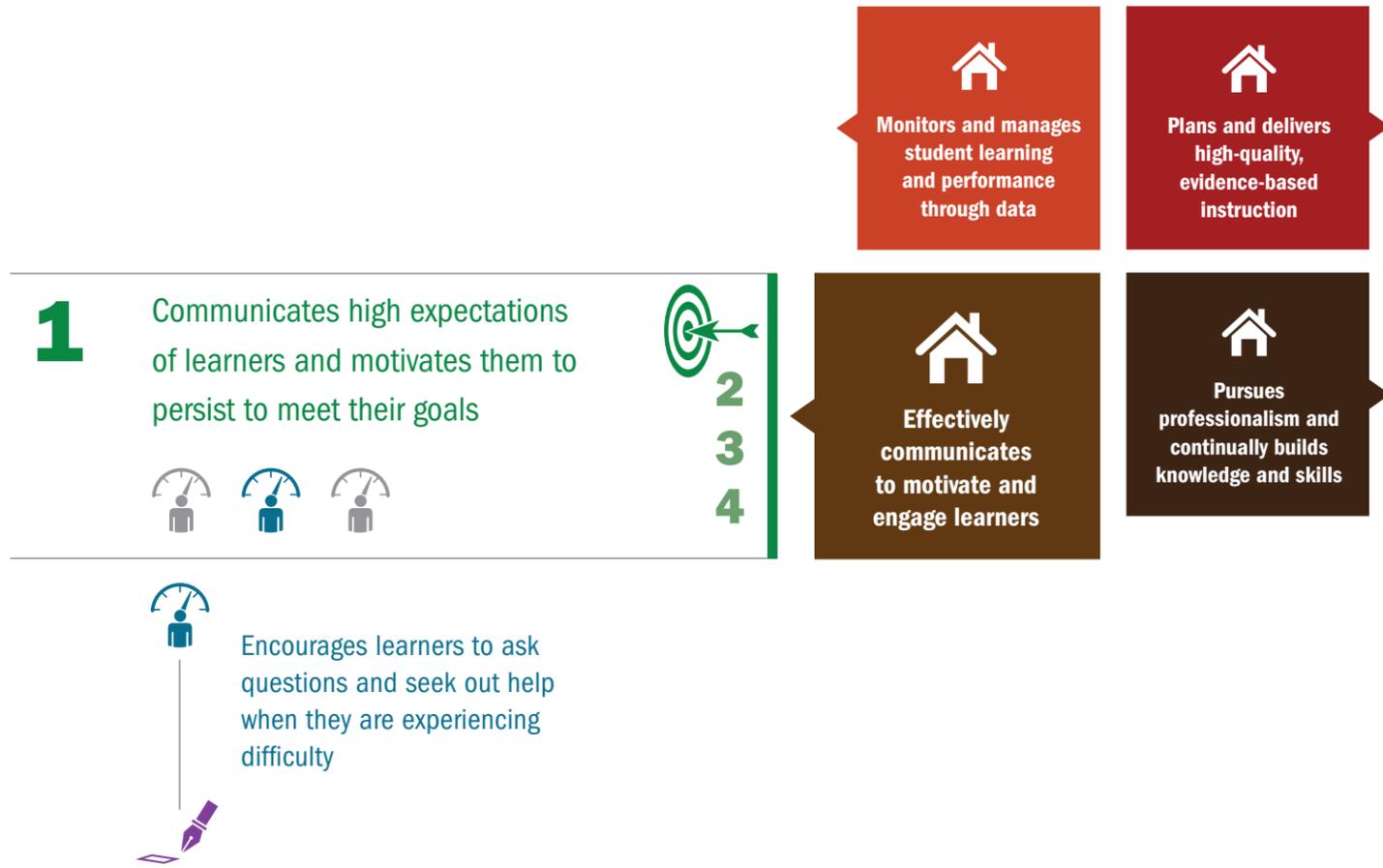


Communicates learning goals and explains to learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals



 Communicates learning goals and explains to learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals

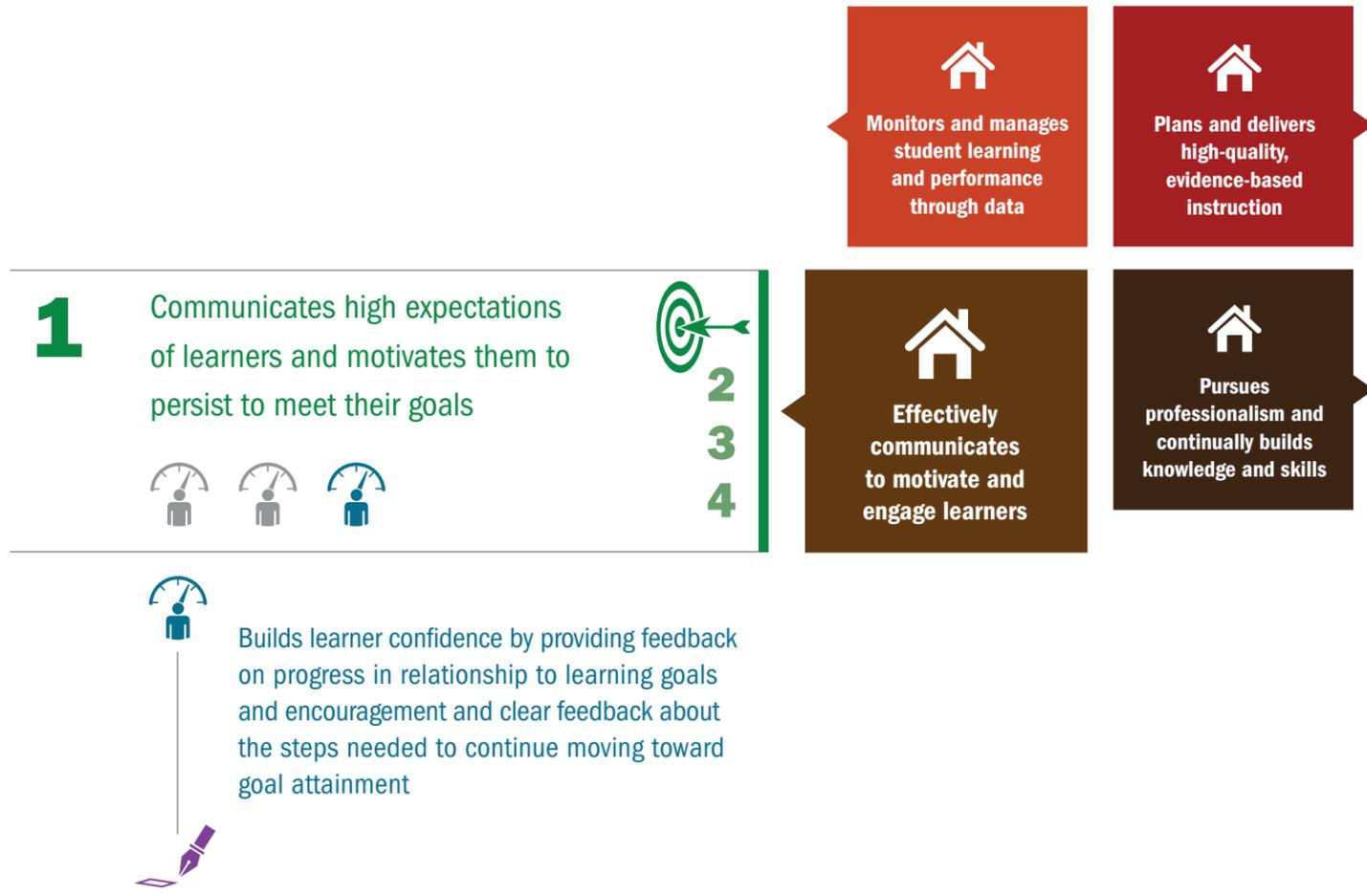
 An advanced ESL teacher begins each class with a review of the day's agenda, including the learning objectives for the day's lesson. At the end of each lesson, the teacher reviews what the intended objectives for the lesson were and what was actually accomplished. The teacher also indicates what will be covered in the next class.





Encourages learners to ask questions and seek out help when they are experiencing difficulty

An ASE teacher demonstrates through daily interactions with learners that trying out ideas, being uncertain, and struggling are a normal part of the learning process. Rather than extending praise only to “correct” answers and showing embarrassment or disappointment in response to learner mistakes, the teacher gives praise for effort and resilience and emphasizes how much can be learned from both errors and correct responses.





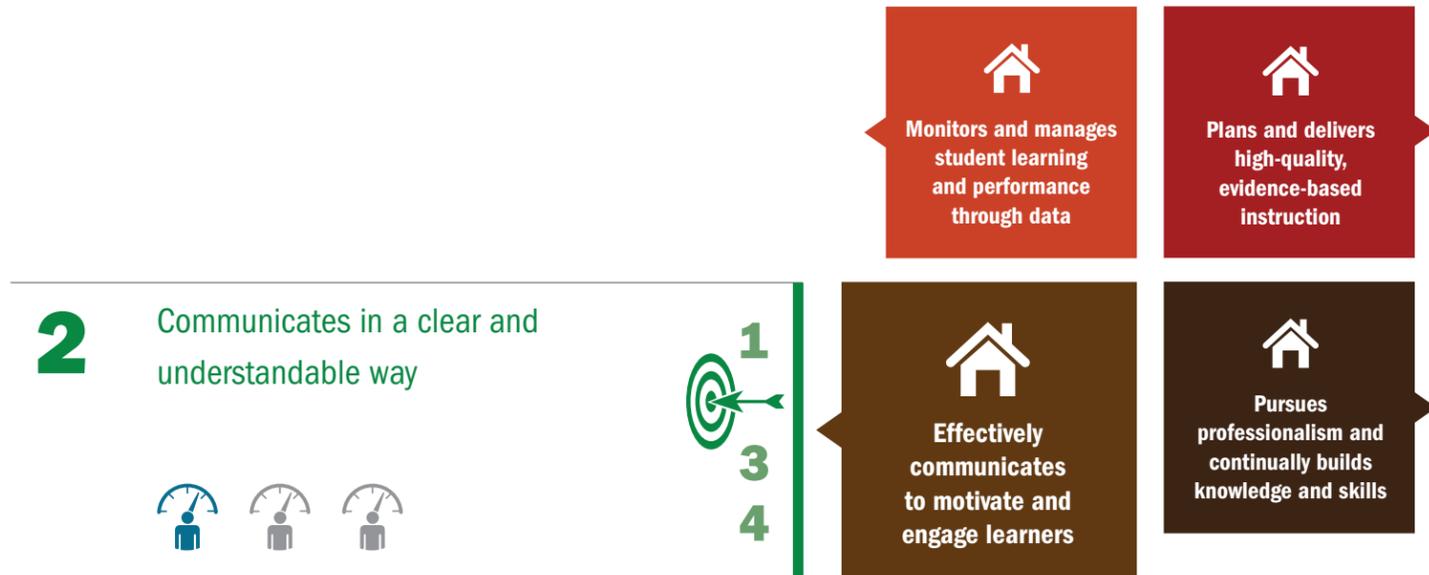
1 Communicates high expectations of learners and motivates them to persist to meet their goals

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Builds learner confidence by providing feedback on progress in relationship to learning goals and encouragement and clear feedback about the steps needed to continue moving toward goal attainment

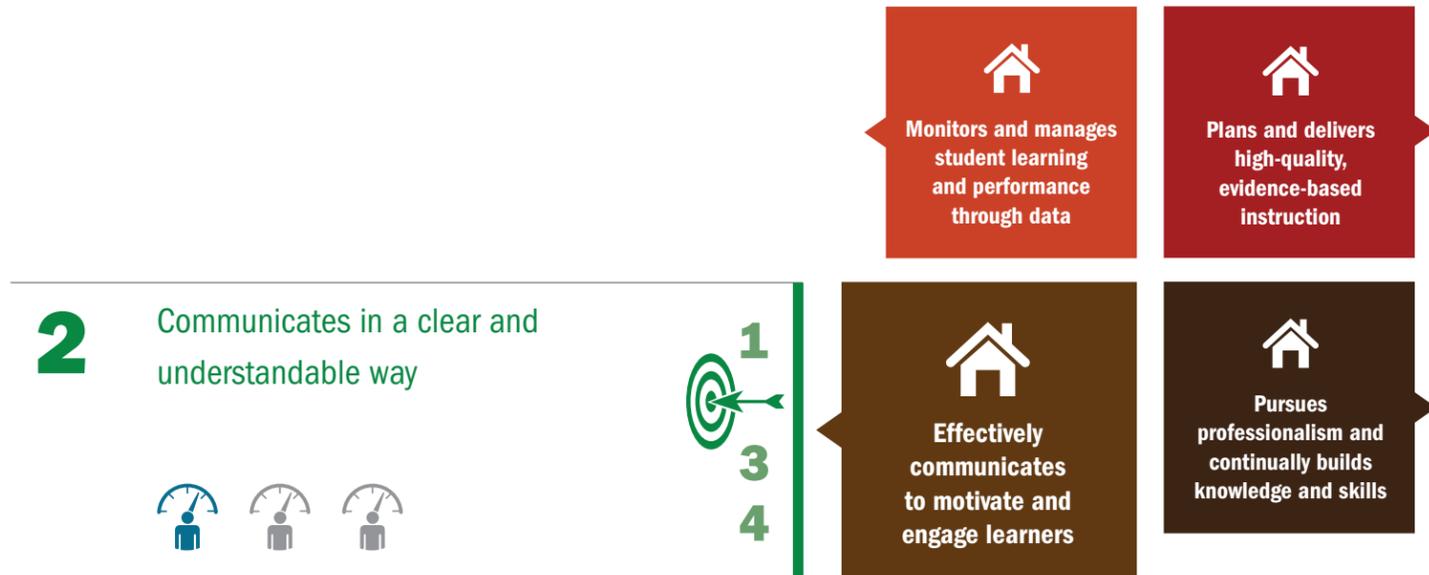
A literacy-level ABE teacher schedules one-on-one meetings with students to discuss progress in relationship to their learning goals (while other students are engaged in small group collaborative work). In one of these meetings, a learner who had come to the program with the goal of obtaining a high school credential expresses his frustration with his perceived level of progress. The teacher acknowledges that a high school credential is a long-term goal and describes the short-term and midterm goals that were established earlier in the semester to reach that longer term goal. The teacher then reviews the current progress the learner is making in relationship to immediate goals for the semester.





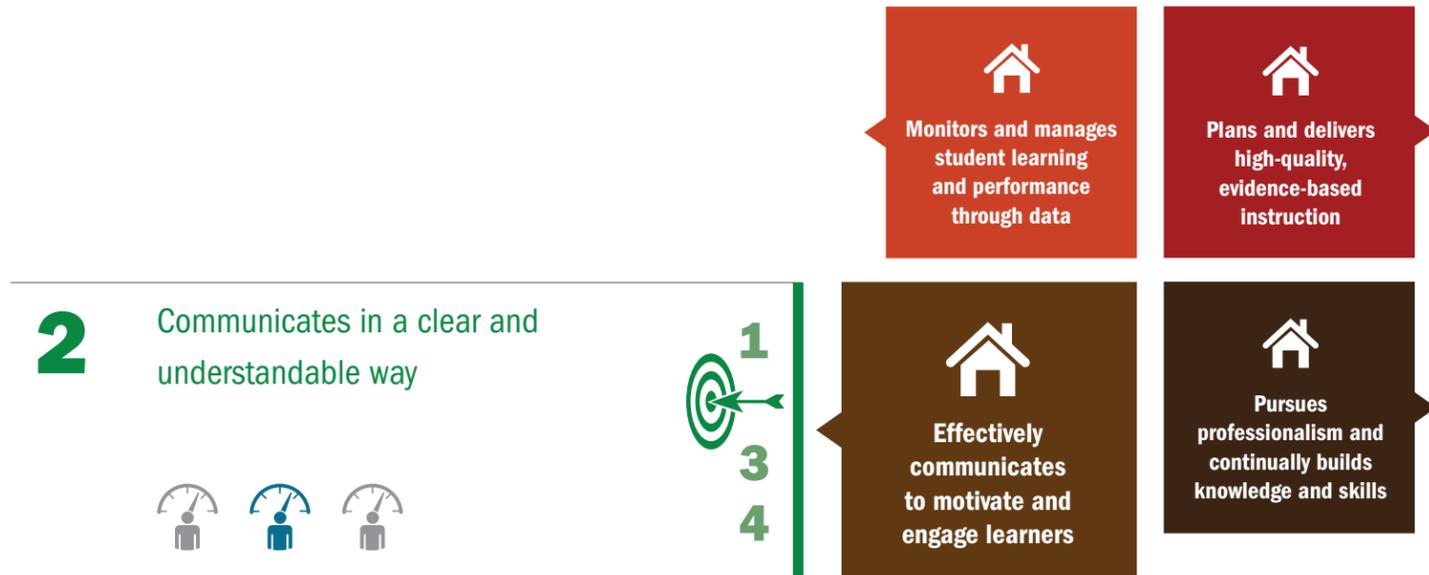
 Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas





Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas

A teacher of a multilevel ESL class is spending a lot of time going around the classroom re-explaining task instructions. After listening to an audiotape of himself giving instructions, the teacher decides to practice scripting the instructions for a few days. The teacher sets reminders to repeat instructions in different ways. First, he explains orally and demonstrates with gestures. Next, he models what the learners should do. Finally, he asks the learners to practice as a whole class before working on the task individually or in small groups.




Uses language and notation that is appropriate for learners, based on their backgrounds and abilities





 Uses language and notation that is appropriate for learners, based on their backgrounds and abilities

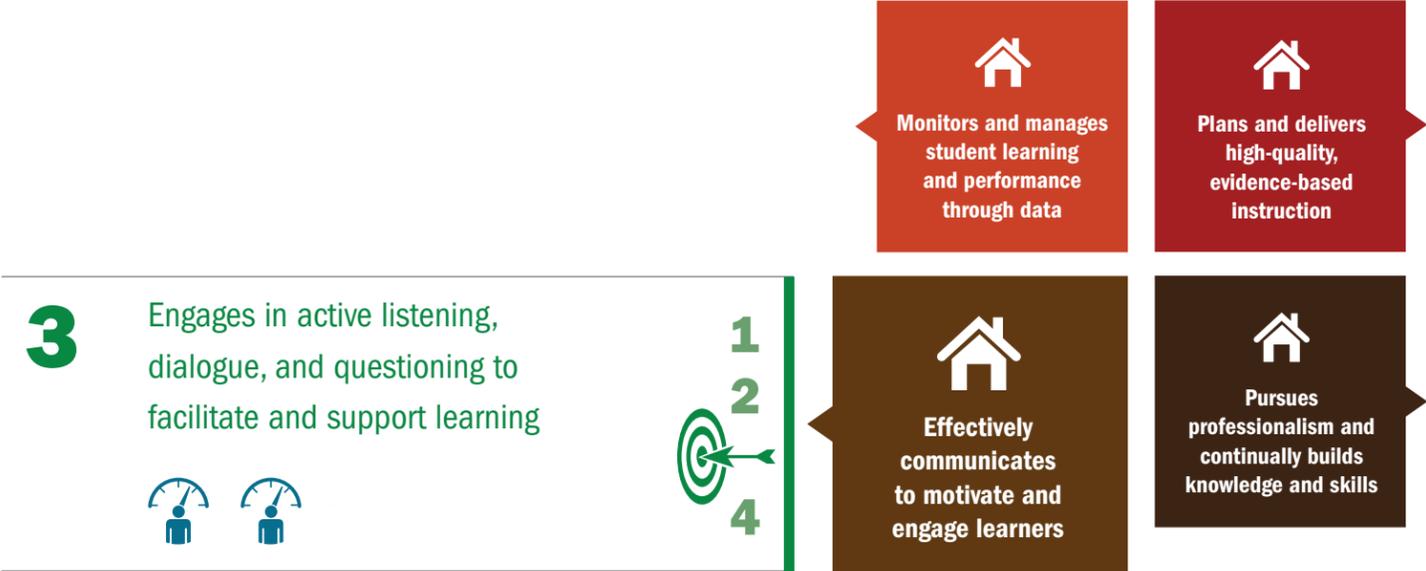
 A team of ABE teachers organizes a “library” of books according to reading levels. The teachers then use the levels to recommend books for learners’ independent reading. As learners read, the teachers monitor and question them to determine whether the chosen books are appropriately challenging.

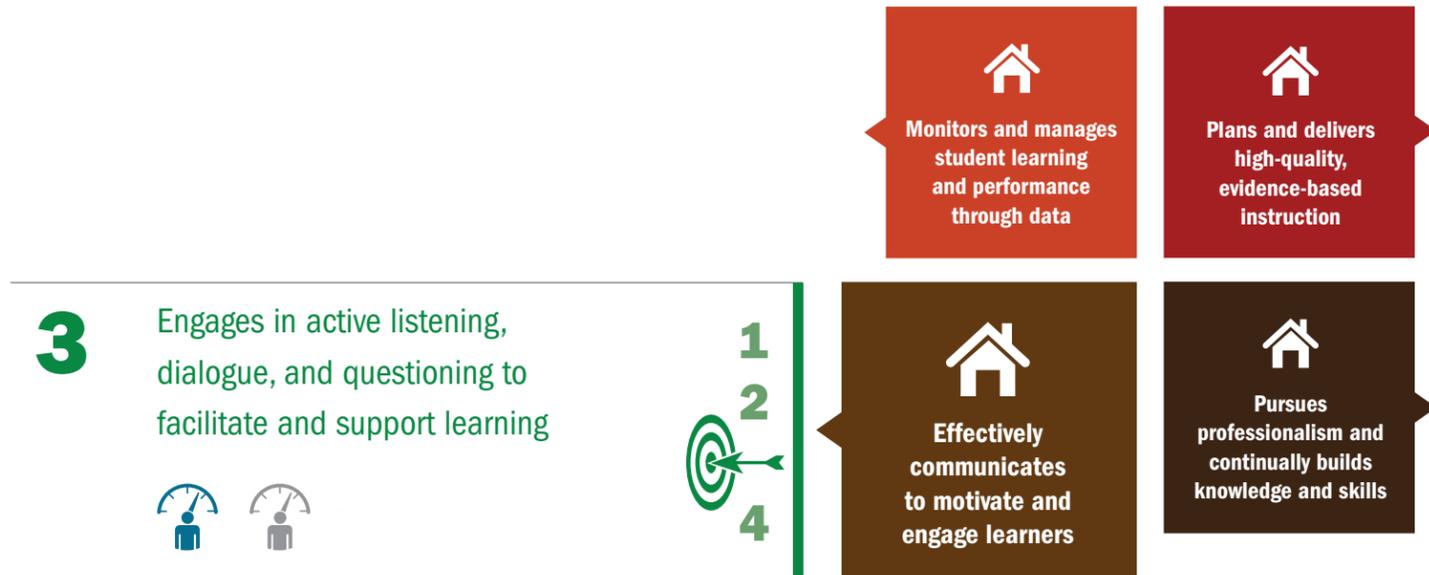




Selects level-appropriate materials and presents them in an understandable and organized format to support the goals of the lesson

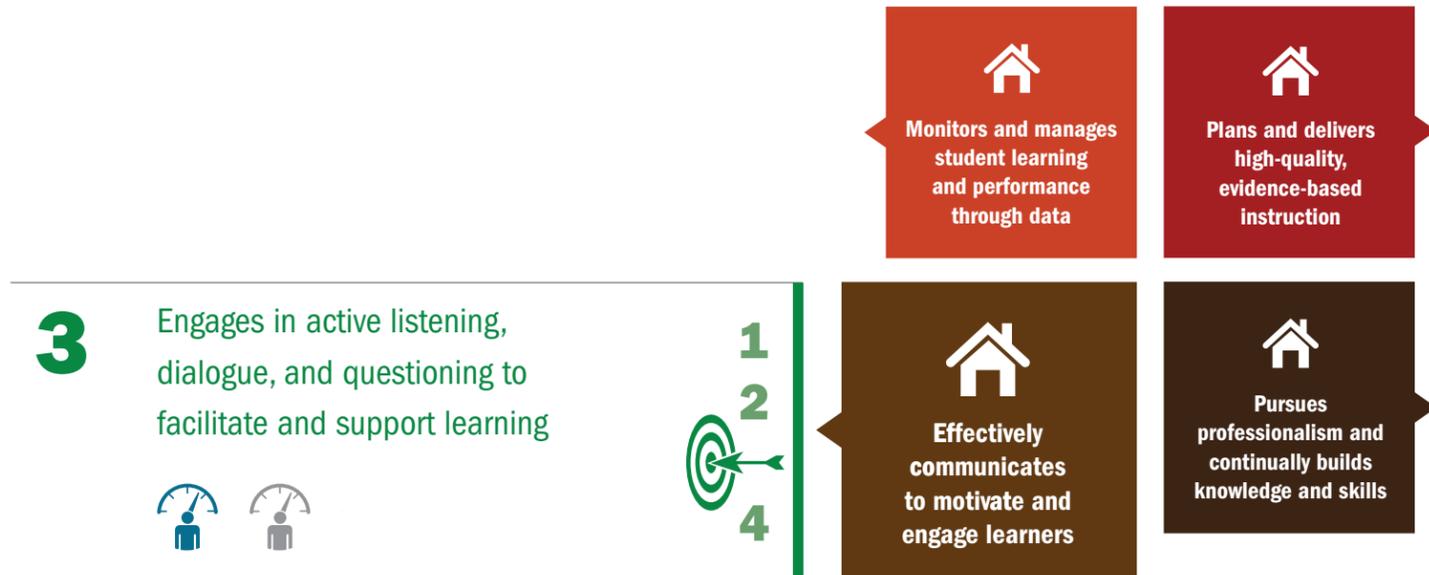
A high-level ABE teacher selects news articles as part of a lesson on statewide elections. In order to support students in reading to identify the main ideas of an article, the teacher creates a graphic organizer to accompany the article and, after having students read the article independently, creates mixed ability groups so that students can complete the graphic organizer with the main ideas.





 Uses questioning strategies for understanding and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions, and problem-solving

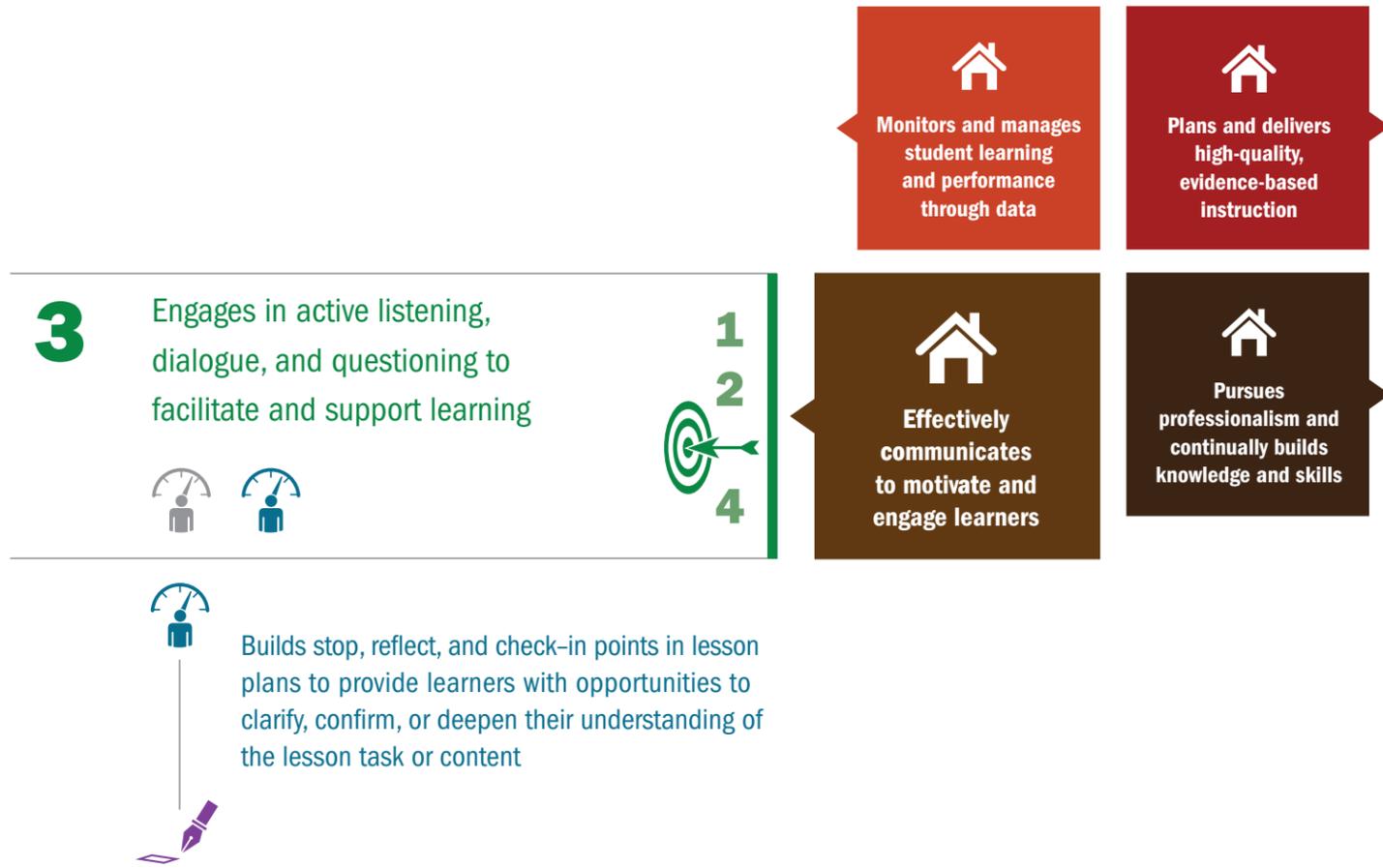




 Uses questioning strategies for understanding and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions, and problem-solving

 Learners in an intermediate ASE course are asked to answer the following questions about knowing how to calculate the circumference of a circle:

- How do you measure the circumference of a circle?
- Why do we need to know this?
- What professions might need this information (fashion designers, landscapers, manufactures, carpet layers, and so forth)?
- How can you use this information?
- Can you think of an easy way to remember the formula?





Builds stop, reflect, and check-in points in lesson plans to provide learners with opportunities to clarify, confirm, or deepen their understanding of the lesson task or content

During the course of every lesson, a bridge to college teacher employs several questioning strategies to help students fully understand the lesson objectives. Rather than relying on an individual student response to represent class-wide understanding, the teacher creates a classroom culture where all learners listen to, critique, and speak in support of other learners' ideas. The teacher also routinely presses learners not to simply provide "answers" to problems or questions but to always explain and justify their process and thinking.





Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom



4 Models an understanding of diversity

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Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom

An ABE literacy teacher invites learners to create a class calendar of different holidays and festivals celebrated by learners in the class. The teacher uses the calendar to reinforce the spelling of days of the week and months of the year. In addition, the class votes for those holidays they will celebrate in class. The teacher invites learners to share cultural practices they'd like others to know about. For example, learners of Muslim faith may fast during Ramadan and may refuse food at break time.

Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills



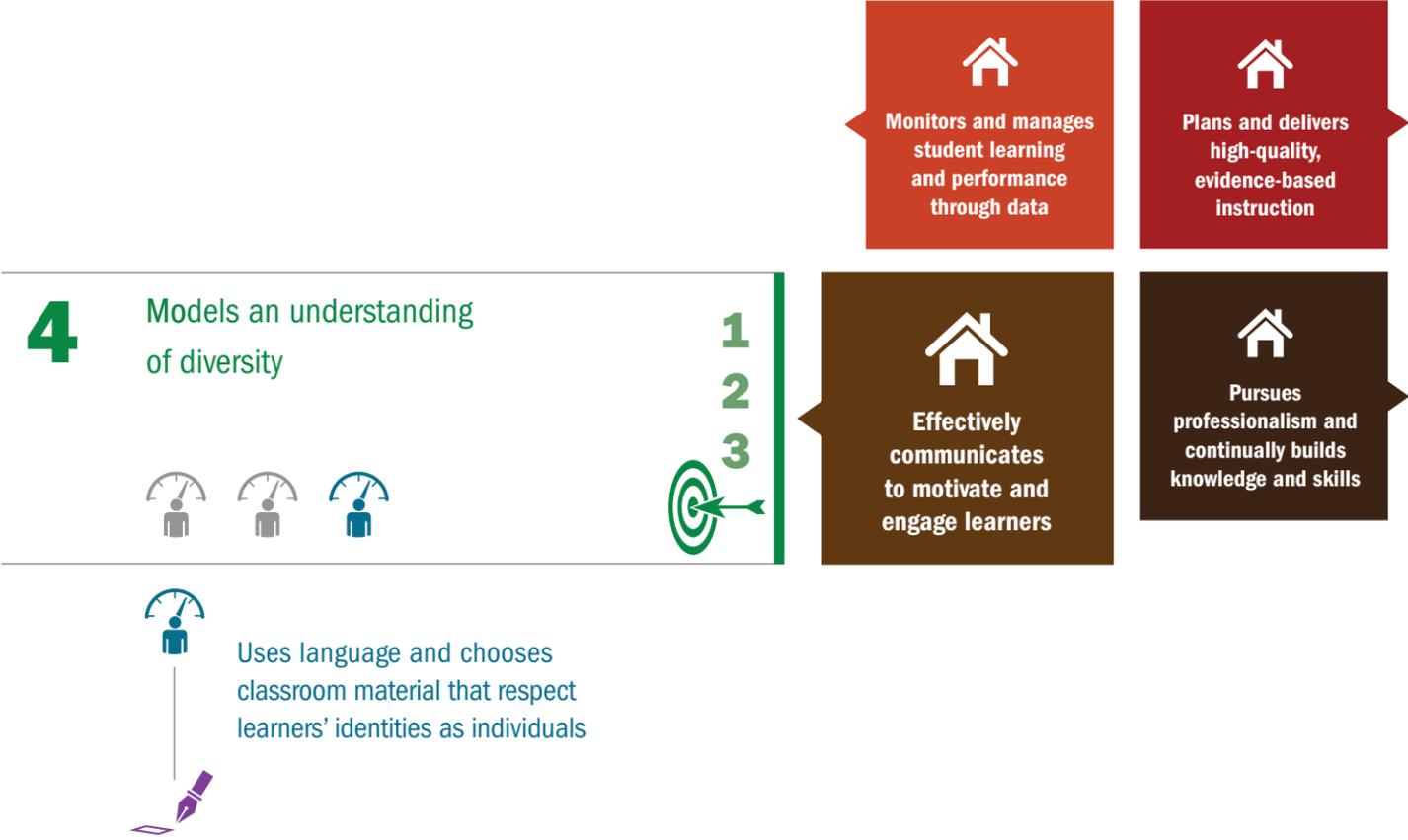
 When evaluating learner performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular-speaking communities, are second language learners, or possibly have learning difficulties

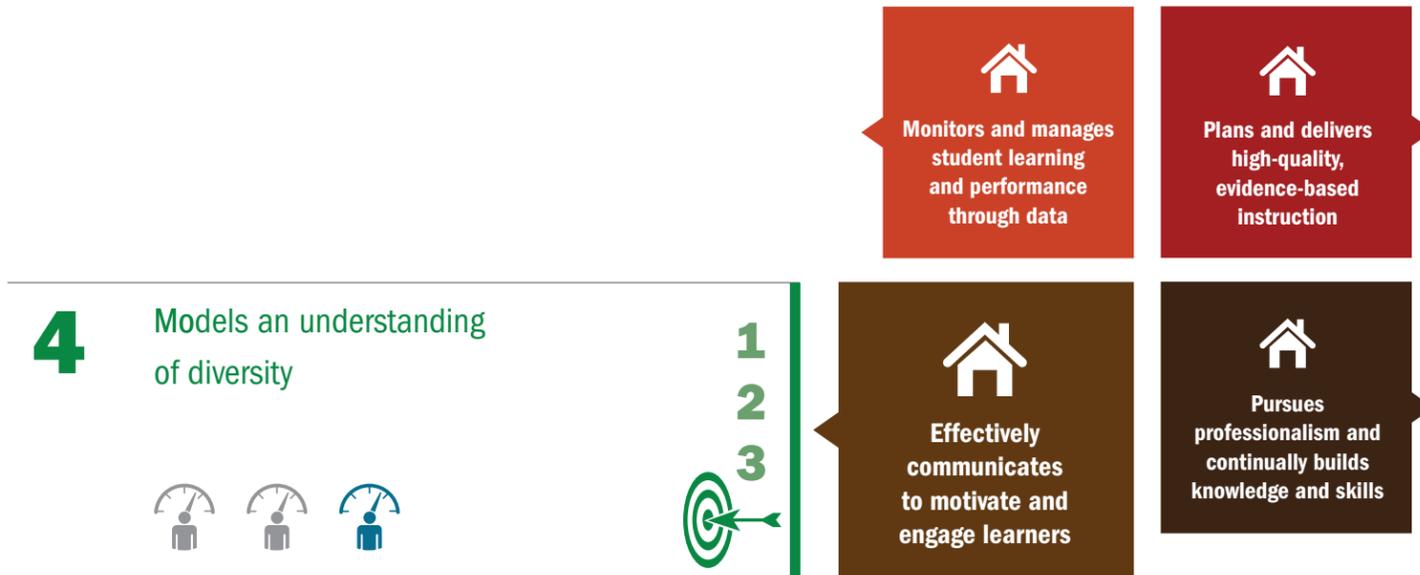




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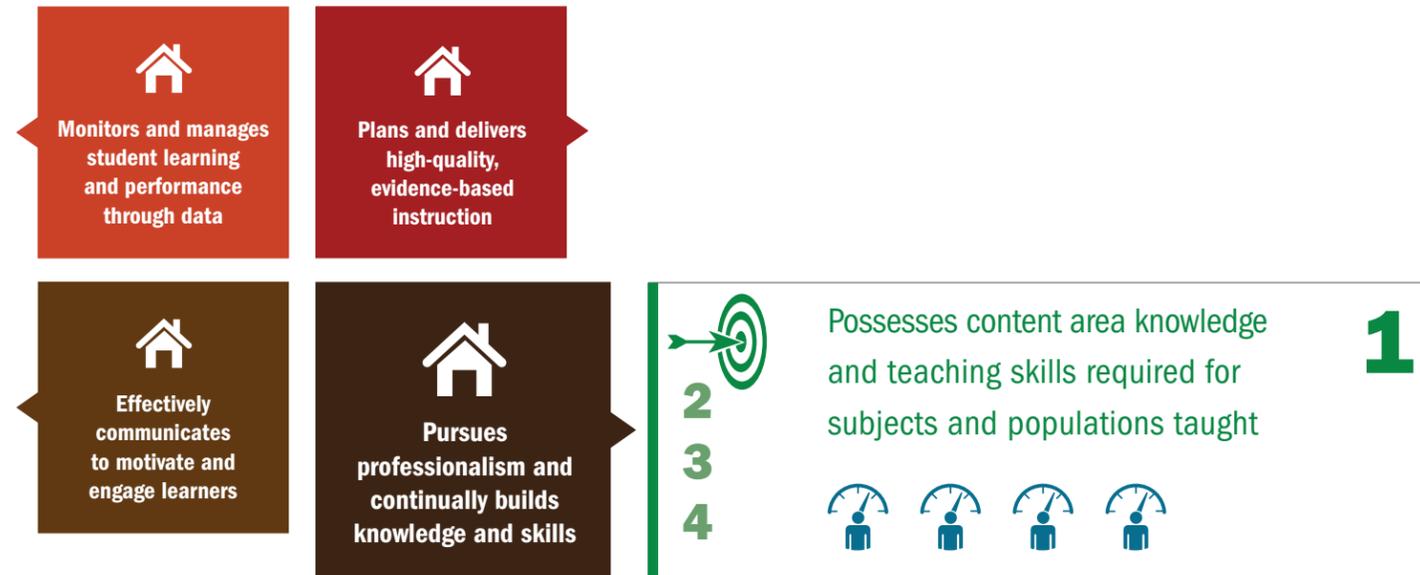
 An intermediate ESL teacher identifies common errors made by native speakers of Spanish, such as using adjectives after nouns as is common in Spanish instead of before nouns as is common in English. The teacher shows learners how English and Spanish are different in this area, demonstrating an understanding of the differences.

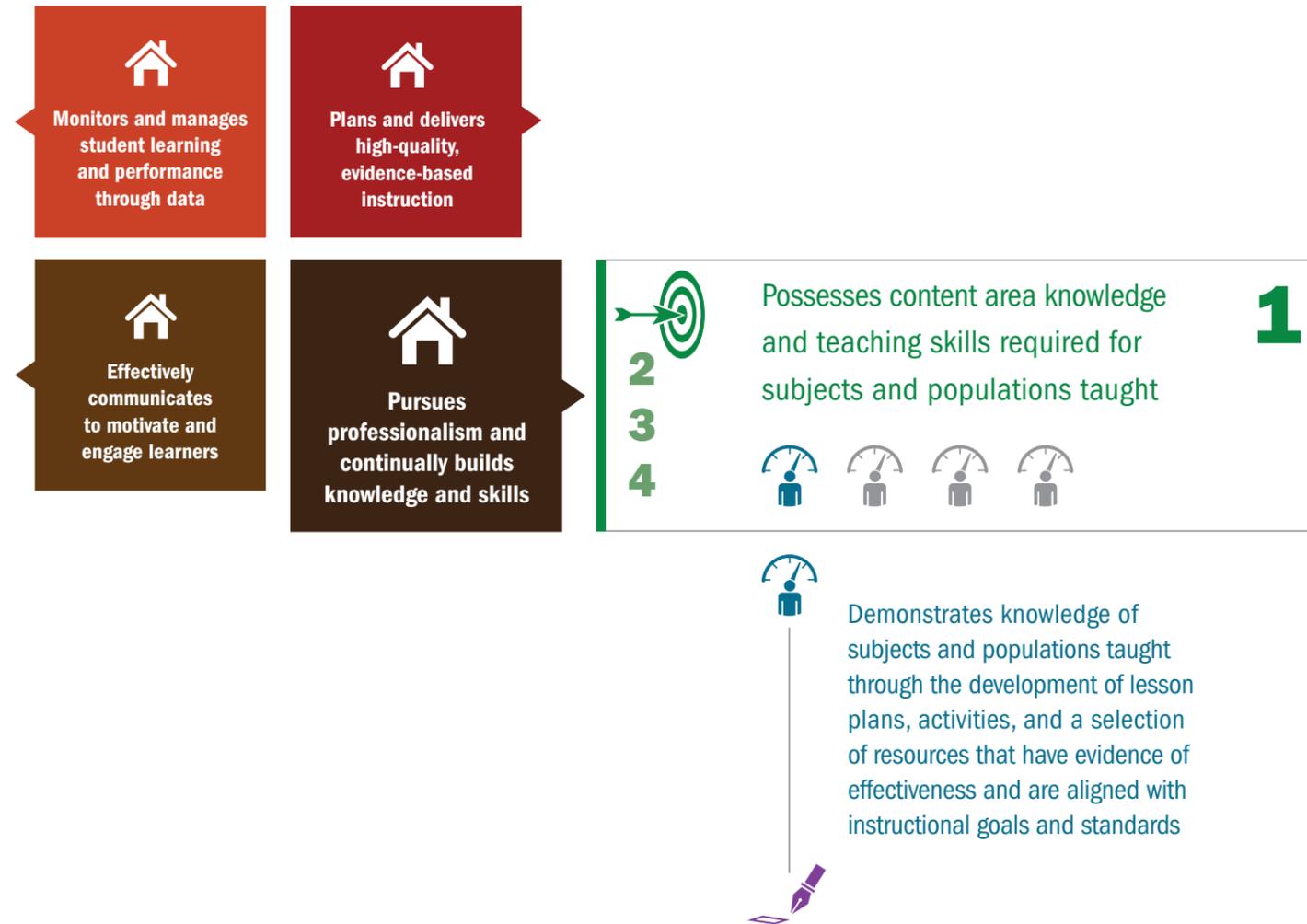




 Uses language and chooses classroom material that respect learners' identities as individuals

 A teacher reviews mathematics texts, looking for problems that can be used in an ASE mathematics class. The teacher discovers a few problems that are mathematically rich but that contain gender and other cultural stereotypes. The teacher recognizes that the problems, as written, would offend some learners, would create a classroom atmosphere that undermined trust, and would distract from the content of the lesson. The teacher rewrites the problems to remove those references.





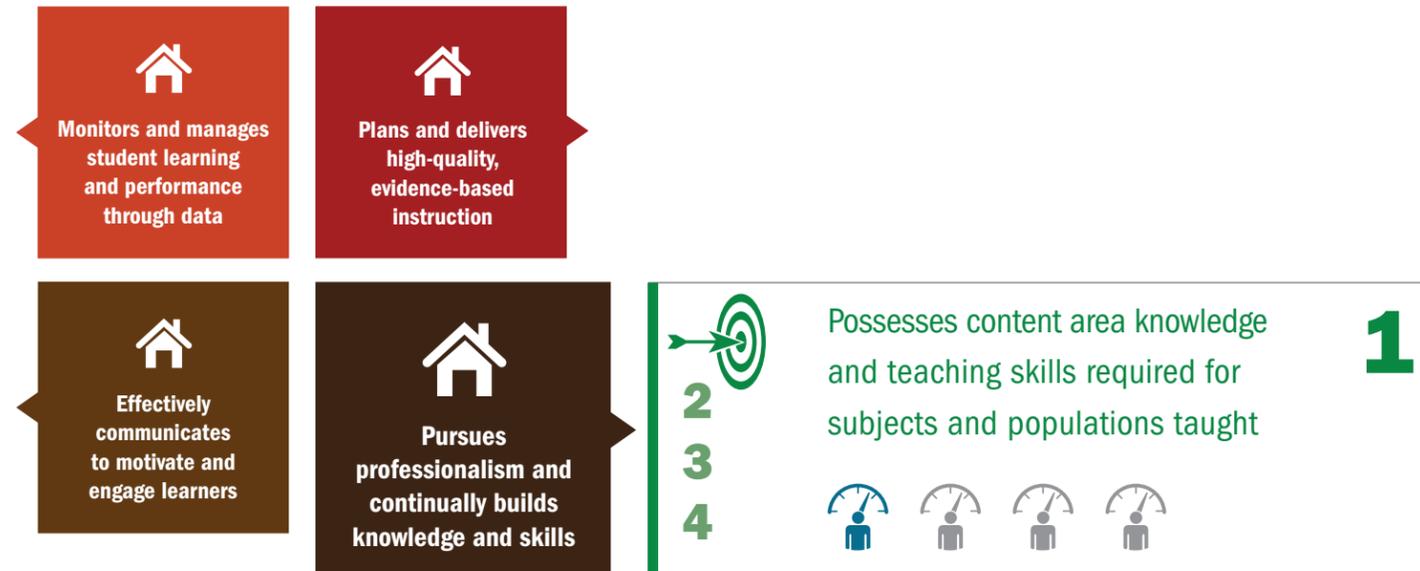
Competency



Performance Indicators

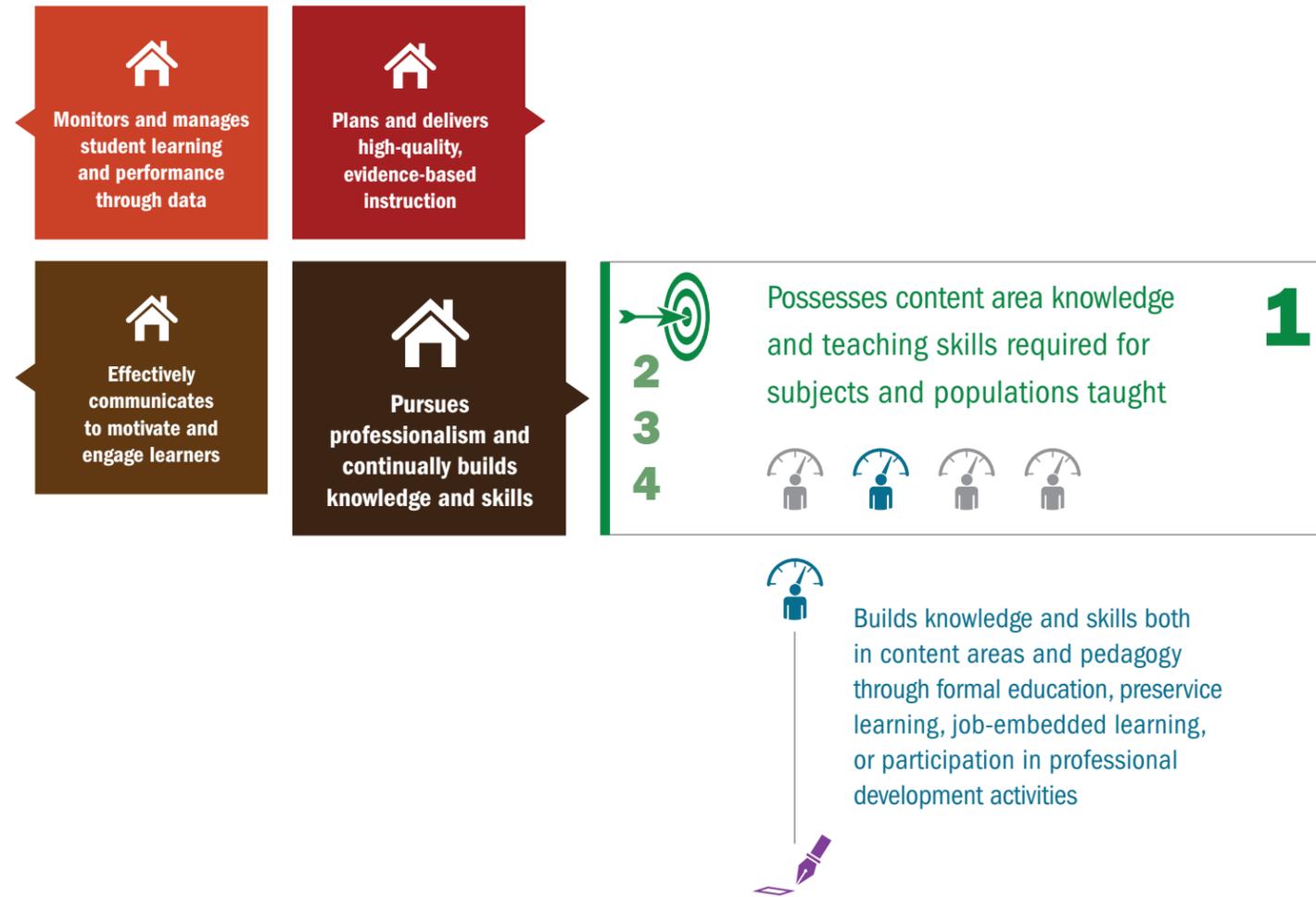


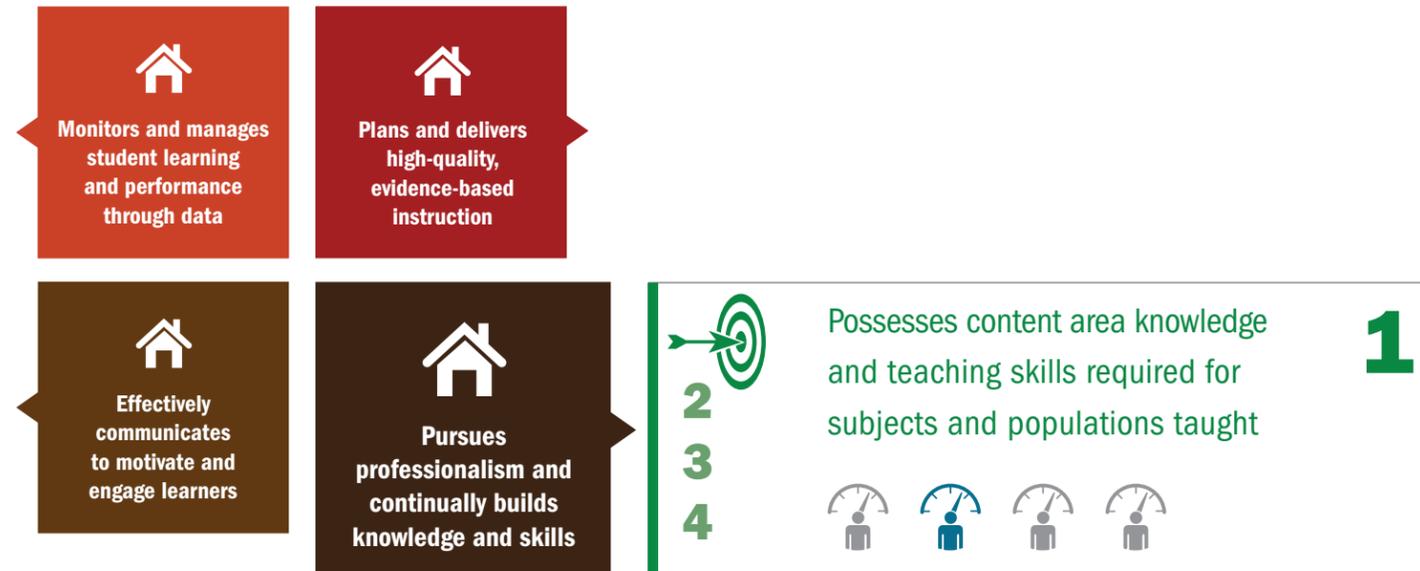
Sample Illustrations



 Demonstrates knowledge of subjects and populations taught through the development of lesson plans, activities, and a selection of resources that have evidence of effectiveness and are aligned with instructional goals and standards

 An intermediate ASE teacher is planning a learning unit on writing instruction. The teacher structures the unit to include lessons on each of the phases of the writing process: prewriting, writing, revising, and editing. Through review of writing samples, the teacher identifies common areas of need among students and identifies paragraph development as an area for explicit instruction.





Competency



Performance Indicators



Sample Illustrations



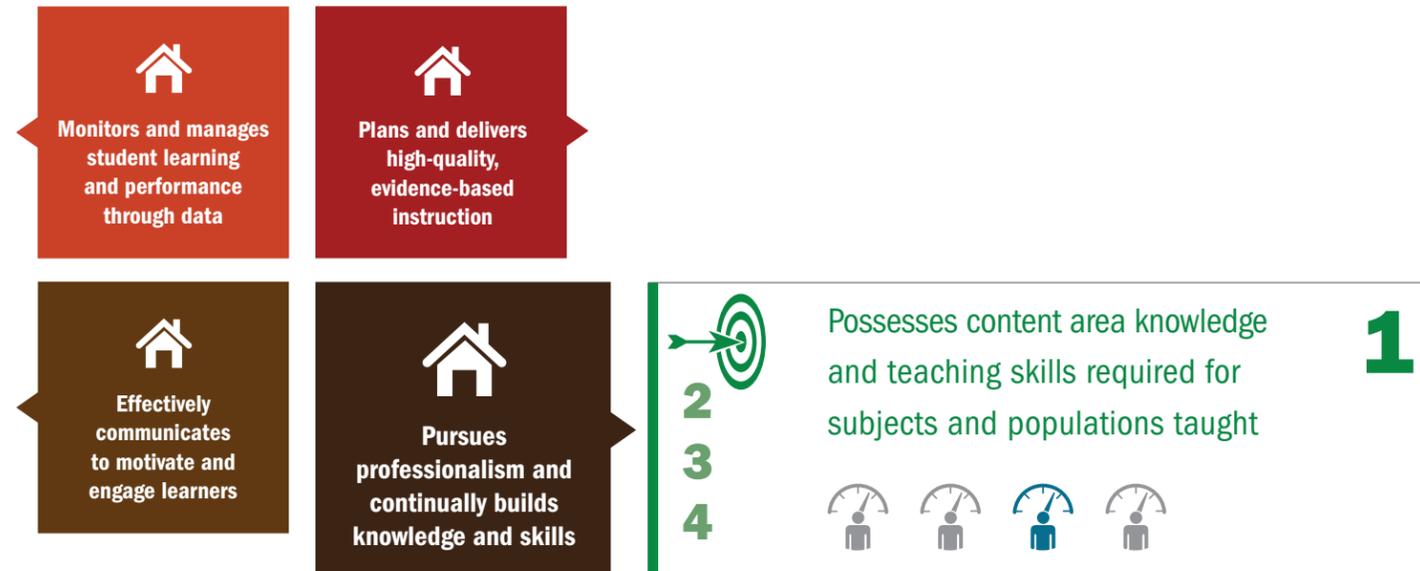
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Performance Indicators

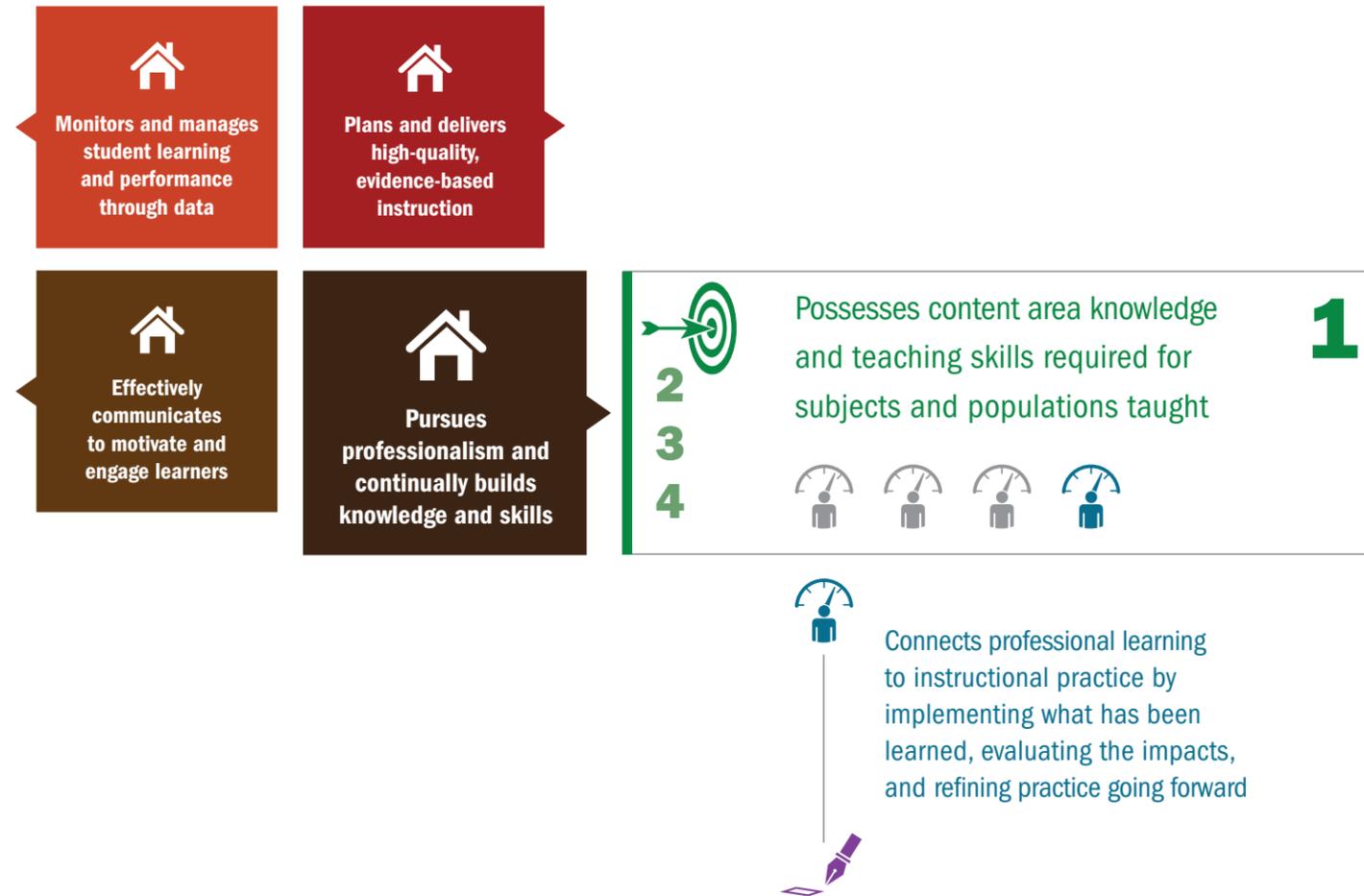


Sample Illustrations



 Evaluates areas where one's own pedagogical and/or content knowledge needs to be strengthened and seeks out professional development settings and resources to address these needs as part of a professional development plan

 An ASE teacher who has always focused reading instruction on fiction and autobiography learns that graduates often struggle to read nonfiction texts in college. The teacher finds and enrolls in a professional development seminar series devoted to high-quality instruction of nonfiction texts. Following the seminars, the teacher plans to read a series of research articles on this issue as further preparation before planning a nonfiction unit for students.



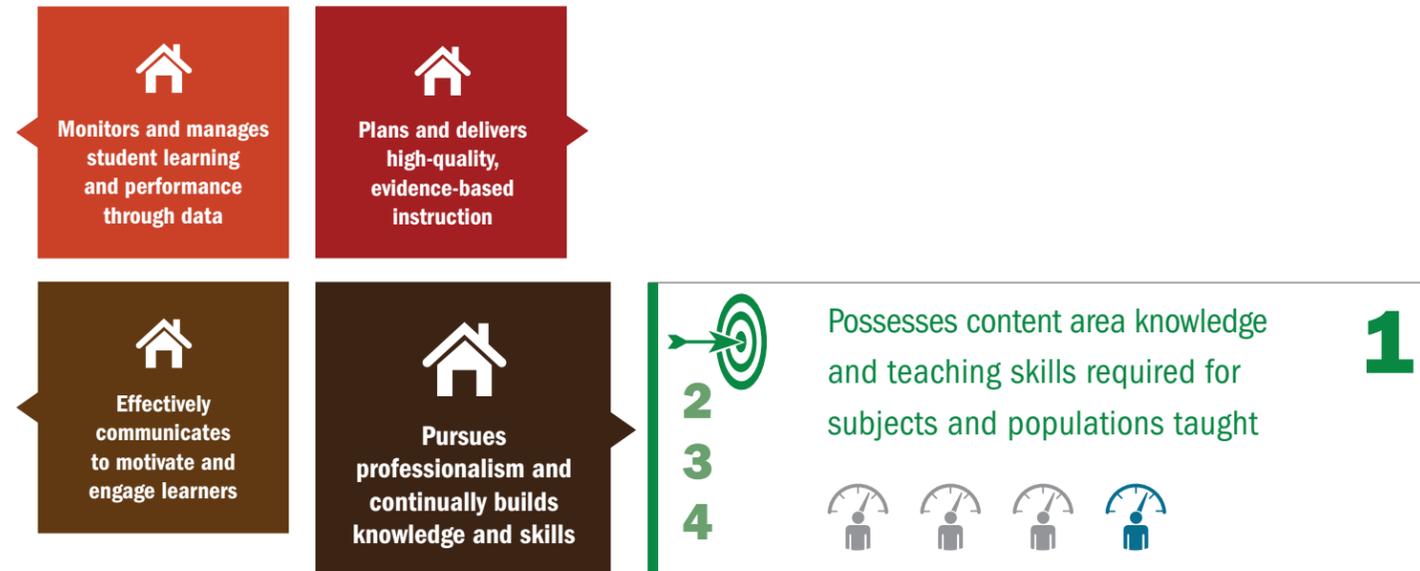
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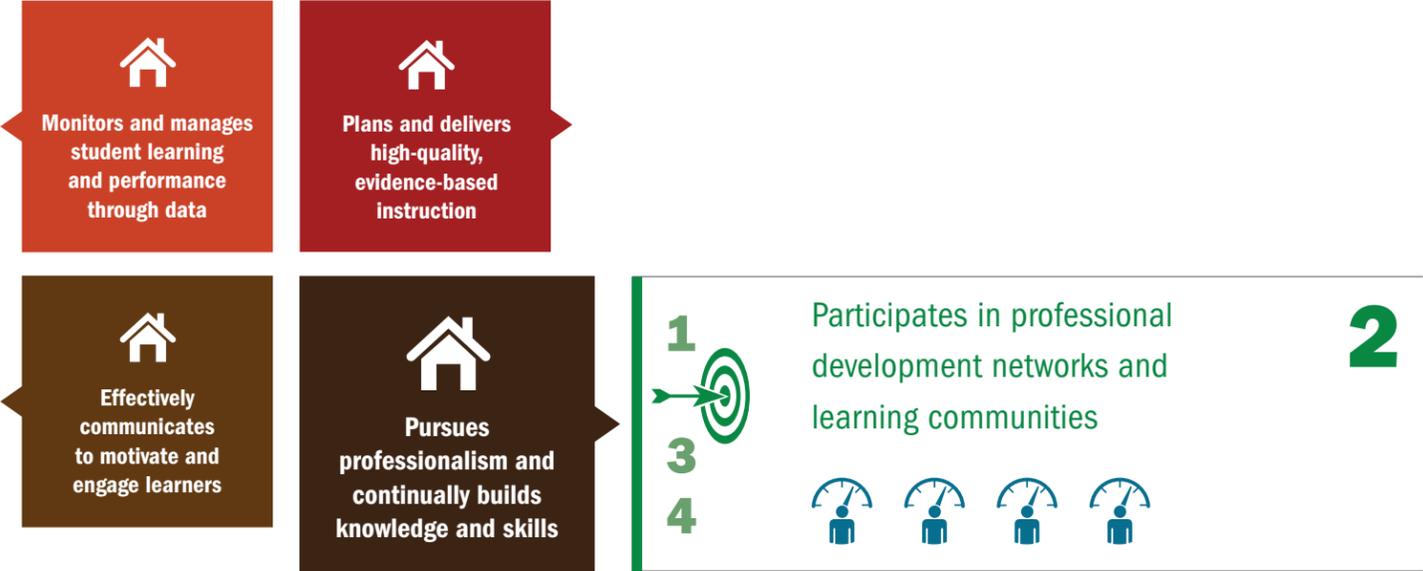


Sample Illustrations

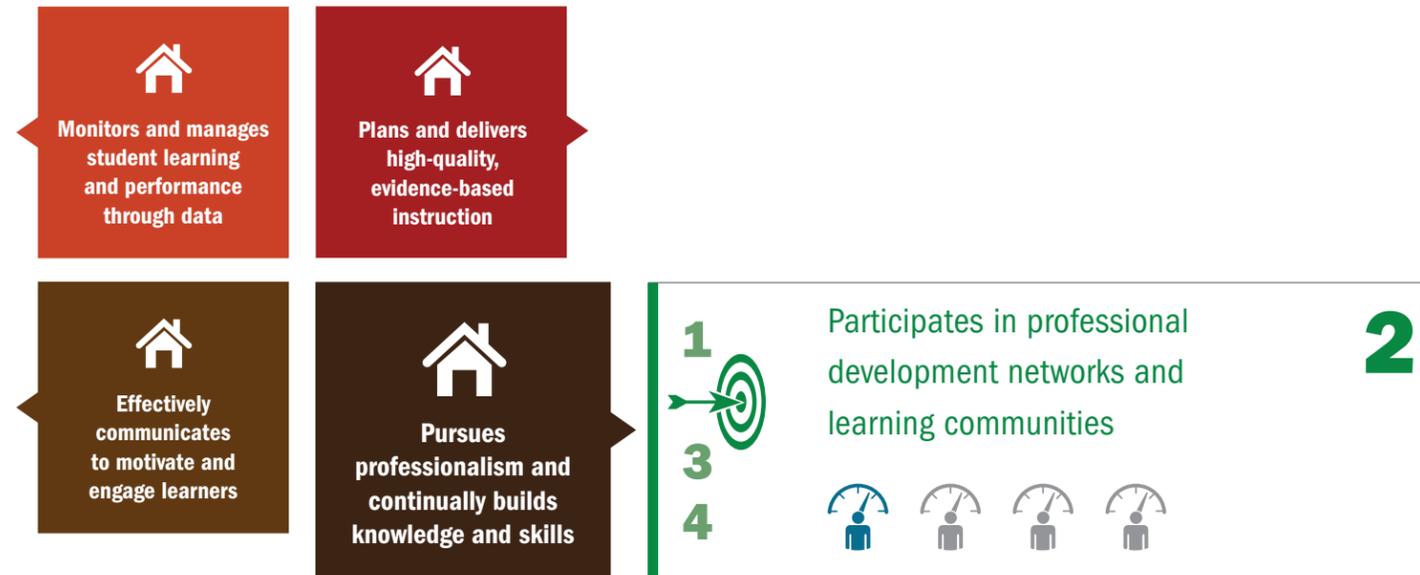


 Connects professional learning to instructional practice by implementing what has been learned, evaluating the impacts, and refining practice going forward

 An ABE mathematics teacher wants to improve learners' conceptual understanding of the differences in measuring length, area, and volume. The teacher attends professional development workshops that describe the importance of using concrete manipulatives in developing these concepts. After using these tools in the classroom, the teacher believes that the learners have a clearer notion of measurement concepts but wants to do a better job of linking the manipulatives to learners' understanding of measurement units. The teacher plans adjustments to address this weakness in the next cycle.







 Participates regularly in a professional learning network or community of practice, with the express purpose of improving teaching and learning

 An intermediate ESL teacher's second language reading pedagogy relies largely on experience teaching high school English literature. The teacher decides to join a study circle with other local ESL teachers to improve her knowledge base and strengthen her practice as an ESL reading teacher. The teacher is able to make adjustments to instructional practice, with improved focus on alphabets, reading fluency, and vocabulary development.



Competency

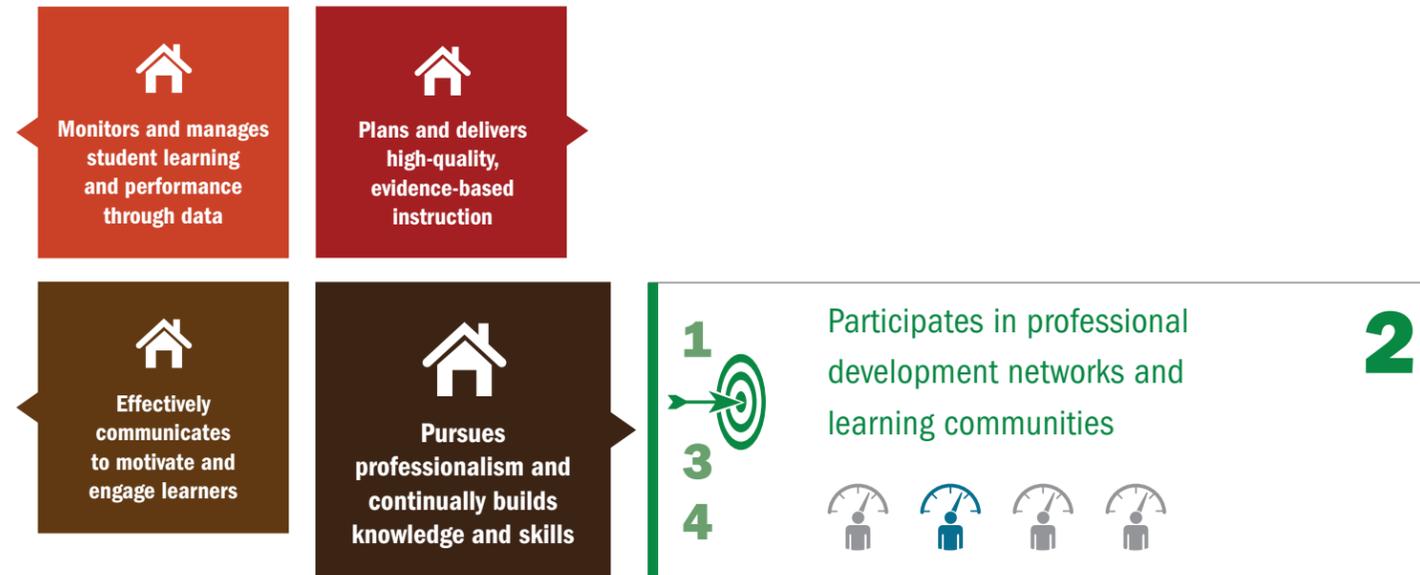


Performance Indicators



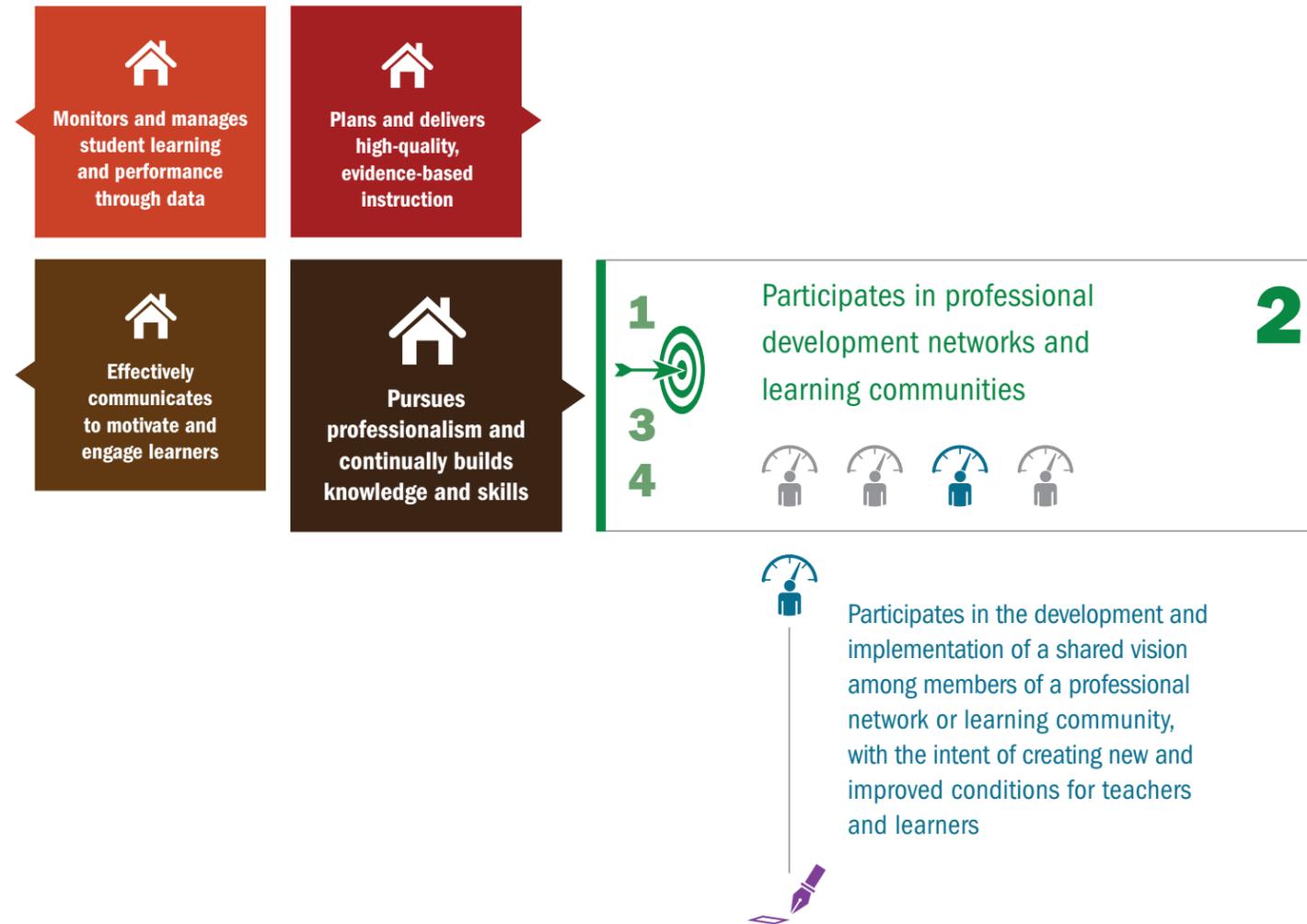
Sample Illustrations





Shares content and pedagogical resources with program staff in collaborative professional development projects

A team of ASE teachers decide they want to improve their science instruction. They read and discuss a series of articles on climate change and work together to develop questions that are focused on critique and evaluation of the information presented, and they devise activities and experiments that will be appropriate at an ASE level. After teaching the lessons, the group reconvenes to share observations of student learning and revise the lessons for later use.



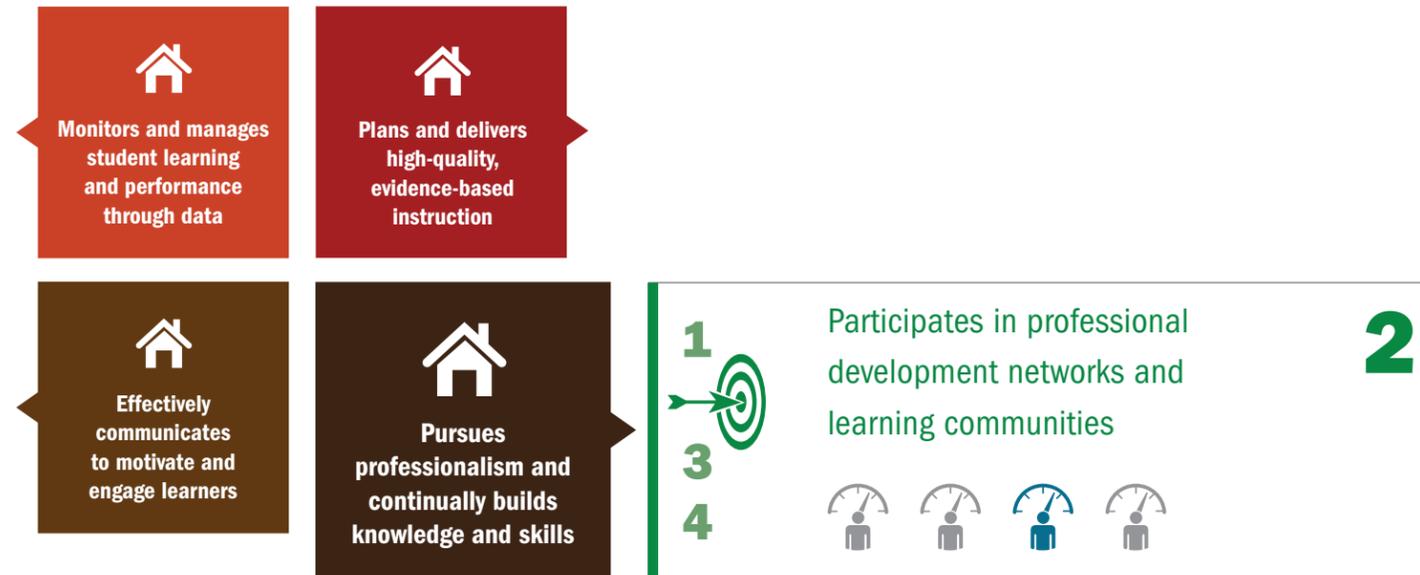
Competency



Performance Indicators



Sample Illustrations



 Participates in the development and implementation of a shared vision among members of a professional network or learning community, with the intent of creating new and improved conditions for teachers and learners

 An intermediate ASE teacher, while participating in a teachers' meeting about the institution's goals and vision, realizes that there is a great deal of emphasis on obtaining a high school diploma, but little emphasis is directed toward passing the high school credential test. The teacher decides to write for the institution blog in order to raise awareness. She submits an article on the diversity of learner needs and how preparation courses can be useful for some learners who have differing needs from the learners who will receive high school diplomas.



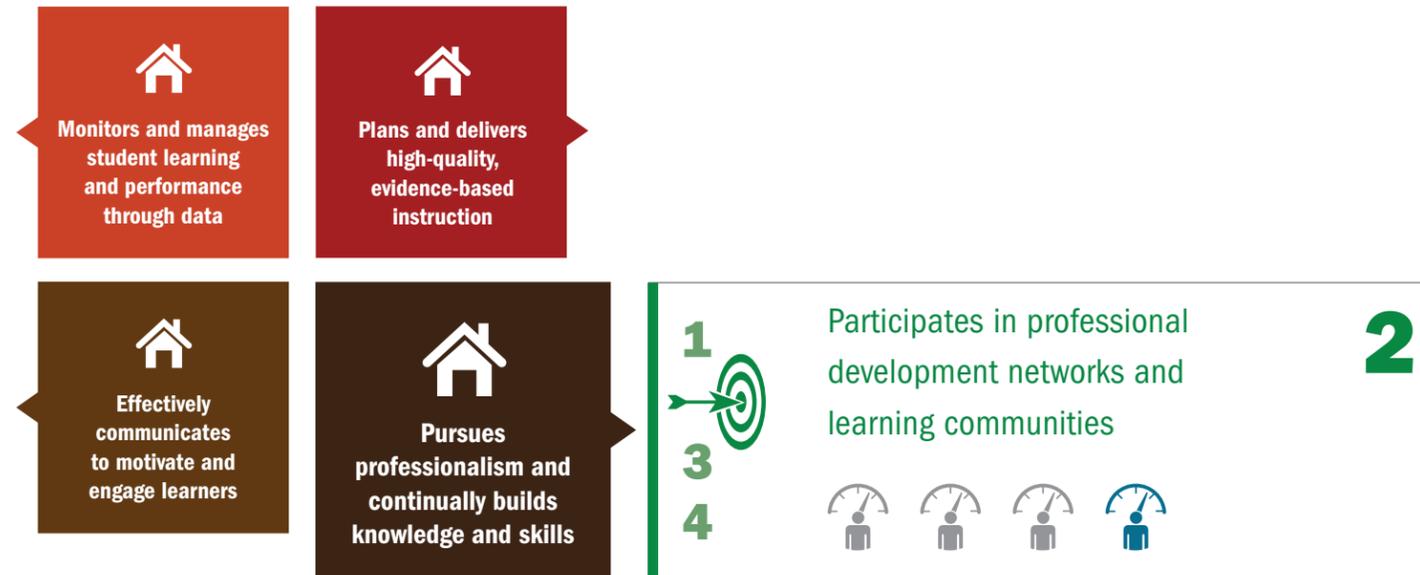
Competency



Performance Indicators



Sample Illustrations



 Shares, gives, and accepts feedback related to student learning through professional networks and learning communities

 A group of ABE and ASE teachers agree to engage in a semester-long project focused on improving the amount and quality of “learner talk” in their classes. The teachers devise an observation protocol that they use while observing each other’s classes to record questions and directions that seem to encourage or stifle productive learner discourse. Over time, the teachers begin to adjust their teaching practices in response to patterns they notice through the project.





Competency



Performance Indicators

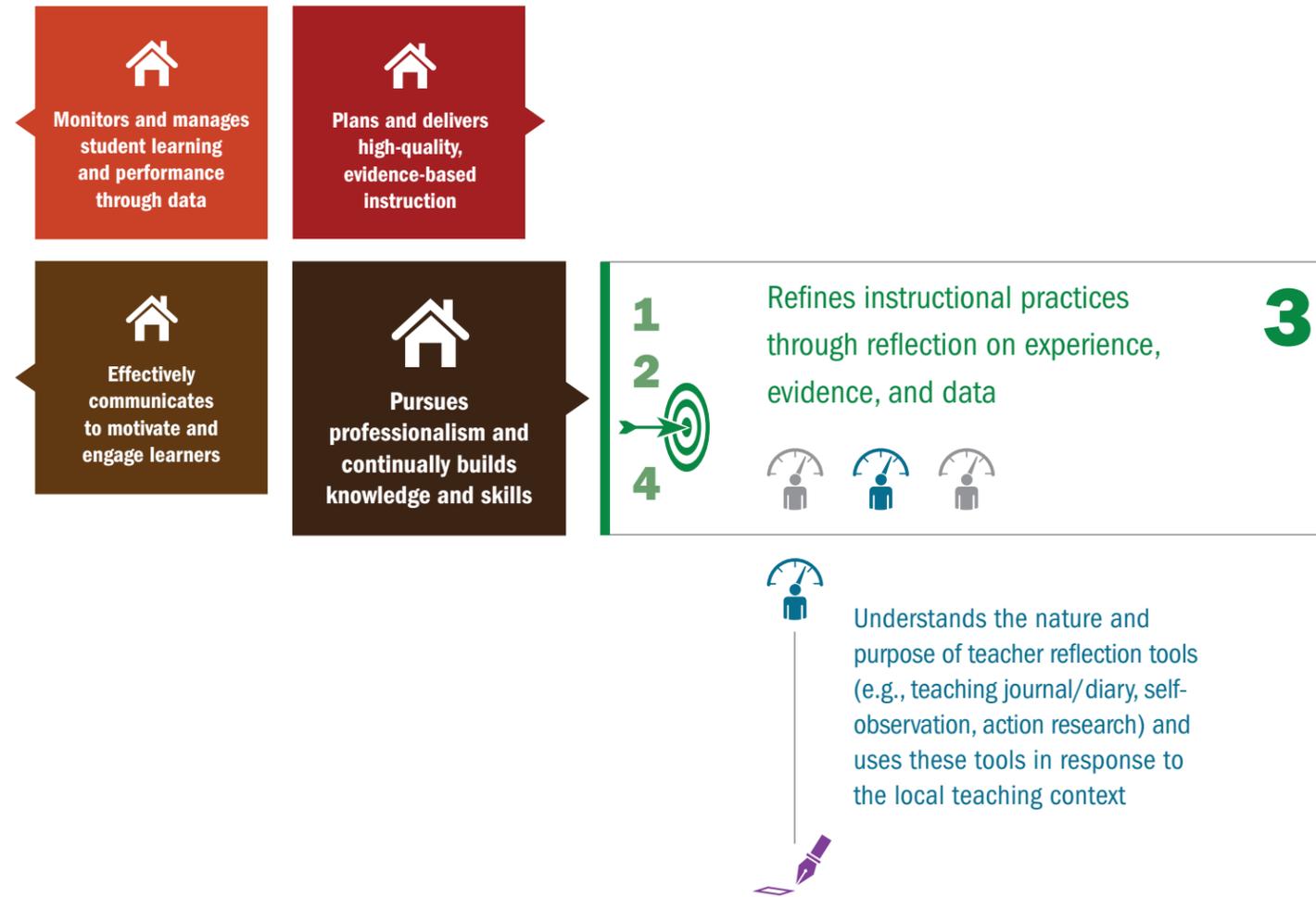


Sample Illustrations



 Identifies the phases involved in the reflective teaching process and articulates the link between engaging in the process and student learning outcomes

 An ABE literacy teacher is concerned about nonparticipation patterns during phonics activities among a few learners. The teacher starts a teaching journal to focus attention on the learners' behaviors and her own reactions. At a teachers' meeting, the teacher shares her reflective process and observations, and when colleagues acknowledge similar concerns, the teacher and colleagues decide to undertake a collaborative journal writing project. Over time, the teachers are able to broaden their views on the challenges of nonparticipation, question their assumptions about classroom expectations, and devise a plan for talking to the learners about their own expectations for classroom participation.





 Understands the nature and purpose of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context

 A multilevel ESL teacher is concerned that all learners are not being reached and that the lower level learners are falling behind because the teacher hasn't been able to give them enough time. The teacher teams up with a colleague to investigate how to improve the outcomes of these learners. The two teachers discuss the issue, and the teacher's partner observes him and scripts what is observed, avoiding opinions. The teacher does the same observation and scripts for his partner, and they meet in conference to discuss their findings.



Competency



Performance Indicators

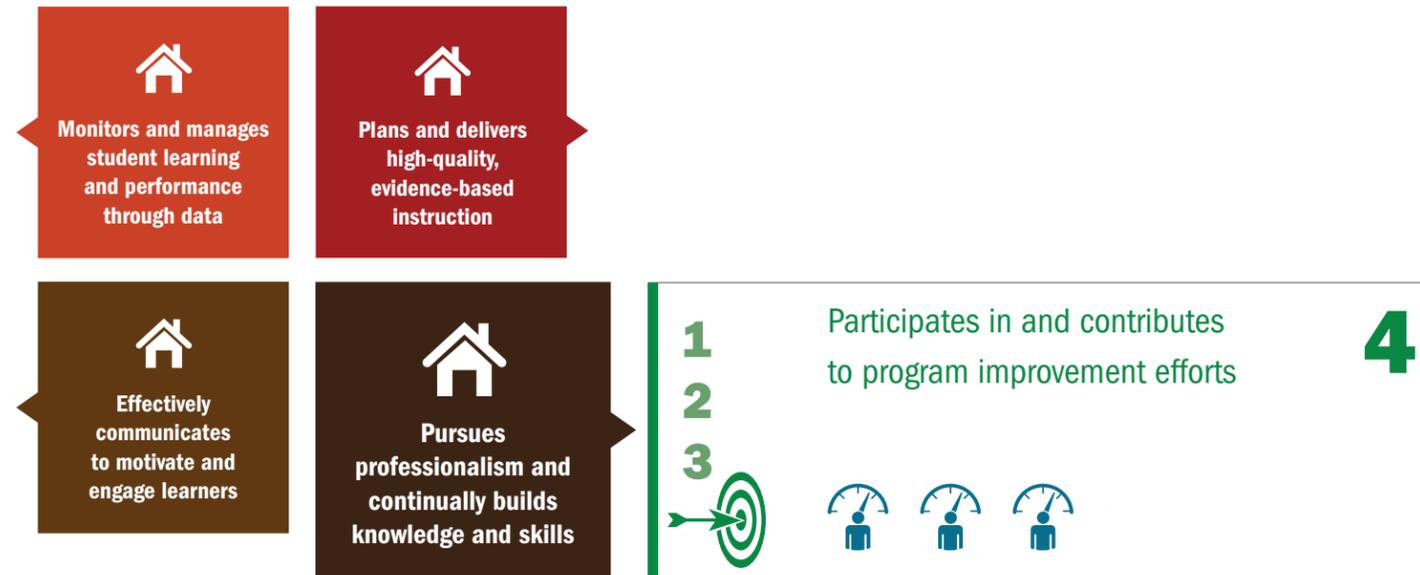


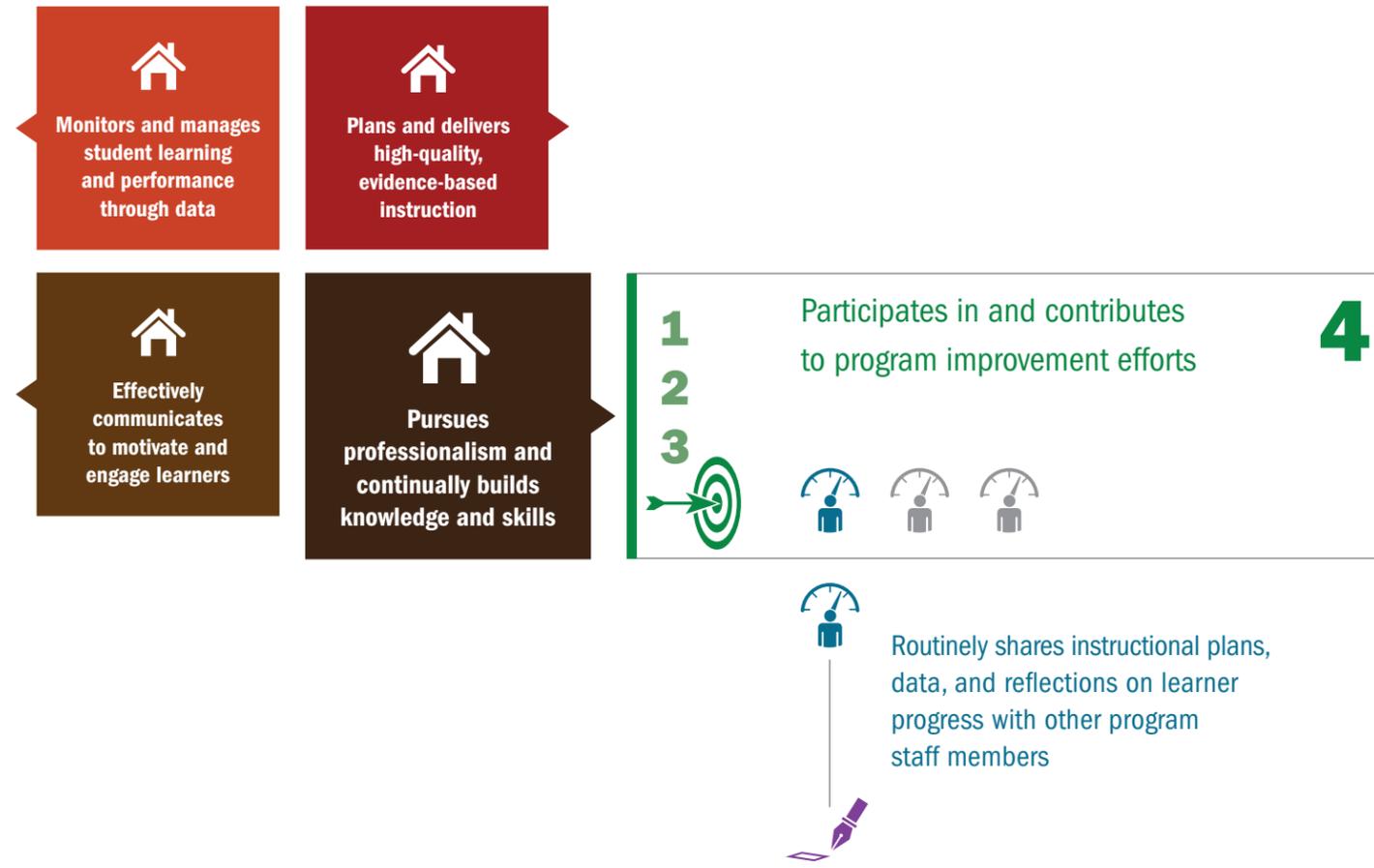
Sample Illustrations



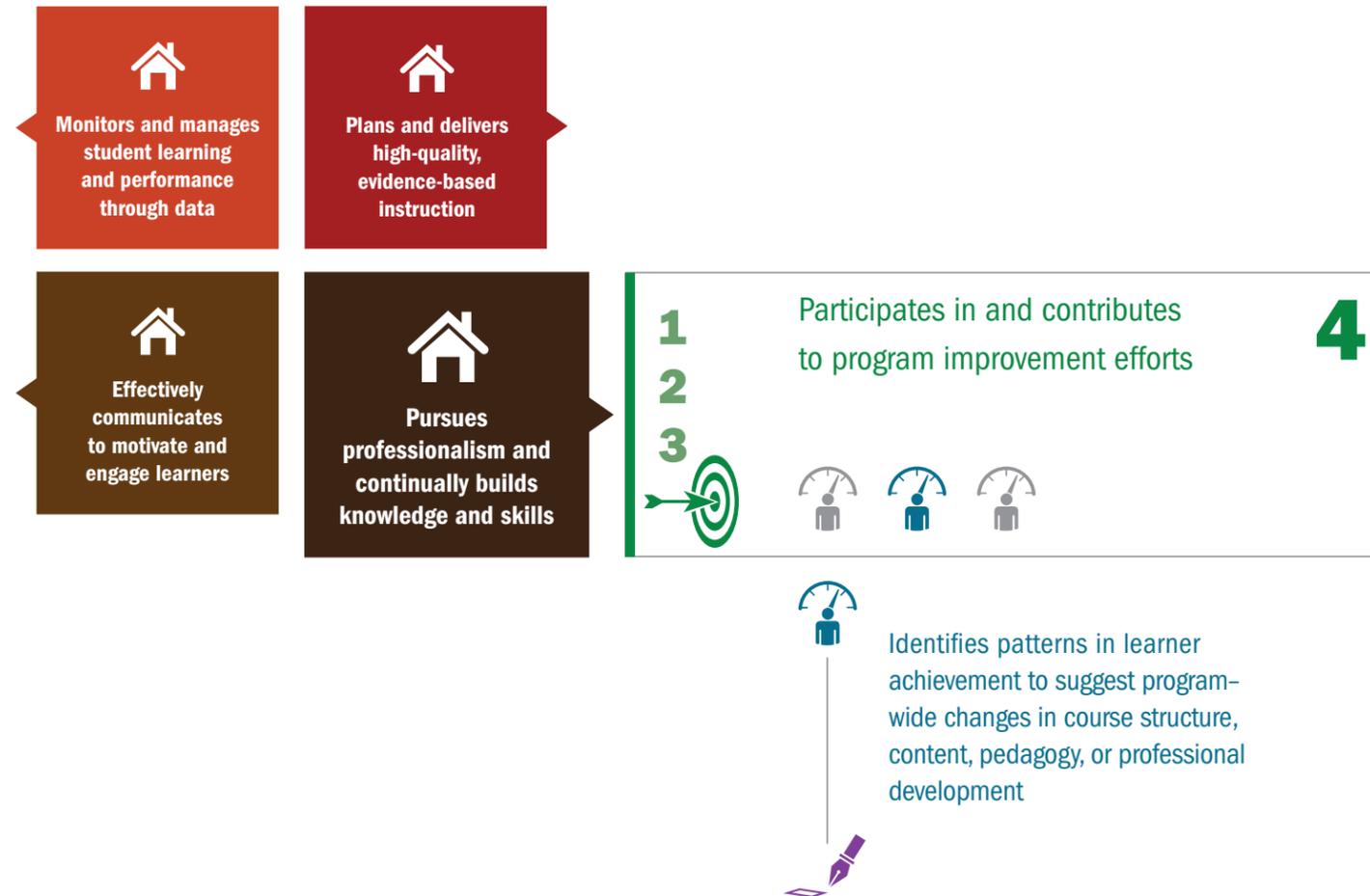
 Regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching

 An intermediate ASE teacher hears someone mention evidence-based reading instruction (EBRI) in a meeting but is not familiar with this teaching approach. The teacher searches for articles that describe the approach and research papers that might describe its effectiveness. She is more interested in the approach after consulting these sources but also recognizes how different EBRI is from her current practice. She decides to sign up for an online professional development course on EBRI before trying to employ this in the classroom.









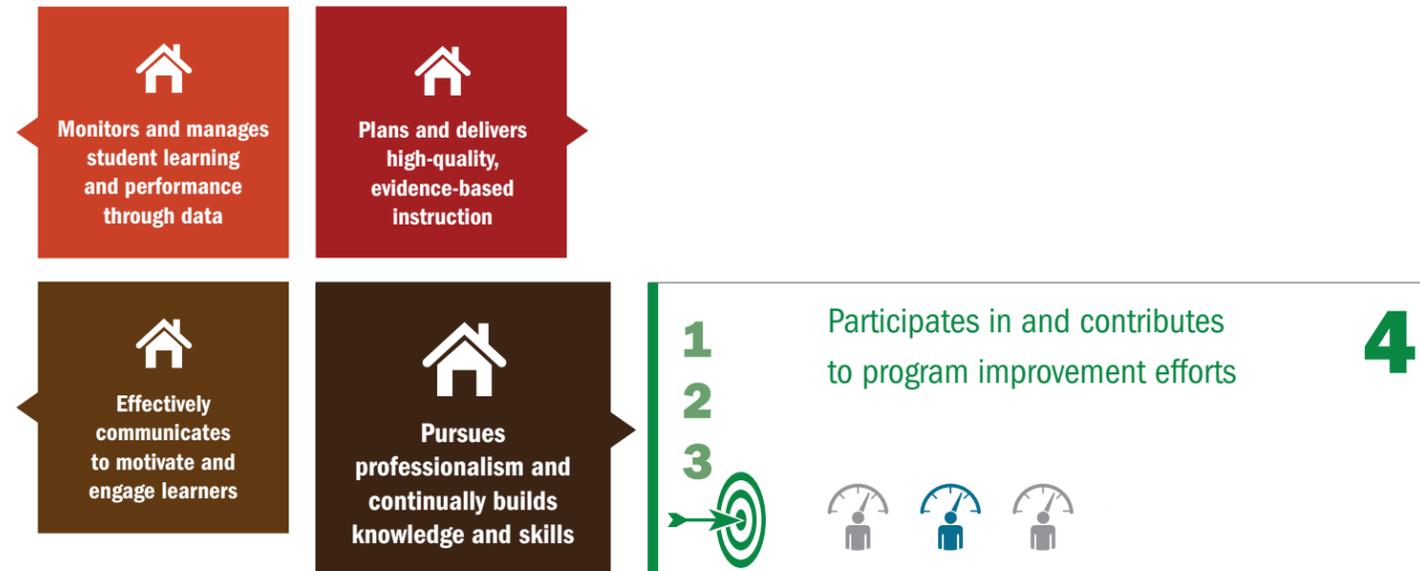
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Performance Indicators

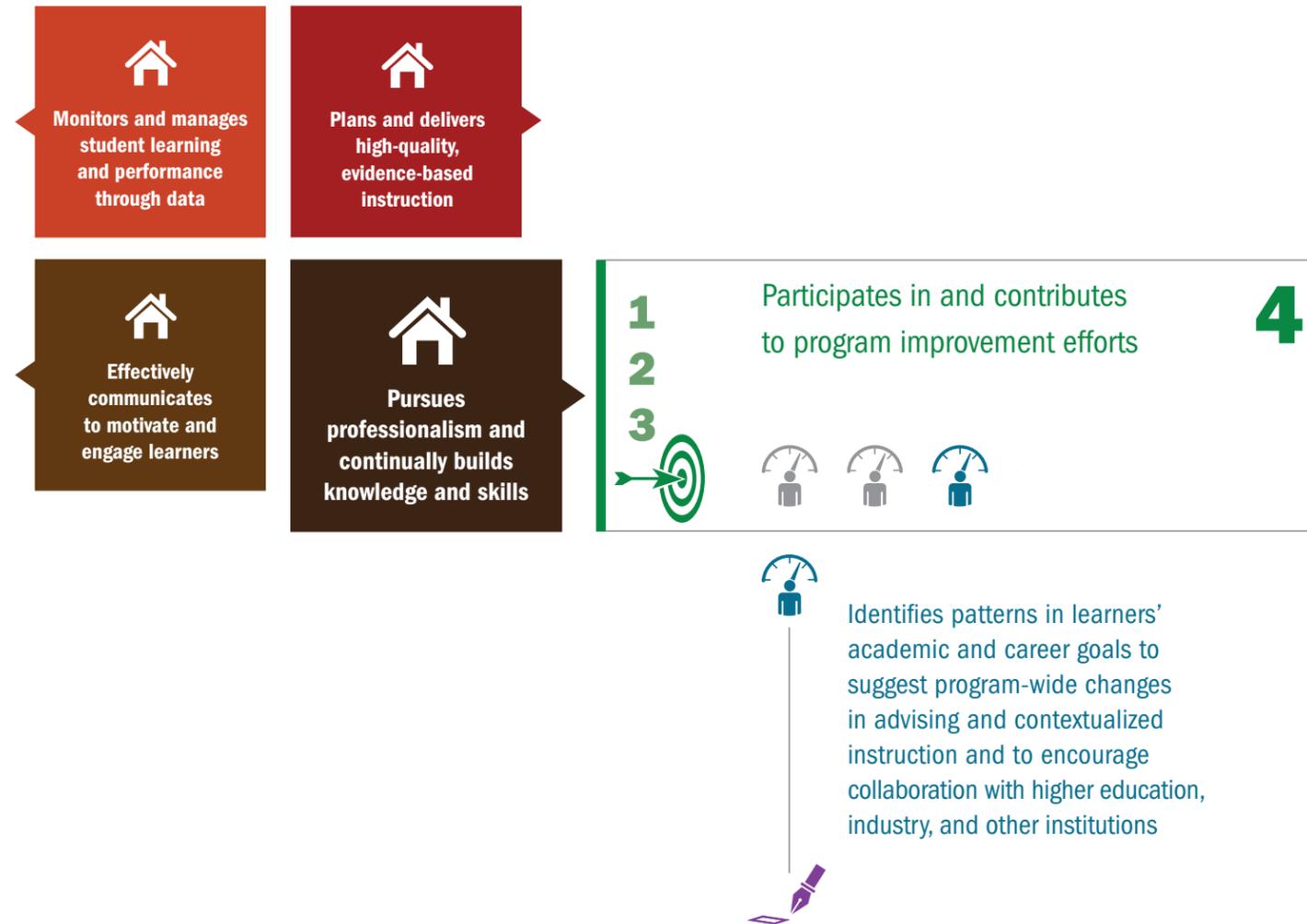


Sample Illustrations



 Identifies patterns in learner achievement to suggest program-wide changes in course structure, content, pedagogy, or professional development

 An ASE bridge to college teacher notices that learners routinely arrive in class needing a great deal of work in writing and mathematics. These areas are the ones that the high school credential test-takers frequently fail. The teacher begins a program-wide discussion of possible responses to this problem. The program's leadership, with additional input from teachers, decides that teachers will no longer teach all subjects that are tested. Instead, teachers will specialize in one or two content areas. In this way, teachers will be able to focus their energy and professional development activities on a narrower range of content that particularly interests them.





 Identifies patterns in learners' academic and career goals to suggest program-wide changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions

 An intermediate ESL teacher sees that after completing his class, learners are not completing the next advanced ESL classes or ABE classes. The teacher believes that these learners are not comfortable moving to new classes that demand more academic rigor. The teacher suggests to the head of the ESL department that they create a transition course that will prepare learners for career and academic success. The pilot course is accepted, and the teacher is chosen to teach it.