





A Quick Guide for Observing Classroom Content and Practice Content

During an adult education intermediate 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 diverse topics (e.g., culture, careers, academic content); build on others’ ideas; elaborate ideas with details; make group decisions ● Practice listening: summarize central ideas in extended spoken presentation with key concepts, details, and examples; identify speaker’s point of view and tone; make inferences; cite evidence ● Practice speaking: give organized presentations using multimedia (e.g., PowerPoint); make persuasive arguments; elaborate with details and examples; advocate for one’s needs (e.g., in a role play) ● Attend to accuracy: Use Tier 2 vocabulary and academic language (e.g., “In my opinion..,” “The research shows...”); use compound and complex sentences; comparative and superlative forms; simple, continuous, modal, and perfect tenses; and appropriate intonation and pronunciation ● Use listening/speaking strategies: ask for clarification, examples (e.g., “Can you explain?”); listen for language chunks and phrases; provide clarification by rephrasing, circumlocution, use of examples
<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 digital and print texts: identify main ideas, evaluate, arguments, cite evidence, analyze point of view, make inferences, build knowledge, research to answer questions ● Practice reading: read according to purpose, skimming for gist, scanning for details, or reading for deeper meaning; read aloud for fluency, attending to phrasing, intonation, rhythm, and tone ● Attend to structure and form: apply word knowledge to identify meanings of new words; employ knowledge of grammatical structures and of text organization patterns to comprehend meaning ● Use reading strategies: make and verify predictions; identify key words; use context as a clue to meaning; annotate text; summarize or paraphrase; identify purpose; evaluate reliability of sources
<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 a purpose: write texts for varied purposes and contexts (e.g., narrative, expository, persuasive); write to compare perspectives; develop and express opinions; provide evidence ● Practice writing: free-write; use new vocabulary in sentences or stories; write summaries, descriptions; use digital tools to write, revise and edit; participate in collaborative writing tasks ● Attend to structure, form, and organization: Using models as needed, construct well-structured sentences, paragraphs, or essays (e.g., word order, spelling, punctuation, transition words, verb forms, text organization); integrate visuals and multimedia elements ● Use writing strategies: brainstorm; use outlines or checklists; read aloud to check flow; revise based on feedback; collaborate with digital tools; use word-processing features for revising, editing
<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: discuss data, summarize information, compare perspectives, analyze claims and reasoning, draw and support conclusions, evaluate source reliability and bias ● Research: conduct short research projects, drawing from multiple sources; build knowledge about a topic and report on it (e.g., collect/produce/categorize data or evidence, paraphrase or summarize print or digital sources, use digital tools to present information) ● Notice patterns in language: recognize and overcome L1 interference; use diverse strategies to generalize, categorize, and make distinctions about words and sentences ● Develop independent learning strategies: set learning goals; practice recall activities; use print and digital language applications (e.g., online textbook workbooks, mobile apps, websites) to practice English; evaluate level appropriateness; reflect on learning

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 intermediate level ESOL classroom.

<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>
<p>What is the teacher doing?</p>	<p>What are the students doing?</p>
<ul style="list-style-type: none"> ● Discussing the connection of lesson objectives and learner goals ● Contextualizing language skills in content relevant to students' lives but beyond familiar sphere (e.g., careers, health, civics, culture, current events) ● Providing rigorous tasks that require critical thinking and integrate digital literacy (e.g., problem-solving, analyzing, making inferences, researching) ● Giving learners opportunities to work independently, in pairs, and small groups ● Assessing student learning of lesson objectives and task completion and discussing results with student 	<ul style="list-style-type: none"> ● Participating in needs assessments and sharing goals with instructor ● Connecting learning objectives and activities to their goals and interests ● Developing content knowledge, language skills, and reasoning abilities ● Participating in the design of assessment evaluation tools (e.g., rubrics, checklists) ● Using computers, devices, and online tools to find, organize, and communicate information (e.g., web searches, Google docs, slide deck presentations)
<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>
<p>What is the teacher doing?</p>	<p>What are the students doing?</p>
<ul style="list-style-type: none"> ● Differentiating instruction to meet all learners' needs (e.g., providing different level texts, assigning roles) ● Offering instruction and activities in all four language skill areas ● Facilitating independent and group work by keeping students on task, answering and asking questions, taking notes of common errors to revisit ● Providing language and strategies to access complex texts and express complex thoughts ● Explicitly teaching digital literacy skills ● Using wait time, allowing learners to process, retrieve and recall, self-monitor and correct 	<ul style="list-style-type: none"> ● Demonstrating community and rapport by socializing, assisting each other; taking risks ● Contributing to whole and small group discussions ● Talking more than the teacher does ● Using all language skills (R/W/S/L) in each lesson ● Practicing new structures, vocabulary, and skills ● Engaging in authentic communication and "productive struggle," using strategies to negotiate meaning (e.g., using context, circumlocution, etc.) ● Collaborating to understand a complex text, solve a problem, produce information, or navigate systems
<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>
<p>What is the teacher doing?</p>	<p>What are the students doing?</p>
<ul style="list-style-type: none"> ● Checking for understanding and adjusting lesson accordingly (e.g., providing additional practice) ● Assessing learning through an authentic task (e.g., writing a cover letter; presenting research findings) ● Offering strategic corrections (e.g., giving a mini- lesson, directly correcting, guiding self-correction) ● Giving students opportunities to self-test and reflect, providing level-appropriate tools and support 	<ul style="list-style-type: none"> ● Acknowledging feedback (e.g., through verbal confirmation, asking questions, self-correction, responding to editing suggestions) ● Demonstrating learning in multiple authentic ways ● Reflecting on learning and self-assessing by responding to teacher prompts and/or using provided tools (e.g., rubrics, checklists)