## Part 4

# Program Self-Review Instrument



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

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

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

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

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

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

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

| Measures  | Sample Evidence   |
|---|---|
| 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: | 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  |

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

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

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the * measures should be in place:  *1 The program abides by the legal                               | <ul> <li>_ written policy or rules</li> <li>_ waiver forms for release of student personal information</li> <li>_ education code regulations</li> </ul> |
| requirements regarding confidentiality, privacy, and release of public information.   | other   |
| 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. |   |
|   | Comments  |
|   |   |
|   |   |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

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

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, all the measures should be in place.   | observation of facilities interviews with learners interviews with instructional staff regular inspection reports on facilities site/facility map or diagram |
| <ul> <li> bulletin board space</li> <li>4 The program provides appropriate space for meeting individually with students.</li> <li>5 The program provides instructional staff with the following to support planning for instruction:         <ul> <li>_ an area to prepare for instruction (e.g., workroom, table space)</li> <li>_ supplies for preparation (e.g., scissors, paper, hole punch, transparencies, transparency markers)</li> </ul> </li> </ul> | Comments   |
| <ul> <li>equipment for preparation (e.g., photocopier, computers, paper cutter, overhead projector, audiotape player)</li> <li>Other:</li> </ul>  | Score 0 1 2 3 NA   |
| Action Plan/Next Steps  | Priority   |
|   | High Low   |

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the measures should be in place. 1 Based on learner needs, the program offers one or more of the following:  classes of different duration (e.g., 6 weeks, 12 weeks, 18 weeks)  classes at different times (e.g., mornings, afternoons, evenings, weekends)  classes at different locations (e.g., school, institution, church, mobile van, library, workplace)  distance-learning options (e.g., checkout of videos, Internet-based classes, telecourses) 2 The program has a process to periodically review learner needs related to the scheduling of instruction (e.g., student surveys, community surveys, student focus groups).  Other: | survey 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: |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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  Sample Evidence average class size datalearner-teacher ratio datastudies/reports of program trends in lear progress and class sizeinterviews with learnerslearner surveysinterviews with instructors | ner |
|--|-----|
| learning disabilities in learnerscultural backgrounds of learnersspace for instructionEnglish proficiency level of studentsmodes of instruction (e.g., computer lab vs. classroom with no computers)requirements of fundersother:  |     |
| Action Plan/Next Steps  Score  0 1 2 3   | NA  |
| Priority High  | Low |

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

#### PROGRAM PLANNING

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

| Measures  | Sample Evidence  |
|---|--|
| To score 2 or 3, all the measures should be in place.  The planning process includes all of the following: 1 The process includes input from internal and external stakeholders. 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 | schedule of program review meetings program review documents program review schedule program review meeting notes or minutes interviews with program staff |
| 3 The program review process is regularly scheduled to identify needs for program improvement Other:  | Comments   |
| Action Plan/Next Steps  | Score  |
|   | 0 1 2 3 NA   |
|   | Priority   |
|   | High Low   |

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

| Measures  | Sample Evidence  |
|---|--|
| To score 2 or 3, all the measures should be in place. | technology planteacher training materialswritten guidelines for use of technologyinterviews with technology support staffneeds assessment resultslearner interviews or surveysother: |
| Action Plan/Next Steps                                | <b>Score</b><br>0 1 2 3 NA   |
|   | Priority High Low  |

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

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

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, all the measures should be in place. 1 The following are consulted in the development of the curriculum, as appropriate: learners instructors administrators content experts (e.g., adult learning specialists, ESL specialists, linguists, technology consultants, special learning needs specialists, counselors) 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: | minutes of curriculum meetingslearner needs assessmentinstructor surveys or questionnairestelephone noteslists of participants or contributorsmemosagendaswritten reviews of curriculum draftsother: |
| Action Plan/Next Steps   | Score  |
|  | 0 1 2 3 NA   |
|  | Priority   |
|  | High Low   |

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

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

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, all the measures should be in place. 1 The curriculum addresses the needs and goals of learners identified through needs assessment activities. 2 The curriculum includes the following: | curricular document that includes course outline guidelines or framework record of emerging objectives results of learner needs assessments other: |
| goals objectives approaches methods activities materials technological resources expected outcomes evaluation measures other:   |  |
|   | Comments   |
| Action Plan/Next Steps  | <b>Score</b> 0 1 2 3 NA  |
|   | Priority   |
|   | High Low   |

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

| NE  | C I D · I  |
|---|--|
| Measures  | Sample Evidence  |
| To score a 2 or 3, all the * measures should be in place.  *1 Learning objectives are recorded.  *2 Learning objectives describe measurable performance outcomes that can be assessed for documentation of progress or attainment (e.g., learners will be able to make a doctor's appointment; learners will be able to describe events in the past). 3 Learning objectives accommodate learners at a variety of levels (e.g., a cross-listing of objectives at different levels within a topic area appears in the curriculum document).  Other: | <ul> <li>curriculum guide that includes learning objectives and performance outcomes</li> <li>course outline that includes suggestions for multilevel classes</li> <li>results from student needs assessment</li> <li>record of emerging objectives from previous instruction</li> <li>other:</li> </ul> |
|   | Comments   |
| Action Plan/Next Steps  | Score  |
| 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2   |  |
|   | 0 1 2 3 NA   |
|   | Priority   |
|   | High Low   |

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

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

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

| M   | CI- F: I   |     |
|---|--|-----|
| Measures  | Sample Evidence  |     |
| To score a 2 or 3, all the * measures should be in place.  *1 Curriculum is reviewed or revised in one or more of the following ways:  Curriculum is reviewed as part of a formal program review process that is regularly scheduled.  Curriculum emerges from participatory activities between learners and the instructor.  Program funds or seeks funding for curriculum projects targeted to specific or changing needs (e.g., integration of technology competencies into course outlines, development of curriculum for new semiliterate population, development of curriculum to meet the requirements of legislation in order to acquire government funding). | needs assessments guidelines for curriculum review minutes of curriculum meetings (date or review meeting:) questionnaires or surveys telephone notes lists of participants and contributors in curriculum review process memos meeting agendas schedule for textbook committee meetice (date of most recent meeting: other: | ngs |
| *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.   | Comments   |     |
| 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  | Score  |     |
|   | 0 1 2 3  | NA  |
|   | Priority   |     |
|   | High   | Low |

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

| Sample Evidence  |
|--|
| classroom observations lesson plans interviews with instructors interviews with learners teacher training materials evaluations of instructors, including evaluations from students other: |
|  |
| Score  |
| 0 1 2 3 NA   |
| Priority   |
| High Low   |
|  |

| 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: | description of the ESL programclassroom observationslesson planslesson syllabiinterviews with instructorsinterviews with learnersmethodology training materials for facultyother: |
| Action Plan/Next Steps  | <b>Score</b><br>0 1 2 3 NA  |
|   | Priority High Low   |

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, the following measure should be in place. | classroom observations lesson plans interviews with Instructors interviews with learners learner role assignments listed on charts learner self-evaluations or portfolios other: |
| Action Plan/Next Steps                                       | <b>Score</b> 0 1 2 3 NA  |
|  | Priority High Low  |

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, all the measures should be in place. | classroom observationlesson plansinterviews with instructorsinterviews with learnersinstructional materialslearner portfolioslog of classroom activities over several daysother: |
| Action Plan/Next Steps                                  | <b>Score</b> 0 1 2 3 NA  |
|   | Priority   |
|   | High Low   |

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

| Measures   | Sample Evidence   |
|--|---|
| 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: | 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  |

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  | Sample Evidence   |
|---|---|
| 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: | classroom observations lesson plans interviews with learners classroom evaluations interviews with instructors logs of classroom activities over several days instructional materials learner portfolios other: |
|   | -   |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, the following measure should be in place.  | classroom observations<br>lesson plans<br>interviews with learners  |
| 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:  | interviews with tearners interviews with teacher logs of classroom activities over several days reviews of instructional materials other: |
| <ul> <li>In pair practice or information gap activities, learners practice the communication skills of asking questions, answering questions, and clarifying.</li> <li>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.</li> <li>In problem solving activities, small groups practice communication skills, such as identifying the problem, discussing solutions, and analyzing consequences to the solutions.</li> <li>In a problem posing activity, learners interact to decide how to deal with a community problem or situation.</li> <li>In role play or simulation activities, learners interact with each other, choosing the correct language functions for their roles and situations.</li> </ul> | Comments  |
| Other:  | Score   |
| Action Plan/Next Steps  | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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  | Sample Evidence  |
|---|--|
| 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. | classroom observations interviews with instructors interviews with learners lesson plans classroom schedule of activities with different groups of learners other: |
| 4 Learners of different ability levels work together so that higher level learners can assist lower level learners with a learning task.  | Comments   |
| 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.   | Score  |
| Other:  | 0 1 2 3 NA   |
| Action Plan/Next Steps  | Priority   |
|   | High Low   |

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

| Measures   | Sample Evidence                              |
|--|--|
| To score a 2 or 3, all the measures should be in place.  | classroom observations                       |
| Instructional activities are facilitated so that   | interviews with Instructors                  |
| 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                   | interviews with learners lesson plans other: |
| 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.  | Comments                                     |
| 4 Learners participate in activities that strengthen their study skills. Examples of possible activities include the following: organizing their learning materials practicing note taking practicing outlining practicing test taking documenting their own progress completing homework assignments practicing English outside the classroom |  |
| researching information through technologyother:   | <b>Score</b> 0 1 2 3 NA                      |
| Other:   |  |
| Action Plan/Next Steps   | Priority                                     |
|  | High Low                                     |

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

| Magguros  | Sample Evidence |      |
|---|-----------------|------|
| Measures  To score a 2 or 3, one or more of the following measures should be in place.  | Comments        |      |
| 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:  | Score           |      |
| Other   |                 | NT A |
| Action Plan/Next Steps  | 0 1 2 3         | NA   |
|   | Priority        |      |
|   | High            | Low  |

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

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

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the measures should be in place. | class observations interviews with learners lesson plans interviews with instructors written policies or guidelines on cultural considerations other: |
| Action Dlan/Novt Stone                                  | C   |
| Action Plan/Next Steps                                  | <b>Score</b> 0 1 2 3 NA   |
|   | U 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

| Measures  | Sample Evidence  |       |
|---|--|-------|
| To score a 2 or 3, all the * measures should be in place.   | <ul><li>class observations</li><li>interviews with learners</li><li>interviews with instructors</li></ul>            |       |
| *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. | assessment materials and repersonal learning records learner portfolios learner self-evaluations lesson plans other: | cords |
| *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,<br>learners practice interview situations they<br>will encounter outside the classroom (e.g.,<br>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.   | C .  |       |
| 5 Personal learning records of learners contain test scores or samples of learners' work that indicate monitoring of progress by the learners themselves.   | Comments   |       |
| 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").   | Score  |       |
| Other:  | 0 1 2  | 3 NA  |
| Action Plan/Next Steps  | Priority   |       |
|   | •  |       |
|   | High   | Low   |

#### 4. Learner Recruitment, Intake, and Orientation

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

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

#### 4. Learner Recruitment, Intake, and Orientation

#### B. The program uses a variety of recruitment strategies.

| M   | C I E · I  |
|---|--|
| Measures  | Sample Evidence  |
| To score a 2 or 3, two or more of the following strategies should be in place.  | <ul><li>recruiting and outreach materials</li><li>publicity for recruitment</li><li>schedule of recruitment activities</li></ul> |
| Program recruitment strategies effectively reach local communities through two or more of the following ways:   | List recruitment methods used:   |
| 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.   | Comments   |
| 5 Ads and information are placed in community and organizational news bulletins and fliers.   |  |
| 6 Student-to-new-student recruitment efforts are organized (e.g., bring a friend to school campaigns).  |  |
| Other:  |  |
| Action Plan/Next Steps  | Score  |
|   | 0 1 2 3 NA   |
|   | Priority   |
|   | ·  |
|   | High Low   |

C. The program takes steps to ensure that culturally and linguistically appropriate recruitment and program information materials and activities reach the appropriate populations in multiple languages as needed.

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, all measures should be in place.  | <ul> <li>list of recruitment activities</li> <li>recruitment materials translated into</li> <li>different languages</li> <li>program information material</li> <li>notes or records of reviews of materials</li> <li>other:</li> </ul> |
| 3 Recruitment materials and strategies are reviewed by members of the target population for the following:  accuracy culturally appropriate content and methods clarity appropriateness for individuals with special needs |  |
|  | Comments   |
| Action Plan/Next Steps   | Score  |
|  | 0 1 2 3 NA   |
|  | Priority   |
|  | High Low   |

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, all the measures should be in place. 1 The program keeps track of success rates of recruitment strategies by doing any of the following:  | recruitment evaluation report minutes from meetings learner surveys records of results of recruitment efforts other: |
| 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. | Comments   |
| Action Plan/Next Steps   | <b>Score</b><br>0 1 2 3 NA   |
|  | Priority High Low  |

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 inlistening speaking reading writing need for support services other: |                    |
| *2 This information is collected prior to enrollment or in class as part of the registration procedures through one or more of the following ways (in English or the native language): one-to-one interview with student registration form needs assessment form student profile form other:  |                    |
| 3 Procedures for assessing English language proficiency levels may include one or more of the following: oral interviews writing sample program-developed placement test standardized proficiency test other:   | Continued on p. 99 |

#### E. Continued

| Measures (continued)  | Sample Evidence   |
|---|---|
| *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: | 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: |
| Action Plan/Next Steps  | Score   |
| Action Tian/Next Steps  | 0 1 2 3 NA  |
|   |   |
|   | Priority  |
|   | High Low  |

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

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

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

| Measures   | Sample Evidence   |
|--|---|
| To score a 2 or 3, all * measures should be in place.  *1 The program provides each learner with an orientation to the school or class.  *2 The program facilitates activities for learners to set goals and monitor their progress toward meeting those goals. 3 The program provides support services such as the following:  childcare or access to childcare  transportation to and from class  counseling to guide learners through the program  tutoring or aide assistance in classes as needed (e.g., to help learners with lower literacy levels) 4 The program provides distance learning courses for learners unable to attend regular classes. 5 The program provides on-line courses. | class 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: |
| Action Plan/Next Steps   | <b>Score</b><br>0 1 2 3 NA  |
|  | Priority High Low   |

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

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

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

| Measures  | Sample Evidence  |
|---|--|
| 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: | phone logs sample letters interviews with learners recognition certificates other: |
|   | Comments   |
| Action Plan/Next Steps  | <b>Score</b> 0 1 2 3 NA  |
|   | Priority   |
|   | High Low   |

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

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

#### ASSESSMENT POLICY

#### A. The program has a comprehensive assessment policy.

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

#### ASSESSMENT POLICY

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

| Measures   | : | Sampl            | e Evic  | lence       |     |     |
|--|---|------------------|---------|-------------|-----|-----|
| To score a 2 or 3, all the * measures should be in place.              | - |                  |         | ments or te | sts |     |
| The program has a process for the following:                           |   | assess<br>other: | ment re | ports       |     |     |
| *_1 assessing learners' needs and goals for placement into the program | - | other.           | ·       |             |     |     |
| *_2 documenting progress within the program                            |   |                  |         |             |     |     |
| *_3 documenting criteria for exit from the program                     |   |                  |         |             |     |     |
| 4 assessing learners with special needs                                |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
|  | ' | Comm             | ents    |             |     |     |
|  |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
|  |   |                  |         |             |     |     |
| Action Plan/Next Steps   | 3 | Score            |         |             |     |     |
|  |   | 0                | 1       | 2           | 3   | NA  |
|  |   | Priori           | ty      |             |     |     |
|  |   | High             | •       |             |     | Low |
|  |   |                  |         |             |     |     |

ASSESSMENT POLICY

C. Assessment activities are ongoing and appropriately scheduled.

| Measures   | Sample  | e Evide     | ence     |   |     |
|--|---------|-------------|----------|---|-----|
| To score a 2 or 3, all the measures should be in place.                                    | schedu  | ıles for as | sessment |   |     |
| 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. |         |             |          |   |     |
|  |         |             |          |   |     |
|  | Comm    | ents        |          |   |     |
|  |         |             |          |   |     |
|  |         |             |          |   |     |
|  |         |             |          |   |     |
| Action Plan/Next Steps   | Score   |             |          | _ |     |
|  | 0       | 1           | 2        | 3 | NA  |
|  | Priorit | .y          |          |   |     |
|  | High    |             |          |   | Low |

ASSESSMENT POLICY

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

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

#### ASSESSMENT POLICY

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the measures should be in place. | 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   |
|   | Continued on p. 110   |

#### ASSESSMENT POLICY

#### E. Continued

| Measures (continued) 3 Testing materials are not damaged or marked. 4 Testing materials are kept in a secure | Sample Evidence (continued) materials used for testing |
|--|--|
| location. 5 Audiovisual, computer, or other technology equipment required for testing                        | _ observation of equipment used for testing            |
| works well.  |  |
|  |  |
|  | Comments   |
|  |  |
| Action Plan/Next Steps   | Score 0 1 2 3 NA                                       |
|  | Priority   |
|  | High Low   |

Types of Assessment

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

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

Types of Assessment

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, both of the measures below should be in place. | learner portfolios or learning records sample assessment materials assessment procedures and guidelines assessment reports other: |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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:  |                     |
| <pre> 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:</pre> |                     |
|   | Continued on p. 114 |

Types of Assessment

#### H. Continued

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

Types of Assessment

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

| Measures   | Sample Evidence   |
|--|---|
| To score a 2 or 3, all the measures should be in place.  Results from the needs assessment process are | needs assessment forms interviews with teachers teaching manual or guidelines interview with administrator assessment forms minutes from planning meetings, trainings, or curriculum meetings |
| Action Plan/Next Steps   | Score 0 1 2 3 NA  |
|  | Priority  |
|  | High Low  |

Types of Assessment

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

| Measures   | Sample Evidence   |
|--|---|
| To score a 2 or 3, all the * measures should be in place.  *_1 The results of all assessments are  explained to the learners used to counsel learners posted or recorded on permanent records so that they can be accessed by learners at a later date other:  *_2 The rules of confidentiality are respected in the sharing of results. 3 Assessment results are linked to special recognition, such as certificates of progress or completion. | interviews with learners student learning records assessment reports charts illustrating assessment results correlated with levels keys explaining assessment results certificates documenting learner assessment results written confidentiality and reporting policies other: |
| Action Plan/Next Steps   | Score 0 1 2 3 NA  Priority  |
|  | High Low  |

Types of Assessment

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, all the measures should be in place. 1 Learners are informed of the assessment requirements for entrance into other programs (e.g., job training, postsecondary education). 2 Learners are continually informed as to how their progress on assessments relates to advancement within the ESL program and to other programs. 3 Results from assessment activities are used to place learners in  technical or vocational programs higher levels of ESL instruction other education programs employment other: | assessment 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: |
| Action Plan/Next Steps   | Score  |
|  | 0 1 2 3 NA   |
|  | Priority   |
|  | High Low   |

Types of Assessment

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

| Measures   | Sample Evidence   |
|--|---|
| To score a 2 or 3, one or more of the following measures should be in place: | 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  |

#### LEARNER GAINS

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, all the measures should be in place. 1 Learner goals are recorded in one or more of the following ways: Learners record their short- and longterm 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: | 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: |
| 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:  | Comments   |
| 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.   | <b>Score</b><br>0 1 2 3 NA   |
| Action Plan/Next Steps   | Priority   |
|  | High Low   |

LEARNER GAINS

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

| Measures   | Sample Evidence  |     |
|--|--|-----|
| To score a 2 or 3, the following measure should be in place. | learning records cumulative test score reports pre-/postsurveys writing samples samples of assessment materials learner portfolios assessment reports learner self-evaluations observations other: |     |
|  | C  |     |
| Action Plan/Next Steps                                       | <b>Score</b> 0 1 2 3   | NA  |
|  | Priority   |     |
|  | High   | Low |

#### LEARNER GAINS

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, all the measures should be in place. | learner journals learner self-assessment questionnaires classroom observation checklists interviews with learners anecdotes from students other: |
| Action Plan/Next Steps                                  | <b>Score</b><br>0 1 2 3 NA   |
|   | Priority   |
|   | High Low   |

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

| Measures   | Sample Evidence  |
|--|--|
| 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: % 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: | <ul> <li>employee contracts</li> <li>salary schedules</li> <li>personnel records</li> <li>assigned faculty teaching hours or human resource data</li> <li>union agreements</li> <li>interviews with faculty and staff</li> <li>program budget</li> <li>reports and memos documenting work toward improved compensation and benefits</li> <li>documentation of the following statistics:</li> <li>% instructional staff with full time employment</li> <li>% instructional staff with part time employment</li> </ul> |
| 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<br>other:   | Continued on p. 123  |

#### A. Continued

| Measures (continued)  | Sample Evidence (continued)  |  |  |
|---|--|--|--|
| 4 The program provides a salary scale and promotional ladder. 5 Full-time and part-time faculty have the same opportunity for promotion as other academic faculty or professional staff with comparable degrees and experience.  Other: | list of benefits provided for instructional and professional staff (check benefit; then check whether it applies to part-time or full-time employees or both):  health 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 bereavement leave p/t f/t bereavement leave p/t f/t personnel business leave (e.g., for cultural holidays)  sabbatical leave p/t f/t workers' compensation 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: |  |  |
| Action Plan/Next Steps  | Score  0 1 2 3 NA  Priority  |  |  |
|   | High Low   |  |  |

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

| Measures  | Sample Evidence  |         |
|---|--|---------|
| To score a 2 or 3, all the measures should be in place.   | union agreements employment contracts program rules and procedures grievance forms and guidelines sample form letters interviews with staff other: |         |
| 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 | Comments   |         |
| for continued employment or promotion.  |  |         |
| Other:  | Score  |         |
|   | 0 1 2 3  | NA      |
| Action Plan/Next Steps  |  | - 1.1.2 |
| Action Tian/Next Steps  |  |         |
|   | Priority   |         |
|   |  | ÷       |
|   | High   | Low     |
|   |  |         |

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

| Measures   |   | Sampl                    | e Evid  | lence                          |          |      |
|--|---|--------------------------|---|--------------------------------|----------|------|
| To score a 2 or 3, all the measures should be in place.  The program provides a safe and clean working environment by providing: |   | accred<br>interv<br>comp | nspection<br>litation r<br>riews wit<br>liance re | eports<br>h faculty a<br>views | nd staff |      |
| 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                                | • | Comm                     | nents   |                                |          |      |
| 9 adequate access to clean restrooms   |   |                          |   |                                |          |      |
| 10 adequate safety and security procedures,<br>including efficient access to security<br>personnel                               |   |                          |   |                                |          |      |
| Other:   |   |                          |   |                                |          |      |
| Action Plan/Next Steps   |   | Score                    |   |                                |          |      |
| -  |   | 0                        | 1   | 2                              | 3        | NA   |
|  |   | п · ·                    | _   |                                |          |      |
|  |   | Priori                   | ιy  |                                |          | Love |
|  |   | High                     |   |                                |          | Low  |

### 7. Staffing

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

| Measures  | Sample Evidence                     |
|---|-------------------------------------|
| 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  | Comments                            |
|   | Score 0 1 2 3 NA  Priority High Low |

### 7. Staffing

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

| Measures To score a 2 or 3, one of the following   | Sample Evidence  |
|--|--|
| To score a 2 or 3, one of the following measures should be in place:   | resumes of staff interviews with staff   |
| Staff members demonstrate training in cross-<br>cultural communication or reflect the cultural<br>diversity of learners in any one of the following<br>ways:   | <ul> <li>lists of faculty and staff members describing their prior work experience</li> <li>portfolios with evidence of cross-cultural communication</li> </ul>  |
| 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:  | <ul> <li>hiring guidelines and qualifications</li> <li>recruitment materials advertising positions</li> <li>administrative evaluations</li> <li>administrators' daily calendars</li> <li>other:</li> </ul> |
| 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:   |  |
| <ul> <li>read appropriate literature on the student population</li> <li>attend community forums or meetings</li> <li>participate in regular conversations with learners about their lives, needs, and goals</li> <li>have participated in programs as a learner</li> <li>complete training sessions or course on cross-cultural communication</li> </ul> | Comments   |
| Other:   | Score  |
| Action Plan/Next Steps   | 0 1 2 3 NA   |
|  | Priority   |
|  | High Low   |

## 7. Staffing

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

| 7.5   |   |
|---|---|
| Measures  | Sample Evidence   |
| To score a 2 or 3, all the measures should be in place. | 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: |
|   |   |
| Other:  |   |
| Action Plan/Next Steps                                  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

| Measures   | Sample Evidence  |
|--|--|
| 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: % 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: | <ul> <li>employee contracts</li> <li>salary schedules</li> <li>personnel records</li> <li>assigned faculty teaching hours or human resource data</li> <li>union agreements</li> <li>interviews with faculty and staff</li> <li>program budget</li> <li>reports and memos documenting work toward improved compensation and benefits</li> <li>documentation of the following statistics:</li> <li>% instructional staff with full time employment</li> <li>% instructional staff with part time employment</li> </ul> |
| 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<br>other:   | Continued on p. 123  |

#### A. Continued

| Measures (continued)  | Sample Evidence (continued)  |  |  |
|---|--|--|--|
| 4 The program provides a salary scale and promotional ladder. 5 Full-time and part-time faculty have the same opportunity for promotion as other academic faculty or professional staff with comparable degrees and experience.  Other: | list of benefits provided for instructional and professional staff (check benefit; then check whether it applies to part-time or full-time employees or both):  health 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 bereavement leave p/t f/t bereavement leave p/t f/t personnel business leave (e.g., for cultural holidays)  sabbatical leave p/t f/t workers' compensation 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: |  |  |
| Action Plan/Next Steps  | Score  0 1 2 3 NA  Priority  |  |  |
|   | High Low   |  |  |

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

| Measures  | Sample Evidence  |         |
|---|--|---------|
| To score a 2 or 3, all the measures should be in place.   | union agreements employment contracts program rules and procedures grievance forms and guidelines sample form letters interviews with staff other: |         |
| 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 | Comments   |         |
| for continued employment or promotion.  |  |         |
| Other:  | Score  |         |
|   | 0 1 2 3  | NA      |
| Action Plan/Next Steps  |  | - 1.1.2 |
| Action Tian/Next Steps  |  |         |
|   | Priority   |         |
|   |  | ÷       |
|   | High   | Low     |
|   |  |         |

# 7. Employment Conditions

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

| Measures   |   | Sampl                    | e Evid  | lence                          |          |      |
|--|---|--------------------------|---|--------------------------------|----------|------|
| To score a 2 or 3, all the measures should be in place.  The program provides a safe and clean working environment by providing: |   | accred<br>interv<br>comp | nspection<br>litation r<br>riews wit<br>liance re | eports<br>h faculty a<br>views | nd staff |      |
| 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                                | • | Comm                     | nents   |                                |          |      |
| 9 adequate access to clean restrooms   |   |                          |   |                                |          |      |
| 10 adequate safety and security procedures,<br>including efficient access to security<br>personnel                               |   |                          |   |                                |          |      |
| Other:   |   |                          |   |                                |          |      |
| Action Plan/Next Steps   |   | Score                    |   |                                |          |      |
| -  |   | 0                        | 1   | 2                              | 3        | NA   |
|  |   | п · ·                    | _   |                                |          |      |
|  |   | Priori                   | ιy  |                                |          | Love |
|  |   | High                     |   |                                |          | Low  |

## 7. Staffing

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

| Measures  | Sample Evidence                     |
|---|-------------------------------------|
| 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  | Comments                            |
|   | Score 0 1 2 3 NA  Priority High Low |

## 7. Staffing

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

| Measures To score a 2 or 3, one of the following   | Sample Evidence  |
|--|--|
| To score a 2 or 3, one of the following measures should be in place:   | resumes of staff interviews with staff   |
| Staff members demonstrate training in cross-<br>cultural communication or reflect the cultural<br>diversity of learners in any one of the following<br>ways:   | <ul> <li>lists of faculty and staff members describing their prior work experience</li> <li>portfolios with evidence of cross-cultural communication</li> </ul>  |
| 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:  | <ul> <li>hiring guidelines and qualifications</li> <li>recruitment materials advertising positions</li> <li>administrative evaluations</li> <li>administrators' daily calendars</li> <li>other:</li> </ul> |
| 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:   |  |
| <ul> <li>read appropriate literature on the student population</li> <li>attend community forums or meetings</li> <li>participate in regular conversations with learners about their lives, needs, and goals</li> <li>have participated in programs as a learner</li> <li>complete training sessions or course on cross-cultural communication</li> </ul> | Comments   |
| Other:   | Score  |
| Action Plan/Next Steps   | 0 1 2 3 NA   |
|  | Priority   |
|  | High Low   |

# 7. Staffing

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the measures should be in place.   | 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: |
| 3 Support staff receive an orientation to the goals, structure, and mission of the program.       | Comments  |
| 4 Support staff are screened for their abilities to work with and support the learner population. |   |
| Other:  |   |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, the following measure should be in place.  Orientation is provided in one or more of the following ways:  group workshop written program descriptions job shadowing experience observation of instruction and other program activities video or other form of presentation to staff one-to-one discussion with supervisor other: | 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   |

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   | Sample Evidence   |
|--|---|
| 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. | professional development plan payroll records showing evidence of compensation for staff development activities needs assessment forms program budget grants other: |
| *4 The plan includes a process to evaluate implementation of the plan.   | Score   |
| Action Plan/Next Steps   | 0 1 2 3 NA  |
|  | Priority  |
|  | High Low  |
|  |   |

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, all the measures should be in place. | 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: |
| Action Plan/Next Steps                                  | <b>Score</b> 0 1 2 3 NA  |
|   | Priority   |
|   | High Low   |

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

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

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

| Measures  | Sample Evidence   |
|---|---|
| To score a 2 or 3, all the measures should be in place. 1 Professional development activities include a combination of the following: in-house workshops by staff or outside presenters invited speakers training workshops outside the program credit for course work, including on-line instruction mentoring projects action research related to adult-level ESL instruction peer coaching shadowing opportunities whereby staff is supported to learn under others sabbatical leaves distance-learning opportunities text and material publication other: | 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: |
| Other:  | Score   |
| Action Plan/Next Steps  | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

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

| Measures   | Sample Evidence   |
|--|---|
| 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 workshops2 Training is provided for a variety of | 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: |
| 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  | Comments  |
| 5 All program staff associated with assessment participate in training sessions (e.g., administrators, instructors, and assessment staff) Other:   |   |
|  |   |
| Action Plan/Next Steps   | Score 0 1 2 3 NA  |
|  | Priority  |
|  | High Low  |

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

| Measures  | Sample Evidence  |
|---|--|
| To score a 2 or 3, one or more of the following measures should be in place.  | record of memberships in ESL organizations by instructional staff  |
| The program encourages participation in professional organizations in one or more of the following ways:  | travel requests or travel records by instructional staff staff development budget  |
| 1 The program makes available information on professional organizations and encourages membership.  | <ul> <li>interviews with instructional staff</li> <li>record of staff presentations at conferences</li> <li>release-time records</li> <li>newsletters or program reports that</li> </ul> |
| 2 The program encourages and, if possible, compensates staff to participate in staff development activities of the organization, such as              | acknowledge staff participation in professional development activities other:  |
| 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  | Comments   |
| 4 The program recognizes membership and participation in professional organizations through staff evaluation activities.                              |  |
| Other:  |  |
| Action Plan/Next Steps  | Score  |
|   | 0 1 2 3 NA   |
|   | Priority   |
|   | High Low   |

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

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

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

| Measures  | Sample Evidence   |
|---|---|
| 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 certificates of recognition or participation newsletter, program reports, or program publicity that acknowledges participation staff evaluation forms ceremony programs/ agenda interviews with staff other: |
| Action Plan/Next Steps  | Score   |
|   | 0 1 2 3 NA  |
|   | Priority  |
|   | High Low  |

#### 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<br>once a year<br>every 2 years  |
| other:  |
|   |
|   |
|   |
|   |

# 8. Staff Evaluation

#### J, K, L. Continued

| Measures, continued   | Sample Evidence |
|---|-----------------|
| *5 Multiple measures are used to evaluate performance. At least two of the following measures are used:  classroom observation by administrator classroom observation by peer instructor interview with staff member review of portfolio of instructional materials or curriculum or project developed or participated in by the staff member survey of learners anonymously self-evaluation by instructor other: |                 |
| 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:  | Comments        |
|   | Score           |
| Action Plan/Next Steps  | 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   | Sample Evidence   |
|--|---|
| 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: | 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: |
| 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   |   |
| students7 The program provides native-language translation and interpreting through inhouse staff or community contacts Other:   | <b>Score</b> 0 1 2 3 NA   |
| Action Plan/Next Steps   | Priority High Low   |

## 9. Support Services

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

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

# 9. Support Services

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

| Measures   | Sample Evidence  |
|--|--|
| To score a 2 or 3, one or more of the measures should be in place. | 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  |