





A Quick Guide for Observing Classroom Content and Practice Content

During an adult education advanced level ESOL class, you should observe the teacher integrating the corresponding level MA English Language Proficiency Standards and students engaging in a variety of standards and practices:

<p>Talk about it</p> 	<p>Adult English Learners engage in communicative, collaborative interactions</p> <ul style="list-style-type: none"> ● Participate in collaborative discussions: engage in conversations about complex topics (e.g., social issues, workplace policies); debate and/or come to agreement; refute counterclaims with evidence ● Practice listening: summarize central ideas in an academic or workplace presentation (e.g., college lecture, complex instructions); listen for implied meanings; compare differing points of view ● Practice speaking: construct and present a well-organized, logical argument, using multimedia; role-play formal scenarios (e.g., citizenship interview, training a co-worker); practice new words, forms ● Attend to accuracy: Use Tier 2 & 3 (domain specific) vocabulary, figurative and nuanced speech, a range of complex sentences (with subordinate phrases), and appropriate stress, tone, and rhythm ● Use listening/speaking strategies: use socio-cultural knowledge and context to identify implied meanings (e.g., irony, subtlety); pay attention to and adjust to listener’s cues (e.g., confusion, distraction, boredom); use full repertoire of communication tools (e.g., definitions, metaphors)
<p>Read about it</p> 	<p>Adult English learners engage with level-appropriate complex texts, both print and digital.</p> <ul style="list-style-type: none"> ● Extract meaning from authentic texts: analyze texts for author’s point of view, purpose and/or quality of argument, citing evidence; compare and contrast multiple sources of information ● Practice reading: Ask and answer higher-order questions about a text (e.g., <i>Why did this author write this article?</i>); read aloud for expression, pacing, phrasing; read sections of texts to explain to others (i.e., jigsaw reading) ● Attend to structure and form: Read and discuss vocabulary and grammatical structures sufficient for college and career readiness; analyze text structure (e.g., paragraphs), voice, theme, word-choice ● Use reading strategies: make predictions; annotate text; summarize or paraphrase; use text features and search tools to find information; evaluate the reliability, credibility, and accuracy of information
<p>Write about it</p> 	<p>Adult English learners write for a range of purposes and audiences.</p> <ul style="list-style-type: none"> ● Write for purposes: write for academic, real-world, technical, and literary contexts; synthesize and share information, advocate, and build thinking skills; construct arguments to support claims ● Practice writing: use new vocabulary to elaborate ideas and convey nuance; produce varied sentence patterns; paraphrase and quote others’ ideas; use digital tools to write, exchange feedback, revise ● Attend to structure, form, and organization: construct well-developed, coherent essay-length texts (e.g., logical text organization, clear transitions, varied sentence structures); use discipline-specific formats and embedded media; adapt language choices to reflect personal style/voice ● Use writing strategies: use notetaking to build knowledge prior to writing; use models of rhetorical forms; perform multiple re-readings; integrate feedback; use digital tools for revision and publishing
<p>Think about it</p> 	<p>Adult English learners engage daily in higher-order reasoning and metacognition.</p> <ul style="list-style-type: none"> ● Interpret and analyze information: Evaluate the reliability, credibility, and accuracy of information (e.g., identify techniques such as loaded questions) evaluate source reliability and note discrepancies) ● Research: conduct sustained individual research; synthesize, integrate, and evaluate information from multiple print and digital sources; quote & paraphrase without plagiarizing; cite sources ● Notice patterns in language: Distinguish shades of meaning (e.g., know, believe, wonder); use context and knowledge of morphology to understand academic, technical, & content-specific words & phrases ● Develop independent learning strategies: Prepare for class discussions, having read material and formulated questions and contributions; draw on prior knowledge of social, cultural and situational context; read and listen actively by taking notes; reflect on learning strategies/metacognition

Practices

The examples below feature three Standards from the [ESOL Professional Standards](#). These Standards are just a sampling from the full set of the ESOL Professional Standards and were chosen because they create a sequence: the teacher plans a lesson that sets clear and high expectations, the teacher then delivers high quality instruction, and finally the teacher uses a variety of assessments to see if students understand the material or if re-teaching is necessary. This example highlights teacher and student behaviors aligned to the three Standards that you can expect to see in a rigorous adult education advanced level ESOL class.

<p>PLANNING (Standard 4)</p>	<p>The ESOL teacher designs coherent, rigorous instructional lessons that include measurable learning outcomes, optimize student interaction, support the needs of all learners, are guided by SLA principles, and aligned to the MA ELPS.</p>				
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<p>INSTRUCTION (Standard 6)</p>	<p>The ESOL teacher facilitates language learning by using a variety of rigorous instructional methods and relevant materials that optimize student engagement, encourage productive struggle, foster critical thinking, and address diverse needs, interests, and levels of readiness.</p>				
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<p>ASSESSMENT (Standard 5)</p>	<p>The ESOL teacher uses a variety of formative and summative assessments to inform and evaluate instruction, develop differentiated learning experiences, measure student learning, and promote learner metacognition.</p>				
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