Name: _____                                    Date: _____

# FOCUS Reflection: K1.3

*DIRECTIONS:* Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

## Indicator K1.3. Adult Teaching and Learning

Demonstrates knowledge of current research and a comprehensive understanding of andragogy and the learning processes of adults. Designs engaging learning experiences that honor the life experiences of adult learners.

| Sample ELA Applications | | |
|---|---|---|
| **What Effective ELA Teachers KNOW** | **What Effective ELA Teachers DO** | **✓ Focus** |
| A. Students vary greatly in their language proficiency levels and in the underlying reasons for these levels, so diagnostic assessment, scaffolding, and practice are especially important. | 1) Assess student strengths and needs. (See *Standard P2: Assessment*) <br> 2) Use assessment results and CCRSAE to inform level-appropriate instruction. <br> 3) Provide structured, evidence-based instruction, including explicit instruction and a variety of opportunities for individual practice/application. | |
| B. Many adult learners have experienced failure with previous schooling, resulting in negative attitudes and anxiety about ELA learning. | 1) Create learning environments where students can gain confidence in their ability to learn by succeeding with tasks that require productive struggle. <br> 2) Develop non-judgmental learning environments that value mistakes and misunderstandings as ways to deepen learning. | |
| C. Adult learners need to see the relevance of new skills to their lives and take responsibility for the learning process. | 1) Explore topics of interest and relevance to the learners in the classroom. <br> 2) Apply new CCRSAE-ELA skills in authentic texts and projects. <br> 3) Support learners in managing their learning, solving problems, and completing projects (e.g., stating goals, making action plans). (See *Indicator C1.2. Student Ownership*.) <br> 4) Integrate use of digital tools and resources as an authentic part of instruction in academic content *(e.g., accessing an article, video, or podcast that refines understanding about a content topic under study; submitting Exit Tickets electronically; using Jamboard for a group discussion).* | |

**Notes to Self:**