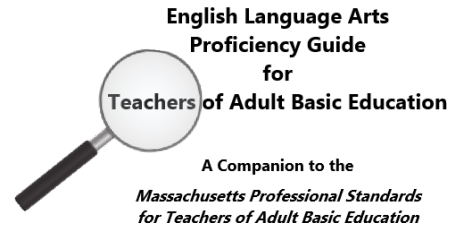


# Find Examples in the ELA Proficiency Guide

The *English Language Arts Proficiency Guide for Teachers of Adult Basic Education (revised 2022)* contains a discussion of what makes for good teaching, hyperlinked research and resources, and both supporting explanations for and sample applications of each Massachusetts professional standard for teachers of Adult Basic Education.



<b>Look in the ELA Proficiency Guide for Sample Applications of ...</b>		<b>page(s)</b>
<b>Professional Knowledge Domain (K)</b>		
K1.1 The Content, Theory, and Research of Adult Basic Education	<ul style="list-style-type: none"> <li>A. Evidence-Based Reading Instruction (EBRI)</li> <li>B. Text structures</li> <li>C. Writing</li> <li>D. English language conventions and grammar</li> <li>E. Explicit instruction in modes of speaking</li> <li>F. Cognitive and metacognitive strategies</li> <li>G. Digital literacy skills</li> <li>H. Authentic tasks integrating ELA skills</li> </ul>	14– 16
K1.2 The Content, Theory, and Research of English Language Acquisition	<ul style="list-style-type: none"> <li>A. Building knowledge</li> <li>B. Multiple interactions with the texts and topics</li> <li>C. Solidify and extend understanding</li> </ul>	17– 18
K1.3 The Content, Theory, and Research of Adult Teaching and Learning	<ul style="list-style-type: none"> <li>A. Diagnostic assessment</li> <li>B. Safe learning environments</li> <li>C. Relevance</li> </ul>	19
K2.1 MA Professional Standards for Teachers of Adult Basic Education	<ul style="list-style-type: none"> <li>A. Expectations</li> </ul>	21
K2.2 The College & Career Readiness Standards for Adult Education	<ul style="list-style-type: none"> <li>A. Understanding the CCRSAE</li> <li>B. Using curriculum aligned with the CCRSAE</li> </ul>	22
<b>Instructional Practice Domain (P)</b>		
P1.1 Standards-Based Units	<ul style="list-style-type: none"> <li>A. Contextualize CCRSAE within relevant topics across curriculum levels</li> <li>B. Learning Outcomes</li> <li>C. Appropriately complex texts</li> <li>D. Technology</li> <li>E. Culminating tasks</li> </ul>	30– 32
P1.2 Well-Structured Lessons	<ul style="list-style-type: none"> <li>A. Learning objectives</li> <li>B. Chunking &amp; organizing</li> <li>C. Selecting appropriate texts</li> <li>D. Including appropriate technology</li> </ul>	33– 34

<b>Look in the ELA Proficiency Guide for Sample Applications of ...</b>		<b>page(s)</b>
P1.3 Student Engagement	A. Challenging and relevant learning B. Variety of interactions C. Choice <b>See also</b> <i>Guidelines for Fostering Student Engagement (26)</i>	35– 36
P1.4 Meeting Diverse Needs	A. Identity and point of view B. Differentiation C. Meeting specific needs (LD, ELL) D. EBRI: Alphabetics E. EBRI: Fluency F. EBRI: Vocabulary G. EBRI: Reading Comprehension	37– 40
P2.1 Assessment Methods	A. Policies B. Standardized assessments C. Diagnostic assessments D. Summative assessments E. Formative assessments	43– 44
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P2.3 Student Progress	A. Student understanding B. Student responsibility C. Involvement of students and colleagues	46
<b>Continuous Improvement Domain (C)</b>		
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