**Curriculum and Instruction**

**Essential Look-fors for Synchronous and Asynchronous Instruction**

Teachers in Massachusetts adult education programs have a critical role to play in preparing all adult learners for their next steps, whether instruction is delivered online, in person, or in a hybrid format.

ACLS recognizes that adult education practitioners have been concerned about the complexity of remote learning and challenges related to student access to Internet-connected devices, potential student learning loss, and the difficult balance between learning/teaching duties and family/personal needs. ACLS is committed to supporting practitioners with guidance and training (in partnership with the SABES PD Centers) as we continue to navigate all these challenges together.

To help teachers provide effective remote/in-person instruction, ACLS has developed essential looks-fors outlined in the table below that practitioners can use to assess the quality of instruction.

| **Category** | **Essential Look-fors** | **Synchronous Instruction** | **Asynchronous instruction** | |
| --- | --- | --- | --- | --- |
| Asynchronous instruction via a learning management platform | Asynchronous instruction via other means (e.g., learning packets) |
| **Alignment to standards** | Activities are part of an instructional unit plan. | X | X | X |
| Instruction has learning objectives aligned to CCRSAE/MA ELPS. | X | X | X |
| Students know what the learning objectives are. | X | X | X |
| Content and learning activities are rigorous, differentiated for students at different levels of readiness, and engaging. | X | X | X |
| Instruction includes learning activities that help students practice what was previously taught. | X | X | X |
| **Demonstration of Learning and Assessment** | Instruction includes opportunities for students to demonstrate their learning. | X | X | X |
| Instruction includes ways for students to receive actionable feedback from the teacher. | X | C | X |
| Instruction uses a learning management platform (e.g., Google Classroom, Canvas). | X | X | N/A |
| **Student-Teacher** **Communication** | Instruction includes a way to communicate with students (e.g., phone, apps, learning management platforms), including with those students who do not have access to an Internet-connected device, in which case alternatives for learning must be provided. | X | X | X |

ACLS encourages teachers to use these look-fors when making decisions about all instructional modes (e.g., remote/hybrid instructional formats, curricular materials, learning management platforms, (homework) assignments, and assessment of learning).

For professional development (PD) related to remote/online instruction and resources, ACLS strongly encourages practitioners to avail themselves of the PD offerings and resources posted on the [SABES website](https://www.sabes.org/).

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