

**ADULT BASIC EDUCATION TEACHERS**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Knowledge of content and the structure of the discipline</i></b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge with evidence of continuing pursuit-of such knowledge.
<b><i>Knowledge of prerequisite relationship</i></b>	Teacher's plans and practice display little understanding of prerequisite relationships important to the student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

<b><i>Knowledge of content-related pedagogy</i></b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline.	Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b><i>1a: CP: Knowledge and use of achievement data across demographic groups</i></b> <b><i>*priority SEP</i></b>	The teacher reviews student achievement data but inconsistently considers demographic differences such as race, ethnicity, or home language when analyzing data or planning instruction.	The teacher considers disaggregated data by race, ethnicity, and home language during planning and occasionally adjusts instruction based on patterns in student performance.	The teacher consistently analyzes and uses disaggregated student achievement data to inform instruction, identifying and responding to group and individual learning needs.	The teacher, independently and in collaboration with colleagues, gathers and uses a variety of student data—including disaggregated academic, behavioral, and demographic data—to evaluate learning outcomes and adjust instruction.

**ADULT BASIC EDUCATION TEACHERS**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Knowledge of child and adolescent development</i></b>	Teacher displays little or no knowledge of the developmental characteristics of the learning characteristics of adults.	Teacher displays partial knowledge of the developmental characteristics of the learning characteristics of adults.	Teacher displays accurate understanding of the typical learning characteristics of adults, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical learning characteristics of adults and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<b><i>Knowledge of the learning process</i></b>	Teacher sees no value in understanding how students learn and does not seek out such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b><i>Knowledge of students' skills, knowledge and language proficiency</i></b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge and language proficiency, but displays this	Teacher recognizes the value of understanding students', and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge and language proficiency and has a strategy for maintaining such information.

		knowledge only for the class as a whole.		
<b><i>Knowledge of students' interests and cultural heritage</i></b>	Teacher displays no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b><i>Knowledge of students' special needs</i></b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
<b><i>1b:CP: Knowledge of students' cultures and application across content</i></b> <b><i>*priority SEP</i></b>	The teacher demonstrates limited knowledge of students' cultural backgrounds and infrequently connects content to students' lived experiences. The educator rarely incorporates students' cultural backgrounds into classroom discussions or instruction related to academic performance.	The teacher acknowledges students' cultural backgrounds and occasionally integrates these into content and instructional planning. The educator occasionally acknowledges students' cultural backgrounds in relation to classroom content and performance.	The teacher plans content and instruction that reflects students' cultures and backgrounds, using culturally responsive strategies to support learning goals. The educator creates opportunities for students to make connections between their cultural backgrounds and academic learning.	The teacher consistently uses an asset-based lens and culturally responsive practices to support each student's learning goals through planning and preparation. The educator engages students in reflecting on their cultural backgrounds and academic performance.

**ADULT BASIC EDUCATION TEACHERS**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1C: SETTING INSTRUCTIONAL OUTCOMES**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Value, sequence and alignment</i></b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. The outcomes are informed by learner interests and goals.	All outcomes represent high expectations of rigor and learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. The outcomes are informed by learner interests and goals.
<b><i>Clarity</i></b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a variety of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

<b><i>Balance</i></b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b><i>Suitability for diverse learners</i></b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated for.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Resources for classroom use</i></b>	Teacher is unaware of resources for classroom use available through the school and district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b><i>Resources to extend content knowledge and pedagogy</i></b>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community through professional organizations and universities, and on the Internet.

<b><i>Resources for students</i></b>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
<b><i>1d:CP: Multicultural content integration</i></b>	Teacher does not seek multicultural resources and rarely integrates multiple perspectives to strengthen the core curriculum and engage all learners.	Teacher occasionally integrates multicultural resources and multiple perspectives to strengthen the core curriculum and engage all learners.	Teacher consistently integrates multicultural resources into the core curriculum to engage students in multiple perspectives.	Teacher consistently embeds multicultural content and multiple perspectives into the core curriculum to engage students in reflecting upon their personal cultural experience/ background in relation to the curriculum.



**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1E: DESIGNING COHERENT INSTRUCTION**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Learning activities</i></b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable for students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students, of all cultural and linguistic backgrounds.	Learning activities are highly suitable to diverse learners of all cultural and linguistic backgrounds and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b><i>Instructional materials and resources</i></b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials

<b><i>Instructional groups</i></b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b><i>Lesson and unit structure</i></b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 1: PLANNING AND PREPARATION**  
**COMPONENT 1F: DESIGNING STUDENT ASSESSMENTS**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Congruence with instructional outcome</i></b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
<b><i>Criteria and standards</i></b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment standards and criteria are clear; there is evidence that the students contributed to their development.
<b><i>Design of formative assessments</i></b>	Teacher has no plan to incorporate formative assessments in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

<b><i>Use for planning</i></b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Teacher interaction with students</i></b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b><i>Student interactions with other students</i></b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate respect to each other.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates when needed.

<p><b>2a:CP: Culturally responsive classroom relationships and expectations</b>  <b>*priority SEP</b></p>	<p>The teacher makes limited attempts to create an inclusive or welcoming environment. Relationships with students are generally respectful but may not reflect an understanding of students' diverse backgrounds or individual needs. Expectations for students are uneven or unclear.</p>	<p>The teacher creates a respectful and positive classroom environment and shows emerging efforts to affirm students' diverse identities. The teacher builds relationships with students that reflect care and interest, and is developing consistency in setting high expectations for all learners.</p>	<p>The teacher intentionally fosters an inclusive and respectful environment where students' identities and backgrounds are affirmed. The teacher builds strong, culturally responsive relationships with students, communicates high expectations, and works to ensure each student is seen, valued, and supported.</p>	<p>The teacher co-creates a welcoming and inclusive environment in partnership with students that affirms and reflects the diversity of their identities. The teacher's relationships with students reflect cultural understanding, mutual trust and respect, and high expectations for each individual learner.</p>
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Importance of the content</i></b>	Teacher or students convey a negative attitude toward the content, suggestion that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b><i>Expectations for learning and achievement</i></b>	Instructional outcomes, activities, assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities, and assignments and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students of all cultural and linguistic backgrounds.	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students of all cultural and linguistic backgrounds. Students appear to have internalized these expectations.

<b><i>Student pride in work</i></b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2C: MANAGING CLASSROOM PROCEDURES**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Management of instructional groups</i></b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productively.
<b><i>Management of transitions</i></b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<b><i>Management of materials and supplies</i></b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operations.

<b><i>Performance of non-instructional duties</i></b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b><i>Supervision of volunteers and paraprofessionals</i></b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers are paraprofessionals make substantive contribution to the classroom environment.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2D: MANAGING STUDENT BEHAVIOR**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Expectations</i></b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students and informed by the cultural backgrounds of students.	Standards of conduct are clear to all students, informed by the cultural backgrounds of students and appear to have been developed with student participation.
<b><i>Monitoring student behavior</i></b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b><i>Response to student misbehavior</i></b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2E: ORGANIZING PHYSICAL SPACE**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>Safety and accessibility</i></b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b><i>Arrangement of furniture and use of physical resources</i></b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and student use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
<b><i>2e:CP: Physical classroom environment</i></b>	Classroom environment reflects a single culture and the teacher demonstrates little or no awareness of how the physical environment impacts student learning.	Classroom environment reflects more than one culture and the teacher can provide general examples of how the physical environment influences student learning.	Classroom design reflects the cultures of all students and the teacher can readily give specific examples of how the physical environment supports and enriches learning for all students.	Teacher actively engages students in designing the classroom environment to reflect students' cultural experiences and backgrounds, which enriches learning for all students.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 3: INSTRUCTION**  
**COMPONENT 3A: COMMUNICATING WITH STUDENTS**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>Expectations for learning</i></b>	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<b><i>Directions and procedures</i></b>	Teacher's direction and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
<b><i>Explanations of content</i></b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge, experience, and cultural and linguistic backgrounds.	Teacher's explanation of content is imaginative and connects with students' knowledge, experience and cultural and linguistic backgrounds. Students contribute to explaining concepts to their peers.

<b><i>Use of written and oral language</i></b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is inaudible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or background.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 3: INSTRUCTION**  
**COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Quality of questions</i></b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b><i>Discussion techniques</i></b>	Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion, rather than recitation with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b><i>Student participation</i></b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 3: INSTRUCTION**  
**COMPONENT 3C: ENGAGING STUDENTS IN LEARNING**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Activities and assignments</i></b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b><i>Grouping of students</i></b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lessons.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.



<b><i>Instructional materials and resources</i></b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Technology is appropriately utilized.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. Students' diverse cultural and linguistic backgrounds are utilized as a resource in the lesson. Technology is seamlessly integrated in the lesson to enhance student learning.
<b><i>Structure and pacing</i></b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

<b>3c:CP:Differentiated instruction</b> <b>*priority SEP</b>	The teacher offers limited differentiation in instruction and does not consistently use cultural knowledge or achievement data to meet the needs of all students.	The teacher differentiates instruction to some extent but may not fully use cultural knowledge or achievement data to effectively design learning opportunities for all students.	The teacher consistently uses cultural knowledge and achievement data to differentiate instruction, offering learning opportunities that address the diverse needs of students.	The teacher consistently and accurately demonstrates cultural knowledge and uses achievement data to design and deliver culturally responsive, differentiated learning opportunities for students. The teacher offers multiple ways for students to understand and demonstrate their knowledge.
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 3: INSTRUCTION**  
**COMPONENT 3D: USING ASSESSMENT IN INSTRUCTION**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Assessment criteria</i></b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<b><i>Monitoring of student learning</i></b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.

<b><i>Feedback to students</i></b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and is consistently of high quality and is responsive to students' cultural and linguistic backgrounds.	Teacher's feedback to students is timely and of consistently high quality and is responsive to students' cultural and linguistic backgrounds. Students make use of the feedback in their learning.
<b><i>Student self-assessment and monitoring of progress</i></b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 3: INSTRUCTION**  
**COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Persistence</i></b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
<b><i>Lesson Adjustment</i></b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<b><i>Response to students</i></b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4A: REFLECTING ON TEACHING**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Accuracy</i></b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
<b><i>Use in future teaching</i></b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

<b>4a:CP: Patterns of cultural interaction</b>	Teacher demonstrates little or no interest/ability to understand how their own cultural assumptions and expectations have helped or hindered the success of students from different cultures.	Teacher has awareness that their own cultural assumptions and expectations have helped or hindered the success of students from different cultures, but struggles to describe the impact.	Teacher accurately describes instances when his/her cultural assumptions and expectations have helped or hindered the success of students from different cultures.	Teacher accurately describes cultural assumptions and expectations that helped or hindered student success, and therefore, identifies future adjustments based on knowledge of students' cultures.
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**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4B: MAINTAINING ACCURATE RECORDS**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Student completion of assignments</i></b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<b><i>Student progress in learning</i></b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
<b><i>Non-instructional records</i></b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.



**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4C: COMMUNICATING WITH FAMILIES**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Information about the instructional program</i></b>	Teacher provides little or no information about the instructional program to learners.	Teacher participates in the school's activities for learner communication but offers little additional information.	Teacher provides frequent information to learners, as appropriate, about the instructional program.	Teacher provides frequent information to learners, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b><i>Information about individual learners</i></b>	Teacher provides minimal information to learners about individual students, or the communication is inappropriate to the cultures of learners. Teacher does not respond, or responds insensitively, to learner concerns about students.	Teacher adheres to the school's required procedures for communicating with learners. Responses to learner concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with learners about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to learner concerns.	Teacher provides information to learners frequently on learner progress, with learners contributing to the design of the system. Response to learner concerns is handled with great professional and cultural sensitivity.
<b><i>Engagement of families in the instructional program</i></b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could

				be enhanced by family participation.
<b><i>4c:CP1: Communications with diverse families</i></b>	Teacher shows little interest to develop and use culturally proficient communication skills with diverse families.	Teacher acknowledges the importance of effective culturally proficient communication skills and demonstrates interest in providing student information to families.	Teacher consistently and effectively uses culturally proficient communication skills to build relationships with families and actively engages them in supporting their students' success in school.	Teacher takes initiative and effectively uses culturally proficient communication and partners with diverse families to increase and enhance students' success in school.
<b><i>4c:CP2: Use of communication support resources</i></b>	Teacher displays limited knowledge of building and district resources available to support communication with diverse families and/or avoids using these resources.	Teacher displays a basic knowledge of available building and district resources to support communication with diverse families and uses them occasionally to facilitate communication with students and families.	Teacher frequently uses available building and district resources to enhance communication with diverse students and families.	Teacher consistently and effectively uses available building and district resources to enhance communications with diverse students and families. Teacher is willing to support colleagues with understanding the available resources.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Relationships with colleagues</i></b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b><i>Involvement in a culture of professional inquiry</i></b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b><i>Service to the school</i></b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.

<b><i>Participation in school and district projects</i></b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
<b><i>4d:CP: Collegial dialogue</i></b>	Teacher demonstrates little or no understanding of the traits of cultural proficiency or the vocabulary to engage in collegial dialogue about its instructional implications.	Teacher is gaining understanding of the traits of cultural proficiency and is beginning to engage in collegial dialogue about the relationship between cultural competence and instructional effectiveness with all students.	Teacher demonstrates solid understanding of the traits of cultural proficiency and regularly talks with colleagues about how these traits impact instructional practice and student achievement through culturally responsive teaching .	Teacher demonstrates extensive understanding of the traits of cultural proficiency and their relationship to student achievement, and seeks to facilitate collegial dialogue focused on improving instructional practice and student achievement through culturally responsive teaching.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Enhancement of content knowledge and pedagogical skill</i></b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b><i>Receptivity to feedback from colleagues</i></b>	Teacher resists feedback on reaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b><i>Service to the profession</i></b>	Teacher makes no effort to share knowledge with other or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
<b><i>4e:CP1: Awareness of own culture</i></b>	Teacher is unfamiliar with their own cultural background and demonstrates little or no awareness of the relationship between the teacher's culture	Teacher demonstrates some knowledge of their own cultural background and acknowledges that a teacher's cultural background can have an impact on classroom practice	Teacher demonstrates thorough understanding of their own personal cultural background and can clearly describe specific examples of how this background	Teacher demonstrates ongoing exploration of their own personal culture and actively seeks out input from colleagues, students, and parents from

	and student outcomes.	and student success.	impacts classroom practice.	different cultures to assist in understanding the impact his/her personal culture has on classroom practice.
<b>4e:CP2: Exposure to differences</b>	Teacher demonstrates little interest in learning about or engaging in activities that expose them to people or cultures different from their own.	Teacher displays some interest in learning about or engaging in activities with different people and cultures and can occasionally give examples of having done so.	Teacher seeks out experiences with diverse people and cultures and can demonstrate how these experiences influence their instructional practice.	Teacher assumes a leadership role in creating culturally responsive learning opportunities for staff and engages colleagues in collaborative reflection on the implications for instructional practice.
<b>4e:CP3: Culturally proficient staff development *priority SEP</b>	The teacher minimally engages in professional development related to cultural proficiency.	The teacher participates in some cultural proficiency-related professional development but may not seek further learning opportunities.	The teacher consistently engages in professional development related to cultural proficiency and applies learning to classroom practice.	The teacher participates in professional development focused on building cultural proficiency, seeking opportunities to learn about the histories, struggles, intersectionality, and current contributions of historically marginalized groups, including Indigenous histories and languages.

**ADULT BASIC EDUCATION TEACHER**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**COMPONENT 4F: SHOWING PROFESSIONALISM**

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Integrity and ethical conduct</i></b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty integrity, and confidentiality and takes a leadership role with colleagues.
<b><i>Service to students</i></b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.

<b><i>Advocacy</i></b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b><i>Decision making</i></b>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<b><i>Compliance with school and district regulations</i></b>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.