

# **Massachusetts Professional Standards For Teachers of Adult Basic Education and Indicators of Proficiency Rubric**

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**Massachusetts Department of Elementary and Secondary Education  
Adult and Community Learning Services**

# Massachusetts Professional Standards for Teachers of Adult Basic Education

## Introduction

All adult learners deserve to receive high-quality instruction from effective teachers. Adult and Community Learning Services (ACLS), with help from SABES, has developed resources for [educator effectiveness](#). The [Massachusetts Professional Standards for Teachers of Adult Basic Education](#) (hereafter referred to as the ABE Professional Standards), outlines what is important for effective adult basic education (ABE) teachers of mathematics, and/or English language arts (ELA) to know and be able to do.

This companion resource is a set of proficiency guides for mathematics and ELA designed to help teachers engage in the work of improving teacher practice. The proficiency guides are based on the *ABE Professional Standards* and contain supporting explanations, essential concepts teachers need to know, and observable teacher and student behaviors, knowledge and skills that effective teachers need to know and be able to do within the specific context they teach.

Teachers wishing to improve their practice may also use the [Educator Growth and Effectiveness \(EGE\) Model](#). Grounded in the *ABE Professional Standards* and the *MA Professional Standards for Teachers of Other Languages-revised 2021* (hereafter referred to as the *ESOL Professional Standards*) as well, the EGE is a multistep process that includes planning for engaging in the EGE cycle; reflecting on strengths and needs; setting goals; taking part in high-quality professional development and applying new knowledge and practices; and reflecting about impact on practice.

**Figure 1. At-A-Glance: ABE Professional Standards**

Professional Knowledge Domain (K)	Instructional Practice Domain (P)	Continuous Improvement Domain (C)
<b>Standard K1. Content, Theory, and Research</b> <i>Indicators</i> K1.1 Adult Basic Education (ABE) K1.2 English Language Acquisition K1.3 Adult Teaching and Learning	<b>Standard P1. Design and Instruction</b> <i>Indicators</i> P1.1 Standards-based Units P1.2 Well-structured Lessons P1.3 Student Engagement P1.4 Meeting Diverse Needs	<b>Standard C1. Growth Mindset</b> <i>Indicators</i> C1.1 High Expectations C1.2 Student Ownership C1.3 Lifelong Learning
<b>Standard K2. Standards</b> <i>Indicators</i> K2.1 ABE Professional Standards K2.2 College and Career Readiness Standards for Adult Education	<b>Standard P2. Assessment</b> <i>Indicators</i> P2.1 Assessment Methods P2.2 Modifying Instruction P2.3 Student Progress	<b>Standard C2. Reflective Practice</b> <i>Indicators</i> C2.1 Self-assessment C2.2 Goal Setting C2.3 Professional Development

# Structure

As shown in Figure 1, there are three levels of items in this document:

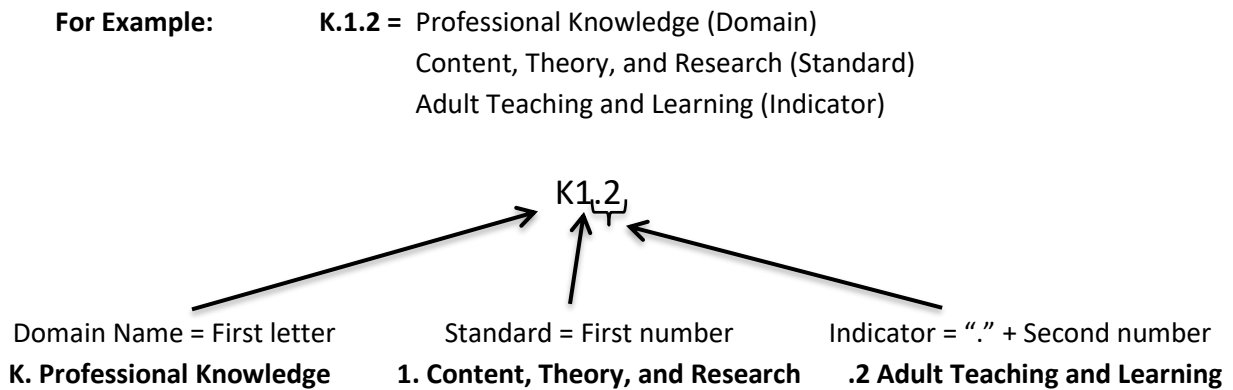
**Domains:** Domains are the overarching categories of professional practices for effective teaching. There are three domains for teachers of adult basic education: *Professional Knowledge (K)*, *Instructional Practice (P)*, and *Continuous Improvement (C)*.

**Standards:** Standards are broad statements about the knowledge and behaviors of effective practitioners. Each domain has two standards, (e.g., the Instructional Practice Domain has *Standard P1. Design and Instruction* and *Standard P2. Assessment*).

**Indicators:** The Indicators elaborate on specific aspects of a standard and serve as checkpoints to measure progress toward meeting that standard, (e.g., *P2.1: Assessment Methods*, *C2.3: Professional Development*).

When referencing the standards and indicators, use the following nomenclature:

- For Standards: **The first letter of the domain + the number of the standard.** For example, the Reflective Practice standard under the Continuous Improvement domain is referenced as **Standard C2**.
- For Indicators: **The Standard citation + “.” + the number of the indicator.** For example, the Well-structured Lessons indicator for the Design and Instruction standard under the Instructional Practice domain is referenced as Indicator P1.2



For information about the Indicators of Proficiency Rubric, please see page 10 of this document.

## Professional Knowledge Domain (K)

Effective teachers draw on a body of professional knowledge, research, and standards to respond to the needs of their students within their educational contexts. Teachers have considerable knowledge of what they teach (i.e., mathematics, ELA). They know and understand the content and underlying concepts relevant to what they teach. They understand what constitutes effective teaching strategies and use this knowledge to make the content meaningful to students.

Effective teachers know their students well, including their diverse linguistic, cultural, and educational backgrounds. They know how the experiences that adult learners bring to the classroom affect their continued learning. They know how to structure their lessons to meet the social and intellectual development and characteristics of adult learners so they can succeed academically.

<b>Standard K1. Content, Theory, and Research</b> Knows the subject matter well, understands how adults learn, and draws upon relevant theories and research in adult education. Applies this knowledge to the design of rigorous learning experiences that enable students to acquire increasingly complex knowledge and skills.	
I N D I C A T O R S	<b>K1.1 Adult Basic Education</b> Demonstrates knowledge of current research and a comprehensive understanding of the underlying concepts, procedural knowledge, and contextualized application of the subject matter by engaging students in evidence-based instruction that enables them to acquire increasingly complex knowledge and skills.
	<b>K1.2 English Language Acquisition</b> <b>(Note: This indicator applies to ABE teachers who have English learners in their ABE class.)</b> Demonstrates knowledge of current research and a comprehensive understanding of language acquisition, communicative competence, and the structure and conventions of English by designing engaging learning experiences that advance English learners' linguistic and academic skills.
	<b>K1.3 Adult Teaching and Learning</b> Demonstrates knowledge of current research and a comprehensive understanding of andragogy and the learning processes of adults. Designs engaging learning experiences that honor the life experiences of adult learners.
<b>Standard K2: Standards</b> Draws upon a comprehensive knowledge of adult education state standards for teaching and learning. Applies this knowledge to the design and implementation of rigorous units with lessons and learning experiences that enable students to acquire the knowledge and skills needed for postsecondary education, training, and careers.	
I N D I C A T O R S	<b>K2.1 ABE Professional Standards</b> Demonstrates comprehensive knowledge and understanding of the state standards for teachers of adult learners through engagement in an educator growth and effectiveness process. Uses the Proficiency Guides to support effective instructional practice and to implement learning experiences that facilitate learners' achievement.
	<b>K2.2 College and Career Readiness Standards for Adult Education (CCRS AE)</b> Demonstrates comprehensive knowledge and understanding of the CCRSAE anchor and level-specific standards and the Standards for Mathematical Practice by aligning instruction to the appropriate standards at Levels A through D-E. Instruction regularly reflects the instructional shifts for English Language Arts/Literacy or Mathematics, depending on the content being taught. <sup>1</sup>

<sup>1</sup> ABE teachers who have English learners in their class would also benefit from the knowledge and skills outlined in the ESOL Professional Standards.

## Instructional Practice Domain (P)

Teachers operate effectively at all stages of the teaching and learning cycle, including planning learning experiences, delivering effective instruction, conducting formative assessments, providing feedback on student learning, and reflecting on and modifying practices as needed. Teachers have a repertoire of effective instructional strategies and use them to implement engaging, well-designed lessons with well-defined outcomes. They use technology to facilitate learning (e.g., providing extended practice, collaboration, differentiation) and expand their students' abilities with technology. Teachers design and implement engaging lessons based on well-defined learning objectives and use evidence-based instructional strategies that promote deep learning, problem solving, and the transfer of learning across authentic relevant contexts.

Teachers regularly evaluate student progress to measure the effectiveness of their instruction and to ensure they are meeting the professional standards and the learning needs of their students. They interpret and use student data to assess progress, diagnose barriers to learning, and challenge students to improve their performance.

<b>Standard P1: Design and Instruction</b>	
Uses knowledge of CCRSAE to guide the design of academically rigorous instruction that makes knowledge and skills accessible to all students and facilitates mastery of adult learning standards. Incorporates a variety of differentiated instructional methods that engage adult learners in challenging but accessible tasks, support the language and academic development of English learners where applicable, the development of critical thinking, and accommodate diverse needs.	
I N D I C A T O R S	<b>P1.1 Standards-based Units</b> Designs and/or uses instructional units that align to the CCRSAE, and the program's scope and sequence. Academically rigorous units define clear evidence of outcomes and include differentiated learning experiences that enable all students to learn the knowledge and skills defined in state standards.
	<b>P1.2 Well-structured Lessons</b> Develops well-structured lessons as part of instructional units that include clear content and language objectives, meaningful formative assessments, appropriate pace and sequence, relevant resources, and the use of technology. Lessons are designed to optimize learner interaction.
	<b>P1.3 Student Engagement</b> Uses a variety of student-centered instructional methods. Provides opportunities for all students to communicate in meaningful ways, interact within authentic contexts, and develop critical thinking and problem-solving skills.
	<b>P1.4 Meeting Diverse Needs</b> Uses an understanding of students' diverse needs to differentiate instruction according to learning preferences and abilities, needs, interests, prior education, cultural beliefs and values, first languages, and life experiences.
<b>Standard P2: Assessment</b>	
Uses a variety of formative and summative assessments to measure student learning and understanding, evaluate the effectiveness of instruction, develop differentiated and advanced learning experiences, and inform future instruction.	
I N D I C A T O R S	<b>P2.1 Assessment Methods</b> Uses a variety of methods to equitably assess a broad range of skills, accommodate diverse needs, and motivate students. Designs and administers a variety of formative and summative assessments to inform instruction, identify learning needs, and monitor students' progress toward achieving both personal goals and state standards. Understands and shares with students the importance of performing well on NRS-approved assessments.
	<b>P2.2 Modifying Instruction</b> Analyzes results from a variety of assessments and other data (e.g., attendance, engagement) to measure student learning, inform instruction, and determine differentiated interventions. Evaluates the effectiveness of instruction and modifies it based on formative assessment results and feedback from students and colleagues.

	<p><b>Standard P2: Assessment, continued</b>          Uses a variety of formative and summative assessments to measure student learning and understanding, evaluate the effectiveness of instruction, develop differentiated and advanced learning experiences, and inform future instruction.</p>
	<p><b>P2.3 Student Progress</b>          Shares assessment results with students to acknowledge progress, identify gaps, and determine next steps. Seeks and implements feedback from students and colleagues to improve learning. Understands and shares with learners the role and importance of formative, summative, and NRS assessments as tools that allow students to demonstrate their learning. Encourages students to do their best on all assessments and helps students use results.</p>

## Continuous Improvement Domain (C)

Teachers value continuous learning, both for their students and for themselves. They cultivate a learning environment that nurtures a growth mindset for their students and support students as they claim ownership of their learning. Teachers guide students to persevere and put forth effort as they engage in productive struggle, challenge misconceptions about their abilities, identify their own strengths and learning needs, set goals for themselves, and monitor their own progress as they become independent, lifelong learners.

Effective teachers are reflective practitioners. They identify their own learning needs to best support their students, set student learning and professional practice goals, and participate in a variety of high-quality professional development activities to refine and expand their practices (e.g., coaching, workshops, courses, research, professional learning communities). They seek and integrate constructive feedback from students and colleagues. They demonstrate respect and professionalism in all interactions with their students and colleagues.

<b>Standard C1: Growth Mindset</b>	
Cultivates a welcoming and judgment-free learning environment that motivates students and challenges them to believe that their abilities can be developed through persistence and hard work, both now and in the future. Promotes learning outside the classroom and over the lifespan.	
I N D I C A T O R S	<b>C1.1 High Expectations</b> Establishes high expectations for the quality of student work and the effort required to produce it. Within a safe classroom environment, encourages risk taking and productive struggle. Models and reinforces ways that all students, including English learners, can master challenging material through persistence, focused effort, and critical thinking.
	<b>C1.2 Student Ownership</b> Provides learning experiences that enable students to claim ownership of their learning by identifying their own strengths, interests, and needs; setting meaningful and challenging learning goals for themselves; asking for support when needed; and monitoring their own progress.
	<b>C1.3 Lifelong Learning</b> Incorporates strategies that assist students in becoming self-reliant, independent learners who are motivated and adequately prepared for postsecondary education and careers.
<b>Standard C2: Reflective Practice</b>	
Engages in a continuous improvement process that includes self-assessment, goal setting, high quality professional development, and ongoing reflection to gain greater expertise, develop new teaching approaches, and refine current instructional practices.	
I N D I C A T O R S	<b>C2.1 Self-assessment</b> Engages in a self-assessment process using state professional standards, student data, and feedback from students and colleagues to reflect on the effectiveness of instruction, with the intention of improving practice and student learning. Considers how personal beliefs and cultural values influence instructional decisions.
	<b>C2.2 Goal Setting</b> Uses insights from self-assessments to identify meaningful student learning and professional practice goals that are clear, results-focused, and measurable or observable. Reviews goals, monitors progress, and makes revisions as needed.
	<b>C2.3 Professional Development</b> Engages in a variety of high-quality professional development activities. Seeks out and applies new ideas from professional development, supervisors, colleagues, and other resources to gain expertise and advance student learning.

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# **MA Professional Standards for Teachers of Adult Education**

## **Indicators of Proficiency Rubric**

## Guide to the Indicators of Proficiency Rubric

This rubric describes characteristics of effective ABE teaching practices at different levels of performance and is an optional tool of the [Massachusetts Educator Growth and Effectiveness \(EGE\) Model](#). It is designed to help ABE teachers and directors (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) plan for ongoing professional development, and (3) support educator growth and student achievement.<sup>2</sup> The EGE Model is based on the ABE Professional Standards and the ESOL Professional Standards. Below is an overview of the ABE Professional Standards:

### At-A-Glance: ABE Professional Standards

Professional Knowledge Domain (K)	Instructional Practice Domain (P)	Continuous Improvement Domain (C)
<b>Standard K1. Content, Theory and Research</b> K1.1 Adult Basic Education K1.2 English Language Acquisition K1.3 Adult Teaching and Learning	<b>Standard P1. Design and Instruction</b> P1.1 Standards-based Units P1.2 Well-structured Lessons P1.3 Student Engagement P1.4 Meeting Diverse Needs	<b>Standard C1. Growth Mindset</b> C1.1 High Expectations C1.2 Student Ownership C1.3 Lifelong Learning
<b>Standard K2. Standards</b> K2.1 ABE Professional Standards K2.2 College and Career Readiness Standards for Adult Education (CCRSAE)	<b>Standard P2. Assessment</b> P2.1 Assessment Methods P2.2 Modifying Instruction P2.3 Student Progress	<b>Standard C2. Reflective Practice</b> C2.1 Self-assessment C2.2 Goal Setting C2.3 Professional Development

**Note:** Indicator K1.2 applies to ABE teachers who have English learners in their ABE class.

### Organization

The structure of the Indicators of Proficiency Rubric builds on the organization of the MA Professional Standards for Teachers:

- **Domains:** Domains are the overarching categories of professional practices for effective teaching. There are three domains for teachers of adult education: *Professional Knowledge (K)*, *Instructional Practice (P)*, and *Continuous Improvement (C)*.
- **Standards:** Standards are broad statements about the knowledge and behaviors of effective adult educators. Each domain has two standards (e.g., Professional Knowledge Domain: Standard K1, Content, Theory and Research and Standard K2, Standards).
- **Indicators:** The Indicators elaborate on specific aspects of a standard and serve as checkpoints to measure progress toward meeting that standard (e.g., *P2.1 Assessment Methods*; *C2.3 Professional Development*).

<sup>2</sup> This rubric draws from the [Massachusetts Model System of Educator Evaluation Classroom Teacher Rubric for Grades K-12](#) (August 2018).

When referencing the domains, standards, and indicators, use the following nomenclature:

- For Standards: **The first letter of the domain + the number of the standard.** For example, the Reflective Practice standard under the Continuous Improvement domain is referenced as **Standard C2.**
- For Indicators: **The Standard citation + .the number of the indicator.** For example, the Well-structured Lessons indicator for the Design and Instruction standard under the Instructional Practice domain is referenced as **Indicator P1.2.**

### Use

This rubric is an optional tool which may be used as a reference tool throughout the 6-step continuous learning cycle along with the [Mathematics and ELA Proficiency Guides](#). These guides provide content-based detail to what the ABE Professional Standards look like in practice. ACLS encourages all ABE teachers to use the rubric during the self-assessment step to identify high-priority standards and indicators that will serve as the focus of their professional development.

### Levels of Proficiency

In this document, the Indicator language for the *Proficient* category comes from the ABE Professional Standards. There are also indicators for the *Developing* and *Exemplary* levels of proficiency. The *Limited Evidence* rating does not have indicator language. The categories serve as a tool for describing the level of teaching performance for each standard.

After reviewing the evidence presented by the teacher, the EGE coach and the teacher will rate each standard using the following rubric. A teacher is considered to be proficient in a domain only when the teacher meets *Proficient* or *Exemplary* levels for all standards within that domain.

Levels of Proficiency	
<b>Limited Evidence</b>	Little to no evidence. Significant areas for improvement noted.
<b>Developing</b>	Inconsistent evidence. Multiple areas for improvement noted.
<b>Proficient</b>	Consistent evidence. A few areas for improvement noted.
<b>Exemplary</b>	Consistent evidence. Minimal to no areas for improvement noted. Potential exemplar.*

\*At the Exemplary level, an educator’s level of expertise is such that she/he is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

## Teaching Domains

### Professional Knowledge Domain (K)

Teachers draw on a body of professional knowledge, research, and standards to respond to the needs of their students within their educational contexts. Teachers have considerable knowledge of what they teach (i.e., mathematics, ELA). They know and understand the content and underlying concepts relevant to what they teach. They understand what constitutes effective, developmentally appropriate teaching strategies and use this knowledge to make the content meaningful to students.

Teachers know their students well, including their diverse linguistic, cultural, and educational backgrounds. They know how the experiences that adult learners bring to the classroom affect their continued learning. They know how to structure their lessons to meet the social and intellectual development and characteristics of adult learners so they can succeed academically.

### Instructional Practice Domain (P)

Teachers operate effectively at all stages of the teaching and learning cycle, including planning learning experiences, delivering effective instruction, conducting formative assessments, providing feedback on student learning, and reflecting on and modifying practices as needed. Teachers have a repertoire of effective instructional strategies and use them to implement engaging, well-designed lessons with defined outcomes. They use technology to facilitate learning (e.g., providing extended practice, collaboration, differentiation) and expand their students' abilities with technology. Teachers design and implement engaging lessons based on well-defined learning objectives and use evidence-based instructional strategies that promote deep learning, problem solving, and the transfer of learning across authentic contexts.

Teachers regularly evaluate student progress to measure the effectiveness of their instruction and to ensure they are meeting the professional standards and the learning needs of their students. They interpret and use student data to assess progress, diagnose barriers to learning, and challenge students to improve their performance.

### Continuous Improvement Domain (C)

Teachers value continuous learning, both for their students and for themselves. They cultivate a learning environment that nurtures a growth mindset for their students and support them as they claim ownership of their learning. Teachers guide students to persevere and put forth effort as they engage in productive struggle, challenge misconceptions about their abilities, identify their own strengths and learning needs, set goals for themselves, and monitor their own progress as they become independent, lifelong learners.

Teachers are reflective practitioners. They identify their own learning needs to best support their students, set student learning and professional practice goals, and participate in a variety of high-quality professional development activities to refine and expand their practices (e.g., coaching, workshops, courses, research, professional learning communities). They seek and integrate constructive feedback from students and colleagues. They demonstrate respect and professionalism in all their interactions with their students and colleagues.

## Professional Knowledge Domain (K)

<b>Standard K1: Content, Theory, and Research</b>			
Knows the subject matter well, understands how adults learn, and draws upon relevant theories and research in adult education. Applies this knowledge to the design of rigorous learning experiences that enable students to acquire increasingly complex knowledge and skills.			
	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
K1.1 Adult Basic Education	Demonstrates some knowledge of the subject matter or of current research. Relies heavily on textbooks and worksheets. Occasionally engages students in evidence-based learning experiences that develop complex knowledge and skills in the content area.	Demonstrates knowledge of current research and a comprehensive understanding of the underlying concepts, procedural knowledge, and contextualized application of the subject matter by engaging students in evidence-based instruction that enables them to acquire increasingly complex knowledge and skills.	Demonstrates in-depth knowledge of current research. Demonstrates expertise in the underlying concepts, procedural knowledge, and contextualized application of the subject matter. Fully engages all students in rigorous learning experiences that enable them to synthesize complex knowledge and skills in the content area.  Is able to model this indicator.
K1.2 English Language Acquisition	Demonstrates some knowledge of current research and understanding of second language acquisition, communicative competence, the structure and conventions of English. Inconsistently implements engaging learning experiences that develop English learners' linguistic and academic skills.	Demonstrates knowledge of current research and a comprehensive understanding of second language acquisition, communicative competence, and the structure and conventions of English by designing engaging learning experiences that advance English learners' linguistic and academic skills.	Demonstrates expert knowledge of current research and understanding of language acquisition, communicative competence, and the structure and conventions of English. Consistently differentiates and expands learning experiences that enable English learners to make significant progress toward English language development and academic skills.  Is able to model this indicator.
K1.3 Adult Teaching and Learning	Demonstrates some knowledge of current research and/or understanding of andragogy and the learning processes of adults. Learning experiences occasionally are engaging or honor the life experiences of adult learners.	Demonstrates knowledge of current research and a comprehensive understanding of andragogy and the learning processes of adults. Designs engaging learning experiences that honor the life experiences of adult learners.	Demonstrates expert knowledge of current research and understanding of andragogy and the learning processes of adults. Designs engaging learning experiences that honor the life experiences of adults in and out of the classroom.  Is able to model this indicator.

## Standard K2: Standards

Draws upon a comprehensive knowledge of CCRSAE standards for teaching and learning. Applies this knowledge to the design and implementation of rigorous units with lessons and learning experiences that enable students to acquire the knowledge and skills needed for postsecondary education, training, and careers.

	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
K2.1 ABE Professional Standards	Demonstrates some understanding of the state standards for teachers of adult learners, either through engagement in an educator growth and effectiveness process, or without engaging in the educator growth and effectiveness process.  Inconsistently or rarely uses the Proficiency Guides to inform instructional practices.	Demonstrates comprehensive knowledge and understanding of the state standards for teachers of adult learners through engagement in an educator growth and effectiveness process. Uses the Proficiency Guides to support effective instructional practice and to implement learning experiences that facilitate learners' achievement.	Demonstrates expert knowledge and understanding of the state standards for teachers of adult learners through engagement in an educator growth and effectiveness process. Consistently uses the Proficiency Guides to ground instructional design and practices and to implement learning experiences that facilitate all learners' achievement of measurable outcomes.  Is able to model this indicator.
K2.2 College and Career Readiness Standards for Adult Education (CCRSAE)	Demonstrates limited knowledge and understanding of the CCRSAE anchor and level-specific standards and the Standards for Mathematical Practice.  Instruction seldom or occasionally reflects the instructional shifts for English Language Arts/Literacy and/or Mathematics, depending on the content being taught.	Demonstrates comprehensive knowledge and understanding of the CCRSAE anchor and level-specific standards and the Standards for Mathematical Practice by aligning instruction to the appropriate standards at Levels A through D-E. Instruction regularly reflects the instructional shifts for English Language Arts/Literacy or Mathematics, depending on the content being taught.	Demonstrates expert knowledge and thorough understanding of the CCRSAE through implementation of the anchor and level-specific standards and the Standards for Mathematical Practice. Routinely aligns instruction to the appropriate standards at Levels A through D-E. Instruction consistently reflects the instructional shifts for English Language Arts/Literacy and/or Mathematics, depending on the content being taught.  Is able to model this indicator.

## Instructional Practice Domain (P)

<b>Standard P1: Design and Instruction</b>			
Uses knowledge of the adult education state standards to guide the design of academically rigorous instruction that makes knowledge and skills accessible to all students and facilitates mastery of adult learning standards. Incorporates a variety of differentiated instructional methods that engage adult learners in challenging but accessible tasks, support the language and academic development of English learners as applicable, support the development of critical thinking, and accommodate diverse needs.			
	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
P1.1 Standards-based Units	<p>Designs and uses instructional units that are inconsistently aligned with the CCRSAE and the program’s scope and sequence.</p> <p>Some outcomes are poorly defined and/or learning experiences lack rigor, seldom requiring higher order thinking skills. Seldom provides differentiated instructional strategies.</p>	<p>Designs and/or uses instructional units that align to the CCRSAE and the program’s scope and sequence. Academically rigorous units define clear evidence of outcomes and include differentiated learning experiences that enable all students to learn the knowledge and skills defined in state standards.</p>	<p>Consistently designs and uses instructional units that reflect the CCRSAE, and the program’s scope and sequence. Units are consistently academically rigorous, contain measurable outcomes, and include differentiated learning experiences requiring higher order thinking skills that enable all students to learn the knowledge and skills defined in state standards.</p> <p>Is able to model this indicator.</p>
P1.2 Well-structured Lessons	<p>Typically delivers lessons in isolation rather than as part of units of instruction. Alternatively, lessons delivered as part of units seldom reflect cohesion. Develops lessons that lack clear learning objectives or appropriate pace and sequence. Lessons do not include relevant resources. If used, formative assessments are seldom aligned to the learning objectives. The use of technology is inadequate or lacking. Learning experiences are mostly passive.</p>	<p>Develops well-structured lessons as part of instructional units that include clear learning objectives, meaningful formative assessments, appropriate pace and sequence, relevant resources, and the use of technology. Lessons are designed to optimize learner interaction and to advance English learners’ academic and linguistic development simultaneously.</p>	<p>Consistently develops well-structured lessons as part of instructional units. Always includes clear learning objectives, meaningful formative assessments, and appropriate pace and sequence. Consistently designs highly engaging learning experiences relevant to learners’ lives that optimize learner interaction and growth and to advance English learners’ academic and linguistic development simultaneously.</p> <p>Uses a variety of relevant resources and technology to develop digital literacy.</p> <p>Is able to model this indicator.</p>

**Standard P1: Design and Instruction, continued**

Uses knowledge of the adult education state standards to guide the design of academically rigorous instruction that makes knowledge and skills accessible to all students and facilitates mastery of adult learning standards. Incorporates a variety of differentiated instructional methods that engage adult learners in challenging but accessible tasks, support the language and academic development of English learners as applicable, support the development of critical thinking, and accommodate diverse needs.

	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
P1.3 Student Engagement	Instructional methods are teacher-dominated, leaving many students uninvolved or passive participants. Provides inconsistent opportunities for students to engage in meaningful communication and interaction within authentic contexts. Instruction is primarily driven by worksheets and workbooks. Provides inconsistent opportunities for students to develop critical thinking and problem-solving skills.	Uses a variety of student-centered instructional methods. Provides opportunities for all students to communicate in meaningful ways, interact within authentic contexts, and develop critical thinking and problem-solving skills.	Consistently uses a variety of student-centered instructional methods that meaningfully engage all students. Provides extensive opportunities for students to communicate and interact in meaningful and authentic contexts that develop critical thinking and problem-solving skills. Engages and assists students in finding ways to apply learning beyond the classroom.  Is able to model this indicator.
P1.4 Meeting Diverse Needs	Has some understanding of the diverse needs of adult learners. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes. Seldom differentiates instruction according to students' learning preferences and abilities, needs, interests, life experiences, prior education, cultural beliefs and values, first languages, and life experiences. Does not provide targeted support to English learners and does not differentiate instruction to respond to the English proficiency levels of English learners.	Uses an understanding of students' diverse needs to differentiate instruction according to learning preferences and abilities, needs, interests, prior education, cultural beliefs and values, first languages, and life experiences. Provides targeted support and differentiates instruction to respond to the proficiency levels of English learners.	Has a comprehensive understanding of the diverse needs of adult learners. Consistently differentiates instruction according to all students' learning preferences and abilities, needs, interests, prior education, cultural beliefs and values, first languages, and life experiences. Consistently provides targeted support and differentiates instruction to respond to the proficiency levels of English learners.  Is able to model this indicator.



## Standard P2: Assessment

Uses a variety of formative and summative assessments to measure student learning and understanding, evaluate the effectiveness of instruction, develop differentiated and advanced learning experiences, and inform future instruction.

	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
P2.1 Assessment Methods	Occasionally designs and/or administers assessments to measure some knowledge and skills; uses mostly quizzes or textbook/workbook assessments. Administers math assessments that are typically limited to procedural fluency. Infrequently uses formative assessment results to check for individual student understanding. Either does not fully understand or share with students the importance of performing well on NRS-approved assessments.	Uses a variety of methods to equitably assess a broad range of skills, accommodate diverse needs, and motivate students. Designs and administers a variety of formative and summative assessments to inform instruction, identify learning needs, and monitor students' progress toward achieving both personal goals and state standards. Understands and shares with students the importance of performing well on NRS-approved assessments.	Consistently uses an array of methods to equitably assess a broad range of skills, accommodate diverse needs, and motivate students. Consistently designs and administers an integrated, comprehensive system of formative and summative assessments to inform instruction, identify learning needs, and monitor students' progress toward achieving both personal goals and state standards. Consistently understands and shares with students the importance of performing well on NRS-approved assessments.  Is able to model this indicator.
P2.2 Modifying Instruction	May organize and analyze assessment results but rarely or inconsistently adjusts practice or modifies instruction based on the findings. Inconsistently develops differentiated learning experiences based on assessment results.	Analyzes results from a variety of assessments and other data (e.g., attendance, engagement) to measure student learning, inform instruction, and determine differentiated interventions. Uses assessment data to design learning experiences for English learners that accelerate their progress towards mastery of content and English language proficiency. Evaluates the effectiveness of instruction and modifies it based on formative assessment results and feedback from students and colleagues.	Consistently organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes. Routinely uses these findings to determine the effectiveness of instruction, adjust practice, identify and/or implement appropriate differentiated interventions and enhancements for students. Makes appropriate modifications to lessons and units based on assessment results. Consistently uses assessment data to design learning experiences for English learners that accelerate their progress towards mastery of content and English language proficiency.  Is able to model this indicator.

## Standard P2: Assessment, continued

Uses a variety of formative and summative assessments to measure student learning and understanding, evaluate the effectiveness of instruction, develop differentiated and advanced learning experiences, and inform future instruction.

<p>P2.3 Student Progress</p>	<p>Provides little or no assessment feedback to students except through grades or through task completion or provides inappropriate feedback that does not support students to improve their performance. Sometimes gathers feedback from students and colleagues about practices that will improve student learning. Inconsistently monitors student progress toward performing well on formative, summative, and NRS assessments; neglects to encourage students to do their best on all assessments as a way to demonstrate learning.</p>	<p>Shares assessment results with students to acknowledge progress, identify gaps, and determine next steps. Seeks and implements feedback from students and colleagues to improve learning. Understands and shares with learners the role and importance of formative, summative, and NRS assessments as tools that allow students to demonstrate their learning. Encourages students to do their best on all assessments and helps students use results.</p>	<p>Consistently shares assessment results with students to acknowledge progress, identify gaps, and determine next steps. Seeks and applies feedback from students and colleagues about practices that will improve instruction and student learning. Understands and shares with students the importance of performing well on formative, summative, and NRS assessments. Consistently encourages students to do their best on all assessments and uses information about students' performance on NRS assessments to inform teaching. Implements a system or schedule for discussing progress with students.</p> <p>Is able to model this indicator.</p>
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## Continuous Improvement Domain (C)

<b>Standard C1: Growth Mindset</b>			
Cultivates a welcoming and judgment-free learning environment that motivates students and challenges them to believe that their abilities can be developed through persistence and hard work, both now and in the future. Promotes learning outside the classroom and over the lifespan.			
	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
C1.1 High Expectations	Establishes inappropriately low expectations for the quality of student work and effort required to produce it. May state high expectations but provides little if any scaffolding or other support to help students meet them. Does little to counteract students' misconceptions about their abilities. Classroom may not feel safe for students to take risks or productively struggle with their learning.	Establishes high expectations for the quality of student work and the effort required to produce it. Within a safe classroom environment, encourages risk taking and productive struggle.  Models and reinforces ways that all students, including English learners, can master rigorous material through the right supports and scaffolds, as well as persistence, focused effort, and critical thinking.  Assumes responsibility for developing English learners' linguistic and academic proficiency.	Establishes consistently high expectations for the quality of student work and the persistence and effort required to produce it. Within a safe classroom environment, consistently encourages risk taking and productive struggle. Effectively provides scaffolds and other supports to aid all students, including English learners, in meeting high expectations for themselves and each other.  Successfully supports students in overcoming their misconceptions about mastering challenging material by helping them to focus on the importance of growth mindset, focused effort, and critical thinking.  Is able to model this indicator.
C1.2 Student Ownership	Inconsistently provides learning experiences that enable students to claim ownership of their learning. Directs almost all learning experiences, providing few, if any, opportunities for students to identify their own strengths, interests, and needs; set meaningful and challenging learning goals for themselves; and monitor their own progress.	Provides learning experiences that enable students to claim ownership of their learning by identifying their own strengths, interests, and needs; setting meaningful and challenging learning goals for themselves; asking for support when needed; and monitoring their own progress.	Consistently maintains a learning environment in which students identify their own strengths, interests, and needs; set meaningful learning goals and challenge themselves academically; ask for support when needed; and monitor their own progress.  Is able to model this indicator.
C1.3 Lifelong Learning	Learning is directed primarily by the teacher, who only occasionally assists students in honing skills to become self-reliant, independent learners.  Provides inconsistent activities or messages that encourage students to consider postsecondary education and careers.	Incorporates strategies that assist students in becoming self-reliant, independent learners who are motivated and adequately prepared for postsecondary education and careers.	Routinely infuses the learning environment with messages and activities that promote self-reliance, independent learning, and planning for continued education and training.  Is able to model this indicator.

## Standard C2: Reflective Practice

Engages in a continuous improvement process that includes self-assessment, goal setting, high quality professional development, and ongoing reflection to gain greater expertise, develop new teaching approaches, and refine current instructional practices.

	Developing	Proficient	Exemplary
C2.1 Self-assessment	<p>Inconsistently engages in a self-assessment process. Uses state professional standards, Proficiency Guides, and student data only occasionally or rarely.</p> <p>May reflect on the effectiveness of instruction but doesn't necessarily use the results (or uses inappropriately) to adjust practice.</p> <p>Occasionally seeks and considers feedback from students or colleagues. Occasionally considers how personal beliefs and cultural values influence one's own teaching.</p>	<p>Engages in a self-assessment process using state professional standards, Proficiency Guides, student data, and feedback from students and colleagues to reflect on the effectiveness of instruction, with the intention of improving practice and student learning. Considers how personal beliefs and cultural values influence instructional decisions.</p>	<p>Consistently engages in a self-assessment process using state professional standards, Proficiency Guides, student data, and feedback from students and colleagues to reflect on the effectiveness of instruction. Routinely uses insights gained to improve practice and student learning. Always considers how personal beliefs and cultural values influence instructional decisions.</p> <p>Is able to model this indicator.</p>
C2.2 Goal Setting	<p>Identifies student learning and professional practice goals that are vague, easy to achieve, or tangential. Bases goals on a limited self-assessment. Develops goals that are only occasionally results-focused, measurable, or observable.</p>	<p>Uses insights from self-assessments to identify meaningful student learning and professional practice goals that are clear, results-focused, and measurable or observable. Reviews goals, monitors progress, and makes revisions as needed.</p>	<p>Consistently uses insights from self-assessments to identify meaningful student learning and professional practice goals that are clear, results-focused, and measurable or observable.</p> <p>Routinely reviews goals, monitors progress, and makes revisions as needed that result in elevating educator practice and student learning. Models reflective practice to support learners in evaluating their own progress toward meeting their self-identified goals.</p> <p>Is able to model this indicator.</p>
C2.3 Professional Development	<p>Inconsistently or seldom engages in a continuous improvement process.</p> <p>Participates in a small amount or variety of high-quality professional development activities. Professional development activities may not support goals. Applies new learning inconsistently, inappropriately, or not at all.</p>	<p>Engages in a variety of high-quality professional development activities, including professional learning that provides them with the knowledge and tools necessary to support English learners' linguistic and academic needs. Seeks out and applies new ideas from professional development, supervisors, colleagues, and other resources to gain expertise and advance student learning.</p>	<p>Continually seeks out and engages in a variety of high-quality professional development activities that support goals, improve practice, and build leadership skills. Deliberately and continually engages in professional learning that provides them with the knowledge and tools necessary to support English learners' linguistic and academic needs. Applies and shares new learning to build expertise of self and other educators and to advance student learning.</p> <p>Is able to model this indicator.</p>

