

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.

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

- ### Action Plan/Next Steps

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

Score

0 1 2 3 NA

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.

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

- ## Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High Low

1. Program Structure and Administration

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

Measures

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

- ☐ 1 The program demonstrates accountability by doing one or more of the following:
 - ☐ meeting requirements during an audit procedure
 - ☐ maintaining a record-keeping system that enables the program to report data requested by funders or educational agencies
- ☐ 2 The program uses an up-to-date record-keeping and reporting system that supports program requirements.
- ☐ Other: _____

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High

Low

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

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

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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.

High Low

1. Program Structure and Administration

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

Measures

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

- ___1 Based on learner needs, the program offers one or more of the following:
 - ___ classes of different duration (e.g., 6 weeks, 12 weeks, 18 weeks)
 - ___ classes at different times (e.g., mornings, afternoons, evenings, weekends)
 - ___ classes at different locations (e.g., school, institution, church, mobile van, library, workplace)
 - ___ distance-learning options (e.g., check-out of videos, Internet-based classes, telecourses)
 - ___2 The program has a process to periodically review learner needs related to the scheduling of instruction (e.g., student surveys, community surveys, student focus groups).
- Other:

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High Low

1. Program Structure and Administration

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

Measures

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

- ☐ 1 The program takes into consideration the following factors in determining the learner-teacher ratio:
 - ☐ level of first language literacy
 - ☐ learning disabilities in learners
 - ☐ cultural backgrounds of learners
 - ☐ space for instruction
 - ☐ English proficiency level of students
 - ☐ modes of instruction (e.g., computer lab vs. classroom with no computers)
 - ☐ requirements of funders
 - ☐ other: _____
- ☐ 2 The program analyzes the relationship between class size, attendance patterns, and learner retention.
- ☐ 3 The program reviews research findings on class size and learning.
- ☐ 4 The program recruits classroom aides, paraprofessionals, or volunteers to improve the learner-teacher ratio as needed.
- ☐ Other: _____

Action Plan/Next Steps

Sample Evidence

- ☐ average class size data
- ☐ learner-teacher ratio data
- ☐ studies/reports of program trends in learner progress and class size
- ☐ interviews with learners
- ☐ learner surveys
- ☐ interviews with instructors
- ☐ learner retention data
- ☐ staffing chart showing numbers of paid instructors, paid classroom aides, paid paraprofessionals, volunteers, etc.
- ☐ other: _____

Our average class size is _____.

Our average learner-teacher ratio is _____.

Comments

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.

1. Program Structure and Administration

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

Measures

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

- ___1 The program conducts research to identify how technology can enhance teaching and learning in ESL.
 - ___2 The program conducts needs assessments among learners and staff to determine the needs of learners related to technology.
 - ___3 The technology plan addresses the following:
 - ___ learner needs
 - ___ what technology will be acquired and used
 - ___ how technology will be used
 - ___ methods and proposed budgets for acquiring technology (e.g., grants)
 - ___ how technology will be maintained
 - ___ what support is required to maintain technology and help users
 - ___ schedule for technology training for staff
 - ___4 The program conducts a regular review of the technology plan.
- Other:

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0	1	2	3	NA
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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.

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

- ### Action Plan/Next Steps

Comments

0 1 2 3 NA

High Low

2. Curriculum and Instructional Materials

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

Measures

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

___1 The curriculum addresses the needs and goals of learners identified through needs assessment activities.

___2 The curriculum includes the following:

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

___ Other: _____

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High

Low

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

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:

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

Comments

Score

0	1	2	3	NA
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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.

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

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

* 2 They contain relevant content.

*__3 They take into account the linguistic and cultural diversity of the student population.

* __4 The layout and formatting (including size of font) is appropriate for the student population.

*__5 Visuals and graphics are clear, appropriate for adult learners, and culturally sensitive.

*__6 Voice and sound in audiovisual materials are clear and appropriate for adult learners.

*__7 The materials address a variety of learning styles by including the following exercises:

- __ visual
- __ aural
- __ oral
- __ manipulative, including drawing
- __ kinesthetic

*__8 The materials are conducive to being used with a variety of grouping strategies.

—9 The materials contain exercises in which learners share previous experience with and prior knowledge of the content.

Other: _____

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

Comments

0	1	2	3	NA
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High Low

A. Instructional activities adhere to principles of adult learning and language acquisition. These principles include the following:

- ## Measures
- To score a 2 or 3, all the * measures should be in place.
- * __1 Lesson plan formats and classroom activities offer learners an opportunity to share their prior knowledge of the language or content to be studied and practiced.
 - * __2 Instructional activities resemble activities in the learners' lives or prepare learners for relevant use of the language (e.g., the alphabet is taught in the context of spelling one's name over the telephone, not through memorization of isolated letters).
 - * __3 Instructional activities include methods, such as the language experience approach, which use the learners' lives as content and provide a context for the integration of listening, speaking, reading, and writing skill development.
 - * __4 Instructional activities make learners feel relaxed and comfortable and not afraid to use the language. Strategies that facilitate this include any of the following:
 - __ friendly demeanor on behalf of the instructor
 - __ use of humor in the classroom
 - __ positive feedback to learners
 - __ appropriate sequencing of instructional activities, such as comprehension activities before production
 - * __5 Instructional activities provide opportunities for learners to practice previously learned language patterns in different contexts in order to support the cyclical nature of language learning.
 - __6 Learners are encouraged to take risks through real communication activities. The instructor intervenes only to facilitate communication.
 - __ Other: _____
-
- ## Action Plan/Next Steps

- __ 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

High Low

3. Instruction

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

Measures

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

- 1 The objectives for the lesson are transferable to real-life situations; instructional activities include practice and application of lessons to genuine real-life needs. Sample activities that demonstrate this include any of the following:
- __ role play
 - __ pair practice
 - __ classroom simulations
 - __ small-group demonstrations
 - __ contact assignments
 - __ problem solving or problem posing
- 2 In instructional activities, learners develop the functional language, content, and vocabulary necessary to communicate information in situations relevant to their goals (e.g., to pass the citizenship test, to get a job, to apply to college).
- Other: _____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0	1	2	3	NA
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Priority

High

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.

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

One or more should be observed:

- In pair practice or information gap activities, learners practice the communication skills of asking questions, answering questions, and clarifying.
- In cooperative learning activities, learners work in pairs or small groups to complete tasks that require positive interdependence and cooperative skills, such as encouraging each other, agreeing and disagreeing, and reaching consensus.
- In problem solving activities, small groups practice communication skills, such as identifying the problem, discussing solutions, and analyzing consequences to the solutions.
- In a problem posing activity, learners interact to decide how to deal with a community problem or situation.
- In role play or simulation activities, learners interact with each other, choosing the correct language functions for their roles and situations.

Action Plan/Next Steps

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

Score

0	1	2	3	NA
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High Low

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

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

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

- Other: _____

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

0	1	2	3	NA
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High Low

3. Instruction

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

Measures

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

- 1 Instructional activities teach about U.S. culture and its differences from other cultures.
 - 2 The instructor's teaching style and behaviors, including the use of gestures, is sensitive to the customs and cultural norms of the learners.
 - 3 Instructional activities encourage the learners to learn about and share each other's cultures (e.g., students may take turns giving presentations about their countries).
 - 4 Instructional activities do not require learners to do things that are forbidden by their cultures or religious preferences (e.g., members of the opposite sex making public physical contact or eating foods, such as pork).
- Other: _____

Action Plan/Next Steps

Sample Evidence

- ___ class observations
- ___ interviews with learners
- ___ lesson plans
- ___ interviews with instructors
- ___ written policies or guidelines on cultural considerations
- other:

Comments

Score

0	1	2	3	NA
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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.

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

- ### Action Plan/Next Steps

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

Comments

Score

0 1 2 3 NA

Priority

High Low

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

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

- ## Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

4. Learner Recruitment, Intake, and Orientation

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

Measures

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

- * __1 During the intake process, the program collects the following:
- __ demographic information, such as learner
 - __ country of origin
 - __ age
 - __ language background
 - __ prior educational background, including literacy in native language
 - __ current or prior work experience
 - __ needs and goals of learner
 - __ English language proficiency levels in
 - __ listening
 - __ speaking
 - __ reading
 - __ writing
 - __ need for support services
 - __ other: _____
- * __2 This information is collected prior to enrollment or in class as part of the registration procedures through one or more of the following ways (in English or the native language):
- __ one-to-one interview with student
 - __ registration form
 - __ needs assessment form
 - __ student profile form
 - __ other: _____
- __3 Procedures for assessing English language proficiency levels may include one or more of the following:
- __ oral interviews
 - __ writing sample
 - __ program-developed placement test
 - __ standardized proficiency test
 - __ other: _____

Continued on p. 99

4. Learner Recruitment, Intake, and Orientation

E. *Continued*

Measures (*continued*)

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

- * __5 If classes are filled, the program uses a procedure to accommodate learners waiting to enter; this may include one or more of the following:
- __ provides simple written instructions to a learners as to when they can enroll
 - __ calls learners on the waiting list when openings occur
 - __ enrolls the learner in a temporary orientation class until an opening in the regular program occurs
 - __ refers the learners to a distance learning class
 - __ refers the learners to a learning lab for individualized study until an opening occurs in a regular classroom
 - __ refers to other programs

____ Other: _____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High

Low

5. Learner Retention and Transition

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

Measures

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

- __1 Program coordinators analyze enrollment and attendance patterns of each class in order to evaluate factors that improve or limit retention.
 - * __2 The program supports learner retention by one or more of the following strategies:
 - __ Instruction is offered at different times of the day to accommodate learners' schedules.
 - __ Classes of different lengths or intensity are offered.
 - __ Short-term and long-term classes are offered (e.g., 6-week classes, 12-week classes, 18-week classes)
 - * __3 The initial enrollment/registration process is user friendly and efficient.
 - * __4 The program maintains class sizes that support learner retention.
- Other:

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

5. Learner Retention and Transition

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

Measures

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

- _____ The program accommodates the special needs of learners in one or more of the following ways:
 - ___ case management
 - ___ counseling
 - ___ native language support
 - ___ providing learning accommodations (e.g., magnifiers for learners with visual impairment, interpreters for learners with hearing impairment)

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High Low

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

Other: _____

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

High Low

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5. Learner Retention and Transition

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

Measures

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

- ___1 The program facilitates the efficient transfer of learners to other classes or programs in order to meet learner needs.
- ___2 The program supports transition through one or more of the following:
 - ___ provides information about other programs
 - ___ provides counseling
 - ___ provides documentation of learner outcomes that is recognized by other programs
 - ___ refers learners to other programs
 - ___ provides guest speakers to talk about other programs
 - ___ facilitates field trips to other programs
 - ___ other:

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High Low

6. Assessment and Learner Gains

ASSESSMENT POLICY

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

Measures

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

The program has and follows procedures for:

- ___1 collecting and reporting data on educational gains and outcomes
- ___2 reporting data without violating standards of confidentiality
- ___3 reporting data in clear and precise language to all stakeholders

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

6. Assessment and Learner Gains

ASSESSMENT POLICY

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

Measures

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

- ☐ 1 Facilities for assessment have all the following characteristics:
- ☐ spacious (e.g., there is sufficient distance between learners during assessment)
 - ☐ well lighted
 - ☐ sufficiently quiet
 - ☐ appropriately ventilated
 - ☐ accessible to disabled learners
 - ☐ equipped with appropriate tables and chairs for testing purposes
 - ☐ equipped with a board or place to post general directions and time limits for assessment activities
 - ☐ other: _____
- ☐ 2 Testers in assessment situations are
- ☐ trained to ensure that learners understand all testing procedures
 - ☐ informed about the purpose of the test
 - ☐ trained to administer the tests according to manual or assessment guidelines
 - ☐ available to monitor the testing environment for test security and integrity

Sample Evidence

- ☐ observation of assessment facilities
- ☐ accreditation reports
- ☐ equipment used for assessment
- ☐ observation of assessment activities
- ☐ interviews with students
- ☐ interviews with teachers
- ☐ interview with testing staff
- ☐ other: _____

- ☐ observation of training
- ☐ training materials
- ☐ training evaluations

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6. Assessment and Learner Gains

ASSESSMENT POLICY

E. Continued

Measures (continued)

- ___3 Testing materials are not damaged or marked.
- ___4 Testing materials are kept in a secure location.
- ___5 Audiovisual, computer, or other technology equipment required for testing works well.

Sample Evidence (continued)

- materials used for testing
- observation of equipment used for testing

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High Low

6. Assessment and Learner Gains

TYPES OF ASSESSMENT

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

Measures

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

- ___1 Individual learner records include the following information on students (* = highly recommended):
- * ___ placement
 - * ___ progress
 - ___ diagnosis of skills
 - * ___ achievement
 - ___ nonlinguistic outcomes
 - * ___ program or level exit
- ___2 Individual records indicate a variety of assessments are used, such as two or more of the following:
- ___ writing samples
 - ___ a portfolio of student work
 - ___ textbook progress/completion tests
 - ___ weekly unit test from a text or teacher developed
 - ___ teacher-made, criterion-referenced progress and exit tests
 - ___ self-appraised progress on pre- and post-surveys
 - ___ program-developed pre- and postassessments based on curriculum
 - ___ performance-based tests
 - ___ checklist of documented outcomes
 - ___ checklist of completed competencies correlated to learner needs
 - ___ learner's log or journal
 - ___ oral interview with learner
 - ___ teacher observation checklist
 - ___ standardized tests
 - ___ other: _____

Continued on p. 114

TYPES OF ASSESSMENT

Measures (continued)	
___ 3	<p>If standardized assessment instruments are used, both of the following are in place:</p> <ul style="list-style-type: none"> ___ 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.
<hr/> <p>Action Plan/Next Steps</p>	

High Low

6. Assessment and Learner Gains

TYPES OF ASSESSMENT

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

Measures

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

- ___1 Learner assessment results are reviewed by instructional staff, and, if appropriate, learners are referred to other segments of the program or referred for further assessment.
 - ___2 Program staff tally learner assessment results to document learner gains and outcomes and review these statistics regularly.
 - ___3 Assessment results recorded in individual learner portfolios document educational gains or achievement of learner outcomes.
- Other: _____

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High Low

7. Employment Conditions

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

Measures

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

- ☐ 1 Within funding or institutional guidelines, the program works toward providing full-time employment to its instructional staff.
- % instructors with full-time employment:
- % instructors with part-time employment:
- ☐ 2 Within funding or institutional guidelines, the program works toward providing benefits for all staff, including any of the following:
- ☐ health insurance
 - ☐ vision insurance
 - ☐ dental insurance
 - ☐ life insurance
 - ☐ paid professional leave
 - ☐ paid holidays
 - ☐ vacation leave
 - ☐ bereavement leave
 - ☐ personnel business leave (e.g., for cultural holidays)
 - ☐ sabbatical leave
 - ☐ maternity/paternity leave
 - ☐ workers' compensation
 - ☐ disability leave
 - ☐ retirement package
 - ☐ other:
- ☐ 3 The program supports compensation for noninstructional activities such as any of the following:
- ☐ student conferences
 - ☐ special projects
 - ☐ preparation for instruction
 - ☐ attendance at staff development functions
 - ☐ faculty meetings
 - ☐ other:

Sample Evidence

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

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

- ___1 The program supports negotiation with the faculty and staff to improve working conditions.
- ___2 All full-time and part-time staff receive timely appointment letters or contracts.
- ___3 All faculty are fully informed in writing of their employment prospects for the following term.
- ___4 Written policies are available to all staff.
- ___5 All faculty and staff have access to a grievance procedure.
- ___6 The program supports and complies with nondiscrimination and affirmative action guidelines.
- ___7 Faculty and staff receive sufficient advance notice for a change in work assignments.
- ___8 Reasonable notice is provided for class closures due to insufficient enrollment.
- ___9 The program provides all paid and volunteer instructional staff with written job descriptions.
- ___10 Full-time and part-time faculty are eligible for the same types of professional development support, including travel, release time, right to pursue grants, and right to participate in professional development events as received by other academic faculty or professional staff.
- ___11 The program provides clear criteria for dismissal.
- ___12 Seniority is one consideration in practices for continued employment or promotion.

Other:

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

0	1	2	3	NA
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High Low

Measures

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

- ___1 adequate phone communication between learners, faculty and the institution's personnel
- ___2 adequate ventilation
- ___3 appropriate lighting
- ___4 regular custodial service
- ___5 buildings in good repair
- ___6 furnishings in good repair
- ___7 emergency exit procedures and training in case of fire or other disasters
- ___8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled
- ___9 adequate access to clean restrooms
- ___10 adequate safety and security procedures, including efficient access to security personnel
- ___ Other:

Action Plan/Next Steps

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

Comments

Score

0	1	2	3	NA
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Priority

High Low

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).

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: _____

Sample Evidence

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

Comments

Score

0	1	2	3	NA
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Priority

High Low

7. Employment Conditions

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

Measures

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

- ☐ 1 Within funding or institutional guidelines, the program works toward providing full-time employment to its instructional staff.
- % instructors with full-time employment:
- % instructors with part-time employment:
- ☐ 2 Within funding or institutional guidelines, the program works toward providing benefits for all staff, including any of the following:
- ☐ health insurance
 - ☐ vision insurance
 - ☐ dental insurance
 - ☐ life insurance
 - ☐ paid professional leave
 - ☐ paid holidays
 - ☐ vacation leave
 - ☐ bereavement leave
 - ☐ personnel business leave (e.g., for cultural holidays)
 - ☐ sabbatical leave
 - ☐ maternity/paternity leave
 - ☐ workers' compensation
 - ☐ disability leave
 - ☐ retirement package
 - ☐ other:
- ☐ 3 The program supports compensation for noninstructional activities such as any of the following:
- ☐ student conferences
 - ☐ special projects
 - ☐ preparation for instruction
 - ☐ attendance at staff development functions
 - ☐ faculty meetings
 - ☐ other:

Sample Evidence

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

Continued on p. 123

Measures

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

- ___1 adequate phone communication between learners, faculty and the institution's personnel
- ___2 adequate ventilation
- ___3 appropriate lighting
- ___4 regular custodial service
- ___5 buildings in good repair
- ___6 furnishings in good repair
- ___7 emergency exit procedures and training in case of fire or other disasters
- ___8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled
- ___9 adequate access to clean restrooms
- ___10 adequate safety and security procedures, including efficient access to security personnel
- ___ Other:

Action Plan/Next Steps

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

Comments

Score

0	1	2	3	NA
---	---	---	---	----

Priority

High Low

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).

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: _____

Sample Evidence

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

Comments

Score

0	1	2	3	NA
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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.

- * 1 The program's professional development plan has all the following components:
 - __ The plan is based on research in the field.
 - __ The plan is based on external influences, such as legislation.
 - __ The plan draws on input from internal stakeholders through a staff development needs assessment .
 - __ The program conducts a staff development needs assessment on a regular basis. Date of last needs assessment: _____
- * 2 The plan has a budget that allocates financial resources to support staff development. Resources may be required to do any of the following:
 - __ provide for workshop presenters
 - __ compensate faculty and staff to attend training workshops
 - __ provide professional growth credits toward salary advancement for those who acquire professional development
 - __ fund staff to travel to workshops or conferences
 - __ provide release time for faculty and staff to attend in-service training
 - __ pay for memberships of staff in professional organizations such as TESOL
- 3 The program seeks and acquires supplemental grant funding to provide staff development as outlined in the plan.
- * 4 The plan includes a process to evaluate implementation of the plan.

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

0	1	2	3	NA
---	---	---	---	----

High Low

Measures

Other: _____

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

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
---	---	---	---	----

Priority

High Low

8. Professional Development

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

Measures

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

- 1 The program provides opportunities for administrators and project evaluators to become knowledgeable in one or more of the following ways:
 - offering training to administrators on effective teaching strategies, especially the criteria for classroom observations
 - requiring regular dialogue between administrators and instructional staff
 - encouraging administrators to attend adult-level ESL conferences and workshops
 - requiring classroom observations of adult ESL teachers followed by discussion between the administrator and teacher
 - other:

Sample Evidence

- workshop training materials
- interviews with administrators and staff
- records of travel to conferences by administrators and staff
- resource library materials
- calendar of staff development activities and classroom observations
- access to Web sites related to ESL
- classroom observation rating sheets with administrators' discussion notes
- other: _____

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
---	---	---	---	----

Priority

High Low

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

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

___ 1 Professional development activities include a combination of the following:

- ___ in-house workshops by staff or outside presenters
- ___ invited speakers
- ___ training workshops outside the program
- ___ credit for course work, including on-line instruction
- ___ mentoring projects
- ___ action research related to adult-level ESL instruction
- ___ peer coaching
- ___ shadowing opportunities whereby staff is supported to learn under others
- ___ sabbatical leaves
- ___ distance-learning opportunities
- ___ text and material publication
- ___ other: _____

___ 2 The program encourages practice and follow-up activities to staff development to monitor implementation of new strategies. Ways to provide follow-up include one or more of the following:

- ___ sponsor meetings or workshops in which staff members share with each other what they learned at staff development activities
- ___ facilitate classroom observations between staff members to monitor the application of new strategies
- ___ publish a newsletter summarizing results or new strategies learned from staff development activities

Other: _____

- ___ 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:

High Low

Measures

Other: _____

Action Plan/Next Steps

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

Comments

Score

0	1	2	3	NA
---	---	---	---	----

Priority

High Low

Measures

- 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
 - ___ once a year
 - ___ every 2 years
 - ___ other: _____

Continued on p. 139

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

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

- ### Action Plan/Next Steps

- 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:

Score

0	1	2	3	NA
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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

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

- __1 Program staff follow up on referrals made to support agencies to ensure that appropriate services were provided.
 - __2 Program staff communicate with learners to ensure that needed services were provided.
 - __3 Program staff investigate the extent to which support agencies accommodate the linguistic and cultural diversity of referred learners.
 - __4 Written procedures for referrals and identification of learning disabilities include steps for follow up.
 - __5 If necessary, the program offers information to support agencies to facilitate needed linguistic and cultural accommodations.
- Other:

Action Plan/Next Steps

Sample Evidence

- __ memorandum of understanding agreements between agencies
- __ written responses from agencies after referrals
- __ interviews with staff
- __ interviews with learners
- __ summary reports of results of referrals
- __ needs assessment
- __ records of communication with cooperating agencies, including referrals and follow-up
- __ written program policies and procedures
- other:

Comments

Score

0	1	2	3	NA
---	---	---	---	----

Priority

High Low