

## Nevada ABE/ESL Teacher Professional Standards

<b>Curriculum &amp; Andragogy</b>	<p><b><i>Standard 1: The teacher demonstrates knowledge of the College and Career Readiness Standards and designs instruction to ensure learner achievement.</i></b></p> <p>CA.1 Uses text-dependent questioning and discussion techniques</p> <p>CA.2 Applies academic vocabulary and accountable talk</p> <p>CA.3 Demonstrates knowledge of students through meaningful planning, instructional outcomes, activities, and classroom interactions to convey high expectations for all students</p> <p>CA.4 Uses technology effectively in the 21st Century classroom (e.g., collaborative learning, application of critical thinking, student-centered, solving open-ended problems, project-based learning, seating arrangements in clusters for group discussions) for all applications, including STEM (activities that include science, technology, engineering and mathematics content)</p>
<b>Assessment &amp; Accountability</b>	<p><b><i>Standard 2: The teacher understands and uses multiple methods of formative, and well as summative, assessment to guide learners in their growth, document learner progress, and drive instruction.</i></b></p> <p>AA.1 Manages classroom procedures effectively (maintains accurate records, begins class on time, sign-in, reports attendance)</p> <p>AA.2 Uses assessment data to drive instruction and guides students in using assessment data to measure and assess their own learning.</p> <p>AA.3 Reflects on teaching (reflects &amp; adjusts teaching accordingly, provides informal assessment such as journaling)</p> <p>AA.4 Maintains ethical practices in assessment of student learning</p> <p>AA.5 Provides feedback continuously to students</p> <p>AA.6 Be knowledgeable of multiple assessments (e.g., HSE, CASAS, TABE, GAIN)</p>
<b>Student Engagement</b>	<p><b><i>Standard 3: The teacher understands and employs a variety of student-centered instructional strategies to build on prior knowledge and to engage learners in applying new knowledge and skills to transfer to the workplace, community, family and personal goals.</i></b></p> <p>SE.1 Delivers lessons with rigor and high cognitive demand while employing strategies that engage students.</p>

- SE.2 Utilizes text-dependent questioning and discussion techniques (student talk) for increased comprehension and language acquisition
- SE.3 Engages students in a variety of ways while providing ongoing feedback
- SE.4 Manages classroom in order to create a safe, respectful learning environment and establishes a culture for learning
- SE.5 Provides opportunities for students to take ownership of their learning, apply critical thinking skills, and transfer learning to their own goals

**Professionalism**

***Standard 4: The teacher is a reflective practitioner who strives to strengthen the effectiveness and quality of instruction while collaborating with colleagues to refine practices.***

- P.1 Demonstrates professionalism and high ethical practices
- P.2 Reflects on teaching and collaborating with colleagues to refine practices
- P.3 Utilizes professional accountability (relationships that are of mutual support and cooperation)
- P.4 Stays current with assessment certifications
- P.5 Demonstrates the awareness and sensitivity to work with others
- P.6 Understands and accepts the expectations of the job
- P.7 Progresses professionally (professional development)
- P.8 Follows program guidelines, procedures, etc.

**English Language Instruction**

***Standard 5: The teacher demonstrates knowledge of, and instructional strategies for, adult English language acquisition.***

- EL.1 Demonstrates proficiency in speaking, listening, reading, and writing standard English equivalent to a native speaker
- EL.2 Demonstrate understanding of language components
- EL.3 Provides instruction that:
  - 3.a Emphasizes the holistic nature of language by focusing on the skills and methods involved in reading, writing, listening, and speaking effectively in real-life situations
  - 3.b Presents vocabulary and grammar in context rather than teaching them in isolation
  - 3.c Uses clear, natural speech appropriate for students' proficiency level
  - 3.d Provides opportunities for students to learn about U.S. culture
- EL.4 Uses a variety of curricular and technological resources for instruction

EL.5 Serves as an English language model for learners and varies language according to the context and English level of the learner

EL.6 Maximizes student opportunities for practicing and applying the English language

### **Math Instruction**

MI.1 Demonstrates the process of mathematical problem solving:

1.a Teaches a variety of appropriate strategies to solve problems

1.b Demonstrates how to build new mathematical knowledge through problem solving

1.c Monitors the students' process of mathematical problem solving

MI.2 Uses varied representations of mathematical ideas to support and deepen students' mathematical understanding

MI.3 Supports a positive disposition toward mathematical processes and mathematical learning

MI.4 Demonstrates a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning

4.a

Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students

4.b Selects and uses appropriate concrete materials for learning mathematics

4.c Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge