

**Definitions:**

<p><b>Expert Teachers</b>                  Expert teachers have the capacity to teach from the heart as well as the head. They are able to establish positive relationships with their students regardless of the teaching methodology employed. They have deeper understanding of their practice as a teacher yet continuously strive to gain new knowledge and skills. Expert teachers are highly skilled practitioners of what they teach. They are enthusiastic, positive and take initiative to help others.</p>			
<p><b>Experienced Teacher</b>                  An Experienced Teacher has been on the job in the same or similar programs. They understand the policies and regulations that affect their practice and perform at the level they are needed to perform at, responding to the learner’s presenting issues as well as covering the required content area. They have developed a perspective on their own practice and feel a sense of competency and confidence in their ability to cope and manage the many contingencies of teaching adult and student’s.</p>			
<p><b>Novice</b>                  A novice teacher is one who has adequate content knowledge to be able to represent and transmit content accurately and efficiently. They have no experience in formalized program for teaching adults and must have the capacity to understand something about the way adult learners think, either from experience or as an empathetic response to the student’s point of view. They must learn the policies and regulations that govern the provision of Adult Education in Rhode Island that directly affect their students and their instruction.</p>			
<p><b><u>1. Foundational Knowledge of Adult Education:</u></b></p> <p><b>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.</b></p>			
Performance Indicators	<b>Novice</b>	<b>Experienced</b>	<b>Expert</b>
<b>a. Understands the importance of ABE, ASE, and ESOL at the personal and program level.</b>	X	X	X
<b>b. Describes to others the importance of ABE, ASE, and ESOL at the personal and program level.</b>	X	X	X
<b>c. Advocates for expanding opportunities, resources, participation and the development of quality programs and services.</b>		X	X

**1.2 Has knowledge of the learner population.**

Performance Indicators	Novice	Experienced	Expert
a. Knows about the size and composition of the population in need, participation rates and provider resources.	X	X	X
b. Compares the size and composition of the population espoused to be in need, with class participants as a means of critically evaluating quantitative data..		X	X
c. Seeks and shares with colleagues and peers relevant and up-to-date information regarding demographics within the state and region.			X

**1.3 Has knowledge of and sensitivity to the diversity of learners, learning styles, and abilities**

Performance Indicators	Novice	Experienced	Expert
a. Engages with students, acknowledging their self-identified needs and issues and acts as a resource	x	X	X
b. Considers and identifies issues that affect learning (e.g. abuse, health, homelessness, disabilities, prior educational experiences) in the development of Learner Goals.		X	X
c. Facilitates understanding between diverse learner groups (social, cultural, geographical, and economic, etc.).		X	X

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

**2.1 Has knowledge of the theories of Adults Learning, the principles and best practices of adult education and current research and trends in the field.**

Performance Indicators	Novice	Experienced	Expert
a. Identifies the use of effective practices when describing one’s own approach to teaching or	X	X	X

when observing others teach.			
b. Can identify critical issues in the field of Adult Education and strives to use knowledge of principles and best practices to teach adult learners effectively.		X	X
c. Can identify problematic situations in own practice, searches for and applies relevant research or theories to address issues.			X

## 2.2 Goal Setting

Has knowledge of the role of goal setting and persistence in adult education.

Performance Indicators	<b>Novice</b>	<b>Experienced</b>	<b>Expert</b>
a. Helps students articulate their goals and assists in the development of learning plans congruent with work plans.	X	X	X
b. Considers student needs, abilities and circumstances in responding to the development of learner goals.		X	X
c. Develops lesson plans and communicates learning objectives monitoring progress toward the goal.		X	X
d. Develops teaching and learning strategies for achieving the goals, that are aligned with student needs as well as class and program goals.			X

## 2.3 Contextual Learning

Has knowledge of and is sensitive to multicultural, socioeconomic, and socio-cultural issues that that may be present in adult learners' lives.

Performance Indicators	<b>Novice</b>	<b>Experienced</b>	<b>Expert</b>
a. Involves learners in the application of skills for their roles as workers, family members, and community members.	X	X	X

<b>b. Facilitates self-directed learning enabling students to connect learning to their lives.</b>		X	X
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#### 2.4 Self -Efficacy

**Understands how to help students build self-efficacy as learners.**

Performance Indicators	Novice	Experienced	Expert
<b>a. Shows respect for all students and communicate a belief in their abilities.</b>	X	X	X
<b>b. Acknowledges student skills and attitudes necessary for lifelong learning.</b>		X	X
<b>c. Facilitates self-directed learning enabling students to independently connect learning to their lives.</b>		X	X

#### 2.5 Diverse Learners

**Has Knowledge of Diverse Learning Styles, Abilities, Disabilities and the principles of Universal Design.**

Performance Indicators	Novice	Experienced	Expert
<b>a. Create classroom activities that accommodate all learners.</b>	X	X	X
<b>b. Teaches multiple levels using diverse instruction methods that are available.</b>		X	X
<b>c. Uses relevant and appropriate instructional material to accommodate the full range of learner skills and abilities</b>		X	X

#### 2.6 The Learning Environment

**Supports an inclusive learning environment, which accommodates varied backgrounds, needs, abilities and learner goals.**

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Performance Indicators	Novice	Experienced	Expert
<b>a Maintains the development of a safe, engaging learning community.</b>	X	X	X
<b>b. Encourages collaborative learning and respect among learners through sharing ideas, asking questions, and responding to others' comments.</b>		X	X
<b>c. Sets ground rules for class operations and engages students in determining what the most effective learning environment is.</b>			X

**2.7 Assessment:**

**Has knowledge of the role of assessment and evaluation in driving learner goal setting, curriculum and instruction.**

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Performance Indicators	Novice	Experienced	Expert
<b>a. Uses formal and informal assessments to place learners into appropriate instructional levels, consulting with other staff when necessary.</b>	X	X	X
<b>b. Uses learner input to adjust content; teaching strategy and lesson pace and provides students individual feedback about their progress.</b>		X	X
<b>c. Monitors learner progress, and evaluates effectiveness of their own instruction.</b>		X	X
<b>d. Uses a continuous cycle of anticipation-expectation, action, reflection and evaluation with multiple measures of achievement.</b>			X

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

**3.1 Has a bachelor's degree or can demonstrate baccalaureate level discipline specific content knowledge.**

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	Novice	Experienced	Expert
Performance Indicators			
a. Provides an official College transcript upon request. And/or	X	X	X
b. Provides alternate documents such as current or former teacher certification. and/or	X	X	X
c. Provides alternate references and recommendations from administrators in at least one or (preferably) two similar programs, who can attest that the individual's knowledge and skills are at the Baccalaureate level.	X	X	X

**3.2. Has knowledge of evidence-based reading instruction and understands that reading and writing are underlying core content areas.**

	Novice	Experienced	Expert
Performance Indicators			
a. Determines when adult learners have gaps in both reading skills and general knowledge.	X	X	X
b. Provides explicit, systematic instruction to develop their general knowledge, enhance their ability to read.		X	X
c. Helps adults read more effectively by selecting and using strategies that respond to learner strengths and weaknesses.		X	X

**3.3 Has knowledge of theories and best practices, for developing listening, speaking, math and scientific reasoning skills.**

	Novice	Experienced	Expert
Performance Indicators			
a. Applies current research and methods for teaching adults in the areas taught.		X	X
b. Uses mathematical, linguistic, literary, and scientific skills to meet the needs of ESOL, ABE and		X	X

or ASE students.			
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**3.4 ESOL instructors understand and can apply theories of language acquisition:**

Performance Indicators	Novice	Experienced	Expert
a. Can determine what the student’s level of language proficiency is and adjusts instruction accordingly.		X	X
b. Applies appropriate Language learning strategy based on understanding of learners first Language.		X	X
c. Is familiar with and can draw upon appropriate standards from guide to the Application of the Professional Standards for Teachers of English(Literacy and ESOL) in the Lifelong Learning Sector. <sup>1</sup>			

**4. Professionalism:**

**4.1 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.**

Performance Indicators	Novice	Experienced	Expert
a. Understands how NRS and CALIS reporting requirements are used to monitor students and programs.	X	X	X
b. Uses NRS and CALIS data to identify and suggest course and program improvements.		X	X

<sup>1</sup> <http://webarchive.nationalarchives.gov.uk/20100202100434/http://89.31.209.91/llukimages/LLUK/Literacy-and-ESOL-companion-guide-January-2009.pdf>

<b>c. Assists students in assessing needs and identifying opportunities through the Office of Multiple Pathways (RIDE).</b>			X
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**4.2 Has knowledge of and understands the importance of professional development (PD).**

Performance Indicators	Novice	Experienced	Expert
<b>a .Examines their practice on a regular basis and seeks feedback from multiple sources in order to improve their performance.<sup>2</sup></b>	X	X	X
<b>b. Creates and implements Professional Development plans with identified methods to validate learning validation.</b>		X	X
<b>c. Develop personal and professional goals with attention to professional standards, student achievement, and agency priorities.<sup>3</sup></b>		X	X

**4.3Has knowledge of the ethical dimensions of work in adult education.**

Performance Indicators	Novice	Experienced	Expert
<b>a. Maintains a professional relationship with students at all times, both in and outside the classroom.<sup>4</sup></b>	X	X	X

<sup>2</sup> Adapted from the Rhode Island Educator Code of Professional Responsibility[PDF]  
 Department of Administration - State of Rhode Island: Division of ...www.hr.ri.gov/.../DOA%20Affirmative%20Action%20Plan%207-1-

<sup>3</sup> Op.Cite

<sup>4</sup> Op.cite.

<b>b. Maintains a classroom a environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.<sup>5</sup></b>	X	X	X
<b>c. Distinguishes between their personal opinion and official policies of their agency or program when communicating with their students and the community.</b>		X	X

**4.4 Has knowledge of and understands the role of a professional staff**

Performance Indicators	Novice	Experienced	Expert
<b>a. Models, negotiation, decision-making and problem-solving skills.</b>	X	X	X
<b>b. Demonstrates respect for the views, cultures and values of others.</b>	X	X	X
<b>c. Maintains confidentiality of all student information and dispenses that information only when required by professional practice or state or federal law.<sup>6</sup></b>		X	X
<b>d. Develop an understanding of state and agency initiatives and supports the implementation of these initiatives.<sup>7</sup></b>		X	X

**4.5 Has knowledge of and understands the importance of teamwork as a collaborative effort to resolve problems, improve communications, increase involvement, and improve quality.**

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<sup>5</sup> Adapted from the Rhode Island Educator Code of Professional Responsibility[PDF]

<sup>6</sup> Adapted from the Rhode Island Educator Code of Professional Responsibility[PDF]

Department of Administration - State of Rhode Island: Division of ...www.hr.ri.gov/.../DOA%20Affirmative%20Action%20Plan%207-1-

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Performance Indicators	Novice	Experienced	Expert
a. Collaborate with others to improve student learning. <sup>8</sup>	X	X	X
b. Learns from others within their agency and within their profession.	X	X	X
c. Works effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development. <sup>9</sup>		X	X
d. Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students. <sup>10</sup>		X	X

## 5 Instructional Technology:

**5.1 Has knowledge of, and uses technology tools to design and develop digital age learning experiences and assessments.**

Performance Indicators	Novice	Experienced	Expert
a. Uses RIDE approved distance learning programs that can assist students in meeting their goals.	X	X	X
b. Demonstrates how a task can be more effectively completed choosing and using the appropriate technology tool.		X	X
c. Can distinguish between problems with an application (software) and problems with the hardware and seeks help accordingly.		X	X
d. Can develop or adapt new distributive learning tools that support approved programs in keeping with ISTE NETS and iNCOL standards. <sup>11</sup>		X	X

<sup>8</sup> Op.Cite

<sup>9</sup> Op.Cite

<sup>10</sup> Adapted from the Rhode Island Educator Code of Professional Responsibility[PDF]

Department of Administration - State of Rhode Island: Division of ...[www.hr.ri.gov/.../DOA%20Affirmative%20Action%20Plan%207-1-](http://www.hr.ri.gov/.../DOA%20Affirmative%20Action%20Plan%207-1-)

<sup>11</sup> <http://www.iste.org/standards/nets-for-teachers.aspx> or <http://www.inacol.org/research/nationalstandards/>

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**5.2 Has knowledge of how subject matter and technology are integrated into the teaching / learning process to facilitate student achievement, creativity and innovation.**

Performance Indicators	Novice	Experienced	Expert
a. Demonstrates how to select and use a variety of technology tools aimed at reaching a diverse audience.	X	X	X
b. Encourages students to represent and communicate original ideas as individuals or in groups.		X	X
c. Uses subject matter knowledge, pedagogy, and technology to advance student learning, in both face-to-face and virtual environments.		X	X

**5.3. Has knowledge of and models the ethical responsible, safe and legal use of information and technology.**

Performance Indicators	Novice	Experienced	Expert
a. Describes how to recognize and respond appropriately to scams such as spam, phishing and spyware.	X	X	X
b. Advocates and practices legal and ethical behaviors when using information and technology.	X	X	X
c. Fosters critical thinking about the use and consequences of using technology such as social media.		X	X
d. Encourages students to assess the benefits and risks of using information and technology.		X	X

**5.4 Has Knowledge of digital research strategies and can identify a variety of appropriate sources, selecting, synthesizing and communicating relevant information using digital tools and resources.**

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Performance Indicators	Novice	Experienced	Expert
a. Assists students in the selection of technology research strategies and appropriate tools to support the completion of a task.	X	X	X
b. Shows students how to verify the accuracy of information by researching two or more sources and critically comparing findings.		X	X
c. Demonstrates how to use advanced search features and Boolean logic.		X	X

**5.5 Has knowledge, skills, and work processes representative of an innovative professional in a global and digital society.**

Performance Indicators	Novice	Experienced	Expert
a. Collaborates with students, peers, parents, and community members using digital tools and resources to support student success and innovation.	X	X	X
b. Demonstrates fluency in technology systems and the transfer of current knowledge to new technologies and situations.		X	X
c. Models and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.		X	X
d. Communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.		X	X