

PROFESSIONAL STANDARDS for ABE TEACHERS

Please take a few minutes to complete the following self-assessment to become familiar with the standards.

| PROFESSIONAL STANDARDS | KNOW LITTLE OR NOTHING ABOUT THIS | KNOW SOMETHING ABOUT THIS, BUT NEED TO KNOW MORE | KNOW A LOT ABOUT THIS |
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| A. <u>Understanding the Adult Learner</u> | | | |
| 1. Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment (e.g., in the classroom, workplace, homeless shelter). | | | |
| 2. Incorporates theories of and research in adult learning and in learning disabilities in designing effective instruction appropriate to the learning environment. | | | |
| 3. Uses knowledge of the factors that influence adult learners' participation and persistence in adult basic education programs to increase learner success. | | | |
| B. <u>Diversity and Equity</u> | | | |
| 1. Interacts equitably and responsibly with all learners. | | | |
| 2. Provides learners with strategies and tools to collaborate with other learners, co-workers, and community members. | | | |
| 3. Draws on the range of interests, needs, and approaches of learners in planning instruction. | | | |
| 4. Promotes learner understanding of American civic culture, its underlying ideals, political principles, institutions, procedures, and processes in the design of curriculum. | | | |
| 5. Uses, in appropriate contexts, instructional materials conveying a range of contributions that various immigrant and native groups have made to American society. | | | |
| C. <u>Instructional Design & Teaching Approaches</u> | | | |
| 1. Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction. | | | |

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| 2. Uses needs analyses in the design of instruction. | | | |
| 3. Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's adult basic education curriculum frameworks. | | | |
| 4. Integrates appropriate use of technologies into the adult education teaching and learning process. | | | |
| 5. Sets forth the learning objectives, instructional methods, and their rationale in the design of instruction and makes them available to colleagues and learners. | | | |
| 6. Uses a variety of instructional methods, techniques, and tools that facilitate adult learning. | | | |
| 7. Uses strategies that are effective for learners to develop and use critical thinking skills and to solve complex problems. | | | |
| <u>D. Learner Assessment and Evaluation</u> | | | |
| 1. Creates and uses formal and informal assessments for the purpose of placing learners at the appropriate instructional level. | | | |
| 2. Creates and uses formative and summative assessments to evaluate learner progress. | | | |
| 3. Confers with colleagues, supervisors, and community resources when special assessments are required. | | | |
| 4. Evaluates the effectiveness of instruction and modifies it based upon results and student feedback. | | | |
| 5. Uses data collection systems for program improvement. | | | |
| <u>E. Facilitating the Adult Learning Environment</u> | | | |
| 1. Communicates effectively and appropriately with learners. | | | |
| 2. Creates an environment conducive to adult learning. | | | |
| 3. Promotes learner involvement in community and societal issues. | | | |
| 4. Refers adult learners with challenging life issues to the appropriate resources. | | | |

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| 5. Uses resources available to learners to develop employment readiness skills. | | | |
| 6. Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large. | | | |
| 7. Incorporates the principles of lifelong learning (e.g., modeling self-application methods) to prepare learners for continued education and training outside the classroom. | | | |
| <u>F. Professionalism/Continuing Education</u> | | | |
| 1. Reflects critically on the experiences of self and others, such as learners, colleagues, and supervisors. | | | |
| 2. Develops goals for an individual professional development plan. | | | |