

Part 4

Program Self-Review Instrument



1. Program Structure and Administration

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

Measures

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

- 1 The program provides appropriate facilities for instruction, which include the following:
 - well-ventilated classroom or learning space
 - sufficient lighting
 - adult-size tables and chairs
 - access to clean restrooms
 - handicapped accessibility
 - emergency exits and instructions
 - adequate storage for instructional materials and learner records
- 2 Instructional areas receive regular custodial maintenance.
- 3 The program provides appropriate equipment and supplies for instruction, which may include the following:
 - whiteboard or blackboard
 - flip chart
 - overhead projector or document camera
 - computer projector
 - tape or CD player
 - bulletin board space
- 4 The program provides appropriate space for meeting individually with students.
- 5 The program provides instructional staff with the following to support planning for instruction:
 - an area to prepare for instruction (e.g., workroom, table space)
 - supplies for preparation (e.g., scissors, paper, hole punch, transparencies, transparency markers)
 - equipment for preparation (e.g., photocopier, computers, paper cutter, overhead projector, audiotape player)
- Other: _____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High

Low

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.

<p>Measures</p> <p>To score 2 or 3, all the measures should be in place.</p> <ul style="list-style-type: none"> ___ 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: <ul style="list-style-type: none"> ___ 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: _____ 	<p>Sample Evidence</p> <ul style="list-style-type: none"> ___ technology plan ___ teacher training materials ___ written guidelines for use of technology ___ interviews with technology support staff ___ needs assessment results ___ learner interviews or surveys ___ other: _____
<p>Action Plan/Next Steps</p>	<p>Comments</p> <hr/> <p>Score</p> <p>0 1 2 3 NA</p> <p>Priority</p> <p>High Low</p>

1. Program Structure and Administration

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

<p>Measures</p> <p>To score 2 or 3, all the measures should be in place.</p> <ul style="list-style-type: none"><input type="checkbox"/> 1 The plan is developed with input from internal and external stakeholders. <input type="checkbox"/> 2 The plan includes the following:<ul style="list-style-type: none"><input type="checkbox"/> identification of target audiences (e.g., learners, funders, partners, teachers, local community members, politicians)<input type="checkbox"/> strategies for outreach, marketing, and public relations<input type="checkbox"/> budget to support activities<input type="checkbox"/> staffing needed to support the activities<input type="checkbox"/> process for evaluating the results of outreach and marketing activities <input type="checkbox"/> 3 The program has a process for regular review of the plan. <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"><input type="checkbox"/> outreach and marketing plan<input type="checkbox"/> program publicity<input type="checkbox"/> meeting minutes or notes<input type="checkbox"/> interviews with program staff<input type="checkbox"/> other: _____							
<p>Action Plan/Next Steps</p>	<p>Comments</p> <hr/> <p>Score</p> <table data-bbox="863 1610 1414 1642"><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>NA</td></tr></table> <p>Priority</p> <table data-bbox="863 1770 1425 1799"><tr><td>High</td><td>Low</td></tr></table>	0	1	2	3	NA	High	Low
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High	Low							

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2. Curriculum and Instructional Materials

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <ul style="list-style-type: none"> *__1 Curriculum is reviewed or revised in one or more of the following ways: <ul style="list-style-type: none"> __ Curriculum is reviewed as part of a formal program review process that is regularly scheduled. __ Curriculum emerges from participatory activities between learners and the instructor. __ Program funds or seeks funding for curriculum projects targeted to specific or changing needs (e.g., integration of technology competencies into course outlines, development of curriculum for new semiliterate population, development of curriculum to meet the requirements of legislation in order to acquire government funding). *__2 As part of the review process, the program seeks input from internal and external stakeholders, as appropriate. __3 Faculty and staff contribute new curriculum materials to central resource area accessible to other instructors. __4 Textbook committee meets regularly to select and approve new materials. *__5 The curriculum review process includes steps to disseminate the materials throughout the program. 	<p>Sample Evidence</p> <ul style="list-style-type: none"> __ needs assessments __ guidelines for curriculum review __ minutes of curriculum meetings (date of last review meeting: _____) __ questionnaires or surveys __ telephone notes __ lists of participants and contributors in curriculum review process __ memos __ meeting agendas __ schedule for textbook committee meetings (date of most recent meeting: _____) __ other: _____
<p>Comments</p>	
<p>Action Plan/Next Steps</p>	<p>Score</p> <p>0 1 2 3 NA</p> <p>Priority</p> <p>High Low</p>

3. Instruction

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

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <p>*__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.</p> <p>*__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).</p> <p>*__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.</p> <p>*__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:</p> <ul style="list-style-type: none"> __ 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 <p>*__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.</p> <p>__6 Learners are encouraged to take risks through real communication activities. The instructor intervenes only to facilitate communication.</p> <p>__ Other: _____</p>
<p>Action Plan/Next Steps</p>

<p>Sample Evidence</p> <p>__ classroom observations</p> <p>__ lesson plans</p> <p>__ interviews with instructors</p> <p>__ interviews with learners</p> <p>__ teacher training materials</p> <p>__ evaluations of instructors, including evaluations from students</p> <p>__ other: _____</p>					
<p>Comments</p>					
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High	Low				

3. Instruction

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

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

- ___ participatory
- ___ content based
- ___ project based

Measures

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

___1 Instructional approaches are selected according to learner goals or learner profiles (e.g., a grammar-based approach may be used to help a group of learners preparing for the TOEFL. A participatory approach may be used when learners bring a special language need to the classroom from a situation in the community).

___2 Different approaches are used at different times during a lesson to accommodate learner needs.

___3 Instructors can identify the instructional approaches they use and the rationale according to the needs of their learners.

___ Other: _____

Sample Evidence

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

Comments

Action Plan/Next Steps

Score				
0	1	2	3	NA
Priority				
High			Low	

3. Instruction

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

Measures	Sample Evidence							
<p>To score a 2 or 3, the following measure should be in place.</p> <p><input type="checkbox"/> 1 Learners take an active role in the learning process by doing one or more of the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Learners complete exercises requiring active listening skills.<input type="checkbox"/> Learners communicate with each other or the instructor on a regular basis in the classroom.<input type="checkbox"/> Learners ask questions or request clarification in discussions or presentations.<input type="checkbox"/> Learners revise and edit written assignments as part of the writing process.<input type="checkbox"/> Learners engage in tasks in which they research information and then share it with others.<input type="checkbox"/> Learners participate in the process of identifying course objectives.<input type="checkbox"/> Learners have roles in class management tasks (e.g., helping new students).<input type="checkbox"/> Learners document their own progress in meeting those objectives. <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> classroom observations</p> <p><input type="checkbox"/> lesson plans</p> <p><input type="checkbox"/> interviews with Instructors</p> <p><input type="checkbox"/> interviews with learners</p> <p><input type="checkbox"/> learner role assignments listed on charts</p> <p><input type="checkbox"/> learner self-evaluations or portfolios</p> <p><input type="checkbox"/> other: _____</p>							
	Comments							
Action Plan/Next Steps								
	<p>Score</p> <table><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>NA</td></tr></table> <p>Priority</p> <table><tr><td>High</td><td>Low</td></tr></table>	0	1	2	3	NA	High	Low
0	1	2	3	NA				
High	Low							

3. Instruction

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <p>*__1 A variety of learning modalities are addressed in a lesson:</p> <p>__ visual</p> <p>__ auditory/oral</p> <p>__ kinesthetic</p> <p>*__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.</p> <p>*__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.</p> <p>*__4 Assessment exercises to measure learner progress are also varied and may include verbal exercises, written exercises, manipulative tasks, or others.</p> <p>__5 Learner styles may be identified using a simple, level-appropriate questionnaire or an oral interview.</p> <p>__ Other: _____</p>	<p>Sample Evidence</p> <p>__ classroom observations</p> <p>__ lesson plans</p> <p>__ interviews with learners</p> <p>__ classroom evaluations</p> <p>__ interviews with instructors</p> <p>__ logs of classroom activities over several days</p> <p>__ instructional materials</p> <p>__ learner portfolios</p> <p>__ other: _____</p>
<p>Action Plan/Next Steps</p>	<p>Comments</p>
	<p>Score</p> <p>0 1 2 3 NA</p> <p>Priority</p> <p>High Low</p>

3. Instruction

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

<p>Measures</p> <p>To score a 2 or 3, the following measure should be in place.</p> <p>___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:</p> <ul style="list-style-type: none"> ___ 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. <p>___ Other: _____</p>	<p>Sample Evidence</p> <p>___ classroom observations</p> <p>___ lesson plans</p> <p>___ interviews with learners</p> <p>___ interviews with teacher</p> <p>___ logs of classroom activities over several days</p> <p>___ reviews of instructional materials</p> <p>___ other: _____</p>																																
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		Priority																															
		High				Low																											

3. Instruction

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

<p>Measures</p> <p>To score a 2 or 3, one or more of the following measures should be in place.</p> <p>One or more of the following strategies is used to accommodate the needs of multilevel groups of learners:</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 2 Within a class, learners use different materials according to their literacy levels (e.g., different levels of the same text or workbook series).</p> <p><input type="checkbox"/> 3 Learners with special needs are given special worksheets prepared by the instructor.</p> <p><input type="checkbox"/> 4 Learners of different ability levels work together so that higher level learners can assist lower level learners with a learning task.</p> <p><input type="checkbox"/> 5 A volunteer or teacher's aide periodically works with individuals or small groups of learners with special literacy needs.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <p><input type="checkbox"/> classroom observations</p> <p><input type="checkbox"/> interviews with instructors</p> <p><input type="checkbox"/> interviews with learners</p> <p><input type="checkbox"/> lesson plans</p> <p><input type="checkbox"/> classroom schedule of activities with different groups of learners</p> <p><input type="checkbox"/> other: _____</p>							
<p>Action Plan/Next Steps</p>	<p>Comments</p> <hr/> <p>Score</p> <table> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </tbody> </table> <p>Priority</p> <table> <tbody> <tr> <td>High</td> <td>Low</td> </tr> </tbody> </table>	0	1	2	3	NA	High	Low
0	1	2	3	NA				
High	Low							

3. Instruction

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

Measures

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

- *__1 In classroom activities or on weekly tests, learners complete exercises similar to those found on standardized or required tests (e.g., multiple-choice items, true-false items, essay questions). The instructor teaches learners how to complete a variety of test item types.
- *__2 During testing situations, the teacher enforces typical testing requirements (e.g., no talking, no helping each other, keeping adequate distance between learners).
- *__3 In role play activities or simulations, learners practice interview situations they will encounter outside the classroom (e.g., for jobs or citizenship interviews).
- __4 When learners receive assessment results, the teacher guides them in recording the results on a chart or in a folder with which learners can periodically monitor their progress.
- __5 Personal learning records of learners contain test scores or samples of learners’ work that indicate monitoring of progress by the learners themselves.
- __6 Instructors introduce or discuss purposes for standardized testing with learners using simple, level-appropriate language or visuals (e.g, instructor draws a mind map on “why test?” and includes answers elicited from learners, e.g., “for learners, teachers, funding”).
- __ Other: _____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0	1	2	3	NA
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Priority

High	Low
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4. Learner Recruitment, Intake, and Orientation

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

Measures

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

The program identifies the learners that need to be served by doing one or more of the following:

- ___1 reviews census data to identify the learner population
- ___2 reviews results of national literacy surveys to identify levels of literacy within the local area and the numbers to be served (see NALS, 1993)
- ___3 reviews community demographic reports (e.g., newspaper articles describing population trends)
- ___4 compares enrollment and attendance patterns from year to year to identify new trends in enrollment
- ___5 meets and communicates with local refugee resettlement agencies
- ___6 networks with K–12 schools in the local area to compare population statistics (e.g., number of adults, parents, children)
- ___7 maintains communication with immigration agency or reads immigration updates to keep abreast of new legislation that may affect student enrollment
- ___8 networks with local ethnic and religious organizations
- ___ Other: _____

Action Plan/Next Steps

Sample Evidence

- ___ analysis of census reports
- ___ community demographic reports
- ___ NALS report, 1993
- ___ minutes from meetings
- ___ program summary reports
- ___ accreditation reports
- ___ newspaper articles on community demographics
- ___ e-mail messages
- ___ publicity flyers and outreach materials
- ___ data on results of recruitment
- ___ other: _____

Comments

Score

0 1 2 3 NA

Priority

High

Low

4. Learner Recruitment, Intake, and Orientation

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

<p>Measures</p> <p>To score a 2 or 3, all measures should be in place.</p> <p><input type="checkbox"/> 1 Recruitment materials and strategies are in native languages of the predominant student populations.</p> <p><input type="checkbox"/> 2 Recruitment materials and strategies are suitable for persons with special needs (e.g., include large print, audiotapes).</p> <p><input type="checkbox"/> 3 Recruitment materials and strategies are reviewed by members of the target population for the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accuracy <input type="checkbox"/> culturally appropriate content and methods <input type="checkbox"/> clarity <input type="checkbox"/> appropriateness for individuals with special needs 	<p>Sample Evidence</p> <p><input type="checkbox"/> list of recruitment activities</p> <p><input type="checkbox"/> recruitment materials translated into different languages</p> <p><input type="checkbox"/> program information material</p> <p><input type="checkbox"/> notes or records of reviews of materials</p> <p><input type="checkbox"/> other: _____</p> <hr/> <p>Comments</p> 							
<p>Action Plan/Next Steps</p> 	<p>Score</p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table> <p>Priority</p> <table style="width: 100%;"> <tr> <td>High</td> <td style="text-align: right;">Low</td> </tr> </table>	0	1	2	3	NA	High	Low
0	1	2	3	NA				
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

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: _____

Action Plan/Next Steps

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

Score

0	1	2	3	NA
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Priority

High	Low
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6. Assessment and Learner Gains

ASSESSMENT POLICY

C. Assessment activities are ongoing and appropriately scheduled.

Measures

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

- ___1 Multiple opportunities for assessment occur during the course of instruction.
- ___2 Assessment activities are scheduled at suitable times to meet learner and program needs.

Sample Evidence

__ schedules for assessment

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High

Low

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

Continued on p. 110

6. Assessment and Learner Gains

TYPES OF ASSESSMENT

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

Measures

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

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

listening:

informal formal

Name of instrument: _____

speaking:

informal formal

Name of instrument: _____

reading:

informal formal

Name of instrument: _____

writing:

informal formal

Name of instrument: _____

Primary language literacy

informal formal

Name of instrument: _____

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

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

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

6. Assessment and Learner Gains

TYPES OF ASSESSMENT

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <p>*__1 The results of all assessments are</p> <ul style="list-style-type: none"> <input type="checkbox"/> explained to the learners <input type="checkbox"/> used to counsel learners <input type="checkbox"/> posted or recorded on permanent records so that they can be accessed by learners at a later date <input type="checkbox"/> other: _____ <p>*__2 The rules of confidentiality are respected in the sharing of results.</p> <p>__3 Assessment results are linked to special recognition, such as certificates of progress or completion.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> interviews with learners <input type="checkbox"/> student learning records <input type="checkbox"/> assessment reports <input type="checkbox"/> charts illustrating assessment results correlated with levels <input type="checkbox"/> keys explaining assessment results <input type="checkbox"/> certificates documenting learner assessment results <input type="checkbox"/> written confidentiality and reporting policies <input type="checkbox"/> other: _____
	<p>Comments</p>
<p>Action Plan/Next Steps</p>	<p>Score</p> <p>0 1 2 3 NA</p> <p>Priority</p> <p>High Low</p>

6. Assessment and Learner Gains

TYPES OF ASSESSMENT

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

<p>Measures</p> <p>To score a 2 or 3, all the measures should be in place.</p> <p><input type="checkbox"/> 1 Learners are informed of the assessment requirements for entrance into other programs (e.g., job training, postsecondary education).</p> <p><input type="checkbox"/> 2 Learners are continually informed as to how their progress on assessments relates to advancement within the ESL program and to other programs.</p> <p><input type="checkbox"/> 3 Results from assessment activities are used to place learners in</p> <ul style="list-style-type: none"> <input type="checkbox"/> technical or vocational programs <input type="checkbox"/> higher levels of ESL instruction <input type="checkbox"/> other education programs <input type="checkbox"/> employment <input type="checkbox"/> other: _____ <p><input type="checkbox"/> 4 The program documents and reports the number of learners who achieve significant learning gains or advance to other programs on a regular basis.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessment reports <input type="checkbox"/> assessment requirements of other programs <input type="checkbox"/> students’ learning records <input type="checkbox"/> surveys of learners <input type="checkbox"/> transcripts <input type="checkbox"/> records of transfers and advancement within program <input type="checkbox"/> exit interviews <input type="checkbox"/> documentation of the following: <ul style="list-style-type: none"> <input type="checkbox"/> % achieved significant learning gains <input type="checkbox"/> % promoted to higher levels <input type="checkbox"/> % got jobs or better jobs <input type="checkbox"/> % entered vocational programs <input type="checkbox"/> % entered postsecondary programs <input type="checkbox"/> % _____ <input type="checkbox"/> other: _____ 							
<p>Action Plan/Next Steps</p>	<p>Comments</p>							
	<p>Score</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">0</td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">NA</td> </tr> </table> <p>Priority</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%; text-align: center;">High</td> <td style="width: 40%; text-align: center;">Low</td> </tr> </table>	0	1	2	3	NA	High	Low
0	1	2	3	NA				
High	Low							

6. Assessment and Learner Gains

LEARNER GAINS

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

Measures

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

- 1 Learner goals are recorded in one or more of the following ways:
- Learners record their short- and long-term goals during the placement process on student profile forms.
 - Learners identify their goals during classroom exercises facilitated by the instructor.
 - Learners record their goals in individual portfolios used for assessment.
 - Learners record their goals on testing forms.
 - Learners record their goals in journals
 - Other: _____
- 2 Learners' progress toward attainment of goals is recorded in one or more of the following ways:
- on learner profile forms used for placement
 - in individual portfolios used in the classroom
 - on testing forms
 - on exercise papers used during instruction
 - in learners' journals
 - other: _____
- 3 The program has a system to document and report the short- and long-term goals of its learners.
- 4 The attainment of learner goals is tallied on cumulative school reports and reported to interested stakeholders.

Action Plan/Next Steps

Sample Evidence

- learner needs assessment forms
- learner profile or placement forms
- school assessment reports
- learner portfolios or learning records
- interviews with learners
- class observations
- testing forms
- learners' journals
- other: _____

Comments

Score

0 1 2 3 NA

Priority

High

Low

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

7. Employment Conditions

A. Continued

<p>Measures (continued)</p> <p><input type="checkbox"/> 4 The program provides a salary scale and promotional ladder.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Other: _____</p>
<p>Action Plan/Next Steps</p>

<p>Sample Evidence (continued)</p> <p><input type="checkbox"/> 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):</p> <p style="padding-left: 20px;"> <input type="checkbox"/> health insurance __p/t __f/t <input type="checkbox"/> vision insurance __p/t __f/t <input type="checkbox"/> dental insurance __p/t __f/t <input type="checkbox"/> life insurance __p/t __f/t <input type="checkbox"/> paid professional leave __p/t __f/t <input type="checkbox"/> paid holidays __p/t __f/t <input type="checkbox"/> vacation leave __p/t __f/t <input type="checkbox"/> bereavement leave __p/t __f/t <input type="checkbox"/> personnel business leave (e.g., for cultural holidays) __p/t __f/t <input type="checkbox"/> sabbatical leave __p/t __f/t <input type="checkbox"/> maternity/ paternity leave __p/t __f/t <input type="checkbox"/> workers' compensation __p/t __f/t <input type="checkbox"/> disability/family medical leave __p/t __f/t <input type="checkbox"/> retirement package __p/t __f/t <input type="checkbox"/> other: _____ </p>
<p>Comments</p>
<p>Score</p> <p style="text-align: center;">0 1 2 3 NA</p>
<p>Priority</p> <p>High Low</p>

7. Employment Conditions

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

<p>Measures</p> <p>To score a 2 or 3, all the measures should be in place.</p> <p><input type="checkbox"/> 1 The program supports negotiation with the faculty and staff to improve working conditions.</p> <p><input type="checkbox"/> 2 All full-time and part-time staff receive timely appointment letters or contracts.</p> <p><input type="checkbox"/> 3 All faculty are fully informed in writing of their employment prospects for the following term.</p> <p><input type="checkbox"/> 4 Written policies are available to all staff.</p> <p><input type="checkbox"/> 5 All faculty and staff have access to a grievance procedure.</p> <p><input type="checkbox"/> 6 The program supports and complies with nondiscrimination and affirmative action guidelines.</p> <p><input type="checkbox"/> 7 Faculty and staff receive sufficient advance notice for a change in work assignments.</p> <p><input type="checkbox"/> 8 Reasonable notice is provided for class closures due to insufficient enrollment.</p> <p><input type="checkbox"/> 9 The program provides all paid and volunteer instructional staff with written job descriptions.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 11 The program provides clear criteria for dismissal.</p> <p><input type="checkbox"/> 12 Seniority is one consideration in practices for continued employment or promotion.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <p><input type="checkbox"/> union agreements</p> <p><input type="checkbox"/> employment contracts</p> <p><input type="checkbox"/> program rules and procedures</p> <p><input type="checkbox"/> grievance forms and guidelines</p> <p><input type="checkbox"/> sample form letters</p> <p><input type="checkbox"/> interviews with staff</p> <p><input type="checkbox"/> other: _____</p>
	<p>Comments</p>
<p>Action Plan/Next Steps</p>	<p>Score</p> <p>0 1 2 3 NA</p> <p>Priority</p> <p>High Low</p>

7. Employment Conditions

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

Measures

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

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

1 adequate phone communication between learners, faculty and the institution's personnel

2 adequate ventilation

3 appropriate lighting

4 regular custodial service

5 buildings in good repair

6 furnishings in good repair

7 emergency exit procedures and training in case of fire or other disasters

8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled

9 adequate access to clean restrooms

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

Other: _____

Action Plan/Next Steps

Sample Evidence

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
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7. Staffing

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

<p>Measures</p> <p>To score a 2 or 3, the following measures should be in place.</p> <p><input type="checkbox"/> 1 The minimum qualifications for teaching in the program include formal training in TESOL. Formal training may include one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> master's degree in TESOL <input type="checkbox"/> master's degree in linguistics or a related subject with specialization in TESOL <input type="checkbox"/> bachelor's degree in TESOL <input type="checkbox"/> adult education teaching credential with endorsement or authorization to teach ESL <input type="checkbox"/> TESOL certificate from an accredited institution <input type="checkbox"/> certificate of completion from provider's preservice TESOL training program <input type="checkbox"/> specified amount of experience teaching ESL to adults <input type="checkbox"/> progress toward completion of course work for certificate or degree in TESOL <input type="checkbox"/> combination of adult-level ESL teaching experience, internship, and training determined to be equivalent <p style="padding-left: 20px;">specify: _____</p> <p><input type="checkbox"/> 2 The qualifications for teaching are commensurate with those of the institution's other instructional or professional staff.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> transcripts from accredited institutions <input type="checkbox"/> letters of satisfactory completion of training <input type="checkbox"/> certificates of completion from training programs <input type="checkbox"/> portfolios with evidence of knowledge and methodology of teaching ESL <input type="checkbox"/> hiring guidelines/qualifications <input type="checkbox"/> recruitment materials advertising positions <input type="checkbox"/> documentation listing the qualifications of the instructional staff currently employed: <ul style="list-style-type: none"> <input type="checkbox"/> number with a master's degree in TESOL <input type="checkbox"/> number with a master's degree in linguistics or a related subject with specialization in TESOL <input type="checkbox"/> number with a bachelor's degree in TESOL <input type="checkbox"/> number with an adult education teaching credential with endorsement or authorization to teach ESOL <input type="checkbox"/> number with a TESOL certificate from an accredited institution <input type="checkbox"/> number with a certificate of completion from provider's preservice TESOL training program <input type="checkbox"/> number with a specified amount of experience teaching ESOL to adults: number of years required: _____ <input type="checkbox"/> number with progress toward completion of course work for certificate or degree in TESOL <input type="checkbox"/> number with a combination of adult-level ESOL teaching experience, internship, and training determined to be equivalent <input type="checkbox"/> other: _____ 					
<p>Action Plan/Next Steps</p>	<p>Comments</p>					
<p>Score</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">0</td> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">NA</td> </tr> </table>		0	1	2	3	NA
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<p>Priority</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">High</td> <td style="width: 20%;">Low</td> </tr> </table>		High	Low			
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 measures should be in place:

Staff members demonstrate training in cross-cultural communication or reflect the cultural diversity of learners in any one of the following ways:

- 1 The staff has experience communicating with nonnative speakers of English through any of the following:
 - residence or work experience in another country
 - work experience among a diverse population in the United States
 - family relationships
 - other: _____

- 2 The staff either speak the languages or demonstrate an understanding of the cultures of the dominant learner populations in the program by doing any of the following:
 - read appropriate literature on the student population
 - attend community forums or meetings
 - participate in regular conversations with learners about their lives, needs, and goals
 - have participated in programs as a learner
 - complete training sessions or course on cross-cultural communication

- Other: _____

Action Plan/Next Steps

Sample Evidence

- resumes of staff
- interviews with staff
- lists of faculty and staff members describing their prior work experience
- portfolios with evidence of cross-cultural communication
- hiring guidelines and qualifications
- recruitment materials advertising positions
- administrative evaluations
- administrators' daily calendars
- other: _____

Comments

Score

0	1	2	3	NA
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Priority

High	Low
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7. Employment Conditions

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

Measures

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

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

Sample Evidence

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

Continued on p. 123

7. Employment Conditions

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

<p>Measures</p> <p>To score a 2 or 3, all the measures should be in place.</p> <p><input type="checkbox"/> 1 The program supports negotiation with the faculty and staff to improve working conditions.</p> <p><input type="checkbox"/> 2 All full-time and part-time staff receive timely appointment letters or contracts.</p> <p><input type="checkbox"/> 3 All faculty are fully informed in writing of their employment prospects for the following term.</p> <p><input type="checkbox"/> 4 Written policies are available to all staff.</p> <p><input type="checkbox"/> 5 All faculty and staff have access to a grievance procedure.</p> <p><input type="checkbox"/> 6 The program supports and complies with nondiscrimination and affirmative action guidelines.</p> <p><input type="checkbox"/> 7 Faculty and staff receive sufficient advance notice for a change in work assignments.</p> <p><input type="checkbox"/> 8 Reasonable notice is provided for class closures due to insufficient enrollment.</p> <p><input type="checkbox"/> 9 The program provides all paid and volunteer instructional staff with written job descriptions.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 11 The program provides clear criteria for dismissal.</p> <p><input type="checkbox"/> 12 Seniority is one consideration in practices for continued employment or promotion.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Action Plan/Next Steps</p>
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<p>Sample Evidence</p> <p><input type="checkbox"/> union agreements</p> <p><input type="checkbox"/> employment contracts</p> <p><input type="checkbox"/> program rules and procedures</p> <p><input type="checkbox"/> grievance forms and guidelines</p> <p><input type="checkbox"/> sample form letters</p> <p><input type="checkbox"/> interviews with staff</p> <p><input type="checkbox"/> other: _____</p>	<p>Comments</p>							
<p>Score</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">0</td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">NA</td> </tr> </table>	0	1	2	3	NA	<p>Priority</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%; text-align: left;">High</td> <td style="width: 20%; text-align: right;">Low</td> </tr> </table>	High	Low
0	1	2	3	NA				
High	Low							

7. Employment Conditions

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

<p>Measures</p> <p>To score a 2 or 3, all the measures should be in place.</p> <p>The program provides a safe and clean working environment by providing:</p> <p><input type="checkbox"/> 1 adequate phone communication between learners, faculty and the institution's personnel</p> <p><input type="checkbox"/> 2 adequate ventilation</p> <p><input type="checkbox"/> 3 appropriate lighting</p> <p><input type="checkbox"/> 4 regular custodial service</p> <p><input type="checkbox"/> 5 buildings in good repair</p> <p><input type="checkbox"/> 6 furnishings in good repair</p> <p><input type="checkbox"/> 7 emergency exit procedures and training in case of fire or other disasters</p> <p><input type="checkbox"/> 8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled</p> <p><input type="checkbox"/> 9 adequate access to clean restrooms</p> <p><input type="checkbox"/> 10 adequate safety and security procedures, including efficient access to security personnel</p> <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <p><input type="checkbox"/> site inspection reports</p> <p><input type="checkbox"/> accreditation reports</p> <p><input type="checkbox"/> interviews with faculty and staff</p> <p><input type="checkbox"/> compliance reviews</p> <p><input type="checkbox"/> other: _____</p>							
<p>Action Plan/Next Steps</p>	<p>Comments</p> <p>Score</p> <table data-bbox="852 1596 1463 1659"> <tr> <td style="padding: 5px;">0</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">NA</td> </tr> </table> <p>Priority</p> <table data-bbox="852 1753 1463 1816"> <tr> <td style="padding: 5px;">High</td> <td style="padding: 5px;">Low</td> </tr> </table>	0	1	2	3	NA	High	Low
0	1	2	3	NA				
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).

<p>Measures</p> <p>To score a 2 or 3, the following measures should be in place.</p> <p><input type="checkbox"/> 1 The minimum qualifications for teaching in the program include formal training in TESOL. Formal training may include one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> master's degree in TESOL <input type="checkbox"/> master's degree in linguistics or a related subject with specialization in TESOL <input type="checkbox"/> bachelor's degree in TESOL <input type="checkbox"/> adult education teaching credential with endorsement or authorization to teach ESL <input type="checkbox"/> TESOL certificate from an accredited institution <input type="checkbox"/> certificate of completion from provider's preservice TESOL training program <input type="checkbox"/> specified amount of experience teaching ESL to adults <input type="checkbox"/> progress toward completion of course work for certificate or degree in TESOL <input type="checkbox"/> combination of adult-level ESL teaching experience, internship, and training determined to be equivalent <p style="padding-left: 40px;">specify: _____</p> <p><input type="checkbox"/> 2 The qualifications for teaching are commensurate with those of the institution's other instructional or professional staff.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> transcripts from accredited institutions <input type="checkbox"/> letters of satisfactory completion of training <input type="checkbox"/> certificates of completion from training programs <input type="checkbox"/> portfolios with evidence of knowledge and methodology of teaching ESL <input type="checkbox"/> hiring guidelines/qualifications <input type="checkbox"/> recruitment materials advertising positions <input type="checkbox"/> documentation listing the qualifications of the instructional staff currently employed: <ul style="list-style-type: none"> <input type="checkbox"/> number with a master's degree in TESOL <input type="checkbox"/> number with a master's degree in linguistics or a related subject with specialization in TESOL <input type="checkbox"/> number with a bachelor's degree in TESOL <input type="checkbox"/> number with an adult education teaching credential with endorsement or authorization to teach ESOL <input type="checkbox"/> number with a TESOL certificate from an accredited institution <input type="checkbox"/> number with a certificate of completion from provider's preservice TESOL training program <input type="checkbox"/> number with a specified amount of experience teaching ESOL to adults: number of years required: _____ <input type="checkbox"/> number with progress toward completion of course work for certificate or degree in TESOL <input type="checkbox"/> number with a combination of adult-level ESOL teaching experience, internship, and training determined to be equivalent <input type="checkbox"/> other: _____ 					
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<p>Score</p> <table style="margin: auto; border: none;"> <tr> <td style="padding: 0 15px;">0</td> <td style="padding: 0 15px;">1</td> <td style="padding: 0 15px;">2</td> <td style="padding: 0 15px;">3</td> <td style="padding: 0 15px;">NA</td> </tr> </table>		0	1	2	3	NA
0	1	2	3	NA		
<p>Priority</p> <table style="margin: auto; border: none;"> <tr> <td style="padding: 0 15px;">High</td> <td style="padding: 0 15px;"></td> <td style="padding: 0 15px;"></td> <td style="padding: 0 15px;"></td> <td style="padding: 0 15px;">Low</td> </tr> </table>		High				Low
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.

<p>Measures</p> <p>To score a 2 or 3, one of the following measures should be in place:</p> <p>Staff members demonstrate training in cross-cultural communication or reflect the cultural diversity of learners in any one of the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 The staff has experience communicating with nonnative speakers of English through any of the following: <ul style="list-style-type: none"> <input type="checkbox"/> residence or work experience in another country <input type="checkbox"/> work experience among a diverse population in the United States <input type="checkbox"/> family relationships <input type="checkbox"/> other: _____ <input type="checkbox"/> 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 style="list-style-type: none"> <input type="checkbox"/> read appropriate literature on the student population <input type="checkbox"/> attend community forums or meetings <input type="checkbox"/> participate in regular conversations with learners about their lives, needs, and goals <input type="checkbox"/> have participated in programs as a learner <input type="checkbox"/> complete training sessions or course on cross-cultural communication <input type="checkbox"/> Other: _____ 	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> resumes of staff <input type="checkbox"/> interviews with staff <input type="checkbox"/> lists of faculty and staff members describing their prior work experience <input type="checkbox"/> portfolios with evidence of cross-cultural communication <input type="checkbox"/> hiring guidelines and qualifications <input type="checkbox"/> recruitment materials advertising positions <input type="checkbox"/> administrative evaluations <input type="checkbox"/> administrators' daily calendars <input type="checkbox"/> other: _____ 					
<p>Comments</p> 						
<p>Score</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">0</td> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">NA</td> </tr> </table>		0	1	2	3	NA
0	1	2	3	NA		
<p>Priority</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">High</td> <td style="width: 30%;">Low</td> </tr> </table>		High	Low			
High	Low					
<p>Action Plan/Next Steps</p> 						

7. Staffing

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

Measures

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

- ___ 1 Based on the size of the program budget and the needs expressed by the instructional staff, an appropriate number of support people are hired to ensure efficient day-to-day operations. Examples of these staff positions are any of the following:
 - ___ receptionists
 - ___ account clerks
 - ___ attendance clerks
 - ___ office manager
 - ___ instructional aides
 - ___ clerical assistants
 - ___ technology support technicians or specialists
 - ___ instructional specialists
 - ___ student support specialists

- ___ 2 The hiring process for support staff ensures appropriate training and qualifications for the job assignments.

- ___ 3 Support staff receive an orientation to the goals, structure, and mission of the program.

- ___ 4 Support staff are screened for their abilities to work with and support the learner population.

- ___ Other: _____

Sample Evidence

- ___ personnel records
- ___ list of support staff describing their qualifications or prior work experience
- ___ interviews with instructional staff and support staff
- ___ observations
- ___ recruitment ads and hiring guidelines
- ___ staff evaluations
- ___ interviews with learners
- ___ other: _____

Comments

Action Plan/Next Steps

Score

0	1	2	3	NA
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Priority

High	Low
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8. Professional Development

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <p>*__1 The program’s professional development plan has all the following components:</p> <ul style="list-style-type: none"> __ 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: _____ <p>*__2 The plan has a budget that allocates financial resources to support staff development. Resources may be required to do any of the following:</p> <ul style="list-style-type: none"> __ 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 <p>__3 The program seeks and acquires supplemental grant funding to provide staff development as outlined in the plan.</p> <p>*__4 The plan includes a process to evaluate implementation of the plan.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> __ professional development plan __ payroll records showing evidence of compensation for staff development activities __ needs assessment forms __ program budget __ grants __ other: _____ 					
	Comments					
	Score					
	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">0</td> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA		
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High			Low			
Action Plan/Next Steps						

8. Professional Development

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

<p>Measures</p> <p>To score a 2 or 3, the * measure should be in place.</p> <p>* __1 The program supports the attendance of its faculty and staff at meetings to collaborate with other educational and community groups, such as</p> <ul style="list-style-type: none"> <input type="checkbox"/> community agencies: _____ <input type="checkbox"/> K–12 schools: _____ <input type="checkbox"/> educational oversight and policy groups (e.g., school board) <input type="checkbox"/> workplace providers: _____ <input type="checkbox"/> other segments of own educational program (e.g., adult basic education [ABE] program, graduate equivalency diploma [GED]/high school program, vocational training programs): _____ <input type="checkbox"/> colleges: _____ <input type="checkbox"/> support service providers: _____ <input type="checkbox"/> outside job training programs <input type="checkbox"/> business/industries <p><input type="checkbox"/>2 The program supports the joint use of facilities or resources.</p> <p><input type="checkbox"/>3 The program provides technological resources and support for joint projects such as the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> transitioning projects <input type="checkbox"/> collaborative learning <input type="checkbox"/> research <input type="checkbox"/> instructional projects <p>_____ Other: _____</p>
<p>Action Plan/Next Steps</p>

<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> memorandum of understanding agreements between agencies <input type="checkbox"/> meeting notes/agendas <input type="checkbox"/> interviews with instructors <input type="checkbox"/> grants that require collaboration <input type="checkbox"/> reports from collaborative projects <input type="checkbox"/> other: 																				
<p>Comments</p> 																				
<table style="width: 100%;"> <tr> <td colspan="5">Score</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="5"> Priority</td> </tr> <tr> <td colspan="4" style="text-align: left;">High</td> <td style="text-align: right;">Low</td> </tr> </table>	Score					0	1	2	3	NA	 Priority					High				Low
Score																				
0	1	2	3	NA																
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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

9. Support Services

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

<p>Measures</p> <p>To score a 2 or 3, all the * measures should be in place.</p> <p>* __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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> childcare <input type="checkbox"/> transportation <input type="checkbox"/> health services <input type="checkbox"/> employment counseling <input type="checkbox"/> educational counseling <input type="checkbox"/> financial aide counseling <input type="checkbox"/> legal advice <input type="checkbox"/> personal and family counseling <input type="checkbox"/> assessment of learning disabilities <input type="checkbox"/> native language translators <input type="checkbox"/> services related to other barriers to learning: _____ <p>__2 When possible, classes are planned in locations where other services such as counseling and health services are available.</p> <p>* __3 The program maintains an accessible and updated list of experts and agencies for referrals and teacher consultation.</p> <p>* __4 The program schedules visits from in-house support staff and local representatives from support agencies to talk to learners and staff.</p> <p>__5 When possible, the program schedules visits by learners to agencies, support services, and other resource locations.</p> <p>* __6 Instructional and support staff have an understanding of procedures, resources, and responsibilities for providing support to students.</p> <p>__7 The program provides native-language translation and interpreting through in-house staff or community contacts.</p> <p>__ Other: _____</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> counseling records <input type="checkbox"/> memorandum of understanding agreements between agencies <input type="checkbox"/> telephone records <input type="checkbox"/> program flyers or publicity <input type="checkbox"/> learner records showing referrals <input type="checkbox"/> list of support services and agencies with contact information <input type="checkbox"/> records or schedule of visits to cooperating agencies <input type="checkbox"/> records or schedule of visits from/ presentations by agency personnel <input type="checkbox"/> program policies and referral guidelines <input type="checkbox"/> other: _____ 					
<p>Comments</p>						
<p>Score</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">0</td> <td style="padding: 0 20px;">1</td> <td style="padding: 0 20px;">2</td> <td style="padding: 0 20px;">3</td> <td style="padding: 0 20px;">NA</td> </tr> </table>		0	1	2	3	NA
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<p>Priority</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">High</td> <td style="padding: 0 20px;">Low</td> </tr> </table>		High	Low			
High	Low					
<p>Action Plan/Next Steps</p>						

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.

<p>Measures</p> <p>To score a 2 or 3, all the measures should be in place.</p> <p><input type="checkbox"/>_1 The program provides education and training to instructional staff about learning disabilities; types and means of accommodations; appropriate modification of teaching strategies, approaches, and techniques; and referral procedures.</p> <p><input type="checkbox"/>_2 The program arranges for appropriate accommodations, such as any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> modified tables/chairs <input type="checkbox"/> note-taking <input type="checkbox"/> interpreters <input type="checkbox"/> modified instructional materials <input type="checkbox"/> assistive technology (e.g., magnification equipment) <input type="checkbox"/> assistive staff <p><input type="checkbox"/>_3 Program and instructional staff receive a written description of the procedures for identifying suspected learning disabilities and referral for appropriate diagnosis.</p> <p><input type="checkbox"/> Other: _____</p>	
<p>Action Plan/Next Steps</p>	

<p>Sample Evidence</p> <p><input type="checkbox"/> list of agencies providing services</p> <p><input type="checkbox"/> written referral process within program</p> <p><input type="checkbox"/> list of available accommodations</p> <p><input type="checkbox"/> interviews with staff</p> <p><input type="checkbox"/> learner records</p> <p><input type="checkbox"/> training agenda</p> <p><input type="checkbox"/> written list of procedures for identifying disabilities</p> <p><input type="checkbox"/> observation or site audit</p> <p><input type="checkbox"/> training materials</p> <p><input type="checkbox"/> other: _____</p>							
<p>Comments</p>							
<p>Score</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">0</td> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">NA</td> </tr> </table> <p>Priority</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">High</td> <td style="width: 30%;">Low</td> </tr> </table>	0	1	2	3	NA	High	Low
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