

Virginia Adult Education Teacher Standards

The adult education teacher should be able to:

Standard 1: Help establish and support program goals and responsibilities.

Practitioners conduct their work within the context of the program's mission, goals, and priorities. As such, the ability to collaborate and communicate effectively with administrators and instructional colleagues is important. The competencies for this standard focus on collecting, managing, and sharing data and ideas to improve instruction and program quality. The role of the teacher in working with program staff to increase student retention is also addressed.

Standard 2: Provide a positive adult education learning environment and promote lifelong learning.

Providing a learning environment that is conducive to quality instruction as well as supportive of lifelong learning is critical to the success of adult students. The competencies in this standard focus on the development of a learning community that facilitates and encourages interaction and lifelong learning, demonstrates sensitivity to the needs of adult students, and builds positive attitudes toward self-directed learning and achievement. The importance of fostering learner persistence is also addressed.

Standard 3: Plan, design, and deliver learner-centered instruction.

Planning, designing, and delivering instruction is at the heart of the learning process. Competencies for this standard include developing of instructional plans, sequencing and pacing classroom activities, and linking instruction to learner needs and abilities. The competencies encompass the delivery of appropriately planned lessons that utilize evidence-based and contextualized instruction, provide ample time for students to practice and apply their learning, and employ a variety of strategies, resources, and materials.

Standard 4: Assess learning and monitor progress.

Assessing learner needs, monitoring progress, and providing feedback are essential components of the instructional process. Competencies for this standard focus on collecting and sharing information about learner characteristics, needs, and progress through both formal and informal assessments and then using the information to plan appropriate instruction.

Standard 5: Implement technology.

The use and integration of technology can greatly enhance the instructional process. Competencies for this standard encompass the understanding and integration of technology resources into instruction.

Standard 6: Maintain knowledge and pursue professional development.

Instructors are the primary facilitators of student learning and must have the requisite skills and content knowledge to guide the instructional process. Competencies for this standard emphasize development of a core knowledge base related to adult learning as well as content matter and instruction, including language acquisition, reading and numeracy development, and strategies for working with English language learners and low-skilled individuals. The competencies for this standard focus on the acquisition of knowledge through an assessment of professional growth needs and participation in professional development activities, followed by the transfer of learning into instructional practice.

Standard 1: Help establish and support program goals and responsibilities.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
1.1 Demonstrates an understanding of the program's mission, goals, and priorities	1.1.1 Follows program's procedures and guidelines
1.2 Maintains accuracy and confidentiality of learner information and records	1.2.1 Follows the program accountability plan that includes a system for secure record keeping and reporting 1.2.2 Follows program requirements for confidentiality and release of information
1.3 Collects and reports accurate data for program improvement and accountability	1.3.1 Collects, records, and reports National Reporting System (NRS) data accurately in accordance with program's procedures 1.3.2 Collects examples of learner work periodically to document student competencies in portfolio 1.3.3 Solicits feedback from learners regarding instruction and program improvement in a manner that is considerate of the learners' culture and language skills 1.3.4 Submits required documents in the program's assigned time period
1.4 Follows program guidelines to improve learner persistence	1.4.1 Collaborates with colleagues to address learners' barriers to participation 1.4.2 Encourages and supports learner transfers within programs (e.g., ESOL to ABE, ABE to GED or EDP) 1.4.3 Encourages and supports learner transfers to other programs (e.g., GED to post-secondary academic or vocational program) 1.4.4 Utilizes strategies that promote learner persistence 1.4.5 Analyzes student attendance and achievement data to identify and address possible persistence issues such as early leavers (students with less than 12 contact hours) or common characteristics of non-completers
1.5 Follows program's procedures and guidelines for the maintenance and security of materials and equipment	1.5.1 Counts, tracks, and stores all assessment instruments in a secure location after use 1.5.2 Returns all equipment to the proper location after use 1.5.3 Follows protocols for test integrity
1.6 Makes suggestions for instructional materials and program improvement	1.6.1 Reviews and suggests appropriate instructional materials for adult learners which includes the specific needs of English language learners, low-skilled learners, and learners with special needs such as visual, auditory, physical, and/or learning disabilities, and others 1.6.2 Participates in program improvement activities 1.6.3 Seeks professional development opportunities to enhance skills and practices

Standard 2: Provide a positive adult education learning environment and promote lifelong learning.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
2.1 Designs activities for and encourages independent study skills	2.1.1 Encourages learners to identify their own educational needs using appropriate techniques for students' language and skill abilities 2.1.2 Helps learners to set educational and personal goals based on their needs and feedback from others 2.1.3 Encourages learners to use daily life experiences as opportunities for learning
2.2 Facilitates and encourages learner interaction to promote the development of a learning community	2.2.1 Models the sharing of knowledge and skills 2.2.2 Encourages learners to share their knowledge, culture, skills, and opinions to enhance learning community 2.2.3 Acknowledges and utilizes the knowledge that the adult learners bring to the classroom setting 2.2.4 Promotes respectful and appropriate communication with and among adult learners 2.2.5 Creates an environment conducive to learner participation by using appropriate classroom management strategies and skills 2.2.6 Implements fair, consistent classroom practices 2.2.7 Demonstrates the belief that all learners can gain knowledge and skills
2.3 Demonstrates understanding of adult learners' responsibilities as workers, family members, and community members	2.3.1 Demonstrates cultural awareness and sensitivity 2.3.2 Guides learners to define their goals as family members, workers, and community members using appropriate techniques for the students' language and skill abilities while exploring cross-cultural issues 2.3.3 Accommodates individual learner needs 2.3.4 Refers adult learners with challenging life issues to the appropriate resources 2.3.5 Helps learners understand the language learning process as it relates to their goals
2.4 Demonstrates positive attitude and reinforces positive learner attitudes toward potential for success	2.4.1 Holds high expectations for learner achievement 2.4.2 Meets learners where they are and fosters their potential for change and growth. 2.4.3 Challenges learners to go beyond their perception of their own limitations 2.4.4 Encourages adult learners to practice self-evaluation using appropriate techniques for students' language and skill abilities and to strive for continual improvement 2.4.5 Helps learners identify barriers to their learning and formulate possible solutions
2.5 Employs specific strategies for developing and enhancing learner persistence	2.5.1 Engages learners in problem solving activities, using appropriate techniques for students' language and skill abilities, that help them manage barriers to participation 2.5.2 Provides activities, using appropriate techniques for students' language and skill abilities, that help learners believe they can be successful in their educational goals 2.5.3 Helps learners in setting clear and realistic goals using appropriate techniques for the students' language and skill abilities and then provides instruction that relates to those goals 2.5.4 Uses a variety of assessment strategies that enable learners to see progress toward their goals 2.5.5 Provides instructional activities to keep learners connected to the program and help learners find opportunities for learning outside of the program if they are forced to leave temporarily 2.5.6 Provides learning activities that develop the language necessary for students to access higher level thought processes

Standard 3: Plan, design, and deliver learner-centered instruction.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
3.1 Plans instruction that is consistent with the program's mission and goals	3.1.1 Develops learner-centered instructional strategies consistent with the mission and goals of the program 3.1.2 Develops lessons that focus on needed skills and information, the goals of learners, and the program objectives 3.1.3 Implements lessons that align with state standards
3.2 Identifies and responds to learners' individual and group needs, interests, and goals when developing and delivering lessons	3.2.1 Accesses a variety of learner needs assessment resources, such as student questionnaires, goal setting checklists, and interviews 3.2.2 Collaborates with learner to determine instructional content based upon assessments and learner needs, goals, and experiences 3.2.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments) 3.2.4 Integrates the language skills to emphasize the holistic nature of language 3.2.5 Provides instructional activities that incorporate grouping strategies and interactive tasks that facilitate authentic communication
3.3 Recognizes and accommodates diverse learning styles, multiple intelligences, skill levels, language abilities, culture, experiences, disabilities, and other special needs	3.3.1 Effectively plans for and manages multi-level classroom instruction 3.3.2 Plans lessons and activities that accommodate a variety of learning styles and learners' grouping preferences 3.3.3 Recognizes, accommodates, and shows respect for cultural differences in language, communication, and customs 3.3.4 Adapts instructional resources to accommodate learners with different English proficiency levels and/or special needs 3.3.5 Organizes the physical environment to accommodate disabilities and other special needs 3.3.6 Differentiates learning activities by process, content, and product 3.3.7 Includes culturally diverse lessons
3.4 Applies knowledge of the basic principles of adult learning and teaching, and knows and demonstrates content knowledge	3.4.1 Serves as a facilitator, guiding adults to their own learning 3.4.2 Connects learning to life experiences and prior knowledge 3.4.3 Demonstrates flexibility in accommodating adult scheduling and attendance needs 3.4.4 Provides feedback and honors achievement 3.4.5 Creates opportunities for learners to reflect on their learning, program, and instructional practices and provide input on program improvement 3.4.6 Uses multiple instructional approaches, explicit and inquiry-based learning, field dependent and independent learning, and problem-centered approaches to learning; provides multiple types of sensory experiences 3.4.7 Presents content knowledge that is sequenced and spiraled appropriately to the learner's level and language ability 3.4.8 Presents content in clear, meaningful ways
3.5 Provides evidence-based and contextualized instruction in basic and life skills	3.5.1 Provides instruction that is consistent with research and professional wisdom on adult learning and/or adult language acquisition 3.5.2 Ensures that instruction incorporates tasks that are meaningful to learners in the contexts of their daily lives 3.5.3 Provides appropriate balance between life skill and basic skill development in the classroom, based on learner needs

Standard 3: Plan, design, and deliver learner-center instruction.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
3.6 Employs a variety of strategies, resources, and materials to facilitate instruction and promote learner interaction	3.6.1 Selects materials and resources that are appropriate for adults at the assessed levels of instruction and that are sensitive/respectful of race, ethnicity, culture, and gender 3.6.2 Integrates real-life tasks and authentic materials into instruction 3.6.3 Incorporates a variety of technology and multimedia resources into instruction 3.6.4 Integrates employment, family, and community resources and events into instruction 3.6.5 Uses community resources such as speakers and field trips to extend the classroom into the community 3.6.6 Employs a variety of techniques, such as graphic organizers and mnemonic devices, to facilitate learning and memory 3.6.7 Employs a variety of techniques to stimulate critical thinking and check comprehension and mastery 3.6.8 Uses modeling and demonstrations to clarify learning 3.6.9 Uses individual, group, and team activities 3.6.10 Uses interactive techniques such as role-playing, discussion, and collaborative learning 3.6.11 Uses games or other activity-based formats to provide systematic reviews 3.6.12 Provides activities that integrate language and culture so learners can understand and function within the diverse culture of the United States
3.7 Sequences and paces lessons appropriately	3.7.1 Organizes a sequential plan that supports the instructional objectives 3.7.2 Adjusts content, pace, and duration of activities according to learners' cues
3.8 Provides frequent and varied opportunities for learners to practice and apply their learning	3.8.1 Provides controlled practice and real-life practice (application) of new material 3.8.2 Incorporates practice in communication, negotiation, decision-making, problem solving, and critical thinking skills into classroom activities 3.8.3 Provides opportunities for learners to share learning that occurs outside the classroom

Standard 4: Assess learning and monitor progress.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
4.1 Administers appropriate standardized assessments according to guidelines established by the Virginia Department of Education	4.1.1 Attends required training prior to administering standardized tests 4.1.2 Follows guidelines for appropriate test administration, scoring, and reporting 4.1.3 Follows procedures as indicated in <i>Assessment Policy for Virginia Adult Education and Literacy Programs</i>
4.2 Collaborates with learners to identify their needs, strengths, and goals and advises them or refers them to the appropriate level of instruction	4.2.1 Uses appropriate needs assessments to determine learner strengths, needs, and goals upon entry into the program 4.2.2 Conducts ongoing needs assessments to provide referrals and to support learner transfers within or outside of the program
4.3 Interprets formal and informal assessment results, reviews the results with learners, and develops appropriate educational plans	4.3.1 Uses assessment results to develop individualized and group educational plans in collaboration with learners 4.3.2 Provides opportunities for learners and peers to evaluate and give feedback on their learning and performance through reflection and self-assessment

Standard 4: Assess learning and monitor progress.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
4.4 Uses a variety of formal and informal assessments to develop curricula, plan lessons, monitor learner progress, and provide feedback to learners	4.4.1 Conducts formal and informal skill assessments on a regular basis and uses the results to modify methods and curricula for learners 4.4.2 Completes item analysis to guide instruction 4.4.3 Maintains a record of assessment outcomes to monitor progress 4.4.4 Shares assessment results with learners as appropriate
4.5 Identifies those learners needing instructional adaptations	4.5.1 Accesses appropriate tools, information, and training needed to identify learners needing instructional adaptations 4.5.2 Uses learner data and classroom observations to identify those learners requiring instructional adaptations 4.5.3 Confers with supervisor and colleagues if instructional adaptations are required 4.5.4 Knows program policy for further assessment or referral

Standard 5: Implement technology.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
5.1 Demonstrates an understanding of technology concepts	5.1.1 Demonstrates knowledge of common uses of computers and technology in business, industry and society 5.1.2 Understands the concept of networks and how to access them 5.1.3 Uses terminology related to computers and technology appropriately in written and oral communication
5.2 Effectively uses a variety of technologies	5.2.1 Operates computers, peripherals, and a variety of available technologies 5.2.2 Applies basic troubleshooting strategies and accesses help or support resources when necessary
5.3 Explores, evaluates, and uses technology resources including applications, tools, educational software, and electronic resources	5.3.1 Uses basic computer operations such as editing, file management, and printing 5.3.2 Uses a variety of available software and Internet applications such as web browsers and search engines 5.3.3 Evaluates and selects technology that is most useful for the specific purpose and context 5.2.4 Evaluates software and electronic resource information critically and competently
5.4 Uses technology to communicate information in a variety of formats	5.4.1 Uses a variety of currently available technologies to interact electronically 5.4.2 Uses Internet applications including listservs and email 5.4.3 Shares information using a variety of electronic platforms, such as websites, blogs, and wikis
5.5 Demonstrates and applies knowledge of the legal, social, ethical, and safety issues related to technology	5.5.1 Respects current copyright laws, rights, and responsibilities and understands and complies with fair use 5.5.2 Designs learning activities that foster equitable, ethical, and legal use of technology by learners 5.5.3 Develops and adheres to appropriate use policies as they apply to chat rooms, websites, etc. 5.5.4 Assists learners in evaluating Internet resources critically and competently

Standard 5: Implement technology.

An adult education teacher:

5.6 Effectively integrates technology into instruction	<p>5.6.1 Assesses learner technology skill levels and goals for technology use and incorporates these into instructional planning</p> <p>5.6.2 Plans, develops, assesses, and implements instruction using technology based on learner needs</p> <p>5.6.3 Identifies opportunities to use available multimedia and telecommunications, and other tools to effectively support and enrich instruction</p> <p>5.6.4 Uses technology to help develop/enhance learners' higher order thinking skills including problem solving, critical thinking, informed decision-making, and knowledge construction</p>
5.7 Demonstrates and applies knowledge of the use of assistive technology to enhance learning	<p>5.7.1 Identifies available assistive technology resources (e.g., magnifiers, screen readers, voice recognition software) that accommodate individual learning needs</p> <p>5.7.2 Uses available assistive technology in instruction as needed</p>
5.8 Participates in activities and uses resources to support ongoing professional growth related to technology	<p>5.8.1 Identifies and uses educational technology standards</p> <p>5.8.2 Uses available technology resources to engage in ongoing professional development</p> <p>5.8.3 Pursues opportunities to develop strategies for utilizing technology to enhance learning</p>

Standard 6: Maintain knowledge base and pursue professional development.

An adult education teacher:

Competencies:	Sample Evidence of Competency:
6.1 Develops and maintains a knowledge base in adult learning theory	<p>6.1.1 Participates in relevant professional development in-services, workshops, courses, and conferences that relate to appropriate instructional approaches, content, and adult learning theory</p> <p>6.1.2 Identifies how adults learn by using multiple instructional approaches, field dependent and independent learning, problem-centered approaches to learning, multiple types of sensory experiences, and learner reflection</p> <p>6.1.3 Articulates strategies and cites materials appropriate to diverse cultural, ethnic, racial, age, language, and social contexts and backgrounds and recognizes that adults are at different stages of learning</p>
6.2 Develops and maintains in-depth knowledge of relevant content areas and related teaching methods	<p>6.2.1 Has professional preparation and/or training in relevant content areas (e.g. reading, math, English, U.S. history and government, etc.)</p> <p>6.2.2 Participates in professional development related to content areas being taught or other relevant areas including language and literacy learning</p> <p>6.2.3 Demonstrates content area knowledge in the instructional setting</p>
6.3 Develops and maintains knowledge of instructional techniques and referral procedures for learners who have special needs	<p>6.3.1 Implements appropriate adaptations or accommodations for learners with special needs.</p> <p>6.3.2 Demonstrates knowledge of program procedures for referring learners to other services or agencies when appropriate</p>

Standard 6: Maintain knowledge base and pursue professional development.

An adult education teacher:

<p>6.4 Pursues knowledge of technological systems as they relate to instructional and administrative functions</p>	<p>6.4.1 Demonstrates proficiency in using current technology, such as word processing, email, Internet, and other means of communicating and accessing information electronically</p> <p>6.4.2 Designs and delivers instruction that effectively incorporates technology into the curriculum and requires students to demonstrate proficiency by integrating technology in instructional activities</p> <p>6.4.3 Demonstrates how technology can be used to monitor learning; track attendance, learner progress, and outcomes; and communicate information to learners, program staff, and other stakeholders</p> <p>6.4.4 Participates in technology training in order to explore, evaluate, and use computer/technological resources</p>
<p>6.5 Demonstrates knowledge of own organization, community resources and issues, and relevant laws and regulations</p>	<p>6.5.1 Follows policies and procedures in compliance with local, state, and federal regulations</p> <p>6.5.2 Identifies organization and community resources that can provide materials for instruction and shares information with staff and learners</p> <p>6.5.3 Designs instructional units, based upon learner needs, goals, and interests, that incorporate community resources and issues</p>
<p>6.6 Assesses personal needs for professional growth and participates in professional development activities</p>	<p>6.6.1 Reviews Virginia Adult Education Teacher Standards, Competencies, and Evidence of Competencies</p> <p>6.6.2 Reflects individually and with colleagues on instructional practice, program goals, and initiatives (e.g., through practitioner research, study circles, sharing/networking groups)</p> <p>6.6.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g. inquiry research, workshops, observation/feedback, product development, partnering, mentoring)</p> <p>6.6.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives</p> <p>6.6.5 Regularly reviews learner placement, diagnostic, and outcome data to determine professional development needs</p>
<p>6.7 Incorporates new skills and knowledge gained through professional development into the learning environment to enhance the quality of instruction</p>	<p>6.7.1 Integrates new skills and information gained through professional development to enhance the learning environment</p> <p>6.7.2 Practices and integrates new instructional strategies</p>