Part 4

Program Self-Review Instrument

1. Program Structure and Administration

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

Measures

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

___1 Input is solicited from internal stakeholders, which may include one or more of the following:

__ administrators
__ instructional staff
__ support staff
__ program volunteers
__ learners
__ other: _____

___2 Input is solicited from external stakeholders, which may include one or more of the following:

__ boards or advisory groups
__ community and agency leaders
__ business leaders
__ employment and training agencies
__ other educational or service providers
__ federal, state, or local legislators
__ funders
__ other: _____

___3 A written mission statement is accessible.

___4 A clearly articulated philosophy exists.

___5 Program goals are identified.

___ Other: _____

Sample Evidence

__ annual report
__ mission statement
__ accreditation report
__ program publicity
__ minutes from meetings with internal stakeholders
__ minutes from meetings with external stakeholders
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

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: _____

Sample Evidence

__ 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

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1. Program Structure and Administration

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

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

___1 The program has an annual budget and a system for tracking expenditures within the budget.

___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.

___ Other: _____

Sample Evidence

__ program audit reports
__ financial reports
__ annual budget
__ interviews with program staff/business office
__ written policies

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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.

Measures

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

___1 The program demonstrates accountability by doing one or more of the following:

- __ meeting requirements during an audit procedure
- __ maintaining a record-keeping system that enables the program to report data requested by funders or educational agencies

___2 The program uses an up-to-date record-keeping and reporting system that supports program requirements.

___ Other: _____

Sample Evidence

__ accountability plan
__ program records
__ policy manual
__ grant guidelines
__ state or local funding guidelines
__ reports submitted to state

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

Measures

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

___1 The program maintains linkages with one or more of the following external stakeholders:

- __ board or advisory group members
- __ community leaders
- __ business leaders
- __ employment or training agency personnel
- __ other educational or service provider
- __ federal, state, or local legislator
- __ member of other funding agency
- __ other: _____

___2 The program maintains clear communication with all internal stakeholders (e.g., administrators, instructional staff, support staff, program volunteers, and learners).

___3 The program maintains good communication with its internal and external stakeholders by doing one or more of the following:

- __ meeting regularly with stakeholders
- __ publishing a program newsletter that is distributed to stakeholders
- __ sending regular memos to update stakeholders on program issues and events
- __ other: _____

Sample Evidence

- __ 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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

Measures

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.

Sample Evidence

__ written policy or rules
__ waiver forms for release of student personal information
__ education code regulations
__ other_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

Measures

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: _____

Sample Evidence

__ 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

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1. Program Structure and Administration

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

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

___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.

___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: _____

Action Plan/Next Steps

Sample Evidence

__ observation of facilities
__ interviews with learners
__ interviews with instructional staff
__ regular inspection reports on facilities
__ site/facility map or diagram

Comments

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

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., check-out 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: _____

Sample Evidence

__ survey results
__ class schedules
__ interviews with program staff
__ flyers and advertisements showing course locations
__ meeting minutes
__ program reports
__ Web sites
__ needs assessments or surveys
__ focus group notes
__ distance-learning materials
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

Measures

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

___1 The program takes into consideration the following factors in determining the learner-teacher ratio:

- __ level of first language literacy
- __ learning disabilities in learners
- __ cultural backgrounds of learners
- __ space for instruction
- __ English proficiency level of students
- __ modes of instruction (e.g., computer lab vs. classroom with no computers)
- __ requirements of funders
- __ other: _____

___2 The program analyzes the relationship between class size, attendance patterns, and learner retention.

___3 The program reviews research findings on class size and learning.

___4 The program recruits classroom aides, paraprofessionals, or volunteers to improve the learner-teacher ratio as needed.

___ Other: _____

Sample Evidence

- __ 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

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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.

1. Program Structure and Administration

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

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.

___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: _____

Sample Evidence

__ schedule of program review meetings
__ program review documents
__ program review schedule
__ program review meeting notes or minutes
__ interviews with program staff

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

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
- __ schedule for technology training for staff

___4 The program conducts a regular review of the technology plan.

___ Other: _____

Sample Evidence

__ technology plan
__ teacher training materials
__ written guidelines for use of technology
__ interviews with technology support staff
__ needs assessment results
__ learner interviews or surveys
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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1. Program Structure and Administration

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

Measures

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

___1 The plan is developed with input from internal and external stakeholders.

___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: _____

Sample Evidence

__ outreach and marketing plan
__ program publicity
__ meeting minutes or notes
__ interviews with program staff
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

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)
- __ stakeholders in the community:
  - __social service agencies
  - __employers
  - __ethnic/cultural organizations
  - __businesses
  - __other educational institutions
  - __other:_____

___2 The needs assessment identifies learners' needs and goals in their roles as family members, community participants, workers, and lifelong learners.

____ Other: _____

Sample Evidence

__ 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: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

Measures

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:_____

Sample Evidence

__ Curricular document, such as
- __ course outline
- __ guidelines or framework
- __ record of emerging objectives

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

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:

__ goals
__ objectives
__ approaches
__ methods
__ activities
__ materials
__ technological resources
__ expected outcomes
__ evaluation measures
__ other: _____

___ Other: _____

Sample Evidence

__ curricular document that includes
  __ course outline
  __ guidelines or framework
  __ record of emerging objectives
__ results of learner needs assessments
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

Measures

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:_____

Sample Evidence

__ curriculum guide that includes learning objectives and performance outcomes
__ course outline that includes suggestions for multilevel classes
__ results from student needs assessment
__ record of emerging objectives from previous instruction
__ other:_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

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

Review of curriculum and instructional materials indicates that

*__1 They are up to date (e.g. published within the past 10 years).

*__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

*__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.

____ Other: _____

Action Plan/Next Steps

Sample Evidence

__ books
__ software
__ handouts
__ manipulatives
__ realia
__ audiovisual materials
__ other curriculum materials: _____
__ other:_____

Comments

Score

0 1 2 3 NA

Priority

High Low

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2. Curriculum and Instructional Materials

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

Measures

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.

Action Plan/Next Steps

Sample Evidence

__ 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:_____

Comments

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

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3. Instruction

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:

___ grammar based
___ competency based or functional context
___ whole language
___ participatory
___ content based
___ project based

Measures

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: _____

Sample Evidence

__ description of the ESL program
__ classroom observations
__ lesson plans
__ lesson syllabi
__ interviews with instructors
__ interviews with learners
__ methodology training materials for faculty
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

Measures

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 participate in the process of identifying course objectives.
- __ Learners have roles in class management tasks (e.g., helping new students).
- __ Learners document their own progress in meeting those objectives.

___ Other: _____

Sample Evidence

__ classroom observations
__ lesson plans
__ interviews with Instructors
__ interviews with learners
__ learner role assignments listed on charts
__ learner self-evaluations or portfolios
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

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

___1 The objectives for the lesson are transferable to real-life situations; instructional activities include practice and application of lessons to genuine real-life needs. Sample activities that demonstrate this include any of the following:

__ role play
__ pair practice
__ classroom simulations
__ small-group demonstrations
__ contact assignments
__ problem solving or problem posing

___2 In instructional activities, learners develop the functional language, content, and vocabulary necessary to communicate information in situations relevant to their goals (e.g., to pass the citizenship test, to get a job, to apply to college).

___ Other: _____

Sample Evidence

__ classroom observation
__ lesson plans
__ interviews with instructors
__ interviews with learners
__ instructional materials
__ learner portfolios
__ log of classroom activities over several days
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

Measures

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

___1 Instructional activities require or encourage the use of listening, speaking, reading, and writing skills.

___2 The listening, speaking, reading, and writing activities, where it is appropriate, are related to the same topic or content focus (e.g., if the focused outcome is telling a landlord about a housing problem, instructional activities focus on listening and speaking but can be extended to include writing skills with a note to the landlord).

___ Other: _____

Sample Evidence

__ classroom observation
__ lesson plans
__ interviews with instructors
__ interviews with learners
__ logs of classroom activities over several days
__ learner portfolios
__ instructional materials

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

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:_____

Sample Evidence

__ classroom observations
__ lesson plans
__ interviews with learners
__ classroom evaluations
__ interviews with instructors
__ logs of classroom activities over several days
__ instructional materials
__ learner portfolios
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

0 1 2 3 NA

Priority

High Low

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3. Instruction

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:_____

Comments

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

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 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.

___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:_____

Action Plan/Next Steps

Sample Evidence

__ classroom observations
__ interviews with Instructors
__ interviews with learners
__ lesson plans
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

Measures

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 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: _____

___3 Learners have opportunities to acquire information from the Internet within the classroom or receive assignments to do so outside the classroom.

____ Other:_____

Action Plan/Next Steps

Sample Evidence

- __ classroom observations
- __ lesson plans
- __ interviews with instructors
- __ interviews with learners
- __ classroom materials
- __ log of classroom activities
- __ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

Measures

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

___1 Learners have opportunities to fulfill lesson objectives through the use of technology, such as any of the following:

__ telephone
__ fax machine
__ copy machine
__ computer in classroom or lab
__ audiotape recorder
__ video equipment
__ digital camera
__ language master machine
__ on-line distance education technology
__ overhead projector
__ other: _____

___2 In the process of using technology, learners are taught the language or terminology associated with it as appropriate to level in order to operate it, follow instructions, report problems, ask for assistance, or explain the use of the equipment to others.

___ Other:_____

Sample Evidence

__ classroom observations
__ lesson plans
__ interviews with instructors
__ interviews with learners
__ student projects using technology
__ classroom assignments using technology
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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3. Instruction

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

Measures

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:_____

Sample Evidence

__ 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

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3. Instruction

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

Sample Evidence

__ class observations
__ interviews with learners
__ interviews with instructors
__ assessment materials and records
__ personal learning records
__ learner portfolios
__ learner self-evaluations
__ lesson plans
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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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

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

___5 meets and communicates with local refugee resettlement agencies

___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:_____

Action Plan/Next Steps

Sample Evidence

__ 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: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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4. Learner Recruitment, Intake, and Orientation

B. The program uses a variety of recruitment strategies.

Measures

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

Program recruitment strategies effectively reach local communities through two or more of the following ways:

___1 Recruitment is done directly by the program through
__ fliers
__ spots on TV or radio
__ signs or banners
__ newspapers
__ mailer inserts
__ other:_____

___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.

___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: _____

Sample Evidence

__ recruiting and outreach materials
__ publicity for recruitment
__ schedule of recruitment activities

List recruitment methods used:

_____

_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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4. Learner Recruitment, Intake, and Orientation

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

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

___1 Recruitment materials and strategies are in native languages of the predominant student populations.

___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

Sample Evidence

__ list of recruitment activities
__ recruitment materials translated into different languages
__ program information material
__ notes or records of reviews of materials
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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4. Learner Recruitment, Intake, and Orientation

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

Measures

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

___2 The program conducts periodic reviews/ evaluations of recruitment strategies and makes appropriate adjustments.

Sample Evidence

__ recruitment evaluation report
__ minutes from meetings
__ learner surveys
__ records of results of recruitment efforts
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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4. Learner Recruitment, Intake, and Orientation

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

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4. Learner Recruitment, Intake, and Orientation

E. *Continued*

Measures *(continued)*

*__4 As part of the intake process, learners are oriented to the program through one or more of the following procedures:
- __ Learners receive written information about the program in their native language.
- __ Learners view a short videotape in their native language or English.
- __ Learners attend a short orientation session.
- __ Learners receive information about the program from their teacher during class time.
- __ 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 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:_____

Action Plan/Next Steps

Sample Evidence

- __ written procedures for intake
- __ forms used for intake, such as student profile forms, tests
- __ needs assessment forms
- __ support services referral form
- __ interviews with instructors and support staff
- __ orientation materials
- __ agenda of orientation activities
- __ interviews with learners
- __ waiting list
- __ referral policies
- __ list of agencies to which referrals can be made
- __ language level assessment materials
- __ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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5. Learner Retention and Transition

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

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, 12-week classes, 18-week classes)

*__3 The initial enrollment/registration process is user friendly and efficient.

*__4 The program maintains class sizes that support learner retention.

___ Other:_____

Sample Evidence

__ class schedule
__ written attendance policies
__ enrollment procedures and forms
__ interviews with learners
__ class size records
__ interviews with program coordinators or administrators
__ other:_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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5. Learner Retention and Transition

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

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.

Sample Evidence

__ class schedule
__ learner orientation plan and schedule
__ list of support services provided and contact information (if not on site)
__ list of on-line courses and distance learning classes available
__ interviews with learners
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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5. Learner Retention and Transition

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

Measures

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
__ counseling
__ native language support
__ providing learning accommodations (e.g., magnifiers for learners with visual impairment, interpreters for learners with hearing impairment)

Sample Evidence

__ interviews with learners
__ program audit documenting accommodation of special needs
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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5. Learner Retention and Transition

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

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-entry.

__2 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: _____

Sample Evidence

__ phone logs
__ sample letters
__ interviews with learners
__ recognition certificates
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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5. Learner Retention and Transition

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

Measures

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

___1 The program facilitates the efficient transfer of learners to other classes or programs in order to meet learner needs.

___2 The program supports transition through one or more of the following:

- __ provides information about other programs
- __ provides counseling
- __ provides documentation of learner outcomes that is recognized by other programs
- __ refers learners to other programs
- __ provides guest speakers to talk about other programs
- __ facilitates field trips to other programs
- __ other:_____

Sample Evidence

- __ exit interviews
- __ interviews with counselors
- __ record of transfers within program
- __ schedule of speakers, field trips
- __ minutes of meetings
- __ description of other educational options
- __ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Assessment Policy

A. The program has a comprehensive assessment policy.

Measures

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: _____

Sample Evidence

__ program guidelines
__ course outlines
__ grant guidelines
__ state funding guidelines or policies
__ teacher training materials
__ interviews with program staff
__ accreditation self-study
__ program audit reports
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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

The program has a process for the following:

*__1 assessing learners' needs and goals for placement into the program

*__2 documenting progress within the program

*__3 documenting criteria for exit from the program

___4 assessing learners with special needs

Sample Evidence

__ guidelines for testing
__ sample assessments or tests
__ interviews with staff
__ assessment reports
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Assessment Policy

C. Assessment activities are ongoing and appropriately scheduled.

Measures

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

___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.

Sample Evidence

__ schedules for assessment

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Assessment Policy

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

Measures

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

The program has and follows procedures for:

___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

Sample Evidence

__ assessment reports
__ written record-keeping policies and procedures
__ data collection instruments or software

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Assessment Policy

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

Measures

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:_____

___2 Testers in assessment situations are

- __ trained to ensure that learners understand all testing procedures
- __ informed about the purpose of the test
- __ trained to administer the tests according to manual or assessment guidelines
- __ available to monitor the testing environment for test security and integrity

Sample Evidence

__ 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: _____

__ observation of training
__ training materials
__ training evaluations

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6. Assessment and Learner Gains

Assessment Policy

E. *Continued*

Measures *(continued)*

___3 Testing materials are not damaged or marked.

___4 Testing materials are kept in a secure location.

___5 Audiovisual, computer, or other technology equipment required for testing works well.

Sample Evidence *(continued)*

__ materials used for testing

__ observation of equipment used for testing

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Types of Assessment

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

Measures

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: _____

Sample Evidence

__ 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 NA

Priority

High Low

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6. Assessment and Learner Gains

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.

Measures

To score a 2 or 3, both of the measures below should be in place.

___1 Individual student learning records list proficiency levels through formal or informal assessment in at least two of the following:

___listening:

___informal ___formal

Name of instrument: _____

___speaking:

___informal ___formal

Name of instrument: _____

___reading:

___informal ___formal

Name of instrument: _____

___writing:

___informal ___formal

Name of instrument: _____

___Primary language literacy

___informal ___formal

Name of instrument: _____

___2 As appropriate, special needs are indicated in learner records (e.g., dyslexia, short-term memory problem)

Sample Evidence

__ learner portfolios or learning records
__ sample assessment materials
__ assessment procedures and guidelines
__ assessment tools
__ assessment reports
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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.

Measures

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

___1 Individual learner records include the following information on students (* = highly recommended):

*__ placement
*__ progress
__ diagnosis of skills
*__ achievement
__ nonlinguistic outcomes
*__ program or level exit

___2 Individual records indicate a variety of assessments are used, such as two or more of the following:

__ writing samples
__ a portfolio of student work
__ textbook progress/completion tests
__ weekly unit test from a text or teacher developed
__ teacher-made, criterion-referenced progress and exit tests
__ self-appraised progress on pre- and post-surveys
__ program-developed pre- and postassessments based on curriculum
__ performance-based tests
__ checklist of documented outcomes
__ checklist of completed competencies correlated to learner needs
__ learner's log or journal
__ oral interview with learner
__ teacher observation checklist
__ standardized tests
__ other:_____

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6. Assessment and Learner Gains

Types of Assessment

H. *Continued*

Measures *(continued)*

___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.

Sample Evidence

__ student learning records
__ student portfolios
__ sample assessment instruments
__ assessment data reports
__ interviews with staff

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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

Results from the needs assessment process are

___1 considered in the selection of materials and teaching approaches

___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:_____

Sample Evidence

__ needs assessment forms
__ interviews with teachers
__ teaching manual or guidelines
__ interview with administrator
__ assessment forms
__ minutes from planning meetings, trainings, or curriculum meetings

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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.

Sample Evidence

__ 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

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6. Assessment and Learner Gains

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

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:_____

___4 The program documents and reports the number of learners who achieve significant learning gains or advance to other programs on a regular basis.

Sample Evidence

__ assessment reports
__ assessment requirements of other programs
__ students' learning records
__ 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
___% _____
__ other:_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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 gains or achievement of learner outcomes.

___ Other:_____

Sample Evidence

__ learner assessment records
__ assessment reports
__ interviews with instructors
__ referral forms to special services
__ other:_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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

___1 Learner goals are recorded in one or more of the following ways:
- __ Learners record their short- and long-term goals during the placement process on student profile forms.
- __ Learners identify their goals during classroom exercises facilitated by the instructor.
- __ Learners record their goals in individual portfolios used for assessment.
- __ Learners record their goals on testing forms.
- __ Learners record their goals in journals
- __ Other:_____

___2 Learners' progress toward attainment of goals is recorded in one or more of the following ways:
- __ on learner profile forms used for placement
- __ in individual portfolios used in the classroom
- __ on testing forms
- __ on exercise papers used during instruction
- __ in 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.

Action Plan/Next Steps

Sample Evidence

__ 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: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

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

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
  ___L ___S ___R ___W
- __ learner portfolio with verification of completed tasks or skills
  ___L ___S ___R ___W
- __ performance assessment results with criteria that define successful skill attainment or completion of outcomes
  ___L ___S ___R ___W
- __ pre-/postwriting samples with assessment criteria and results attached
- __ weekly tests (from textbooks or teacher developed)
  ___L ___S ___R ___W
- __ learner self-appraised progress on pre-/postsurveys
  ___L ___S ___R ___W
- __ criterion-referenced progress or level exit tests
  ___L ___S ___R ___W

___ Other: _____

Action Plan/Next Steps

Sample Evidence

__ learning records
__ cumulative test score reports
__ pre-/postsurveys
__ writing samples
__ samples of assessment materials
__ learner portfolios
__ assessment reports
__ learner self-evaluations
__ observations
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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6. Assessment and Learner Gains

Learner Gains

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

Measures

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

___1 Progress in nonlinguistic outcomes is indicated through one or more of the following:

__ 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:_____

Sample Evidence

__ learner journals
__ learner self-assessment questionnaires
__ classroom observation checklists
__ interviews with learners
__ anecdotes from students
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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7. Employment Conditions

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

Measures

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

___1 Within funding or institutional guidelines, the program works toward providing full-time employment to its instructional staff.

% instructors with full-time employment: ___
% instructors with part-time employment: ___

___2 Within funding or institutional guidelines, the program works toward providing benefits for all staff, including any of the following:

__ health insurance
__ vision insurance
__ dental insurance
__ life insurance
__ paid professional leave
__ paid holidays
__ vacation leave
__ bereavement leave
__ personnel business leave (e.g., for cultural holidays)
__ sabbatical leave
__ maternity/paternity leave
__ workers' compensation
__ disability leave
__ retirement package
__ other: _____

___3 The program supports compensation for noninstructional activities such as any of the following:
__ student conferences
__ special projects
__ preparation for instruction
__ attendance at staff development functions
__ faculty meetings
__ other: _____

Sample Evidence

__ employee contracts
__ salary schedules
__ personnel records
__ assigned faculty teaching hours or human resource data
__ union agreements
__ interviews with faculty and staff
__ program budget
__ reports and memos documenting work toward improved compensation and benefits
__ documentation of the following statistics:
  __ % instructional staff with full time employment
  __ % instructional staff with part time employment

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7. Employment Conditions

A. *Continued*

Measures *(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: _____

Sample Evidence *(continued)*

__ 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 insurance __p/t __f/t
__ vision insurance __p/t __f/t
__ dental insurance __p/t __f/t
__ life insurance __p/t __f/t
__ paid professional leave __p/t __f/t
__ paid holidays __p/t __f/t
__ vacation leave __p/t __f/t
__ bereavement leave __p/t __f/t
__ personnel business leave (e.g., for cultural holidays) __p/t __f/t
__ sabbatical leave __p/t __f/t
__ maternity/ paternity leave __p/t __f/t
__ workers' compensation __p/t __f/t
__ disability/family medical leave __p/t __f/t
__ retirement package __p/t __f/t
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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7. Employment Conditions

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

Priority

High Low

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7. Employment Conditions

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

Measures

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

The program provides a safe and clean working environment by providing:

___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

___9 adequate access to clean restrooms

__10 adequate safety and security procedures, including efficient access to security personnel

___ Other: _____

Sample Evidence

__ site inspection reports
__ accreditation reports
__ interviews with faculty and staff
__ compliance reviews
__ other:_____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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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

Score

0 1 2 3 NA

Priority

High Low

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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

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

___ Other: _____

Action Plan/Next Steps

Sample Evidence

__ 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: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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7. Staffing

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

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.

___3 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: _____

Sample Evidence

__ 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: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

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: _____

Sample Evidence

__ orientation materials
__ interviews with staff
__ observation of orientation process
__ schedule of orientation activities
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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.

Measures

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

*__1 The program's professional development plan has all the following components:
- __ The plan is based on research in the field.
- __ The plan is based on external influences, such as legislation.
- __ The plan draws on input from internal stakeholders through a staff development needs assessment .
- __ The program conducts a staff development needs assessment on a regular basis. Date of last needs assessment: _____

*__2 The plan has a budget that allocates financial resources to support staff development. Resources may be required to do any of the following:
- __ provide for workshop presenters
- __ compensate faculty and staff to attend training workshops
- __ provide professional growth credits toward salary advancement for those who acquire professional development
- __ fund staff to travel to workshops or conferences
- __ provide release time for faculty and staff to attend in-service training
- __ pay for memberships of staff in professional organizations such as TESOL

__3 The program seeks and acquires supplemental grant funding to provide staff development as outlined in the plan.

*__4 The plan includes a process to evaluate implementation of the plan.

Action Plan/Next Steps

Sample Evidence

__ professional development plan
__ payroll records showing evidence of compensation for staff development activities
__ needs assessment forms
__ program budget
__ grants
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

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 resource library and technological resources

___ Other:_____

Sample Evidence

- __ resource library materials
- __ access to Web sites related to ESL
- __ calendar of staff development activities
- __ interviews with staff
- __ subscriptions to ESL publications or periodicals
- __ records of travel to conferences by instructional staff
- __ workshop training materials
- __ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

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:

- __ offering training to administrators on effective teaching strategies, especially the criteria for classroom observations
- __ requiring regular dialogue between administrators and instructional staff
- __ encouraging administrators to attend adult-level ESL conferences and workshops
- __ requiring classroom observations of adult ESL teachers followed by discussion between the administrator and teacher
- __ other:_____

Sample Evidence

- __ 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: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

Measures

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

___ Other: _____

Action Plan/Next Steps

Sample Evidence

__ professional development plan
__ needs assessment results
__ interviews with instructional staff
__ staff development schedule
__ staff development training materials
__ records of staff development activities for each instructor
__ list of invited speakers or workshop presenters
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

Measures

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

___1 Training on assessment procedures is provided in any of the following ways:

- __ in house meetings or workshops
- __ invited trainers
- __ supported attendance at outside workshops

___2 Training is provided for a variety of assessment procedures. These may include training in the following:

- __ standardized testing
- __ performance based testing
- __ 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: _____

Action Plan/Next Steps

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
- __ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

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: _____

Sample Evidence

__ record of memberships in ESL organizations by instructional staff
__ travel requests or travel records by instructional staff
__ staff development budget
__ interviews with instructional staff
__ record of staff presentations at conferences
__ release-time records
__ newsletters or program reports that acknowledge staff participation in professional development activities
__ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

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 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

Sample Evidence

__ memorandum of understanding agreements between agencies
__ meeting notes/agendas
__ interviews with instructors
__ grants that require collaboration
__ reports from collaborative projects
__ other:

Comments

Score

0 1 2 3 NA

Priority

High Low

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8. Professional Development

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

Measures

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

____ The program monitors and recognizes the staff development activities of its staff by doing one or more of the following:

- __ awarding certificates of completion or participation in staff development activities
- __ recognizing staff development participation in its evaluation procedures for continued employment
- __ honoring participants in public ceremonies
- __ acknowledging participants in program newsletters, reports, or publicity
- __ other:_____

Sample Evidence

- __ sample certificates of recognition or participation
- __ newsletter, program reports, or program publicity that acknowledges participation
- __ staff evaluation forms
- __ ceremony programs/ agenda
- __ interviews with staff
- __ other: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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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.

Measures for Standards J, K, and L

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

__1 The staff evaluation instrument and process was developed in collaboration with the instructional staff and approved by all participants.

*__2 The procedures for staff evaluation are clearly defined to all participants in the process

*__3 The evaluation instrument and process are regularly reviewed by all participants and revised as needed.

*__4 Staff evaluations are conducted on a regular basis:

__ once an instructional term
__ once a year
__ every 2 years
__ other: _____

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8. Staff Evaluation

J, K, L. ***Continued***

Measures, *continued*

*__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.

__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
__ other:_____

Action Plan/Next Steps

Sample Evidence

__ 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:_____
__ other: _____

Comments

Score

0 1 2 3 NA

Priority

High Low

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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 in-house 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

Priority

High Low

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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

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

__1 The program provides education and training to instructional staff about learning disabilities; types and means of accommodations; appropriate modification of teaching strategies, approaches, and techniques; and referral procedures.

__2 The program arranges for appropriate accommodations, such as any of the following:

__ modified tables/chairs
__ note-taking
__ interpreters
__ modified instructional materials
__ assistive technology (e.g., magnification equipment)
__ assistive staff

__3 Program and instructional staff receive a written description of the procedures for identifying suspected learning disabilities and referral for appropriate diagnosis.

___ Other: _____

Sample Evidence

__ 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: _____

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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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

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: _____

Sample Evidence

__ 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

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