TEACHER COMPETENCIES

Arkansas Adult Education

Arkansas Division of
Workforce Services
Adult Education

JULY 1, 2020

The teacher of Adult Education shall meet the expectations set by the following content-specific competencies:

	AETC Domain 1	
Domain	**Competencies**	**Benchmarks**
1. **Monitors and manages student learning and performance data**	1.1 Assesses learners' prior knowledge, learning needs, and college and career readiness goals	a) Collects and reviews information on learners' content knowledge; prior learning experiences; and learning needs from school transcripts, questionnaires, and learner interviews
		b) Collects and updates information on learners' goals through interviews and/or questionnaires
		c) Reviews the results of program-created and required standardized assessments such as the Tests of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS), and other assessments
	1.2 Sets learning goals and a course of study	a) Refers to assessments of students' educational goals and strengths, incoming content knowledge, and prior learning experiences to design courses of study and align goals in a student learning plan
		b) Designs courses of study that link course content to learners' interests and goals and expose learners to new ideas and experiences that may help them to refine or change their goals over time
		c) Supports students' continued learning and college and career goals by providing access to advisors and counselors or planning tools
	1.3 Monitors learning through summative and formative assessment data	a) Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs) to monitor learning and adjust instruction
		b) Provides regular, detailed feedback to learners on the progress of their learning

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

		c) Uses required summative assessments to measure student progress toward learning goals over a specific instructional period and to make decisions about placement and goal-setting in a subsequent instructional period
		d) Assists learners in reflecting on their own performance
	1.4 Adapts instruction based on formative and summative student assessment data	a) Uses formative assessment data to plan a range of supplemental activities for use with learners who struggle to achieve the lesson objectives or who would benefit from an extra challenge
		b) Uses diagnostic information from required summative assessments to adapt instruction to reach learners who have difficulty with a particular approach and to deepen learner understanding more generally
		c) Uses student performance data to make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

AETC Domain 2		
Domain	**Competencies**	**Benchmarks**
2. Plans and delivers high-quality, evidence-based instruction	2.1 Designs learner-centered instruction and classroom environments	a) Presents content that connects to learners' goals and interests and is applicable to their lives
		b) Establishes a community of practice among learners to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice ideas and opinions without fear of negative consequences
		c) Encourages learner self-regulation and metacognition through a variety of skill-building activities to improve learning and overcome difficulties
		d) Provides multiple means and modalities for presenting and engaging learners with concepts, ideas, and materials
	2.2 Designs standards-based instructional units and lesson plans	a) Focuses teaching and learning on a targeted set of College and Career Readiness Standards (CCRS), English Language Proficiency Standards, and Employability Standards, Digital Literacy Standards, Financial Literacy, Health Literacy and Civics Education Standards that builds on their connections to one another
		b) Outlines a clear and explicit standards-based purpose for the lesson, stated in terms of the desired student learning outcomes
		c) Designs a coherent sequence and progression of learning so that lessons build on one another, takes advantage of the connections among standards, and permits deep and thoughtful coverage
		d) Selects and uses resources and textbooks to align with the learning goals of the College and Career Readiness Standards (CCRS), English Language Proficiency Standards, and Employability Standards, Digital Literacy

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

			Standards, Financial Literacy, Health Literacy and Civics Education Standards as a whole, as well as to individual standards
		e)	Elicits direct, observable evidence of learners' abilities to independently demonstrate the targeted set of standards
	2.3 Uses instructional techniques that are effective with adult learners	a)	Engages students actively in their own learning through relevant, thought-provoking questions; problems; and tasks that stimulate interest
		b)	Varies instructional activities and examples to improve conceptual understanding and skill development
		c)	Addresses diverse learning modalities, abilities, needs, and interests through differentiated instruction
		d)	Provides various opportunities for classroom interaction, where learners are grouped with others with a range of same-to-different needs, interests, and abilities, as well as opportunities for individual work, when appropriate
		e)	Uses explicit instruction in instructional design to set a purpose for learning that is clear to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate feedback to learners
		f)	Designs instruction within the course content that targets specific skills, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, and study habits, to encourage learner development
	2.4 Designs instruction to build learners' technology and digital media literacy skills	a)	Demonstrates the value of technology to stimulate learning, pique interest, and provide opportunities to apply ideas and concepts to learners' daily lives
		b)	Provides appropriate hands-on opportunities for learners to interact with computers, the Internet, and other digital

es (2015) American Institutes for Research.

Domain	Competencies	Benchmarks
		media on a regular basis, from basic operations to more sophisticated ones in order to build technology literacy skills
		c) Provides tasks and projects within the course content that require technology for research, presentation, data management, and other skills
		d) Teaches critical analysis and evaluation strategies of Web-based information and digital media, including an understanding of authenticity, agenda, purpose, and point of view
	2.5 Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills	a) Provides activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills
		b) Provides opportunities for inquiry and for learners to construct meaning and develop ideas from open-ended questions
		c) Provides learners opportunities to apply their knowledge, skills, and new learning to identify obstacles and solutions to real-life and classroom projects through independent and collaborative problem-solving activities

AETC Domain 3

Domain	Competencies	Benchmarks
3. **Effectively communicates to motivate and engage learners**	3.1 Communicates high expectations of learners and motivates them to persist to meet their goals	a) Communicates learning goals and explains to learners in clear language how day-to-day instruction, assignments, and projects support them in achieving those goals
		b) Encourages learners to ask questions and seek out help when they are experiencing difficulty
		c) Builds learner confidence by providing feedback on progress in relationship to learning goals and

es (2015) American Institutes for Research.

Revised 5/16/2018

			encouragement and clear feedback about the steps needed to continue moving toward goal attainment
	3.2 Communicates in a clear and understandable way	a)	Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas
		b)	Uses language and notation that is appropriate for learners, based on their backgrounds and abilities
		c)	Selects level-appropriate materials and presents them in an understandable and organized format to support the goals of the lesson
	3.3 Engages in active listening, dialogue, and questioning to facilitate and support learning	a)	Uses questioning strategies for understanding and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions, and problem-solving
		b)	Builds stop, reflect, and check-in points in lesson plans to provide learners with opportunities to clarify, confirm, or deepen their understanding of the lesson task or content
	3.4 Models an understanding of diversity	a)	Uses diversity of learners' home languages, cultures (ethnic, racial, sexual, religious, class based) and prior language/literacy learning experiences as a resource for learning and building a classroom
		b)	When evaluating learner performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular-speaking communities, are second language learners, or possibly have learning difficulties
		c)	Uses language and chooses classroom material that respect learners' identities as individuals

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

AETC-Domain 4		
4. **Pursues professionalism and continually builds knowledge and skills**	4.1 Possesses content area knowledge and teaching skills required for subjects and populations taught	a) Demonstrates knowledge of subjects and populations taught through the development of lesson plans, activities, and a selection of resources that have evidence of effectiveness and are aligned with instructional goals and standards
		b) Builds knowledge and skills in content areas, pedagogy or andragogy through formal education, pre service learning, job-embedded learning, or participation in professional development activities
		c) Evaluates areas where one's own pedagogical and/or content knowledge needs to be strengthened and seeks out professional development settings and resources to address these needs as part of a professional development plan
		d) Connects professional learning to instructional practice by implementing what has been learned, evaluating the impacts, and refining practice going forward
	4.2 Participates in professional development networks and learning communities	a) Participates regularly in a professional learning network or community of practice, with the express purpose of improving teaching and learning
		b) Shares content and pedagogical resources with program staff in collaborative professional development projects
		c) Participates in the development and implementation of a shared vision among members of a professional network or

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

		learning community, with the intent of creating new and improved conditions for teachers and learners
		d) Shares, gives, and accepts feedback related to student learning through professional networks and learning communities
	4.3 Refines instructional practices through reflection on experience, evidence, and data	a) Identifies the phases involved in the reflective teaching process and articulates the link between engaging in the process and student learning outcomes
		b) Understands the nature and purpose of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context
		c) Regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching
	4.4 Participates in and contributes to program improvement efforts	a) Routinely shares instructional plans, data, and reflections on learner progress with other program staff members
		b) Identifies patterns in learner achievement to suggest program-wide changes in course structure, content, pedagogy, or professional development
		c) Identifies patterns in learners' academic and career goals to suggest program-wide changes in advising and

es (2015) American Institutes for Research.

		contextualized instruction and to encourage collaboration with higher education, industry, and other institutions

AETC Domain 5			
		Director	**Teacher**
5. Field Experience DIRECTOR or TEACHER Internship Project Proficiency Activities **Time Frame -90 day**	**5.1 Knowledge of vision of learning** Administrator or teacher know how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of an idea of learning that is shared and supported by the school community.	a) Develop of a program vision b) Prepare a survey of the programs culture	a) Participate in the development of a program vision b) Participate in the selection and survey of a program culture
	5.2 Knowledge of communication and collaborative skills The Administrator or teacher knows how to communicate and collaborate with all members of the programming community, respond to diverse interests and needs, and mobilize resources to promote program success.	**Director** a) Participate in Advisory meetings with local business b) Create a recruitment and retention plan c) Develop and conduct program self-study d) Plan activities to increase LEA involvement	**Teacher** a) Participate in Advisory meetings with local business b) Assist with programs recruitment and retention efforts c) Assist in conducting program self-study d) Assist with activities to increase LEA involvement

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

		Director	Teacher
		e) Prepare written communication for faculty, students, and community	e) Prepare written communication for faculty, students, and community
		f) Prepare a plan to market the Adult Education program to the community.	f) Assist with preparing a plan to market the adult education program to the community.
		g) Meet with community agencies concerning available services and funds	g) Meet with community agencies concerning available services and funds
	5.3 Knowledge of record keeping and organizational management The Administrator or teacher demonstrates clear procedures for collecting, documenting, and reporting data.	**Director**	**Teacher**
		a) Assure that required personnel forms and records are generated and maintained for the department.	a) Understand the required personnel forms and records are generated and maintained for the department.
		b) Assure the accurate and timely collection and reporting of data as required by the federal government (WIOA) through the tracking of programs and students database	b) Assure the accurate and timely collection and reporting of data as required by the federal government (WIOA) through the tracking of programs and students database
		c) Develop and manage Adult Education department budgets and authorize expenditures	c) Assist with Developing and managing Adult Education department budgets and authorize expenditures

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

		d) Demonstrate an understanding of organizational systems	d) Demonstrate an understanding of organizational systems
		e) Assist in the processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation	e) Assist in the processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation
		f) Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels	f) Assist in planning and scheduling personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels
		g) Demonstrate the ability to analyze need and allocate personnel and material resources	---
		h) Develop and manage budgets and maintain accurate fiscal records	---
		i) Demonstrate an understanding of facilities development, planning and management	---
		j) Understand and use technology as a management tool	g) Understand and use technology as a management tool

			Teacher
		k) Assure that required personnel forms and records are generated and maintained for the department.	---
		l) Assure the accurate and timely collection and reporting of data as required by the federal government (WIOA) through the Tracking of Programs and Students database	---
	5.4 Knowledge of Policy and Law Director demonstrates an understanding of Federal and state policies.	**Director**	**Teacher**
		a) Develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications	a) Understand policies required to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications
		b) Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts	b) Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts
		c) Demonstrate an understanding of state, federal, and case law governing general education, special education, and community education	c) Demonstrate an understanding of state, federal, and case law governing general education, special education, and community education
		Director	**Teacher**

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

	5.5 Knowledge of ethics and integrity The director/ teacher knows how to act with integrity, fairness, and ethically and legally	a) Review and analyze the campus program policies	a) Review a the campus program policies
		b) Participate in ethical decision-making	b) Participate in ethical decision-making
	5.6 Knowledge of Instructional management for the success of all learners The director/ teacher demonstrates an understanding of research of learning and instructional strategies	**Director**	**Teacher**
		a) Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels	a) Apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels
		b) Demonstrate the ability to utilize program data for instructional decision making	b) Demonstrate the ability to utilize classroom data for instructional decision making
		c) Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes for the program	c) Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes for the classroom
		d) Demonstrate the ability to review Course outlines/ lesson plans for integrated College and Career Standards, Employability Standards, Financial literacy Standards.	d) Demonstrate the ability to design lesson plans with integrated College and Career Standards, Employability Standards, Financial literacy Standards.
		e) Demonstrate the ability to implement alternative instructional designs,	e) Demonstrate the ability to implement alternative

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.

		curriculum, behavior management, and assessment accommodations and modifications	instructional designs, curriculum, behavior management, and assessment accommodations and modifications
		f) Demonstrate the ability to appropriately technology to support instruction	f) Demonstrate the ability to appropriately use technology to support instruction
		g) Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels	g) Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels

AETC-Adult Education Teacher Competencies (2015) American Institutes for Research.