The Professional Development Guide
for Adult Citizenship Educators

U.S. Citizenship
and Immigration
Services

Table of Contents

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.

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 *Oath of Allegiance*.

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.

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
The **Level 1** teacher **does not create** course and lesson objectives. **OR** The **Level 1** teacher creates **weak** course and lesson objectives that **do not align** with the *Adult Citizenship Education Content Standards.*	The **Level 2** teacher creates **clear course and lesson objectives** that are: · Accessible and challenging; · Prominently identified in the syllabus and in the classroom; and · Aligned with the *Adult Citizenship Education Content Standards.*	The **Level 3** teacher creates course and lesson objectives that are: · Accessible, challenging, and **measurable**; · Prominently identified in the syllabus and in the classroom; and · Aligned with the *Adult Citizenship Education Content Standards.*

2c: Content Standards Alignment

The teacher aligns lesson plans, textbooks, and learning materials with the *Adult Citizenship Education Content Standards and Foundation Skills*.

Level 1	Level 2	Level 3
The **Level 1** teacher has made **no effort to align** the content standards with lessons, instructional materials, and assessments. **OR** The **Level 1** teacher **does not accurately align most** of the content standards with the relevant lessons, instruction materials, or assessments.	The **Level 2** teacher **accurately aligns most of the content standards** with relevant lessons, instructional materials, and assessments. **OR** The teacher has **attempted to align all of the Progress Standards**, but **several have been inaccurately aligned** with lesson plans, instructional materials, and assessments. **OR** The teacher has **accurately aligned** all of the content standards with **most, but not all,** of the lessons, instructional materials, and assessments.	The **Level 3** teacher **accurately aligns every content standard** with relevant lessons and instructional materials.

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.

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.

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.	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. **OR** 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.	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.

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
The **Level 1** teacher **inaccurately places** most students in a course that does not correspond with their ESL level. **OR** The **Level 1** teacher **arbitrarily and categorically assigns texts and materials** with little attention given to the ESL levels of students in the class.	The **Level 2** teacher **accurately places most students** in a course that corresponds with their ESL level. **OR** 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.	The **Level 3** teacher **accurately places all students** in a course that corresponds with their ESL level. **OR** 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.

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
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.	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.	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.).

4c: Informal Assessments

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.

Level 1	Level 2	Level 3
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.	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. **OR** 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.	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.

4d: Differentiating 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.

Level 1	Level 2	Level 3
The **Level 1** teacher tailors few **or none** of either formal or informal assessments based on individual student ESL levels and learning needs.	The **Level 2** teacher tailors **most** of either formal or informal assessments to meet individual student ESL levels and learning needs. **OR** 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**.	The **Level 3** teacher tailors **all** formal or informal assessments to meet individual student ESL levels and learning needs.

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.	The **Level 2** teacher provides students with constructive feedback on **most** formal and informal assessments as quickly as possible. **OR** The **Level 2** teacher provides students with constructive feedback on **either all** formal assessments **or** informal assessments, but not both. **OR** 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.	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.	The **Level 2** teacher **uses data from formal assessments** to create and adjust learning objectives and to tailor instruction to meet student needs. **OR** 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.	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.

5c: Optimizes Learning Time and Space		
The teacher maximizes instructional time and space to optimize learning.		
Level 1	**Level 2**	**Level 3**
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.	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. **OR** 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. **OR** 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.	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.

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.