

Best Practices: Instructional Benchmarks,¹ Citizenship Specific

Citizenship-Specific Instructional Benchmarks

Benchmarks Area	Indicators
Citizenship content and attention to content-based instruction	<ul style="list-style-type: none"> -Instructor effectively uses Citizenship Curriculum to define lesson objective, guide instruction, ensure coverage and promote mastery - Instructors integrate strategies for scaffolding content, demystifying vocabulary, and building on prior knowledge/life experience
Confidence- and skill-building for high-stakes testing	<ul style="list-style-type: none"> - Instructor continuously provides positive feedback, review (including genuine opportunities for positive feedback), test-taking strategies, and information/demonstrations of what to expect at the interview/test
Communication strategies	<ul style="list-style-type: none"> -Instructor explicitly teach that learners CAN ask questions during the Citizenship test -Instructors teach question language, strategies, e.g., requesting repetition, clarification, or wait-time
Written answer and interview response skills	<ul style="list-style-type: none"> -Instructor regularly provides practice for writing answers to Citizenship test questions, e.g., dictation, writing test practice, and feedback on critical errors -Instructor regularly provides practice for responding to interview questions, e.g., mock interviews

General Instructional Benchmarks

Benchmarks Area	Indicators
Learner-centered instruction	<ul style="list-style-type: none"> -Learners have active roles; instructor talk is minimal -Instructor assesses lesson in relation to learner needs; adapts accordingly -Learners are consistently held to high expectations -Learners acquire strategies that help them learn inside and outside the classroom
Attention to Adult Learning	<ul style="list-style-type: none"> -Instructor uses authentic language and relates to learners as adults -Activities promote critical thinking skills appropriate to educational background -Instructor attends to learning styles and abilities
Clear activity instructions, modeling	<ul style="list-style-type: none"> -Instructor gives clear, level-appropriate instructions; effectively models -Visual presentations are clear (boards, charts, overheads, flip charts, pictures, etc.)
Checking understanding and providing feedback	<ul style="list-style-type: none"> -Learners demonstrate understanding of instructions -Instructor provides adequate repetition or review of material -Instructor attends to learner understanding and modifies/scaffolds accordingly
Multi-level instruction	<ul style="list-style-type: none"> -Materials, activities, are leveled for differences in language and academic skills -Learners are strategically grouped with like or differently skilled partners

¹ Adapted in part from Betsy Parrish, *Teaching Adult ESL* (New York: McGraw-Hill ESL/ELT, 2004).