

The Professional Development Guide for Adult Citizenship Educators



**U.S. Citizenship
and Immigration
Services**

Table of Contents

Introduction and Abstract	1
Instructional Domains	3
Teacher Competencies	4
Rubrics	9
Appendix A: Glossary	23

Introduction

The Office of Citizenship in U.S. Citizenship and Immigration Services (USCIS) created this guide to help adult citizenship education program administrators and teachers to identify instructional domains and establish a system of professional development for adult citizenship educators.

This guide is organized around five instructional domains with correlated competencies and rubrics. These domains and competencies incorporate aspects of instruction that are both broadly applicable to a variety of settings, as well as those that are unique to the adult citizenship education learning environment. Administrators and educators use this guide to identify areas of strength and areas for growth, and they can use the rubrics to create a systematic plan for professional development.

Instructional Domains

Instructional domains are the broad elements of teaching that are necessary for a successful class, and each domain includes a set of teacher competencies that are specific to an adult citizenship education learning environment. The five instructional domains are: Content Knowledge, Instructional Design and Lesson Planning, Instructional Delivery, Assessment, and the Learning Environment. These domains outline foundational knowledge and instructional skills that teachers should possess in order to guide students as they prepare for the naturalization interview and the test.

Teacher Competencies

Where instructional domains are broad, the teacher competencies attached to each domain describe the knowledge and skills that are relevant to teaching in an adult citizenship education learning environment. For example, the *Instructional Design and Lesson Planning*

domain relates to developing courses and lesson planning. It has seven competencies: *Instructional Resources*, *Learning Objectives*, *Content Standards Alignment*, *Differentiated Instructional Design*, *Thematic Instructional Design*, and *Technology*. The instructional knowledge and skills developed by gaining competency in each of these seven competencies would indicate a high level of competency in the *Instructional Design and Lesson Planning* domain.

Professional Development Rubrics

This guide also includes rubrics for every competency. The rubrics are divided into three levels, with Level 1 being the lowest level of competency and Level 3 being the highest. Each level includes a description that outlines the strengths of a teacher at that level and possible areas for growth. Therefore, a teacher who is identified at Level 1 for a particular competency can look at the corresponding rubric to find out what qualities a teacher at Level 2 would exhibit for that competency. Teachers and administrators can then work together to develop strategies for professional growth (such as attending workshops or working with other teachers or staff whose strengths complement a teacher's needs).

Please note that the competencies and rubrics may not be sufficient to address the varied circumstances of every teacher in every program. For example, the *Instructional Delivery* domain includes a competency that addresses technology. A teacher working in a program with limited access to technological resources cannot be expected to incorporate technology into instruction to the same degree as a teacher with access to state-of-the-art technological resources.

Furthermore, each teacher brings unique talents and experiences to the classroom and as a result, may be identified at Level 3 in some competencies, Level 2 in some, and Level 1 in others. With this in

mind, do not view these teacher competencies as an assessment tool for holding teachers accountable. Instead, they are professional development tools for helping teachers and administrators identify strengths and areas for growth, both for individual teachers and across the program as a whole. Teachers can also use the competencies as a tool for self-assessment.

At the most comprehensive level, teachers can use these competencies together with the *Adult Citizenship Education Content Standards and Foundation*

Skills, published by the Office of Citizenship in the fall of 2014, to promote the delivery of consistent instructional content and practices throughout a program. Visit www.uscis.gov/citizenship to view these standards and other citizenship resources, including information about the naturalization process and test.

Instructional Domains

Domain 1, *Content Knowledge:*

The teacher possesses the necessary knowledge of the content to prepare students for the naturalization process and test and to teach about the rights and responsibilities of U.S. citizenship.

Domain 2, *Instructional Design and Lesson Planning:*

The teacher identifies resources and plans lessons that connect the course content with the students' prior knowledge and ESL skill levels.

Domain 3, *Instructional Delivery:*

The teacher uses a variety of instructional strategies to engage adult students with the course content and ESL.

Domain 4, *Assessment:*

The teacher uses assessments to monitor and measure student learning and inform instruction.

Domain 5, *Learning Environment:*

The teacher creates a safe and respectful environment that promotes adult student learning.

Teacher Competencies

Domain 1, Content Knowledge:

The teacher possesses the necessary knowledge of the content to prepare students for the naturalization process and test and to teach about the rights and responsibilities of U.S. citizenship.

Content knowledge is the backbone of teaching. Simply put, teachers cannot teach what they do not know. The content that pertains to 1a and 1b includes the knowledge and skills that students must know to complete the naturalization process and the citizenship exam. For a more specific description of this content, please see the *Adult Citizenship*

Education Content Standards and Foundation Skills on our website (<http://www.uscis.gov/citizenship>). The content that relates to 1c includes understanding how language is acquired and how English language acquisition corresponds to the naturalization process.

The teacher competencies for *Content Knowledge* are:

- 1a: *Naturalization and Interview Process*: The teacher possesses the necessary knowledge of the naturalization process to prepare students to complete the N-400 and the interview and to take the *Oath of Allegiance*.
- 1b: *Citizenship Content*: The teacher possesses the necessary knowledge of citizenship content to prepare students for the civics, reading, and writing exams.
- 1c: *Adult English as a Second Language (ESL) Learning Theory*: The teacher possesses the necessary knowledge of adult ESL learning theory to prepare students to complete the N-400, the interview, and the reading and writing exams, and to take the *Oath of Allegiance*.

Teacher Competencies (continued)

Domain 2, *Instructional Design and Lesson Planning*:

The teacher identifies resources and plans lessons that connect the course content with the students' prior knowledge and ESL skill levels.

Instructional design and lesson planning are behind-the-scenes components of teaching that directly reflect in the instructional delivery. It is a vital process for teachers because it allows them to examine the course content and define learning objectives in relationship to the broader curriculum. It also allows teachers to

answer fundamental questions about how and why they choose resources and instructional strategies. Lastly, it gives teachers the opportunity to reflect on the specific needs of their students and adapt and accommodate their instructional resources and strategies accordingly.

The teacher competencies for *Instructional Design and Lesson Planning* are:

- 2a: *Instructional Resources*: The teacher identifies and uses instructional resources (including course texts, instructional materials, and resources) that are targeted and relevant to adult learners.
- 2b: *Learning Objectives*: The teacher establishes clear and measurable learning objectives for the course and for each lesson.
- 2c: *Content Standards Alignment*: The teacher aligns lesson plans, textbooks, and learning materials with the *Adult Citizenship Education Content Standards and Foundation Skills*.
- 2d: *Differentiated Instructional Design*: The teacher tailors lessons and instructional resources (including course texts, instructional materials, and resources) to meet the individual learning needs of adult students with diverse backgrounds and varying ESL skill levels.
- 2e: *Thematic Instructional Design*: The teacher makes the content accessible by creating thematically organized lessons.
- 2f: *Technology*: The teacher incorporates technology into lessons to make course content more engaging and accessible to adult students.

Teacher Competencies (continued)

Domain 3, Instructional Delivery:

The teacher uses a variety of instructional strategies to engage adult students with the course content and ESL.

Instructional delivery is the keystone of the teaching process. It involves using your instructional design to teach the course content, building relationships with students and maintaining a positive learning environment. In an adult citizenship education classroom, teachers engage with students with diverse cultural and linguistic backgrounds as well as varying learning needs.

Therefore, teachers should tailor instruction to the individual needs and experiences of students (this is sometimes called *differentiated instruction*) and apply effective ESL instructional strategies as they prepare their students for the naturalization process and the civics content exam.

The teacher competencies for *Instructional Delivery* are:

- 3a: *Instructional Strategies*: The teacher uses a variety of scaffolding, sheltering, and evidence-based instructional strategies to connect course content and ESL.
- 3b: *Differentiated Instruction*: The teacher tailors instruction to accommodate the individual learning needs of adult students with diverse backgrounds and varying ESL skill levels.
- 3c: *Prior Knowledge*: The teacher engages the students' prior knowledge and experiences to develop their content knowledge and ESL skills.
- 3d: *Communication*: The teacher clearly communicates instructions, directions, expectations, and learning objectives to adult students.
- 3e: *Technology*: The teacher integrates and uses technology to help students learn and to make the course content more accessible and engaging.
- 3f: *ESL instructional strategies*: The teacher uses a variety of ESL instructional strategies to promote English language acquisition.

Teacher Competencies (continued)

Domain 4, Assessment:

The teacher uses assessments to monitor and measure student learning and inform instruction.

Assessments involve using a variety of tools to measure prior knowledge, teaching, and learning. Before enrolling students in an adult citizenship education course, teachers must determine their English language skill levels through nationally normed assessments. Teachers can then use the data from these assessments to refine and adapt instructional design and delivery, as well as formal and informal assessments. Formal assessments are measurements that are administered in a structured context and often rely on formats like

multiple-choice tests, essay, short-answer responses, or oral interviews. Informal assessments include all of the strategies that teachers use to evaluate student learning and the effectiveness of their instruction, such as homework or in-class projects. They may also involve the teacher assessing student responses during a class discussion. The key to assessment, whether formal or informal, is providing students with timely feedback so that they can process what they have learned and identify areas for growth.

The teacher competencies for *Assessment* are:

- 4a: *Standardized Assessments*: The teacher interprets data from nationally normed, standardized ESL assessments to align students with the appropriate level course and/or materials.
- 4b: *Formal Assessments*: The teacher uses a variety of formal assessments to measure student learning and content knowledge of adult students with diverse backgrounds and varying ESL skill levels.
- 4c: *Informal Assessments*: The teacher uses a variety of informal assessments to measure student learning and content knowledge of adult students with diverse backgrounds and varying ESL skill levels.
- 4d: *Differentiated Assessments*: The teacher tailors formal and informal assessments for measuring student learning and content knowledge to meet the needs of adult students with diverse backgrounds and varying ESL skill levels.
- 4e: *Student Feedback*: The teacher uses assessments to provide timely and meaningful feedback to students.
- 4f: *Using Data*: The teacher uses data from assessments to establish learning objectives and modify instruction.

Teacher Competencies (continued)

Domain 5, *Learning Environment*:

The teacher creates a safe and respectful environment that promotes adult student learning.

The classroom is a unique environment that is built upon a foundation of trust and respect between teachers and students. This foundation allows students to explore the content, engage with the teacher and other students, and feel safe enough to make mistakes. Adult citizenship education classrooms include students with incredibly

diverse backgrounds, and these students also have families, careers, and responsibilities that require their time and attention. Creating a culture in the classroom that respects the diversity of students and values their time can help to establish a positive learning environment.

The teacher competencies for *Learning Environment* are:

- 5a: *Safe Learning Environment*: The teacher establishes a safe learning environment where adult students feel comfortable engaging with the instructor and each other.
- 5b: *Learning and Diversity*: The teacher creates an inclusive learning community that promotes and reflects diversity.
- 5c: *Optimizing Learning*: The teacher maximizes instructional time and space to optimize learning.

Rubrics

Domain 1, Content Knowledge:

The teacher possesses the necessary knowledge of the content to prepare students for the naturalization process and test and to teach about the rights and responsibilities of U.S. citizenship.

1a: Naturalization and Interview Process		
The teacher possesses the necessary knowledge of the naturalization process to prepare students to complete the N-400 and the interview and to take the <i>Oath of Allegiance</i> .		
Level 1	Level 2	Level 3
The Level 1 teacher struggles to provide accurate information or provides some inaccurate information about the pre-interview, interview, post-interview, or the N-400. The teacher has limited or no knowledge of where to find information to supplement gaps in content knowledge, or where students can find resources to learn more about the naturalization process.	The Level 2 teacher can provide students with most information regarding requirements, procedures, and expectations for the pre-interview, the interview, the post-interview, and the N-400 by either providing instruction or when answering questions. The teacher knows where to find information that can supplement gaps in content knowledge and where students can find resources to learn more information about the naturalization process.	The Level 3 teacher can easily and correctly provide students with information regarding requirements, procedures, and expectations for the pre-interview, the interview, the post-interview, the N-400, and where students can find resources to learn more information about the naturalization process.
1b: Citizenship Content		
The teacher possesses the necessary knowledge of citizenship content to prepare students for the citizenship, reading, and writing exams.		
Level 1	Level 2	Level 3
The Level 1 teacher has limited knowledge of the civics content and primarily relies on having students work independently through the text for instruction, and the teacher cannot supplement or provide context to the content and course materials during class.	The Level 2 teacher has enough civics content knowledge to develop thematic lessons but is limited in the ability to supplement and provide context to the content much beyond what is available in the course materials during class.	The Level 3 teacher displays exceptional knowledge of the civics content by developing thematic lessons and supplementing and providing context to the content and course materials during class.

Domain 1, Content Knowledge (continued)

1c: Adult English as a Second Language (ESL) Learning Theory

The teacher possesses the necessary knowledge of adult ESL learning theory to prepare students to complete the N-400, the interview, and the reading and writing exams, and to take the *Oath of Allegiance*.

Level 1	Level 2	Level 3
The Level 1 teacher does not integrate ESL sheltering and scaffolding techniques with course content in any lessons.	The Level 2 teacher displays sufficient knowledge of adult ESL learning theories by integrating ESL sheltering and scaffolding techniques with course content in most lessons or for students at every ESL level. OR The Level 2 teacher displays sufficient knowledge of adult ESL learning theories by integrating ESL sheltering and scaffolding techniques with course content in every lesson and for students at most ESL levels.	The Level 3 teacher displays exceptional knowledge of adult ESL learning theories by integrating ESL sheltering and scaffolding techniques with course content in every lesson and for students at every ESL level.

Domain 2, Instructional Design and Lesson Planning:

The teacher identifies resources and plans lessons that connect the course content with the students' prior knowledge and ESL skill levels.

2a: Instructional Resources		
The teacher identifies and uses instructional resources (including course texts, instructional materials, and resources) that are targeted and relevant to adult learners.		
Level 1	Level 2	Level 3
The Level 1 teacher does not use the textbook effectively or does not use it at all; AND the teacher does not use supplemental instructional resources to provide a fuller context to the content or to make the content accessible and relevant to students.	The Level 2 teacher is able to effectively use the textbook and occasionally uses supplemental instructional resources to provide context to the content, and to make the content accessible and relevant to students.	The Level 3 teacher is able to effectively use the textbook and a variety of supplemental instructional resources to provide a fuller context to the content and to make the content accessible and relevant to students.

2b: Learning Objectives		
The teacher establishes clear and measurable learning objectives for the course and for each lesson.		
Level 1	Level 2	Level 3
<p>The Level 1 teacher does not create course and lesson objectives.</p> <p>OR</p> <p>The Level 1 teacher creates weak course and lesson objectives that do not align with the <i>Adult Citizenship Education Content Standards</i>.</p>	<p>The Level 2 teacher creates clear course and lesson objectives that are:</p> <ul style="list-style-type: none"> • Accessible and challenging; • Prominently identified in the syllabus and in the classroom; and • Aligned with the <i>Adult Citizenship Education Content Standards</i>. 	<p>The Level 3 teacher creates course and lesson objectives that are:</p> <ul style="list-style-type: none"> • Accessible, challenging, and measurable; • Prominently identified in the syllabus and in the classroom; and • Aligned with the <i>Adult Citizenship Education Content Standards</i>.

Domain 2, Instructional Design and Lesson Planning (continued)

2c: Content Standards Alignment		
The teacher aligns lesson plans, textbooks, and learning materials with the <i>Adult Citizenship Education Content Standards and Foundation Skills</i> .		
Level 1	Level 2	Level 3
<p>The Level 1 teacher has made no effort to align the content standards with lessons, instructional materials, and assessments.</p> <p>OR</p> <p>The Level 1 teacher does not accurately align most of the content standards with the relevant lessons, instruction materials, or assessments.</p>	<p>The Level 2 teacher accurately aligns most of the content standards with relevant lessons, instructional materials, and assessments.</p> <p>OR</p> <p>The teacher has attempted to align all of the Progress Standards, but several have been inaccurately aligned with lesson plans, instructional materials, and assessments.</p> <p>OR</p> <p>The teacher has accurately aligned all of the content standards with most, but not all, of the lessons, instructional materials, and assessments.</p>	<p>The Level 3 teacher accurately aligns every content standard with relevant lessons and instructional materials.</p>

Domain 2, Instructional Design and Lesson Planning (continued)

2d: Differentiating Instructional Resources		
The teacher tailors lessons and instructional resources (including course texts, instructional materials, and resources) to meet the individual learning needs of adult students with diverse backgrounds and varying ESL skill levels.		
Level 1	Level 2	Level 3
The Level 1 teacher has made no effort to tailor instructional materials based on the performance, assessment, and learning objectives for the individual students in the class.	The Level 2 teacher is occasionally able to design or adapt instructional materials based on the performance, assessment, and learning objectives for the individual students in the class. OR The Level 2 teacher designs or adapts instructional resources to broadly address the needs of low beginning, high beginning, and low intermediate level ESL students, but does not address the individual needs of students.	The Level 3 teacher designs or adapts all instructional materials based on the performance, assessment, and learning objectives for the individual students in the class.

2e: Thematic Instruction		
The teacher makes the content accessible by creating thematically organized lessons.		
Level 1	Level 2	Level 3
The Level 1 teacher does not organize or design lessons to provide clarity and context to the content by correlating the themes of the course content with ESL skills.	The Level 2 teacher effectively designs and organizes some or most lessons to provide clarity and context to the content by correlating the themes of the course content with ESL skills. OR The Level 2 teacher designs all lessons to provide clarity and context to the course content by correlating the themes of the course content with ESL skills, but the thematic organization of the lessons requires revision .	The Level 3 teacher effectively designs and organizes all lessons to provide clarity and context to the content by correlating the themes of the course content with ESL skills.

Domain 2, Instructional Design and Lesson Planning (continued)

2f: Technology		
The teacher incorporates technology into lessons to make course content more engaging and accessible to adult students.		
Level 1	Level 2	Level 3
The Level 1 teacher rarely/never incorporates technology to make the course content relevant and engaging, and/or to connect the course content with ESL skills.	The Level 2 teacher occasionally incorporates technology to make the course content relevant and engaging , and/or to connect the course content with ESL skills.	The Level 3 teacher frequently incorporates different types of technology to make the course content relevant and engaging , and/or to connect the course content with ESL skills.

Domain 3, Instructional Delivery:

The teacher uses a variety of instructional strategies to engage adult students with the course content and ESL.

3a: Instructional Strategies		
The teacher uses a variety of scaffolding, sheltering, and evidence-based instructional strategies to connect course content and ESL.		
Level 1	Level 2	Level 3
The Level 1 teacher rarely, never or ineffectively uses these strategies to simultaneously teach students the course content and ESL skills.	The Level 2 teacher occasionally but effectively uses these strategies to simultaneously teach students the course content and ESL skills.	The Level 3 teacher frequently and effectively uses these strategies to simultaneously teach students the course content and ESL skills.

3b: Differentiated Instruction		
The teacher tailors instruction to accommodate the individual learning needs of adult students with diverse backgrounds and varying ESL skill levels.		
Level 1	Level 2	Level 3
The Level 1 teacher makes little to no effort to respond to student feedback, participation, and performance during instruction to adapt instruction to meet the learning needs and goals of individual students.	The Level 2 teacher is occasionally able to respond to student feedback, participation, and performance during instruction and makes an effort to adapt instruction that meets the learning needs and goals of most students.	The Level 3 teacher is able to respond to student feedback, participation, and performance during instruction to quickly and effectively adapt instruction to meet the learning needs and goals of individual students.

3c: Prior Knowledge		
The teacher engages students' prior knowledge and experiences to develop their content knowledge and ESL.		
Level 1	Level 2	Level 3
The Level 1 teacher rarely uses strategies (such as reflection writing or comparison exercises) to allow students to draw on their knowledge of their native country, native language, and personal experiences to better understand the course content and ESL skills.	The Level 2 teacher occasionally uses strategies (such as reflection writing or comparison exercises) to allow students to draw on their knowledge of their native country, native language, and personal experiences to better understand the course content and ESL skills.	The Level 3 teacher frequently uses strategies (such as reflection writing or comparison exercises) to allow students to draw on their knowledge of their native country, native language, and personal experiences to better understand the course content and ESL skills.

Domain 3, Instructional Delivery (continued)

3d: Communication		
The teacher clearly communicates instructions, directions, expectations, and learning objectives to adult students.		
Level 1	Level 2	Level 3
The Level 1 teacher communicates most or all expectations and objectives in the students' native language .	The Level 2 teacher clearly communicates all expectations and objectives in English, either verbally or in writing .	The Level 3 teacher communicates all directions, expectations, and objectives in English , both verbally and in writing .

3e: Technology		
The teacher integrates and uses technology to facilitate student learning and to make the course content more accessible and engaging.		
Level 1	Level 2	Level 3
The Level 1 teacher does not use any of the media or technological resources available to make the course content relevant and accessible, or to help students develop ESL skills.	<p>The Level 2 teacher occasionally uses various media and technological resources to make the course content relevant and accessible, and to help students develop ESL skills.</p> <p>OR</p> <p>The teacher regularly uses a limited selection of media and technological resources to make the course content relevant and accessible, and to help students develop ESL skills.</p>	The Level 3 teacher frequently uses various media and technological resources to make the course content relevant and accessible, and to help students develop ESL skills.

Domain 3, Instructional Delivery (continued)

3f: ESL instructional strategies:		
The teacher uses a variety of ESL instructional strategies to promote English language acquisition.		
Level 1	Level 2	Level 3
The Level 1 teacher does not use ESL instructional strategies to promote English language acquisition during instruction.	The Level 2 teacher regularly draws on a limited set of ESL instructional strategies, but they are appropriately targeted to the students' ESL levels and learnings needs. OR The Level 2 teacher regularly draws on a variety of ESL instructional strategies, but they are not always appropriately targeted to the students' ESL levels and learnings needs.	The Level 3 teacher regularly draws on a variety of ESL instructional strategies that are appropriately targeted to the students' ESL levels and learnings needs.

Domain 4, Assessment:

The teacher uses assessments to monitor and measure student learning and to influence how the teacher instructs the students.

4a: Standardized Assessments		
The teacher interprets data from nationally normed, standardized ESL assessments to assign students to the appropriate level course and/or materials.		
Level 1	Level 2	Level 3
<p>The Level 1 teacher inaccurately places most students in a course that does not correspond with their ESL level.</p> <p>OR</p> <p>The Level 1 teacher arbitrarily and categorically assigns texts and materials with little attention given to the ESL levels of students in the class.</p>	<p>The Level 2 teacher accurately places most students in a course that corresponds with their ESL level.</p> <p>OR</p> <p>The Level 2 teacher accurately assigns texts and resources that are targeted for most students' ESL levels; or the teacher has attempted to accommodate the texts and resources to meet the needs of most students at each ESL level.</p>	<p>The Level 3 teacher accurately places all students in a course that corresponds with their ESL level.</p> <p>OR</p> <p>The Level 3 teacher accurately assigns texts and resources that are targeted for all students' ESL levels; or the teacher has attempted to accommodate the texts and resources to meet the needs of all students at each ESL level.</p>

4b: Formal Assessments		
The teacher uses a variety of formal assessments to measure student learning and the content knowledge of adult students with diverse backgrounds and varying ESL skill levels.		
Level 1	Level 2	Level 3
<p>The Level 1 teacher rarely or never administers formal assessments. They do not reflect the format and types of questions asked during the interview and on the civics, reading, and writing exams, and/or they are only administered using a one or two types of assessments.</p>	<p>The Level 2 teacher regularly administers formal assessments in class. They reflect the format and types of questions asked during the interview and on the civics, reading, and writing exams.</p>	<p>The Level 3 teacher regularly administers formal assessments in class. They reflect the format and content of questions asked during the interview and on the civics reading, and writing exams; and they are administered through a variety of assessments (essay, short answer, multiple choice, oral, simulation, etc.).</p>

Domain 4, Assessment (continued)

4c: Informal Assessments		
<p>The teacher uses a variety of informal assessments to effectively measure student learning and the content knowledge of adult students with diverse backgrounds and varying ESL skill levels.</p>		
Level 1	Level 2	Level 3
<p>The Level 1 teacher rarely or never uses any informal assessments to determine the level of student engagement, the development of knowledge and skills, and the quality of instruction.</p>	<p>The Level 2 teacher occasionally uses both performance-based informal assessments (quick quizzes, reflection writing, in-class assignments, etc.) and observational assessments to determine the level of student engagement, the development of knowledge and skills, and the quality of instruction.</p> <p>OR</p> <p>The Level 2 teacher frequently uses either both performance-based informal assessments (quick quizzes, reflection writing, in-class assignments, etc.) or observational assessments to determine the level of student engagement, the development of knowledge and skills, and the quality of instruction.</p>	<p>The Level 3 teacher frequently uses both performance-based informal assessments (quick quizzes, reflection writing, in-class assignments, etc.) and observational assessments to determine the level of student engagement, the development of knowledge and skills, and the quality of instruction.</p>
4d: Differentiating Assessments		
<p>The teacher tailors formal and informal assessments for measuring student learning and content knowledge to meet the needs of adult students with diverse backgrounds and varying ESL skill levels.</p>		
Level 1	Level 2	Level 3
<p>The Level 1 teacher tailors few or none of either formal or informal assessments based on individual student ESL levels and learning needs.</p>	<p>The Level 2 teacher tailors most of either formal or informal assessments to meet individual student ESL levels and learning needs.</p> <p>OR</p> <p>The Level 2 teacher tailors all formal assessments to meet individual student ESL levels and learning needs, but does so only for few or no informal assessments.</p>	<p>The Level 3 teacher tailors all formal or informal assessments to meet individual student ESL levels and learning needs.</p>

Domain 4, Assessment (continued)

4e: Student Feedback		
The teacher uses assessments to provide timely and meaningful feedback to students.		
Level 1	Level 2	Level 3
The Level 1 teacher rarely or never provides students with feedback on any formal or informal assessments.	<p>The Level 2 teacher provides students with constructive feedback on most formal and informal assessments as quickly as possible.</p> <p>OR</p> <p>The Level 2 teacher provides students with constructive feedback on either all formal assessments or informal assessments, but not both.</p> <p>OR</p> <p>The Level 2 teacher provides students with constructive feedback on all formal and informal assessments, but it is not in a timely manner that allows students to self-evaluate their learning strengths and needs.</p>	The Level 3 teacher provides students with constructive feedback on all formal and informal assessments as quickly as possible.
4f: Using Data		
The teacher uses data from assessments to establish learning objectives and modify instruction.		
Level 1	Level 2	Level 3
The Level 1 teacher does not use any data or feedback from formal or informal assessments to create and adjust learning objectives and tailor instruction.	<p>The Level 2 teacher uses data from formal assessments to create and adjust learning objectives and to tailor instruction to meet student needs.</p> <p>OR</p> <p>The Level 2 teacher uses data or feedback from informal assessments to create and adjust learning objectives and to tailor instructions to meet student needs.</p>	The Level 3 teacher relies on data and feedback from formal and informal assessments to create and adjust learning objectives and to tailor instruction to meet student needs.

Domain 5, Learning Environment:

The teacher creates a safe and respectful environment that promotes adult student learning.

5a: Safe Learning Environment		
The teacher establishes a safe learning environment where adult students feel comfortable engaging with the instructor and each other.		
Level 1	Level 2	Level 3
The Level 1 teacher struggles to engage with students in a constructive dialogue about the course content and the students' learning goals and needs. Few students can easily transition to and work effectively in cooperative learning activities. Few students feel comfortable asking questions to the teacher and each other.	The Level 2 teacher effectively engages with most students in a constructive dialogue about the course content, and the students' learning goals and needs. Most students can easily transition to and work effectively in cooperative learning activities. Most students feel comfortable asking questions to the teachers and each other.	The Level 3 teacher effectively engages with all students in a constructive dialogue about the course content and the students' learning goals and needs. All students can easily transition to and work effectively in cooperative learning activities. All students feel comfortable asking questions to the teachers and each other.

5b: Learning and Diversity		
The teacher creates an inclusive learning community that promotes and reflects diversity.		
Level 1	Level 2	Level 3
The Level 1 teacher does not encourage students to engage with the content and each other by asking questions, engaging in dialogue, and making connections with their knowledge and experiences of their native countries. The teacher does not use resources that reflect the diversity of people and perspectives in American society.	The Level 2 teacher occasionally encourages students to engage with the content and each other by asking questions, engaging in dialogue, and making connections with their knowledge and experiences of their native countries. The teacher also uses resources that reflect the diversity of people and perspectives in American society. OR The Level 2 teacher frequently encourages students to engage with the content and each other by asking questions, engaging in dialogue, and making connections with their knowledge and experiences of their native countries. However, the teacher rarely uses resources that reflect the diversity of people and perspectives in American society.	The Level 3 teacher frequently encourages students to engage with the content and each other by asking questions, engaging in dialogue, and making connections with their knowledge and experiences of their native countries. The teacher regularly uses resources that reflect the diversity of people and perspectives in American society.

Domain 5, Learning Environment (continued)

5c: Optimizes Learning Time and Space		
The teacher maximizes instructional time and space to optimize learning.		
Level 1	Level 2	Level 3
<p>The Level 1 teacher struggles to engage students in learning throughout the class meeting, and the teacher does not use or explore the instructional space beyond the traditional/established structure of the classroom.</p>	<p>The Level 2 teacher engages students in learning during most of the class meeting, and the teacher creatively uses available space to engage students with the course content and each other.</p> <p>OR</p> <p>The Level 2 teacher engages students in learning throughout the entire class meeting, but the teacher does not explore the instructional space beyond the traditional/established structure of the classroom.</p> <p>OR</p> <p>The Level 2 teacher engages students during most of class meeting, and the teacher explores the instructional space beyond the traditional/established structure of the classroom.</p>	<p>The Level 3 teacher engages students in learning throughout the entire class meeting, and the teacher creatively uses the available space to engage students with the course content and each other.</p>

Appendix A: Glossary

Content Standards Alignment: The process of cross-referencing the concepts and skills included in the curriculum, lesson plans, formal assessments, and educational resources with the corresponding content standards from the *Adult Citizenship Education Content Standards*.

Differentiation: Tailoring instruction, course materials, and assessments to meet the individual needs of students.

Formal Assessment: Structured assessments that have specific criteria to measure how well students have learned specific objectives.

Informal Assessment: Ongoing assessments that occur concurrently with instruction and allow the teacher to track student learning and progress.

Instructional Domain: Broad instructional concepts that organize specific teacher competencies into thematically connected categories.

Nationally Normed Assessments: Standardized assessments that are given to a large number of individuals across the country. The data from these assessments is used to compare performance and establish ESL levels.

Rubric: A guide that identifies traits of teachers at various levels and outlines a structured process for professional development.

Scaffolding: An approach to instruction where the teacher helps students develop their knowledge and skills by building student understanding and independence while systematically increasing rigor and decreasing support.

Sheltering: An integrated approach to teaching ESL that integrates both English language learning and content knowledge during the learning process.

Teacher Competency: A specific component of instruction that is generalizable to most classrooms.

Thematic Instruction: An approach to instructional design and delivery in which curriculum and instruction are organized by common and consistent themes, concepts, and skills.