The Guide to the Guide
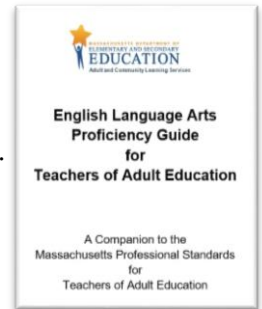
The **English Language Arts Proficiency Guide for Teachers of Adult Education** is a companion to the *Massachusetts Professional Standards for Teachers of Adult Education*.

In addition to a discussion of what makes good teaching, how and from where these standards were selected, supporting explanations for each standard, and hyperlinked research and resources, the ELA Proficiency Guide contains EXAMPLES of what these standards could look like with an effective educator. (https://www.sabes.org/content/standards)

Look in the ELA Proficiency Guide for examples on…		page #

PROFESSIONAL KNOWLEDGE DOMAIN	**The Content, Theory, and Research of Adult Basic Education** (K1.1)
	    a. WIOA → EBRI
	    b. Text structures
	    c. Writing (development of)
	    d. English language conventions and grammar
	    e. Explicit instruction in modes of speaking
	    f. Cognitive and metacognitive strategies
	    g. Authentic tasks integrating ELA skills
		12–14

	The Content, Theory, and Research of Adult Teaching and Learning (K1.2)
	    a. Diagnostic assessment
	    b. Safe learning environments
	    c. Relevance
		14

	Standards: MA Professional Standards for Teachers of Adult Education (K2.1) a. State-funded expectations related to curriculum & instruction	16

	Standards: The College & Career Readiness Standards for Adult Education (K2.2)
	    a. Understanding the CCRSAE
	    b. Using curriculum aligned with the CCRSAE
		16

INSTRUCTIONAL PRACTICE DOMAIN	**See also** *Guidelines for Fostering Student Engagement*	20

	Design and Instruction: Standards-based Units (P1.1)
	    a. CCRSAE, Scope & Sequence, Units
	    b. Learning Outcomes
	    c. Complex Texts
	    d. Culminating Tasks
		22–23

	Design and Instruction: Well-structured Lessons (P1.2)
	    a. Learning Objectives
	    b. Chunking & Organization
	    c. Selecting Appropriate Texts
	    d. Include Appropriate Technology
		23–24

	Design and Instruction: Student Engagement (P1.3)
	    a. Challenging and relevant learning
	    b. Interactions (with texts and with other students)
	    c. Choice
		24–25

Look in the ELA Proficiency Guide for examples on...	page #

Design and Instruction: Meeting Diverse Needs (P1.4)
    a. Differentiation
    b. Appreciating and Exploring Student Diversity
    c. Meeting Specific Needs (LD, ELL)
    d. EBRI: Alphabetics
    e. EBRI: Fluency
    f. EBRI: Vocabulary
    g. EBRI: Reading Comprehension
	25–27

Assessment Methods (P2.1)
    a. Policies
    b. Directions for Standardized Assessments
    c. Using Results of Diagnostic Assessments
    d. Summative Assessments
    e. Formative Assessments
	29–30

Assessment: Modifying Instruction (P2.2)
    a. Organizing Assessment Data
    b. Reviewing and Using Assessment Data
	30

Assessment: Student Progress (P2.3)
    a. Students Understanding Assessments
    b. Students Using Assessments to Track their Progress
    c. Using Assessments to Change Instruction
	31

CONTINUOUS IMPROVEMENT DOMAIN	

Growth Mindset: High Expectations (C1.1)
    a. Effort and Perseverance vs. Innate Ability
    b. High Expectations—Communication and Routines
	36–37

Growth Mindset: Student Ownership (C1.2)
    a. Student Determination and Management of Goals
    b. Strategies for Overcoming Barriers in Pursuit of Goals
	37

Growth Mindset: Lifelong Learning (C1.3)
    a. Using Skills beyond the classroom
    b. Oral and Print Skills beyond the classroom
    c. Resources and Networking beyond the classroom
	37–38

Reflective Practice: Self-assessment (C2.1)
    a. Reflection→ Focus for the Teacher
    b. Reflection→ Input for Improving Practice
	39–40

Reflective Practice: Goal Setting (C2.2)
    a. Specificity
    b. Action Plans
	40

Reflective Practice: Professional Development (C2.3)
    a. Keeping up-to-date
    b. Using colleagues at all levels
	41