

Rhode Island Adult Education Practitioner Standards for Instructors

**1. Foundational Knowledge:**

**1.1 Has knowledge of and understands adult education as a long-range strategy that supports upward mobility, engaged citizens and strong families within the state, region and the nation. Practitioners articulate the importance of ABE, ASE, and ESOL at the personal, community and state level and advocates for expanding opportunities, resources, participation and the development of quality programs and services.**

**1.2 Has knowledge of the learner population and can articulate the size and composition of the population in need, participation rates and provider resources.**

**1.3 Has knowledge of and sensitivity to the diversity of learners, learning styles, and abilities. Facilitates understanding between diverse learner groups (social, cultural, geographical, and economic, etc.).**

**2. Adult Education Teaching Methods and Strategies**

**Has knowledge of Adults as learners, the principles and best practices of adult education and current research and trends in the field. Describes the field, understands its origins, analyzes its critical issues, and uses this knowledge to teach adult learners effectively.**

**2.1 Goal Setting**

**Has knowledge of the role of goal setting and persistence in adult education. Develops lesson plans and communicates learning objectives that are aligned with student needs as well as class and program goals. Helps students articulate their goals, develop strategies for achieving the goals, and monitor progress toward the goals.**

**2.2 Contextual Learning**

**Has knowledge of and is sensitive to multicultural, socioeconomic, and socio-cultural issues that that may be present in adult learners' lives. Considers student needs, abilities and circumstances in the development of learner goals as well as teaching and learning strategies.**

**2.3 Contextual Teaching**

**Teaches contextually to students' strengths and interests. Involves learners in the application of skills for their roles as workers, family members, and community members enabling students to connect learning to their lives.**

**2.4 Self -Efficacy**

**Understands how to help students build self-efficacy as learners respects all students and believes in their abilities and facilitates self-directed learning**

## **2.5 Diverse Learners**

**Has Knowledge of Diverse Learning Styles, Abilities, Disabilities and the principles of Universal Design. Teaches multiple levels effectively, Uses diverse instruction methods and finds, adapts or creates relevant and appropriate instructional material and teaching approaches to create classroom activities that accommodate all learners.**

## **2.6 The Learning Environment**

**Supports an inclusive learning environment, which accommodates varied backgrounds, needs, abilities and learner goals. Maintains the development of a safe, engaging learning community Encourages collaborative learning and respect among learners through sharing ideas, asking questions, and responding to others' comments**

## **3. Content/ Subject Matter Knowledge**

**Has baccalaureate level content knowledge of; literature, history, science, social science and math.**

**3.1. Has knowledge of evidence-based reading instruction, understands how adults use skills and general knowledge acquired over time to read effectively. Determines when adult learners have gaps in both skills and general knowledge, and provides explicit, systematic instruction to develop their general knowledge, enhance their ability to read with efficiency and ease and increase their understanding of what they read.**

**3.2 Has knowledge of theories, best practices, and effective `programs for developing reading, writing linguistic, math and scientific reasoning skills and understands current research and methods of teaching adults in the areas taught (e.g. Reading, Writing, Listening, Speaking, Mathematics, etc.) Has fundamental, mathematical, linguistic, literary, and scientific skills to meet the needs of ESOL, ABE and or ASE students.**

**3.3 English as Second Language instructors understand theories of language acquisition Uses language assessment procedures and instruments for selection, administration, and interpretation.**

**3.4 Familiar and conversant with RI Content Standards. Analyzes and adapts lessons using the language and principles of the standards to help students read with understanding, listen actively, speak so others can understand and use math effectively**

## **4. Assessment**

**Has knowledge of the role of assessment and evaluation in driving learner goal setting, curriculum and instruction. Uses a continuous cycle of anticipation-expectation, action, reflection and evaluation with quantitative and qualitative measures of achievement.**

**4.1 Provides students with formal and informal ongoing learning assessment and interventions, making referrals when necessary.**

**4.2 Uses or creates assessments to place learners into appropriate instructional levels, monitor learner progress, and evaluate effectiveness of instruction.**

**4.3 Uses learner input to adjust content; teaching strategy and lesson pace and provides students individual feedback about their progress**

## **5. System Knowledge**

**Understands the adult education system and has knowledge of national, state, and local program's goals, objectives, policies, procedures, reporting and funding requirements. Understands how NRS and CALIS reports are used to monitor students and programs. Uses the results of both systems to identify and suggest program improvements.<sup>1</sup> Effectively uses technologies necessary for data management, communication, and integrates technology into the classroom<sup>2</sup>**

**5.1 Has knowledge of adult education pathways. Assists students in assessing needs and identifying resources.**

## **6 Professionalism**

**Has knowledge of and understands the importance of professional development. Uses internal and external resources to identify short term and long term learning needs. Creates learning plans and identifies methods of learning validation**

**6.1 Has knowledge of the ethical dimensions of work in adult education. Recognizes and respects appropriate student boundaries.**

**6.2 Has knowledge of and understands that the role of a professional staff includes modeling negotiation, decision-making and problem-solving skills as well as specific attitudes, lifestyles and outlooks. Effectively communicates attitudes and values, through multiple channels.<sup>3</sup>**

**6.3 Has knowledge of available Adult Education research, theory, and resources. Effectively accesses current research, and applies emerging theories of Adult Education to improve practice.<sup>4</sup>**

**6.4 Has knowledge of and understands the importance of teamwork as a collaborative effort to resolve problems, improve communications, increase involvement, and improve quality. Works effectively with peers and supervisor. Learns from others**

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<sup>1</sup> Language adjusted based on potential audience which might include clerical/secretarial staff

<sup>2</sup> May be adjusted based on Technology workgroup input

<sup>3</sup> Language adjusted based on potential audience which might include clerical/secretarial staff

<sup>4</sup> These core requirements could apply to clerical /secretarial/ and other support staff. Is this expecting to much?