ELA Vignette Study:
INSTRUCTIONAL LEADERS PACKET

Introduction

This packet is designed for instructional leaders who want to facilitate collegial conversations (Palmer n.d.) among instructors teaching English Language Arts (ELA) in the Massachusetts Adult Basic Education (ABE) system. Each vignette contained in this packet illustrates one or more of the indicators included in the *Massachusetts Professional Standards for Teachers of Adult Basic Education* (DESE 2021). All the scenarios are ELA-based and draw from the Supporting Explanations, Indicators, and Sample ELA Applications in the *English Language Arts Proficiency Guide for Teachers of Adult Basic Education* (DESE 2022). The vignettes may be used by ELA instructional leaders in their work with whole staffs, small groups, and individual teachers.

The vignettes were developed for the following purposes:

- To enable ELA teachers and instructional leaders to explore more deeply what the MA Professional Standards look like in practice
- To foster collegial conversations about instruction
- To support ELA educators in identifying new avenues for professional growth

This packet contains the following resources to aid program leaders in using these vignettes with teachers:

- Options for Program Use
- ELA Vignettes At-A Glance (overview of what is covered in each vignette)
- Guiding Questions and Tips
- A Schedule for Instructional Leaders
- Five 1-2-page vignettes, followed by sample responses to the guiding questions
- Links to related materials, including a participant packet
- References

Options for Program Use

The ELA vignettes were developed to be used flexibly by instructional leaders. Options for program use include:

1. All the teachers in a program or a smaller group meet weekly or monthly, discussing one vignette each meeting (perhaps as part of a regularly scheduled meeting). When used over time and as a set, the vignettes reinforce and deepen understanding of key instructional principles.

2. The instructional leader selects one vignette to discuss in a particular staff meeting, based on the needs and interests of teachers in the program. This approach enables programs to target specific indicators as the need arises, perhaps based on classroom observations or the expressed needs of multiple teachers.

3. The instructional leader selects a vignette that might be helpful to a particular teacher, likely one who is working through the Educator Growth and Effectiveness (EGE) Cycle and has requested guidance. Instead of meeting in a group, the leader holds a collegial conversation with just the teacher, either by email, through virtual technology (e.g., Zoom), or in person. This approach enables an instructional leader to tailor the use of the vignettes to the identified need of one teacher.

It is expected that programs will employ different options at different times to address the specific context of their teachers and learners at any given time. Instructional leaders are encouraged to use these materials in an organic way to further the professional development of their ELA instructors.

Proposed Process

➤ **Prior to each meeting**, participants individually read the vignette carefully, read the designated section(s) of the ELA Proficiency Guide carefully, and then go back and forth between the two to answer the guiding questions. *(Expectation: 30 minutes)*

➤ **During the meeting**, participants discuss each guiding question. Instructional leaders may use the sample answers provided to facilitate the conversation. *(Expectation: 30-45 minutes)*

➤ **After the meeting** (perhaps 3-6 weeks in the future, to allow participants time to implement), participants share the effect of one or more vignettes on their practice (e.g., in a program discussion email, a Blackboard discussion forum, a program-developed form, a small-group discussion at a staff meeting).

For more details, see *Schedule for Instructional Leaders*.

ELA Vignettes At-A-Glance

Instructional leaders are encouraged to use this overview of what is covered in each vignette to help identify vignettes to use for specific purposes.

Vignette (pg. #)	Professional Standards Domain	Professional Standard Indicator	ELA Domain	CCRSAE Learner Level	Features
1 (pg. 6)	Professional Knowledge (K) & Instructional Practice (P)	K2.2 CCRSAE & P1.1 Standards-based Units	Writing, Reading	C, D, E	• Writing arguments • Differentiation • Digital texts • Social Studies (SS)
2 (pg. 9)	Instructional Practice (P)	P1.3 Student Engagement	Reading, Writing	C, D	• Main idea/details • Online class • Differentiation • Digital texts • Infographic • Science/Health
3 (pg. 12)	Instructional Practice (P)	P1.4 Meeting Diverse Needs	Reading	C	• Word choice • English learners • Differentiation • Culturally responsive teaching • Assessment • Literature (Poetry)
4* (pg. 15)	Instructional Practice (P)	P2.1 Assessment Methods	Writing, Reading	B	• Writing explanatory text; signal words • Assessment: Checklist • Developing written directions
5* (pg. 17)	Continuous Improvement (C)	C1.1 High Expectations	Speaking & Listening	E	• Making a presentation • Digital literacy • Assessment: Rubric • SS (Current Events)

*Vignettes 4 and 5 are similar in that the teachers they describe engage students in using class-produced tools for assessment. However, Vignette 4 focuses on Level 1 learners and Vignette 5 focuses on the ASE level. Also, Vignette 4 asks teachers to view the scenario with **Indicator P2.1 Assessment Methods** in mind while Vignette 5 applies **Indicator C1.1 High Expectations**. Instructional leaders may want to choose one or the other to use with their teachers.

Guiding Questions and Tips

The same set of guiding questions are suggested for each vignette:

1. (If applicable) Which CCRSAE anchor standard(s) does the teacher target in this lesson?

2. In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)? [Refer to the Indicator description and its Know/Do items.]

3. What else might the teacher have done to address the targeted ELA PG Indicator? [Refer to the Indicator description and its Know/Do items.]

4. How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?

Answering the questions requires concentration and close reading of both the vignette *and* the corresponding sections of the ELA Proficiency Guide. Therefore, participants in the vignette study should read the designated vignette and answer the guiding questions *prior to* the meeting in which those are discussed. In this packet for instructional leaders, **sample responses** are provided after each vignette to support the facilitation of the discussion.

Tips

⌘ Each vignette covers a specific instructional level or range of levels. Understandably, these may not correspond with the level(s) every participant is teaching. Encourage participants to identify aspects of the scenario that they can easily apply to their own instructional context and then to use their imaginations to identify other applications.

⌘ Questions 3 asks: *What else might the teacher have done to address the targeted ELA PG Indicator?* Participants may answer this question in one of two ways; both interpretations should be accepted and solicited:

- Actions the teacher *might* have taken that are *not described* in the narrative, or

- Actions that the teacher *should* have taken.

⌘ As mentioned in the ELA Proficiency Guide, high-quality instruction requires the integration of a variety of kinds of teacher knowledge and skills. Each vignette has the potential to open up a broader conversation about skilled teaching than just what the targeted indicator might suggest. If a group is reading all the vignettes over time, participants can begin to discuss the connections they see to previously discussed Indicators. Group leaders are encouraged to invite that conversation as time permits.

Schedule for Instructional Leaders

To prepare for teacher meetings, instructional leaders may follow/adapt the recommended schedule below.

1-2 months prior to the meeting	• Determine whether the vignette study will involve the whole ELA staff, a small group, or an individual teacher • Decide how many meetings will be needed and how they will be offered (e.g., in person, Zoom) • Secure meeting space for designated times • Invite participants
1-2 weeks prior to the meeting	• Assign a pre-determined vignette to the teacher or group • Let participants know how to access the **vignette**, the **guiding questions**, and the relevant section of the **ELA Proficiency Guide** (e.g., from a designated Blackboard site, via email, in a packet distributed earlier) • Make a plan for how participants will share how the vignette study has impacted their practice (e.g., via another meeting, a Blackboard discussion, an email discussion)

1-2 days prior to the meeting	• Review:
	  ✓ the assigned **vignette**
	  ✓ the **corresponding Indicator language and Know/Do sections** in the ELA Proficiency Guide (the corresponding Indicator is found in the upper right corner of each vignette)
	  ✓ the **Supporting Explanation** for the related Professional Standard
	  ✓ your own **responses/notes** related to the guiding questions
	• Schedule and time out the discussion
	• Send out a reminder to participants

During the meeting	• Invite discussion on each question, using the sample answers provided to guide the discussion • Break into small groups during the meeting as needed to permit everyone to share • Encourage teachers to end the conversation by considering their current practice and how the vignette and/or its related discussion help(s) them think differently about it
After the meeting (3-6 weeks)	• Either after each meeting or after the entire series, invite teachers to share ideas from the vignette study that they have incorporated into their own practice

Vignette 1

Indicator K2.2, CCRSAE
Indicator P1.1, Standards-based Units

Jaime is a new teacher who has been teaching a multi-level class for a few weeks, with learners who range from low-intermediate to secondary. She has just attended a PD session for new teachers, where she learned about the *ELA Proficiency Guide.* She read that one of her responsibilities as an English Language Arts teacher is to use the [College and Career Readiness Standards for Adult Education](#) (CCRSAE) to teach reading, writing, speaking, and listening. In debriefing the session with her program director, she also learned that she is supposed to follow the program curriculum. (She had seen an email about that earlier but had been too overwhelmed to give it much thought!) Her program director explained that the program had developed a scope and sequence and unit plans to guide teachers in what they should teach. These were meant to be helpful, because teachers don't always have a lot of time for planning.

Jaime opens up the scope and sequence and discovers that she should soon be teaching a unit on reading and writing arguments. She carefully reads through the learning objectives, noting that students will be doing such things as identifying and evaluating the claims and evidence made by an author. Then learners will write their own arguments, providing their own claims and evidence. Having also learned that she is supposed to differentiate instruction, Jaime is concerned about how to do that for the different levels of learners in her class.

Jaime reads through the ideas suggested for this unit and notes the recommendations for digital texts to read, ones that are supposed to be clear exemplars of how to present an argument. Jaime appreciates that there are texts at different text complexity levels provided in the unit plan, so she plans to take a look at those texts and match them with learners' reading levels. But she's more concerned right now about the writing aspect. What will be required? What should she expect from students at the different levels? There's a note in the unit plan to refer to the English Language Arts section of the CCRSAE, so she pulls that up on her computer.

After reading the first part of the CCRSAE to review what she learned in her PD session, Jaime flips to the **Writing Standards** section. The first Anchor Standard is about writing arguments, and she's thrilled to see that the document shows how performance of the standard looks at different learner levels. She does a quick check in the introductory section to make sure she understands how the levels work and realizes that her students will be at levels C, D, and E. Reading across those columns, she highlights differences from level to level, and some ideas for differentiating instruction begin to take shape.

One of the sets of texts provided in the unit plan relates to gun violence, and the learners in the class have been talking about that on break almost since the class started. Jaime thinks that will be a relevant topic for them to explore. It might give them needed tools to make sense of arguments they see in social media. Since the unit plan provides links to the exemplar argument texts and texts about gun violence at different reading levels, she won't have to spend her time finding those texts. She breathes a sigh of relief, confident that her personal lesson plans for the unit are about to fall into place!

Vignette 1—Guiding Questions and Sample Responses

1. **Which CCRSAE anchor standard(s) does the teacher target in this lesson?**
   - W1 (write arguments)

2. **In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)?** [Refer to the Indicator description and its Know/Do items.]

   Indicator K2.2 CCRSAE [ELA PG pg. 22]
   - Aligns instruction with the CCRSAE anchor and level-specific standards **[Indicator 2.2]**
   - Uses the narrative information in the CCRSAE to understand the different levels **[A.1]**
   - Looks across the CCRSAE levels for W1 to understand the developmental needs and expectations at each level. Uses to differentiate instruction **[B.1]**

   Indicator P1.1 Standards-based Units [ELA PG pg. 30-31]
   - Uses the program's scope and sequence and unit plan to design classroom instruction **[Indicator P1.1]**
   - Identifies print and/or digital texts at the appropriate level of complexity **[C.3 &/or C.4]**
   - Frames instruction of argument writing within the exploration of a real-life topic—gun violence **[E.1]**

3. **What else might the teacher have done to address the targeted ELA PG Indicator?** [Refer to the Indicator description and its Know/Do items.]

   Indicator K2.2 CCRSAE [ELA PG pg. 22]
   - Start using a chart to document which CCRSAE-ELA standards have been taught **[B.2]**
   - Read the narrative information in the first part of the CCRSAE prior to diving into the W1 standard (since this was her first time using the document) **[A.1]**
   - Seek out PD around the CCRSAE **[A.2]**

   Indicator P1.1 Standards-based Units [ELA PG pg. 32]
   - Create an authentic project for the unit (e.g., a letter to the editor) **[E.2]**
   - Incorporate close reading to acquire and use text-based evidence in arguments **[E.3]**
   - Assess skill development in argument writing through the culminating project **[E.4]**

4. **How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?**
   - (Will vary)

Vignette 2   **Indicator P1.3, Student Engagement**

Hanna teaches ELA and Science/Health online to adult learners reading at the intermediate level. Students are currently working on a project in small groups to create infographics[1] around a specific health issue. The groups are based on assessed reading comprehension levels, with two groups reading at the low-intermediate level (4-5.9 GLE) and one reading at the high-intermediate level (6-8.9 GLE). Each group selected a health issue after hearing a presentation by a guest speaker on common health concerns in the community and discussing among themselves the concerns that affect them the most.

This is a newly-formed class, so Hanna is making sure students know how to determine main ideas and their corresponding details. This skill will be foundational to the class's ongoing work in understanding how different types of texts are organized. Hanna began the unit with a discussion about why distinguishing between main ideas and details is important in real life and in school and how it will relate to their final project. She explained that, in addition to helping learners better comprehend the texts they will be reading on their health issues, distinguishing between main ideas and details will help them in designing their infographics. The final project requires groups to depict one major idea about their health issue and include 3-5 relevant details.

To learn about the chosen health issue, the goal is for each group to read a digital text set of 3 related articles. They will work in their groups on the first article, individually with a group check for the second, and then analyze the third article individually.

In today's lesson, Hanna shares her Zoom screen and leads the class in a short lesson on finding the main idea and details in a text about diabetes (a topic than none of the groups are researching). She uses text marking/highlighting features to visually distinguish between main ideas and details in the article, asking for assistance from the class as she works through a 2-paragraph article. Each group then goes into a breakout room to analyze the first article in their assigned text set (one related to their chosen health issue). Hanna pops into each of the three groups to check progress and provide support as learners work.

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[1] For information on infographics, visit *Why Are Infographics Effective in the Classroom?* https://www.easel.ly/blog/infographics-effective-classroom/

The next day, Hanna leads a debrief in the main virtual classroom of the group work from the previous day. Each group shares one paragraph, with its main idea and the details, and discusses the issues they encountered in identifying these. Hanna and the rest of the class provide feedback and troubleshoot difficulties. Hanna reminds students to save their work, because they will be reviewing all their notes from these articles when they are deciding what to include on their infographic. Learners then go off to work on their 2nd article individually, with plans to meet back in their breakout rooms for a group check of their work at the end of 15 minutes.

Vignette 2—Guiding Questions and Sample Responses

1. **Which CCRSAE anchor standard(s) does the teacher target in this lesson?**
    - R2 (main/supporting ideas)
    - Possibly W2 (write explanatory texts) though the instruction described doesn't relate to writing yet

2. **In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)?** [Refer to the Indicator description and its Know/Do items.]

    Indicator P1.3, Student Engagement [ELA PG pg. 35-36]
    - Has students explore a topic relevant to their lives (health) **[A.1]**
    - Has students generate a product (infographic) **[A.5]**
    - Students spend class time reading, writing, or speaking about text **[B.1]**
    - Includes activities that require students' active participation; balanced large group and small group activities **[B.6]**
    - Builds in a variety of approaches to ELA learning (explicit instruction, visuals, collaborative peer work) **[B.7]**
    - Offers choice in health topic **[C.1]**

2. **What else might the teacher have done to address the targeted ELA PG Indicator?** [Refer to the Indicator description and its Know/Do items.]

    Indicator P1.3, Student Engagement [ELA PG pg. 35-36]
    - Sequence the 3 texts in the text set about the group's health issue to move from simple to more complex (in either content or structure) **[B.2]**
    - Require students to use text to justify their designation of main idea and details **[B.3]**
    - Let groups find/choose their own articles to read as a group, perhaps from a larger set of articles curated by the teacher **[C.1]**
    - Provide additional texts for students to read on their own or encourage outside reading and sharing **[C.2]**

3. **How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?**
    - (Will vary)

Vignette 3

Indicator P1.4, Meeting Diverse Needs

Miguel is planning for his next unit with his low-intermediate ELA class. He understands that one of his responsibilities as an adult educator is to meet his students where they are. Using entry interviews with students as well as classroom surveys, standardized and diagnostics assessment, and his own structured observations, Miguel has developed an evidence-based understanding of students' background, learning differences, and ELA skill levels. Over time he has also learned about the cultures and home literacy practices of the English language learners in his class and has worked with students to celebrate not only what they all have in common but also what is unique about each student. Miguel draws from all this information as he plans for the poetry unit.

Using the program unit plan as a guide to his lesson planning, Miguel does the following:

- Uses the list of selected works in the program unit plan to identify poetry written by authors of different ethnicities and backgrounds

- Applies readability tools and qualitative analysis to find poems that are appropriate for his students' reading levels

- Considers different ways of grouping students for small group activities so that students hear a variety of voices as they work to interpret poems

- Designs level-appropriate alphabetics and fluency lessons for established groups

- Tweaks the list of Tier 2 vocabulary words proposed for the unit, making sure that the words are likely to be frequently used in the selected poems themselves or to discuss the poems

To begin the unit, Miguel leads a discussion with students about their experiences with and attitudes related to poetry. Some native speaking students say they hated studying poetry in school because poems were boring and difficult to make sense of. One of his English learners admitted that she was not sure what poetry even was. Miguel displays some examples of song lyrics, raps, lullabies, and nursery rhymes to make connections with what students already know.

Miguel explains that students will be reading poetry that comes in different styles, about different topics, and from around the world, in hopes that they can make personal connections with some of the poems. Students will ultimately create a notebook of three of

their favorite poems/songs (two read in class and one they find on their own), writing a simple analysis of the literary devices (e.g., simile, metaphor) used in each poem, a summary of what they think the poem is about and the evidence that leads them to that interpretation, and a reflection explaining why they like the poem. Students will also read aloud one of the poems for their classmates and share why they chose it.

Miguel notes that poets use words in very intentional ways, choosing carefully from among several options and using them in ways that do not always make sense literally. There are some English-specific ways of using some words and phrases, and they will all work together to interpret these as they come up.

Vignette 3—Guiding Questions and Sample Responses

1. **Which CCRSAE anchor standard(s) does the teacher target in this lesson?**
   - R2
   - R4/L5

2. **In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)?** [Refer to the Indicator description and its Know/Do items.]

   Indicator P1.4, Meeting Diverse Needs [ELA PG pg. 37-39]
   - Has learned about students' backgrounds, needs, and interests through interviews, surveys, observations, and assessment **[A.1]**
   - Establish a climate of respect by celebrating what students have in common as well as what is unique about each **[A.3]**
   - Selects poetry that represents different ethnicities and backgrounds **[A.4]**
   - Students are encouraged to have their own interpretations, backed up with evidence **[A.7]**
   - Uses readability tools to identify poems appropriate for reading levels **[B.3]**
   - Groups students in a variety of way so they hear different interpretive voices **[B.4]**
   - Selects appropriate Tier 2 vocabulary and attends to cultural understandings related to words and phrases that may appear in the poems **[C.4]**
   - Provides level-appropriate alphabetics instruction **[D]**
   - Provides level-appropriate fluency instruction **[E]**

3. **What else might the teacher have done to address the targeted ELA PG Indicator?** [Refer to the Indicator description and its Know/Do items.]

   Indicator P1.4, Meeting Diverse Needs [ELA PG pg. 37-39]
   - Discuss with students their value and believes about teaching, learning, and language. **[A.2]**
   - He has or is in the process of developing an understanding of his own cross-cultural awareness and cultural competence **[A.8]**
   - Students may be encouraged to engage in repeated readings of the poem they will read to the class **[E.2]**
   - Focus on word choice in the poetry as part of evidence-based vocabulary instruction **[F.6]**

4. **How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?**
   - (Will vary)

Vignette 4   **Indicator P2.1, Assessment Methods**

Victoria teaches ELA for a class of Level 1 learners who were found through diagnostic assessment to have English reading comprehension levels between a 2.0 and a 3.9 grade level equivalent. She is intentional about including writing in her instruction because 1) it is an important life skill, 2) it is a skill that takes significant time to develop, and 3) it reinforces a variety of reading skills. Writing is also a required focus of the *College and Career Readiness Standards*.

Students are currently working on a unit on writing clear directions, and each student has decided on an activity that will be the subject of a "how to" text. This culminating product will be included in students' individual writing portfolios as evidence of their progress in writing. In a previous lesson, Victoria had started the unit by inviting students to discuss the importance of writing directions in their lives. She had explained that they would read some sets of directions first, to identify features of well written directions that they should consider when writing their own directions. The class had then read aloud one short how-to text that was significantly flawed and one that was clear. After discussing each text individually and then comparing them to each other, the class had made a list of features that describe a "good" set of directions (e.g., *listing steps in order, using signal words, using clear action words, using capital letters at the beginning of sentences, using periods at the ends of sentences, etc.).* They have also made a list of class list of common signal words (*e.g., "first," "second," "next").*

To start today's lesson, Victoria reviews the learner-created checklist and presents a new how-to text. She divides the class into pairs, and each member of the pair reads the text aloud to the other. They use the checklist to evaluate the quality of the directions and then revise the text as needed. When the class is back together, Victoria leads the group in reaching consensus on each item on the checklist and sharing various revisions.

At the end of the lesson, Victoria reminds students that they will write the first draft of their own directions during the next class meeting. Then they will use the checklist to give and receive feedback with one of their peers. Finally, based on this formative assessment, they will make a final draft of their directions to read to the class.

Vignette 4—Guiding Questions and Sample Responses

1. **Which CCRSAE anchor standard(s) does the teacher target in this lesson?**
   - W2 (write explanatory texts)

2. **In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)?** [Refer to the Indicator description and its Know/Do items.]

   Indicator P2.1 Assessment Methods [ELA PG pg. 43-44]
   - Uses diagnostic assessment of component skills to focus instruction **[C.1]** — This is mentioned in passing, so it's unclear exactly how the teacher used this information.
   - Employs backward design, starts with a clear idea of what the final product will be (a set of written directions) **[D.1]**
   - Uses a student-developed checklist to assess sets of directions **[D.2]**
   - Students use the checklist to guide their own draft and engage in formative assessment with a peer **[E.2]**

3. **What else might the teacher have done to address the targeted ELA PG Indicator?** [Refer to the Indicator description and its Know/Do items.]

   Indicator P2.1 Assessment Methods [ELA PG pg. 44]
   - Check for student understanding by checking on students as they work, etc. **[E1]**
   - Have students evaluate their own written directions using the checklist and submit with their final draft **[E2]**
   - Have students reflect on what they learned at the end of each lesson and at the end of the unit **[E2]**

   Other relevant PG Indicators:

   Indicator P2.3. Student Progress [ELA PG pg. 46]
   - **C.1** Involve students in designing and using assessment approaches *(e.g., help develop or give feedback on rubrics/checklists; assess own work and that of peers).*

   Indicator C1.1. High Expectations [ELA PG pg. 49]
   - **B.2** Define high expectations for the quality of student work through rubrics and checklists; teach students how to use them.
   - **B.3** Have students incorporate peer and instructor feedback when revising writings, presentations, and other projects.

4. **How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?**
   - (Will vary)

Vignette 5   **Indicator C1.1, High Expectations**

Marco teaches adult secondary students preparing to take the HiSET. He also integrates digital literacy skills as well as speaking and listening skills, since these are included in the [College and Career Readiness Standards for Adult Education](#) (CCRSAE). In the current unit, learners have researched current event topics of interest by accessing credible online texts and now are preparing presentations to give to their classmates on their topic. They have prepared Prezi draft presentations and are ready to practice with a partner.

Before pairs practice their presentations for each other, Marco leads a lesson to frame the practice session. He reminds the class of a discussion at the beginning of the unit in which students admitted they were nervous about public speaking. He reiterates that very few people are "natural" presenters and that making a good presentation is a skill. Like any skill, it requires preparation, practice, and a willingness to incorporate feedback.

The class reviews a rubric they had created earlier from a discussion on what a good presentation looks and sounds like. Marco explains that the "listener" in each pair will use the rubric to guide their feedback after their partner (the "speaker") presents the practice presentation. Then the partners will switch roles. Marco engages the class in thinking about how to use the rubric to give verbal feedback to each other in a way that is concrete, substantive, and kind. He models effective feedback ("You did a good job looking at me while you were presenting. I can tell you're very familiar with your notes."; "I got lost when you went from the 1st part to the 2nd part. I wasn't clear what the connection was.") versus ineffective feedback ("That was really good."). He also models appropriate responses to feedback ("Could you please say more about that?"; "That's helpful. Let me try that part again—is that clearer?").

After the pairs have practiced their presentations for each other, Marco debriefs with the whole group. Students share what they learned and what they will be working on before their presentation to the whole class. They also brainstorm strategies for dealing with particular presentation issues (e.g., maintaining eye contact, keeping your place in your notes). Marco concludes by encouraging students to be intentional about incorporating the feedback of their peers into the presentations, which will happen during the next class period.

Vignette 5—Guiding Questions and Sample Responses

1. **Which CCRSAE anchor standard(s) does the teacher target in this lesson?**
   - SL 4

2. **In what ways does the teacher address the targeted Indicator from the ELA Proficiency Guide (PG)?** [Refer to the Indicator description and its Know/Do items.]

   C1.1. High Expectations [ELA PG pg. 49]
   - Students brainstorm strategies for dealing with specific presentation issues **[A.4]**
   - Teacher discusses with students the importance of preparation, practice, and incorporating feedback to improve as a public speaker **[B.2]**
   - Defines high expectations by sharing a rubric and having students practice with it **[B.2]**
   - Teacher models giving specific feedback and instructs students to provide specific feedback **[B.2]**
   - Encourages students to incorporate feedback when practicing **[B.3]**

3. **What else might the teacher have done to address the targeted ELA PG Indicator?** [Refer to the Indicator description and its Know/Do items.]

   C1.1. High Expectations [ELA PG pg. 49]
   - Be explicit that mistakes will happen and students will learn from them **[A.3]**
   - Teach students strategies for effective public speaking **[A.4]**
   - Share the lesson objective. **[B.1]**
   - Summarize the day's lesson **[B.4]**

4. **How has your planning &/or instruction looked similar to this teacher's? What ideas does the scenario give you? What questions does it evoke?**
   - (Will vary)

Related Materials

This *ELA Vignette Study: Instructional Leaders Packet* is located online at
https://www.sabes.org/content/ela-proficiency-guide. This webpage also contains:

- ***ELA Vignette Study: Participant Packet***
- *The English Language Arts Proficiency Guide for Teachers of Adult Basic Education*
- *Glossary for ELA Instruction*
- Link to the *Massachusetts Professional Standards for Teachers of Adult Basic Education and Indicators of Proficiency Rubric*
- Other related materials

See also the SABES ELA webpage devoted to tools and resources related to the CCRSAE for ELA/Literacy, https://www.sabes.org/content/CCRSAE-ELA.

References

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