Part 4

Program Self-Review Instrument



A. The program has a mission statement, a clearly articulated philosophy, and goals developed with input from internal and external stakeholders.

Measures	Sample Evidence
To score a 2 or 3, all of the measures should be in place. 	<pre> annual report mission statement accreditation report program publicity minutes from meetings with internal stakeholders minutes from meetings with external stakeholders other:</pre>
other:	Comments
4 A clearly articulated philosophy exists.	
5 Program goals are identified.	
Other:	
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

B. The program has an administrative system (e.g., board of directors or advisory group and bylaws) that ensures participation of internal stakeholders, accountability, and effective administration of all program activities. (The system will vary according to whether the program is autonomous or affiliated with a larger institution or organization.)

Measures	Sample Evidence
To score a 2 or 3, the following measure should be in place. The following internal stakeholders participate in the administrative system of the organization: administrators instructional staff support staff program volunteers learners other:	 written bylaws flow chart of organization list of board members or advisory group accreditation report shared governance guidelines minutes from shared governance meetings minutes from board or advisory group meetings other:
	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low

C. The program has sound financial management procedures to collect and maintain fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements.

Measures	Sample Evidence
To score a 2 or 3, all of the measures should be in place.	program audit reports financial reports annual budget
1 The program has an annual budget and a system for tracking expenditures within the budget.	interviews with program staff/business office written policies
2 The program has a process for budget development that includes input from internal stakeholders, as appropriate.	
3 The program has procedures by which internal and external stakeholders are made aware of financial issues related to the program.	
4 The program has a process for reporting financial information as requested by funders.	
5 The program manages its finances in a manner that ensures continued funding within funding parameters.	Comments
Other:	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

D. The program has an accountability plan with a system for record keeping and reporting that is consistent with program policies and legal and funding requirements.



E. The program fosters and maintains linkages and clear communication with internal and external stakeholders.

Measures	Sample Evidence
To score a 2 or 3, all of the measures should be in place.	memoranda of understanding minutes from meetings with stakeholders grant guidelines publicity and schedules or agendas from joint conferences and other programs newsletters press releases Web site
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

F. The program has a procedure for ensuring confidentiality in communication with internal and external stakeholders.

Measures	Sample Evidence
 To score a 2 or 3, all the * measures should be in place: *1 The program abides by the legal requirements regarding confidentiality, privacy, and release of public information. 2 Students must sign waivers to release personal information (e.g., social security numbers). *3 Students' personal information is not displayed publicly without written permission. *4 Students' work is not published or disseminated without written permission. *5 Information about students is released to visitors to the program only with student permission within legal limitations. 	<pre>sample Evidence</pre>
Action Plan/Next Steps	Score
	High Low

G. The program provides equipment for daily operations and efficient record keeping.

Measures	Sample Evidence
 To score a 2 or 3, all the measures should be in place. 1 The program provides basic equipment for daily operations and efficient record keeping, which may include any of the following: computer-based management information system office space for managing records filing cabinets and drawers telephone system copiers 2 Office supplies are available to support daily operations. Other: 	 inventory of equipment and supplies observation of daily operations interviews with program staff other:
	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low

H. The program uses facilities and resources appropriate for adult ESL instruction, meeting the needs of learners and instructional staff. If a program is part of a larger institution, facilities meet standards equivalent to those of other programs.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. 1 The program provides appropriate facilities for instruction, which include the following: well-ventilated classroom or learning space sufficient lighting adult-size tables and chairs access to clean restrooms handicapped accessibility emergency exits and instructions adequate storage for instructional materials and learner records	 observation of facilities interviews with learners interviews with instructional staff regular inspection reports on facilities site/facility map or diagram
 2 Instructional areas receive regular custodial maintenance. 3 The program provides appropriate equipment and supplies for instruction, which may include the following: whiteboard or blackboard flip chart overhead projector or document camera computer projector tape or CD player bulletin board space 4 The program provides appropriate space for meeting individually with students. 	Comments
 5 The program provides instructional staff with the following to support planning for instruction: an area to prepare for instruction (e.g., workroom, table space) supplies for preparation (e.g., scissors, paper, hole punch, transparencies, transparency markers) equipment for preparation (e.g., photocopier, computers, paper cutter, overhead projector, audiotape player) Other: 	Score 0 1 2 3 NA
Action Plan/Next Steps	Priority
	High Low

I. The program provides courses of sufficient intensity and duration with flexible schedules to meet varied learner and community needs in convenient locations within the constraints of program resources.

Measures	Sample	e Evide	ence		
 To score a 2 or 3, all the measures should be in place. 1 Based on learner needs, the program offers one or more of the following: classes of different duration (e.g., 6 weeks, 12 weeks, 18 weeks) classes at different times (e.g., mornings, afternoons, evenings, weekends) classes at different locations (e.g., school, institution, church, mobile van, library, workplace) distance-learning options (e.g., checkout of videos, Internet-based classes, telecourses) 2 The program has a process to periodically review learner needs related to the scheduling of instruction (e.g., student surveys, community surveys, student focus groups). Other: 	survey class sc intervie flyers a location meetin program Web sin needs a focus g distanc other:	chedules ews with nd adver ns g minute n reports tes assessmer roup not re-learnin	es es nts or sur g materia	s showing veys ıls	course
Action Plan/Next Steps	Score 0	1	2	3	NA
	Priorit High	у			Low

J. The program maintains a learner-teacher ratio conducive to meeting learning needs and goals.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place.	average class size data learner-teacher ratio data studies/reports of program trends in learner progress and class size interviews with learners learner surveys interviews with instructors learner retention data staffing chart showing numbers of paid instructors, paid classroom aides, paid paraprofessionals, volunteers, etc. other: Our average class size is Our average learner-teacher ratio is Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Note: Self-review items for Standard K are in the Standards for Curriculum and Instructional Materials; for Standard L in Standards for Instruction; for Standard M in Standards for Assessment and Learner Gains; for Standard N in Standards for Employment Conditions and Staffing.

PROGRAM PLANNING

O. The program has a planning process for initial program development and ongoing program improvement that is guided by evaluation and based on a written plan that considers targeted community demographics, retention patterns, learner needs, resources, local economic trends, and educational and technological trends in the field.

Measures	Sample Evidence
To score 2 or 3, all the measures should be in place. The planning process includes all of the following: 1 The process includes input from internal and external stakeholders.	 schedule of program review meetings program review documents program review schedule program review meeting notes or minutes interviews with program staff
 2 Program planning and review considers the following: community demographics learner retention patterns learner needs program resources local economic trends educational trends technological trends in the field 3 The program review process is regularly scheduled to identify needs for program improvement. Other:	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

P. The program has a technology plan that is aligned with program goals and learner needs. The plan addresses the use, acquisition, and maintenance of technological resources and the training of program personnel.

Measures	Sample Evidence
 To score 2 or 3, all the measures should be in place. 1 The program conducts research to identify how technology can enhance teaching and learning in ESL. 2 The program conducts needs assessments among learners and staff to determine the needs of learners related to technology. 3 The technology plan addresses the following: learner needs what technology will be acquired and used how technology will be used methods and proposed budgets for acquiring technology (e.g., grants) how technology will be maintained what support is required to maintain technology and help users 	 technology plan teacher training materials written guidelines for use of technology interviews with technology support staff needs assessment results learner interviews or surveys other:
schedule for technology training for staff	Comments
4 The program conducts a regular review of the technology plan.	
Other:	
Action Plan/Next Steps	S
ACUON I IAMINEAL Steps	Score 0 1 2 3 NA
	Priority
	High Low

Q. The program has a plan for outreach, marketing, and public relations to foster awareness and understanding of the program.

Measures	Sample Evidence	
To score 2 or 3, all the measures should be in place.	outreach and marketing plan program publicity meeting minutes or notes	
1 The plan is developed with input from internal and external stakeholders.	interviews with program staff other:	
2 The plan includes the following:		
 identification of target audiences (e.g., learners, funders, partners, teachers, local community members, politicians) strategies for outreach, marketing, and public relations budget to support activities staffing needed to support the activities process for evaluating the results of outreach and marketing activities 3 The program has a process for regular review of the plan. Other: 	Comments	
Action Plan/Next Steps	Score	
	0 1 2 3	NA
	Priority	
	High	Low

A. The program has a process for developing curriculum that is based on a needs assessment of learners and includes participation and input from other stakeholders.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. 1 The following are consulted in the development of the curriculum, as appropriate: learners instructors administrators content experts (e.g., adult learning specialists, ESL specialists, linguists, technology consultants, special learning needs specialists, counselors) social service agencies employers ethnic/cultural organizations businesses other educational institutions other	<pre> minutes of curriculum meetings learner needs assessment instructor surveys or questionnaires telephone notes lists of participants or contributors memos agendas written reviews of curriculum drafts other:</pre>
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

B. The curriculum reflects the mission and philosophy of the program and is compatible with principles of second language acquisition for adult learners.

Measures	Sample Evidence
 To score a 2 or 3, all the * measures should be in place. *1 The curriculum is relevant to adult learners (i.e., based on learners' interests, experience, and needs). _2 The curriculum is cyclical (i.e., objectives are recycled in a variety of levels and contexts. For example, a beginning ESL course outline and intermediate ESL course outline include objectives on a similar topic, such as health, but the objectives on the intermediate outline address higher level language competencies). *3 The curriculum is compatible with the program's mission statement and philosophy (see Standard 1, A). *4 The curriculum is compatible with second language acquisition principles. Other: 	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA Priority High Low

C. The curriculum includes goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures that are appropriate for meeting learners' needs and goals.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. —1 The curriculum addresses the needs and goals of learners identified through needs assessment activities. —2 The curriculum includes the following: goalsobjectivesapproachesmethodsactivitiesmaterialsmaterials	curricular document that includes course outline guidelines or framework record of emerging objectives results of learner needs assessments other:
<pre>technological resourcesexpected outcomesevaluation measuresother:</pre>	
	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low

D. The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes.

Measures	Sample Evidence
To score a 2 or 3, all the * measures should be in place. *1 Learning objectives are recorded. *2 Learning objectives describe measurable performance outcomes that can be assessed for documentation of progress or attainment (e.g., learners will be able to make a doctor's appointment; learners will be able to describe events in the past). 3 Learning objectives accommodate learners at a variety of levels (e.g., a cross-listing of objectives at different levels within a topic area appears in the curriculum document). Other:	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low
	LOW

E. Curriculum and instructional materials are easily accessible, up to date, appropriate for adult learners, culturally sensitive, oriented to the language and literacy needs of the learners, and suitable for a variety of learning styles.

Measures		Sample Evidence
To score a 2 or 3, all the * measures should be in place. Review of curriculum and instructional materials indicates that		software handouts manipulatives realia
*1 They are up to date (e.g. published within the past 10 years).		other:
*2 They contain relevant content.		
*3 They take into account the linguistic and cultural diversity of the student population.		
*4 The layout and formatting (including size of font) is appropriate for the student population.		
*5 Visuals and graphics are clear, appropriate for adult learners, and culturally sensitive.		
*6 Voice and sound in audiovisual materials are clear and appropriate for adult learners.		
 *7 The materials address a variety of learning styles by including the following exercises: visual aural oral manipulative, including drawing kinesthetic 		Comments
*8 The materials are conducive to being used with a variety of grouping strategies.		
9 The materials contain exercises in which learners share previous experience with and prior knowledge of the content.		Score
Other:		0 1 2 3 NA
Action Plan/Next Steps		Priority
		High Low

F. The program has an ongoing process for curriculum revision in response to the changing needs of the learners, community, and policies.

Measures	Sample Evidence
 To score a 2 or 3, all the * measures should be in place. *1 Curriculum is reviewed or revised in one or more of the following ways: Curriculum is reviewed as part of a formal program review process that is regularly scheduled. Curriculum emerges from participatory activities between learners and the instructor. Program funds or seeks funding for curriculum projects targeted to specific or changing needs (e.g., integration of technology competencies into course outlines, development of curriculum for new semiliterate population, development of curriculum to meet the requirements of legislation in order to acquire government funding). *2 As part of the review process, the program seeks input from internal and external stakeholders, as appropriate. 3 Faculty and staff contribute new curriculum materials to central resource area accessible to other instructors. 4 Textbook committee meets regularly to select and approve new materials. *5 The curriculum review process includes steps to disseminate the materials throughout the program. 	needs assessments guidelines for curriculum review minutes of curriculum meetings (date of last review meeting:) _ questionnaires or surveys telephone notes lists of participants and contributors in curriculum review process memos meeting agendas schedule for textbook committee meetings (date of most recent meeting:) other:
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

- A. Instructional activities adhere to principles of adult learning and language acquisition. These principles include the following:
 - Adult learners bring a variety of experiences, skills, and knowledge to the classroom that need to be acknowledged and included in lessons.
 - Language acquisition is facilitated through providing a nonthreatening environment in which learners feel comfortable and self-confident and are encouraged to take risks to use the target language.
 - Adult learners progress more rapidly when the content is relevant to their lives.
 - Language learning is cyclical, not linear, so learning objectives need to be recycled in a variety of contexts.

Measures

To score a 2 or 3, all the * measures should be in place.

- *__1 Lesson plan formats and classroom activities offer learners an opportunity to share their prior knowledge of the language or content to be studied and practiced.
- *__2 Instructional activities resemble activities in the learners' lives or prepare learners for relevant use of the language (e.g., the alphabet is taught in the context of spelling one's name over the telephone, not through memorization of isolated letters).
- *__3 Instructional activities include methods, such as the language experience approach, which use the learners' lives as content and provide a context for the integration of listening, speaking, reading, and writing skill development.
- *___4 Instructional activities make learners feel relaxed and comfortable and not afraid to use the language. Strategies that facilitate this include any of the following:
 - _____friendly demeanor on behalf of the instructor
 - ____use of humor in the classroom
 - ___ positive feedback to learners
 - ____ appropriate sequencing of instructional activities, such as comprehension activities before production
- *__5 Instructional activities provide opportunities for learners to practice previously learned language patterns in different contexts in order to support the cyclical nature of language learning.
- ___6 Learners are encouraged to take risks through real communication activities. The instructor intervenes only to facilitate communication. Other: _____

Action Plan/Next Steps

Sample Evidence

- ____ classroom observations
- __lesson plans
- __ interviews with instructors
- ____ interviews with learners
- _____ teacher training materials
- _____ evaluations of instructors, including evaluations from students
- _____other: ______

Comments

Score 0 1 2 3 NA Priority High Low

B. Instructional approaches are varied to meet the needs of adult learners with diverse educational and cultural backgrounds. Examples of these approaches include, but are not limited to, the following:

___ participatory

____ content based ____ project based

- ____ grammar based
- ____ competency based or functional context
- ____ whole language

M	
Measures	Sample Evidence
 To score a 2 or 3, all the measures should be in place. 1 Instructional approaches are selected according to learner goals or learner profiles (e.g., a grammar-based approach may be used to help a group of learners preparing for the TOEFL. A participatory approach may be used when learners bring a special language need to the classroom from a situation in the community). 2 Different approaches are used at different times during a lesson to accommodate learner needs. 3 Instructors can identify the instructional approaches they use and the rationale according to the needs of their learners. Other: 	description of the ESL program classroom observations lesson syllabi interviews with instructors interviews with learners methodology training materials for faculty other:
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

C. Instructional activities engage the learners in taking an active role in the learning process.

	Sample Evidence
 To score a 2 or 3, the following measure should be in place. 1 Learners take an active role in the learning process by doing one or more of the following: Learners complete exercises requiring active listening skills. Learners communicate with each other or the instructor on a regular basis in the classroom. Learners ask questions or request clarification in discussions or presentations. Learners revise and edit written assignments as part of the writing process. Learners engage in tasks in which they research information and then share it with others. Learners have roles in class management tasks (e.g., helping new students). Learners document their own progress in meeting those objectives. 	classroom observations lesson plans interviews with Instructors learner role assignments listed on charts learner self-evaluations or portfolios other:
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

D. Instructional activities focus on the acquisition of communication skills necessary for learners to function within the classroom, outside the classroom, or in other educational programs.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place	classroom observation lesson plans interviews with instructors instructional materials learner portfolios log of classroom activities over several days other:
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

E. Instructional activities integrate the four language skills (listening, speaking, reading, and writing), focusing on receptive and productive skills appropriate to learners' needs.

Sample Evidence
classroom observation lesson plans interviews with instructors logs of classroom activities over several days learner portfolios instructional materials Comments
Score 0 1 2 3 NA
Priority High Low

F. Instructional activities are varied to address the different learning styles (e.g., aural, oral, visual, kinesthetic) and special learning needs of the learners.

Sample Evidence

__ classroom observations

Measures

To score a 2 or 3, all the * measures should be in place.

- *__1 A variety of learning modalities are addressed in a lesson:
 - __ visual
 - ____ auditory/oral
 - ___ kinesthetic
- *__2 In presenting new information or language patterns to the learners, the instructor supports a verbal presentation with appropriate visuals or print materials and a physical demonstration.
- *__3 Practice activities are varied and may include verbal interchanges among students, written exercises, hands-on manipulative tasks, simulations in which learners role play, or other activities addressing different learning modalities.
- *___4 Assessment exercises to measure learner progress are also varied and may include verbal exercises, written exercises, manipulative tasks, or others.
- __5 Learner styles may be identified using a simple, level-appropriate questionnaire or an oral interview.
- ____ Other:_____

Action Plan/Next Steps

__lesson plans __ interviews with learners __ classroom evaluations __ interviews with instructors __logs of classroom activities over several days __ instructional materials __ learner portfolios __ other: ____ **Comments** Score 0 2 3 1 NA **Priority** High Low

G. Instructional activities incorporate grouping strategies and interactive tasks that facilitate the development of authentic communication skills. These include cooperative learning, information gap activities, role plays, simulations, problem solving, and problem posing.

Measures

To score a 2 or 3, the following measure should be in place.

- ____1 A classroom lesson includes grouping strategies or interactive tasks that facilitate authentic communication. The following are some examples of interactive tasks. One or more should be observed:
 - ___ In pair practice or information gap activities, learners practice the communication skills of asking questions, answering questions, and clarifying.
 - __ In cooperative learning activities, learners work in pairs or small groups to complete tasks that require positive interdependence and cooperative skills, such as encouraging each other, agreeing and disagreeing, and reaching consensus.
 - __ In problem solving activities, small groups practice communication skills, such as identifying the problem, discussing solutions, and analyzing consequences to the solutions.
 - ___ In a problem posing activity, learners interact to decide how to deal with a community problem or situation.
 - In role play or simulation activities, learners interact with each other, choosing the correct language functions for their roles and situations.

___ Other:__

Action Plan/Next Steps

Sample Evidence

- __ classroom observations
- __lesson plans
- __ interviews with learners
- __ interviews with teacher
- __logs of classroom activities over several days
- ___ reviews of instructional materials
- __ other: _____

Comments

Score Image: Score 0 1 2 3 NA Priority Image: Score Image: Sc

H. Instructional activities take into account the needs of multilevel groups of learners, particularly those with minimal literacy skills in their native language and English.

Measures

To score a 2 or 3, one or more of the following measures should be in place.

One or more of the following strategies is used to accommodate the needs of multilevel groups of learners:

- ____1 Within a class session, learners are grouped at different times to do different level-specific activities (e.g., one group practices naming letters of the alphabet or decoding consonant sounds while another group completes a written exercise).
- ___2 Within a class, learners use different materials according to their literacy levels (e.g., different levels of the same text or workbook series).
- ___3 Learners with special needs are given special worksheets prepared by the instructor.
- ___4 Learners of different ability levels work together so that higher level learners can assist lower level learners with a learning task.
- ___5 A volunteer or teacher's aide periodically works with individuals or small groups of learners with special literacy needs.
- 6 Learners are pulled out of a class for special tutoring in literacy; when appropriate, native language instruction can bridge the development of literacy skills in English.

___ Other:___

Action Plan/Next Steps

Sample Evidence

- __ classroom observations
- __ interviews with instructors
- ____ interviews with learners
- __lesson plans
- _____ classroom schedule of activities with different groups of learners
- __ other:____

CommentsScore0123NAPriorityHighLow

I. Instructional activities focus on the development of language and culturally appropriate behaviors needed for critical thinking, problem solving, team participation, and study skills.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. Instructional activities are facilitated so that 1 Learners acquire and practice the language patterns required to apply their critical thinking skills. Examples of critical thinking skills are the following: comparison and contrast generalization with examples use of the conditional to analyze summarization/making conclusions expression of feelings or judgments 2 Learners use the appropriate language patterns and cultural behaviors to solve problems in the classroom or problems related to their daily lives. They follow the steps of identifying the problem, possible solutions, consequences to those solutions, and selecting the best solution according to the situation. 3 Learners practice the language and behaviors	 classroom observations interviews with Instructors interviews with learners lesson plans other:
needed to work effectively in teams. For example, they collaborate with shared resources, take on role assignments, negotiate with each other, encourage each other, and practice active listening skills.	Comments
 4 Learners participate in activities that strengthen their study skills. Examples of possible activities include the following: organizing their learning materials practicing note taking practicing outlining practicing test taking documenting their own progress completing homework assignments practicing English outside the classroom 	
researching information through technology other: Other:	Score 0 1 2 3 NA
Action Plan/Next Steps	Priority
	High Low

J. Instructional activities give learners opportunities to use authentic resources both inside and outside the classroom.

Measures	Sample Evidence
To score a 2 or 3, one or more of the following measures should be in place. 1 Learners acquire language skills within the classroom by using resources from the real world. Examples include the following: phone books newspapers magazines school notices community bulletins or	 classroom observations lesson plans interviews with instructors interviews with learners classroom materials log of classroom activities other:
announcements video programs literature recorded audio messages recorded music television or radio employment handbooks or policy manuals other: 2 Learners have opportunities to	
 communicate with people in the community or workplace in one or more of the following ways: guest speakers are invited students take field trips students complete contact assignments outside of class other: 	Comments
classroom or receive assignments to do so outside the classroom.	
Other:	Score
Action Plan/Next Steps	0 1 2 3 NA
-	Priority
	High Low

K. Instructional activities give learners opportunities to develop awareness of and competency in the use of appropriate technologies to meet lesson objectives.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place	classroom observations lesson plans interviews with instructors student projects using technology classroom assignments using technology other:
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

L. Instructional activities are culturally sensitive to the learners and integrate language and culture.

Measures	Sample Evidence
 To score a 2 or 3, all the measures should be in place. 1 Instructional activities teach about U.S. culture and its differences from other cultures. 2 The instructor's teaching style and behaviors, including the use of gestures, is sensitive to the customs and cultural norms of the learners. 3 Instructional activities encourage the learners to learn about and share each other's cultures (e.g., students may take turns giving presentations about their countries). 4 Instructional activities do not require learners to do things that are forbidden by their cultures or religious preferences (e.g., members of the opposite sex making public physical contact or eating foods, such as pork). Other: 	class observations interviews with learners lesson plans interviews with instructors written policies or guidelines on cultural considerations other: Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

M. Instructional activities prepare learners for formal and informal assessment situations, such as test taking, job interviews, and keeping personal learning records.

Measures

To score a 2 or 3, all the * measures should be in place.

- *__1 In classroom activities or on weekly tests, learners complete exercises similar to those found on standardized or required tests (e.g., multiple-choice items, true-false items, essay questions). The instructor teaches learners how to complete a variety of test item types.
- *___2 During testing situations, the teacher enforces typical testing requirements (e.g., no talking, no helping each other, keeping adequate distance between learners).
- *__3 In role play activities or simulations, learners practice interview situations they will encounter outside the classroom (e.g., for jobs or citizenship interviews).
- ___4 When learners receive assessment results, the teacher guides them in recording the results on a chart or in a folder with which learners can periodically monitor their progress.
- __5 Personal learning records of learners contain test scores or samples of learners' work that indicate monitoring of progress by the learners themselves.
- ____6 Instructors introduce or discuss purposes for standardized testing with learners using simple, level-appropriate language or visuals (e.g, instructor draws a mind map on "why test?" and includes answers elicited from learners, e.g., "for learners, teachers, funding").
 - Other: _

Action Plan/Next Steps

Samp	ole Evic	lence		
inter inter asses perso learr learr lesso	rviews wit ssment ma onal learn ner portfo ner self-ev on plans	th learners th instructo aterials and ning record lios raluations	1 records s	
0				
Com	ments			
Score	e			
0	1	2	3	NA
Prior	ritv			

4. Learner Recruitment, Intake, and Orientation

A. A quality ESL program has effective procedures for identifying and recruiting adult English learners. The procedures include strategies for collecting data on community demographics that identify the populations that need to be served, particularly those at the lowest level of literacy and knowledge of English.

Measures	Sample Evidence
 To score a 2 or 3, one or more of the following measures should be in place. The program identifies the learners that need to be served by doing one or more of the following: 1 reviews census data to identify the learner population 2 reviews results of national literacy surveys to identify levels of literacy within the local area and the numbers to be served (see NALS, 1993) 3 reviews community demographic reports (e.g., newspaper articles describing population trends) 4 compares enrollment and attendance patterns from year to year to identify new trends in enrollment 	 analysis of census reports community demographic reports NALS report, 1993 minutes from meetings program summary reports accreditation reports newspaper articles on community demographics e-mail messages publicity flyers and outreach materials data on results of recruitment other:
5 meets and communicates with local refugee resettlement agencies	Comments
6 networks with K–12 schools in the local area to compare population statistics (e.g., number of adults, parents, children)	
7 maintains communication with immigration agency or reads immigration updates to keep abreast of new legislation that may affect student enrollment	
8 networks with local ethnic and religious organizations	
Other:	Score
Action Plan/Next Steps	0 1 2 3 NA
	Priority
	High Low

4. Learner Recruitment, Intake, and Orientation

B. The program uses a variety of recruitment strategies.

Measures	Sample Evidence
To score a 2 or 3, two or more of the following strategies should be in place.	recruiting and outreach materials publicity for recruitment
Program recruitment strategies effectively reach local communities through two or more of the following ways:	schedule of recruitment activities List recruitment methods used:
1 Recruitment is done directly by the program throughfliersspots on TV or radiosigns or bannersnewspapersmailer insertsother:	
2 Information about the program is made available through a referral network (e.g., employment offices, human services, refugee resettlement agencies, ethnic and religious organizations).	
3 Recruitment drives are held at public events.	
4 Announcements of classes (in native languages or English) are sent home with children in K–12 schools.	Comments
5 Ads and information are placed in community and organizational news bulletins and fliers.	
6 Student-to-new-student recruitment efforts are organized (e.g., bring a friend to school campaigns).	
Other:	
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low
C. The program takes steps to ensure that culturally and linguistically appropriate recruitment and program information materials and activities reach the appropriate populations in multiple languages as needed.

Measures	Sample Evidence
To score a 2 or 3, all measures should be in place.	list of recruitment activities recruitment materials translated into different languages
1 Recruitment materials and strategies are in native languages of the predominant student populations.	program information material notes or records of reviews of materials other:
2 Recruitment materials and strategies are suitable for persons with special needs (e.g., include large print, audiotapes).	
3 Recruitment materials and strategies are reviewed by members of the target population for the following:	
 accuracy culturally appropriate content and methods clarity appropriateness for individuals with special needs 	
	Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low

D. The program evaluates the effectiveness of its recruitment efforts and makes changes as needed.

Measures	Sample Evidence	
To score a 2 or 3, all the measures should be in place. —1 The program keeps track of success rates of recruitment strategies by doing any of the following: — documents which events draw new learners — documents which communities/ populations are missing, based on demographic analysis — surveys enrolled learners about how they found out about the program and tallies the results — enlists learner expertise or participation in designing recruitment strategies	recruitment evaluation report minutes from meetings learner surveys records of results of recruitment efforts other:	
2 The program conducts periodic reviews/ evaluations of recruitment strategies and makes appropriate adjustments.	Comments	
Action Plan/Next Steps	Score	
	0 1 2 3 NA	¥
	Priority	
	High Lo	w

E. The program has an intake process that provides appropriate assessment of learners' needs, goals, and language proficiency levels; an orientation process that provides learners with information about the program; and, if needed, a procedure for referring learners to support services within the program or through other agencies and for accommodating learners waiting to enter the program.

Measures	
To score a 2 or 3, all * measures should be in place.	
 *1 During the intake process, the program collects the following: demographic information, such as learner country of origin age language background prior educational background, including literacy in native language current or prior work experience needs and goals of learner English language proficiency levels in listening speaking reading writing need for support services other: 	
 *2 This information is collected prior to enrollment or in class as part of the registration procedures through one or more of the following ways (in English or the native language): one-to-one interview with student registration form needs assessment form student profile form other: 	
 3 Procedures for assessing English language proficiency levels may include one or more of the following: oral interviews writing sample program-developed placement test standardized proficiency test 	
other:	Continued on p. 99

E. Continued

Sample Evidence Measures (continued) ___ written procedures for intake *___4 As part of the intake process, learners are ____ forms used for intake, such as student profile oriented to the program through one or more of the following procedures: forms, tests ___ Learners receive written information ____ needs assessment forms ____ support services referral form about the program in their native ____ interviews with instructors and support staff language. ____ Learners view a short videotape in their ____ orientation materials ___agenda of orientation activities native language or English. __ interviews with learners Learners attend a short orientation ___ waiting list session ___ referral policies Learners receive information about the program from their teacher during class __list of agencies to which referrals can be time. made __ language level assessment materials __ Other: _____ __ other: ____ * 5 If classes are filled, the program uses a procedure to accommodate learners waiting to enter; this may include one or more of the following: __ provides simple written instructions to a learners as to when they can enroll ____ calls learners on the waiting list when openings occur ____enrolls the learner in a temporary Comments orientation class until an opening in the regular program occurs ____ refers the learners to a distance learning class ____ refers the learners to a learning lab for individualized study until an opening occurs in a regular classroom ____ refers to other programs Other: Score **Action Plan/Next Steps** 0 1 2 3 NA **Priority**

Copyright © 2002 TESOL. Permission granted to copy for personal use. This form may not be reproduced in print, online, or in any other format without written permission from TESOL. For downloadable master, see http://www.tesol.org/

High

Low

A. The program supports retention through enrollment and attendance procedures that reflect program goals, requirements of program funders, and demands on the adult learner.

Measures	Sample Evidence	
 To score a 2 or 3, all * measures should be in place. _1 Program coordinators analyze enrollment and attendance patterns of each class in order to evaluate factors that improve or limit retention. *_2 The program supports learner retention by one or more of the following strategies: _ Instruction is offered at different times of the day to accommodate learners' schedules. _ Classes of different lengths or intensity are offered. _ Short-term and long-term classes are offered (e.g., 6-week classes) *_3 The initial enrollment/registration process is user friendly and efficient. *_4 The program maintains class sizes that support learner retention. _ Other: 	 class schedule written attendance policies enrollment procedures and forms interviews with learners class size records interviews with program coordinator administrators other:	rs or
Action Plan/Next Steps	Score	
	0 1 2 3	NA
	Priority	
	High	Low

B. The program encourages learners to participate consistently and long enough to reach their identified goals. This may be accomplished by adjusting the scheduling and location of classes and by providing appropriate support services.

Measures	Sample	e Evide	ence		
 To score a 2 or 3, all * measures should be in place. *1 The program provides each learner with an orientation to the school or class. *2 The program facilitates activities for learners to set goals and monitor their progress toward meeting those goals. 3 The program provides support services such as the following: childcare or access to childcare transportation to and from class counseling to guide learners through the program tutoring or aide assistance in classes as needed (e.g., to help learners with lower literacy levels) 4 The program provides distance learning courses for learners unable to attend regular classes. 5 The program provides on-line courses. 	class sc learner list of s list of c list of c classes intervie	chedule orientati support se ation (if n on-line cc available ews with	on plan a ervices pro not on sit ourses and	distance	d contact
Action Plan/Next Steps	Score				
	0	1	2	3	NA
	Priorit	у			
	High				Low

C. The program accommodates the special needs of learners as fully as possible.

Measures	Sample Evidence
To score a 2 or 3, the following measure should be in place. The program accommodates the special needs of learners in one or more of the following ways: case management ounseling native language support providing learning accommodations (e.g., magnifiers for learners with visual impairment, interpreters for learners with hearing impairment)	interviews with learners program audit documenting accommodation of special needs other:
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

D. The program contacts learners with irregular attendance patterns and acknowledges learners who attend regularly.

M	G	1.	F			
Measures To score a 2 or 3, all * measures should be in place. *1 The program contacts learners with irregular attendance patterns to encourage re-entry2 The program rewards learners for excellent attendance, making progress, completing courses, and fulfilling their goals within the program through the awarding of certificates or special ceremonies Other:		recogni	logs letters ews wit ition ce	lence h learners rtificates		
Action Plan/Next Steps		core	ents	2	3	NA
		riorit igh	y			Low

E. The program provides learners with appropriate support for transition to other programs.

Measures	Sample Evidence
To score a 2 or 3, all measures should be in place. 	<pre> exit interviews interviews with counselors record of transfers within program schedule of speakers, field trips description of other educational options other:</pre>
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

Assessment Policy

A. The program has a comprehensive assessment policy.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. The policy has the following attributes: 1 reflects the mission and goals of the program 2 accommodates legal requirements 3 reflects the needs of the learners and other stakeholders 4 is linked to instructional objectives and activities 5 is developed with input from internal and external stakeholders 6 is based on principles of adult learning, second language acquisition, language learning pedagogy, literacy development for adults, and sound language testing principles and procedures Other:	program guidelines course outlines state funding guidelines or policies teacher training materials interviews with program staff accreditation self-study program audit reports other:
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Assessment Policy

B. The program has a process for assessing learners' skills and goals for placement into the program, documentation of progress within the program, and exit from the program. This includes appropriate assessment of learners with special learning needs.

Measures		Sample Evidence	
To score a 2 or 3, all the * measures should be in place.		guidelines for testing sample assessments or tests interviews with staff	
The program has a process for the following:		assessment reports other:	
*1 assessing learners' needs and goals for placement into the program		outer	
*2 documenting progress within the program			
*3 documenting criteria for exit from the program			
4 assessing learners with special needs			
	-		
		Comments	
Action Plan/Next Steps		Score	
		0 1 2 3	NA
		Priority	
		High	Low

Assessment Policy

C. Assessment activities are ongoing and appropriately scheduled.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place.	schedules for assessment
1 Multiple opportunities for assessment occur during the course of instruction.	
2 Assessment activities are scheduled at suitable times to meet learner and program needs.	
	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Assessment Policy

D. The program has procedures for collecting and reporting data on educational gains and outcomes.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place.	 assessment reports written record-keeping policies and
The program has and follows procedures for:	procedures data collection instruments or software
1 collecting and reporting data on educational gains and outcomes	
2 reporting data without violating standards of confidentiality	
3 reporting data in clear and precise language to all stakeholders	
	Comments
Action Plan/Next Steps	Score
reading runnear stops	0 1 2 3 NA
	Priority
	High Low

Assessment Policy

E. The program provides appropriate facilities, equipment, supplies, and personnel for assessment activities.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. —1 Facilities for assessment have all the following characteristics: — spacious (e.g., there is sufficient distance between learners during assessment) — well lighted — sufficiently quiet — appropriately ventilated — accessible to disabled learners — equipped with appropriate tables and chairs for testing purposes — equipped with a board or place to post general directions and time limits for assessment activities — other:	 observation of assessment facilities accreditation reports equipment used for assessment observation of assessment activities interviews with students interviews with teachers interview with testing staff other:
 trained to ensure that learners trained to ensure that learners 	 observation of training training materials training evaluations
	Continued on p. 110

Assessment Policy

E. Continued



Types of Assessment

F. The program identifies learners' needs and goals as individuals, family members, community participants, workers, and lifelong learners.

Measures	Sample Evidence	
 To score a 2 or 3, all the measures should be in place. 1 Individual student learning records list learner goals and interests. 2 Learner needs assessments are conducted initially and on an ongoing basis. 3 School assessment reports tally learners' needs and goals to identify program needs. Other: 	 learner needs assessment forms school assessment reports interviews with learners learner portfolios individual student learning records other:	
	Comments	
Action Plan/Next Steps	Score 0 1 2 3 N	NA
	Priority	_
	High I	Low

Types of Assessment

G. The program assesses the language proficiency levels of learners in the areas of listening, speaking, reading, and writing. The assessments may also identify learners' literacy skills in their primary language and any learning disabilities.



Types of Assessment

H. The program uses a variety of appropriate assessments, including authentic, performance-based assessments; standardized tests; learner self-assessment; and assessment of nonlinguistic outcomes (e.g., perceived improvement in self-esteem, participation in teamwork activities). Standardized assessment instruments are valid and reliable, based on studies with the targeted adult-level population.



Types of Assessment

H. Continued

Measures (continued)	Sample Evidence
 3 If standardized assessment instruments are used, both of the following are in place: The assessment instrument has accompanying information on reliability and validity studies that have been done with the test. Accompanying documentation indicates that the studies were conducted with the targeted adult-level population of nonnative speakers of English. 	<pre></pre>
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Types of Assessment

I. The information obtained through needs assessment is used to aid administrators, teachers, and tutors in developing curricula, materials, skills assessments, and teaching approaches that are relevant to learners' lives.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place.	 needs assessment forms interviews with teachers teaching manual or guidelines
Results from the needs assessment process are	interview with administrator assessment forms
1 considered in the selection of materials and teaching approaches	minutes from planning meetings, trainings, or curriculum meetings
2 used in the development or revision of curriculum	
3 used to identify learners' special interests and needs	
4 used to set instructional priorities in the program (e.g, offer more VESL courses to accommodate learners waiting to get jobs)	
5 used to develop new courses or types of ESL classes (e.g., pronunciation, writing)	
Other:	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Types of Assessment

J. Assessment results are clearly explained and shared with learners, to the extent permitted by assessment guidelines, in order to help learners progress.

Measures	Sample Evidence
To score a 2 or 3, all the * measures should be in place. *1 The results of all assessments are explained to the learners used to counsel learners posted or recorded on permanent records so that they can be accessed by learners at a later date other: *2 The rules of confidentiality are respected in the sharing of results. 3 Assessment results are linked to special recognition, such as certificates of progress or completion.	 interviews with learners student learning records assessment reports charts illustrating assessment results correlated with levels keys explaining assessment results certificates documenting learner assessment results written confidentiality and reporting policies other:
	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

Types of Assessment

K. Assessment activities document learners' progress within the ESL program toward advancement to other training programs, employment, postsecondary education, and attainment of other educational goals.

Measures	Sample Evidence
 To score a 2 or 3, all the measures should be in place. 1 Learners are informed of the assessment requirements for entrance into other programs (e.g., job training, postsecondary education). 2 Learners are continually informed as to how their progress on assessments relates to advancement within the ESL program and to other programs. 3 Results from assessment activities are used to place learners in technical or vocational programs higher levels of ESL instruction other education programs employment other:	assessment reports assessment requirements of other programs surveys of learners transcripts records of transfers and advancement within program exit interviews documentation of the following: % achieved significant learning gains % promoted to higher levels % got jobs or better jobs % entered vocational programs % entered postsecondary programs %
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

Types of Assessment

L. Results of assessment provide information about educational gains and learner outcomes and provide the basis for recommendations for further assessment (e.g., special needs, literacy considerations).

Measures	Sample Evidence
 To score a 2 or 3, one or more of the following measures should be in place: 1 Learner assessment results are reviewed by instructional staff, and, if appropriate, learners are referred to other segments of the program or referred for further assessment. 2 Program staff tally learner assessment results to document learner gains and outcomes and review these statistics regularly. 3 Assessment results recorded in individual learner portfolios document educational 	<pre></pre>
gains or achievement of learner outcomes.	
Other:	
	Comments
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

LEARNER GAINS

M. The program has a process by which learners identify and demonstrate progress toward or attainment of their short- and long-term goals.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place	learner needs assessment forms learner profile or placement forms school assessment reports learner portfolios or learning records interviews with learners class observations testing forms learners' journals other:
3 The program has a system to document and report the short- and long-term goals of its learners.	
4 The attainment of learner goals is tallied on cumulative school reports and reported to interested stakeholders.	Score 0 1 2 3 NA
Action Plan/Next Steps	Priority
	High Low

LEARNER GAINS

N. The program has a process by which learners demonstrate skill-level improvements in listening (L), speaking (S), reading (R), and writing (W) through a variety of assessments.

Measures	Sample Evidence
To score a 2 or 3, the following measure should be in place. 1 Review of learner records indicates improvement demonstrated using more than one of the following measures: standardized pre-/posttest score gains LSRW learner portfolio with verification of completed tasks or skills LSRW	 learning records cumulative test score reports pre-/postsurveys writing samples samples of assessment materials learner portfolios assessment reports learner self-evaluations observations other:
performance assessment results with criteria that define successful skill attainment or completion of outcomes LSRW	
pre-/postwriting samples with assessment criteria and results attached	
weekly tests (from textbooks or teacher developed) LSRW	Comments
learner self-appraised progress on pre-/ postsurveys LSRW	
criterion-referenced progress or level exit tests LSRW	
Other:	
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low

LEARNER GAINS

O. The program has a process by which learners demonstrate progress in nonlinguistic areas identified as important toward meeting their goals.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place1 Progress in nonlinguistic outcomes is indicated through one or more of the following:	 learner journals learner self-assessment questionnaires classroom observation checklists interviews with learners anecdotes from students other:
 learner journal learner self-assessment pre-/ postquestionnaire teacher observation checklist learner interviews other: 	
2 Nonlinguistic outcomes that are documented include any of the following:	
 increased confidence increased participation in class increased use of resources improved study habits increased participation in community or other activities outside of class 	
other:	Comments
Action Plan/Next Steps	Score
•	0 1 2 3 NA
	Priority
	High Low

A. The program supports compensation and benefits commensurate with those of instructional and other professional staff with comparable positions and qualifications within similar institutions.



A. Continued

Measures (continued)	Sample Evidence (continued)
 4 The program provides a salary scale and promotional ladder. 5 Full-time and part-time faculty have the same opportunity for promotion as other academic faculty or professional staff with comparable degrees and experience. Other: 	list of benefits provided for instructional and professional staff (check benefit; then check whether it applies to part-time or full-time employees or both): health insurancep/tf/t vision insurancep/tf/t paid professional leavep/tf/t paid holidaysp/tf/t protent leavep/tf/t personnel business leave (e.g., for cultural holidays) sabbatical leavep/tf/t disability/family medical leave p/tf/t rf/t rf/tf/t
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

B. The program has in place policies and procedures that ensure professional treatment of staff.

Measures

To score a 2 or 3, all the measures should be in place.

- ____1 The program supports negotiation with the faculty and staff to improve working conditions.
- ___2 All full-time and part-time staff receive timely appointment letters or contracts.
- ___3 All faculty are fully informed in writing of their employment prospects for the following term.
- ____4 Written policies are available to all staff.
- ___5 All faculty and staff have access to a grievance procedure.
- ___6 The program supports and complies with nondiscrimination and affirmative action guidelines.
- ____7 Faculty and staff receive sufficient advance notice for a change in work assignments.
- ____8 Reasonable notice is provided for class closures due to insufficient enrollment.
- ____9 The program provides all paid and volunteer instructional staff with written job descriptions.
- __10 Full-time and part-time faculty are eligible for the same types of professional development support, including travel, release time, right to pursue grants, and right to participate in professional development events as received by other academic faculty or professional staff.
- __11 The program provides clear criteria for dismissal.
- __12 Seniority is one consideration in practices for continued employment or promotion.
- ____ Other: _____

Action Plan/Next Steps

Sample Evidence

- ___ union agreements
- ____ employment contracts
- ___ program rules and procedures
- ___ grievance forms and guidelines
- ____ sample form letters
- ____ interviews with staff
- __ other: _____

Comments

Scor	e			
0	1	2	3	NA
Prio	rity			
High				Low

C. The program supports a safe and clean working environment.

Measures	Sample Evidence	
To score a 2 or 3, all the measures should be in place.	 site inspection reports accreditation reports interviews with faculty and staff 	
The program provides a safe and clean working environment by providing:	compliance reviews other:	
1 adequate phone communication between learners, faculty and the institution's personnel		
2 adequate ventilation		
3 appropriate lighting		
4 regular custodial service		
5 buildings in good repair		
6 furnishings in good repair		
7 emergency exit procedures and training in case of fire or other disasters		
8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled	Comments	
9 adequate access to clean restrooms		
10 adequate safety and security procedures, including efficient access to security personnel		
Other:		
Action Plan/Next Steps	Score	
	0 1 2 3	NA
	Priority	
	High	Low

7. Staffing

D. The program recruits and hires qualified instructional staff with training in the theory and methodology of teaching ESL. Qualifications may vary according to local agency requirements and type of instructional position (e.g., paid instructor, volunteer).

Measures

To score a 2 or 3, the following measures should be in place.

- __1 The minimum qualifications for teaching in the program include formal training in TESOL. Formal training may include one or more of the following:
 - __ master's degree in TESOL

 master's degree in linguistics or a related subject with specialization in TESOL
 bachelor's degree in TESOL

- adult education teaching credential with endorsement or authorization to teach ESL
- ____ TESOL certificate from an accredited institution
- __ certificate of completion from provider's preservice TESOL training program
- _____ specified amount of experience teaching ESL to adults
- _ progress toward completion of course work for certificate or degree in TESOL
- __ combination of adult-level ESL teaching experience, internship, and training determined to be equivalent specify:
- ___2 The qualifications for teaching are commensurate with those of the institution's other instructional or professional staff.
- ___ Other:__

Action Plan/Next Steps

Sample Evidence

- ____ transcripts from accredited institutions
- ____ letters of satisfactory completion of training
- ____ certificates of completion from training programs
- ___ portfolios with evidence of knowledge and methodology of teaching ESL
- __ hiring guidelines/qualifications
- ___ recruitment materials advertising positions
- _____ documentation listing the qualifications of the instructional staff currently employed:
 - ____ number with a master's degree in TESOL
 - ____ number with a master's degree in linguistics or a related subject with specialization in TESOL
 - ____ number with a bachelor's degree in TESOL
 - ____ number with an adult education teaching credential with endorsement or authorization to teach ESOL
 - ____ number with a TESOL certificate from an accredited institution
 - ____ number with a certificate of completion from provider's preservice TESOL training program
 - ____ number with a specified amount of experience teaching ESOL to adults: number of years required: _____
 - ____ number with progress toward completion of course work for certificate or degree in TESOL
 - ____ number with a combination of adult-level ESOL teaching experience, internship, and training determined to be equivalent other:

Comments				
Scor 0	re 1	2	3	NA
Priority High Low				

7. Staffing

E. The program recruits and hires qualified administrative, instructional, and support staff who have appropriate training in cross-cultural communication, reflect the cultural diversity of the learners in the program, and have experience with or awareness of the specific needs of adult English learners in their communities.

Measures	Sample Evidence
To score a 2 or 3, one of the following measures should be in place: Staff members demonstrate training in cross- cultural communication or reflect the cultural diversity of learners in any one of the following ways: 1 The staff has experience communicating with nonnative speakers of English through any of the following: residence or work experience in another country work experience among a diverse population in the United States family relationships other: 2 The staff either speak the languages or demonstrate an understanding of the cultures of the dominant learner populations in the program by doing any of the following: read appropriate literature on the student population attend community forums or meetings participate in regular conversations with learners about their lives, needs, and goals have participated in programs as a learner complete training sessions or course on cross-cultural communication	 resumes of staff interviews with staff lists of faculty and staff members describing their prior work experience portfolios with evidence of cross-cultural communication hiring guidelines and qualifications recruitment materials advertising positions administrative evaluations administrators' daily calendars other:
	Score
Action Plan/Next Steps	0 1 2 3 NA
	Priority
	High Low

7. Staffing

F. The program recruits and hires qualified support staff to ensure effective program operation.

Sample Evidence

Measures

To score a 2 or 3, all the measures should be in place.

- ____1 Based on the size of the program budget and the needs expressed by the instructional staff, an appropriate number of support people are hired to ensure efficient day-to-day operations. Examples of these staff positions are any of the following:
 - _ receptionists
 - __ account clerks
 - ___ attendance clerks
 - ___ office manager
 - ___ instructional aides
 - ____ clerical assistants
 - technology support technicians or specialists
 - ____ instructional specialists
 - _____ student support specialists
- ___2 The hiring process for support staff ensures appropriate training and qualifications for the job assignments.
- <u>3</u> Support staff receive an orientation to the goals, structure, and mission of the program.
- ___4 Support staff are screened for their abilities to work with and support the learner population.
- ____ Other: ___

Action Plan/Next Steps

qualifi interv suppo observ recruit staff e	suppor cations iews wi rt staff vations tment a valuatio iews wi	t staff descri or prior wo th instructio ds and hirir ons th learners	rk experie onal staff a	nce and
Comm	ents			
Score 0	1	2	3	NA
Priori t _{High}	ty			Low

A. The program supports compensation and benefits commensurate with those of instructional and other professional staff with comparable positions and qualifications within similar institutions.



A. Continued

Measures (continued)	Sample Evidence (continued)
 4 The program provides a salary scale and promotional ladder. 5 Full-time and part-time faculty have the same opportunity for promotion as other academic faculty or professional staff with comparable degrees and experience. Other: 	list of benefits provided for instructional and professional staff (check benefit; then check whether it applies to part-time or full-time employees or both): health insurancep/tf/t vision insurancep/tf/t paid professional leavep/tf/t paid holidaysp/tf/t protent leavep/tf/t personnel business leave (e.g., for cultural holidays) sabbatical leavep/tf/t disability/family medical leave p/tf/t rf/t rf/tf/t
Action Plan/Next Steps	Score
	0 1 2 3 NA
	Priority
	High Low

B. The program has in place policies and procedures that ensure professional treatment of staff.

Measures

To score a 2 or 3, all the measures should be in place.

- ____1 The program supports negotiation with the faculty and staff to improve working conditions.
- ___2 All full-time and part-time staff receive timely appointment letters or contracts.
- ___3 All faculty are fully informed in writing of their employment prospects for the following term.
- ____4 Written policies are available to all staff.
- ___5 All faculty and staff have access to a grievance procedure.
- ___6 The program supports and complies with nondiscrimination and affirmative action guidelines.
- ____7 Faculty and staff receive sufficient advance notice for a change in work assignments.
- ____8 Reasonable notice is provided for class closures due to insufficient enrollment.
- ____9 The program provides all paid and volunteer instructional staff with written job descriptions.
- __10 Full-time and part-time faculty are eligible for the same types of professional development support, including travel, release time, right to pursue grants, and right to participate in professional development events as received by other academic faculty or professional staff.
- __11 The program provides clear criteria for dismissal.
- __12 Seniority is one consideration in practices for continued employment or promotion.
- ____ Other: _____

Action Plan/Next Steps

Sample Evidence

- ___ union agreements
- ____ employment contracts
- ___ program rules and procedures
- ___ grievance forms and guidelines
- ____ sample form letters
- ____ interviews with staff
- __ other: _____

Comments

Score				
0	1	2	3	NA
Prio	rity			
High				Low
7. Employment Conditions

C. The program supports a safe and clean working environment.

Measures	Sample Evidence		
To score a 2 or 3, all the measures should be in place.	site inspection reports accreditation reports interviews with faculty and staff		
The program provides a safe and clean working environment by providing:	compliance reviews other:		
1 adequate phone communication between learners, faculty and the institution's personnel			
2 adequate ventilation			
3 appropriate lighting			
4 regular custodial service			
5 buildings in good repair			
6 furnishings in good repair			
7 emergency exit procedures and training in case of fire or other disasters			
<u>8</u> compliance with the Americans with Disabilities Act in providing accessibility for the disabled	Comments		
9 adequate access to clean restrooms			
10 adequate safety and security procedures, including efficient access to security personnel			
Other:			
Action Plan/Next Steps	Score		
	0 1 2 3	NA	
	Priority		
	High	Low	

7. Staffing

D. The program recruits and hires qualified instructional staff with training in the theory and methodology of teaching ESL. Qualifications may vary according to local agency requirements and type of instructional position (e.g., paid instructor, volunteer).

Measures

To score a 2 or 3, the following measures should be in place.

- __1 The minimum qualifications for teaching in the program include formal training in TESOL. Formal training may include one or more of the following:
 - __ master's degree in TESOL

 master's degree in linguistics or a related subject with specialization in TESOL
 bachelor's degree in TESOL

- adult education teaching credential with endorsement or authorization to teach ESL
- ____ TESOL certificate from an accredited institution
- __ certificate of completion from provider's preservice TESOL training program
- _____ specified amount of experience teaching ESL to adults
- _ progress toward completion of course work for certificate or degree in TESOL
- __ combination of adult-level ESL teaching experience, internship, and training determined to be equivalent specify:
- ___2 The qualifications for teaching are commensurate with those of the institution's other instructional or professional staff.
- ___ Other:__

Action Plan/Next Steps

Sample Evidence

- ____ transcripts from accredited institutions
- ____ letters of satisfactory completion of training
- ____ certificates of completion from training programs
- ____ portfolios with evidence of knowledge and methodology of teaching ESL
- __ hiring guidelines/qualifications
- ___ recruitment materials advertising positions
- _____ documentation listing the qualifications of the instructional staff currently employed:
 - ____ number with a master's degree in TESOL
 - ____ number with a master's degree in linguistics or a related subject with specialization in TESOL
 - ____ number with a bachelor's degree in TESOL
 - ____ number with an adult education teaching credential with endorsement or authorization to teach ESOL
 - ____ number with a TESOL certificate from an accredited institution
 - ____ number with a certificate of completion from provider's preservice TESOL training program
 - ____ number with a specified amount of experience teaching ESOL to adults: number of years required: _____
 - ____ number with progress toward completion of course work for certificate or degree in TESOL
 - ____ number with a combination of adult-level ESOL teaching experience, internship, and training determined to be equivalent other:

Con	nments			
Scor 0	re 1	2	3	NA
Prio High	ority			Low

7. Staffing

E. The program recruits and hires qualified administrative, instructional, and support staff who have appropriate training in cross-cultural communication, reflect the cultural diversity of the learners in the program, and have experience with or awareness of the specific needs of adult English learners in their communities.

Measures	Sample Evidence
To score a 2 or 3, one of the following measures should be in place: Staff members demonstrate training in cross- cultural communication or reflect the cultural diversity of learners in any one of the following ways: 1 The staff has experience communicating with nonnative speakers of English through any of the following: residence or work experience in another country work experience among a diverse population in the United States family relationships other: 2 The staff either speak the languages or demonstrate an understanding of the cultures of the dominant learner populations in the program by doing any of the following: read appropriate literature on the student population attend community forums or meetings participate in regular conversations with learners about their lives, needs, and goals have participated in programs as a learner complete training sessions or course on cross-cultural communication	 resumes of staff interviews with staff lists of faculty and staff members describing their prior work experience portfolios with evidence of cross-cultural communication hiring guidelines and qualifications recruitment materials advertising positions administrators' daily calendars other:
	Score
Action Plan/Next Steps	0 1 2 3 NA
	Priority
	High Low

7. Staffing

F. The program recruits and hires qualified support staff to ensure effective program operation.

Sample Evidence

Measures

To score a 2 or 3, all the measures should be in place.

- ____1 Based on the size of the program budget and the needs expressed by the instructional staff, an appropriate number of support people are hired to ensure efficient day-to-day operations. Examples of these staff positions are any of the following:
 - _ receptionists
 - __ account clerks
 - ___ attendance clerks
 - ___ office manager
 - ___ instructional aides
 - ____ clerical assistants
 - technology support technicians or specialists
 - ____ instructional specialists
 - _____ student support specialists
- ___2 The hiring process for support staff ensures appropriate training and qualifications for the job assignments.
- <u>3</u> Support staff receive an orientation to the goals, structure, and mission of the program.
- ___4 Support staff are screened for their abilities to work with and support the learner population.
- ____ Other: ___

Action Plan/Next Steps

 personnel records list of support staff describing their qualifications or prior work experience interviews with instructional staff and support staff observations recruitment ads and hiring guidelines staff evaluations interviews with learners other: 				
Comm	ents			
Score 0	1	2	3	NA
Priori t High	ty			Low

A. The program has a process for orienting new ESL administrative, instructional, and support staff to the ESL program, its goals, and its learners.

Measures	Sample Evidence	
To score a 2 or 3, the following measure should be in place. — Orientation is provided in one or more of the following ways: _ group workshop _ written program descriptions _ job shadowing experience _ observation of instruction and other program activities _ video or other form of presentation to staff _ one-to-one discussion with supervisor _ other:	<pre> orientation materials interviews with staff observation of orientation process schedule of orientation activities other:</pre>	
Action Plan/Next Steps	Score	
	0 1 2 3	NA
	Priority	
	High	Low

B. The program has a professional development plan, developed with input from staff and stakeholders. The program acquires appropriate resources to implement the plan, including compensation for staff participation.



C. The program provides opportunities for its instructional staff to expand their knowledge of current trends, best practices, uses of technology, and research in the field of second language acquisition and adult literacy development.

Measures	Sample Evidence	
To score a 2 or 3, all the measures should be in place. 1 The program provides opportunities for expansion of knowledge in areas such as the following: current trends best practices and methodology use of technology in ESL research in second language acquisition cross-cultural training knowledge of learners' cultures and languages 2 The program provides access to up-to-date resources on second language acquisition, teaching methods, and previous course syllabi or outlines, including an up-to-date resources library and technological resources Other:		
Action Plan/Next Steps	Score	
	0 1 2 3 NA	
	Priority	
	High Low	

D. The program provides opportunities for administrators and project evaluators to become knowledgeable about effective teaching strategies in adult ESL and current trends in the field of adult ESL.

Measures	Sample Evidence
To score a 2 or 3, the following measure should be in place. 1 The program provides opportunities for administrators and project evaluators to become knowledgeable in one or more of the following ways: 	workshop training materials interviews with administrators and staff records of travel to conferences by administrators and staff resource library materials calendar of staff development activities and classroom observations access to Web sites related to ESL classroom observation rating sheets with administrators' discussion notes other:
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

E. Professional development activities are varied, based on needs of the staff, and provide opportunities for practice and consistent follow-up.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place. 1 Professional development activities include a combination of the following: in-house workshops by staff or outside presenters invited speakers training workshops outside the program credit for course work, including on-line instruction mentoring projects action research related to adult-level ESL instruction peer coaching shadowing opportunities whereby staff is supported to learn under others sabbatical leaves distance-learning opportunities text and material publication other: 2 The program encourages practice and follow-up activities to staff development to monitor implementation of new strategies. Ways to provide follow-up include one or more of the following: sponsor meetings or workshops in which staff members share with each other what they learned at staff development activities facilitate classroom observations between staff members to monitor the application of new strategies publish a newsletter summarizing results or new strategies learned from staff development activities	<pre>professional development plan eeds assessment results interviews with instructional staff staff development schedule staff development training materials ecords of staff development activities for each instructor list of invited speakers or workshop presenters other:</pre>
Action Plan/Next Steps	0 1 2 3 NA
	Priority
	High Low

F. The program provides training in assessment procedures in the interpretation and use of assessment results.

Maggunga	Sample Fridance
Measures To score a 2 or 3, all the measures should be in place	Sample Evidence professional development plan schedule of training meetings or workshops related to assessment training manuals for instructional and support staff interviews with instructional staff observation of trainings
 portfolio based assessment 3 Training is provided on the following: purposes of assessment (e.g., for placement, for progress) appropriate methods of test administration interpretation and use of test results 	
 4 For mandated testing, the program supports participation in the training sessions in any of the following ways: paid compensation released time from the classroom 5 All program staff associated with assessment participate in training sessions (e.g., administrators, instructors, and assessment staff). Other: 	Comments
Action Plan/Next Steps	Score
-	0 1 2 3 NA Priority
	High Low

G. The program encourages faculty and staff to join professional ESL and adult education organizations and supports staff participation in professional development activities of the organizations.

Measures	S	Sample	e Evid	ence		
To score a 2 or 3, one or more of the following measures should be in place. The program encourages participation in professional organizations in one or more of the following ways: 1 The program makes available information on professional organizations and encourages membership. 2 The program encourages and, if possible, compensates staff to participate in staff development activities of the organization, such as conferences retreats intensive training sessions 3 The program supports staff who present at professional conferences or meetings by providing any of the following: travel reimbursement release time duplication of materials for presentation payment of conference fees 4 The program recognizes membership and participation in professional organizations through staff evaluation activities. Other:		_ record by inst _ travel f instruc _ staff de _ intervi _ record _ release _ newsle acknov	of mem ructiona requests tional st evelopm ews with of staff -time re tters or vledge s ional de	berships is or travel n taff ent budge n instructi- presentati- cords program r taff partici evelopmen	t onal staff ons at cont eports that	ferences
Action Plan/Next Steps		core	1	2	3	NA
	I	Priorit		-		
	H	ligh				Low

H. The program supports collaboration among adult ESL teachers, instructional personnel in other content areas, K-12 English and ESL teachers, support service providers, workplace personnel, and representatives of programs to which students transition.

Measures	Sample Evidence
To score a 2 or 3, the * measure should be in place. *1 The program supports the attendance of its faculty and staff at meetings to collaborate with other educational and community groups, such as community agencies: K-12 schools: educational oversight and policy groups (e.g., school board) workplace providers: other segments of own educational program (e.g., adult basic education [ABE] program, graduate equivalency diploma [GED]/high school program, vocational training programs): colleges: support service providers: outside job training programs business/industries 2 The program supports the joint use of	memorandum of understanding agreements between agencies meeting notes/agendas interviews with instructors grants that require collaboration reports from collaborative projects other:
facilities or resources. 3 The program provides technological resources and support for joint projects such as the following: transitioning projects collaborative learning research instructional projects Other:	
Action Plan/Next Steps	Score
-	0 1 2 3 NA
	Priority
	High Low

I. The program has a process for recognizing the participation of staff in professional development activities.



8. Staff Evaluation

- J. The program has a process for the regular evaluation of administrator, instructor, and support staff performance that is consistent with the program's philosophy. The process is developed with input from staff.
- K. The program provides learners with opportunities to evaluate program staff anonymously. The tools are user friendly and allow for variety in learner proficiency levels, backgrounds, cultural diversity, and special needs.
- L. The program provides opportunities for all staff members to develop performance improvement plans.



8. Staff Evaluation

J, K, L. Continued

Measures, continued	Sample Evidence
 *5 Multiple measures are used to evaluate performance. At least two of the following measures are used: classroom observation by administrator classroom observation by peer instructor interview with staff member review of portfolio of instructional materials or curriculum or project developed or participated in by the staff member survey of learners anonymously self-evaluation by instructor other: *6 The outcome of the evaluation process provides an opportunity to improve performance. Formal notice is given of dissatisfaction with faculty performance with a probationary period and guidelines for improvement. 	<pre>staff evaluation forms and guidelines sample completed staff evaluations interviews with staff including supervisors or administrators interviews with students sample staff evaluation improvement plan schedule of evaluations, observations, etc. evaluation forms designed for student use policy manual or procedural guidelines documentation of date of last series of staff evaluations:</pre>
 7 Staff members develop self-improvement plans based on performance evaluations. The self-improvement plan can be completed in any of the following formats, if allowed by program requirements: interview with administrator or peer instructor written plan including deadlines and specific objectives teacher-created format 	Comments
other:	Score
Action Plan/Next Steps	0 1 2 3 NA
	Priority
	High Low
	Low

9. Support Services

A. The program provides students with access to a variety of services directly or through referrals to cooperating agencies.

Measures

To score a 2 or 3, all the * measures should be in place.

- *__1 The program establishes and maintains contacts with service providers in areas of identified learner needs. The types of services or agencies may include any of the following:
 - ___ childcare
 - ____ transportation
 - ____health services
 - __ employment counseling
 - ____ educational counseling
 - __ financial aide counseling
 - ___ legal advice
 - ____ personal and family counseling
 - ____ assessment of learning disabilities
 - ____ native language translators
 - _____ services related to other barriers to learning:______
- __2 When possible, classes are planned in locations where other services such as counseling and health services are available.
- *__3 The program maintains an accessible and updated list of experts and agencies for referrals and teacher consultation.
- *__4 The program schedules visits from in-house support staff and local representatives from support agencies to talk to learners and staff.
- __5 When possible, the program schedules visits by learners to agencies, support services, and other resource locations.
- *__6 Instructional and support staff have an understanding of procedures, resources, and responsibilities for providing support to students.
- ___7 The program provides native-language translation and interpreting through inhouse staff or community contacts. Other:

Action Plan/Next Steps

Sample Evidence

- __ counseling records
- ____ memorandum of understanding agreements between agencies
- _____ telephone records
- ___ program flyers or publicity
- ____learner records showing referrals
- ___list of support services and agencies with contact information
- ____ records or schedule of visits to cooperating agencies
- _____ records or schedule of visits from/ presentations by agency personnel
- __ program policies and referral guidelines
- __ other:____

Comments

Score					
0	1	2	3	NA	
п۰	•_				
Prio	rity				
High				Low	

9. Support Services

B. The program provides a process for identifying learning disabilities in English language learners and incorporates appropriate accommodations and training of staff, either directly through the program or indirectly through referrals to cooperating agencies.

Measures	Sample Evidence
To score a 2 or 3, all the measures should be in place	list of agencies providing services written referral process within program list of available accommodations interviews with staff learner records training agenda written list of procedures for identifying disabilities observation or site audit training materials other:
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority High Low

9. Support Services

C. The program develops linkages with cooperating agencies to ensure that referrals to support services result in meeting learners' needs, including those of learners with disabilities.

Measures	Sample Evidence
 To score a 2 or 3, one or more of the measures should be in place. 1 Program staff follow up on referrals made to support agencies to ensure that appropriate services were provided. 2 Program staff communicate with learners to ensure that needed services were provided. 3 Program staff investigate the extent to which support agencies accommodate the linguistic and cultural diversity of referred learners. 4 Written procedures for referrals and identification of learning disabilities include steps for follow up. 5 If necessary, the program offers information to support agencies to facilitate needed linguistic and cultural accommodations. Other: 	memorandum of understanding agreements between agencies written responses from agencies after referrals interviews with staff interviews with learners summary reports of results of referrals needs assessment records of communication with cooperating agencies, including referrals and follow-up written program policies and procedures other: Comments
Action Plan/Next Steps	Score 0 1 2 3 NA
	Priority
	High Low