Part 4

Program Self-Review Instrument
1. Program Structure and Administration

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

**Measures**

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

___1 Input is solicited from internal stakeholders, which may include one or more of the following:
   __ administrators
   __ instructional staff
   __ support staff
   __ program volunteers
   __ learners
   __ other: __________

___2 Input is solicited from external stakeholders, which may include one or more of the following:
   __ boards or advisory groups
   __ community and agency leaders
   __ business leaders
   __ employment and training agencies
   __ other educational or service providers
   __ federal, state, or local legislators
   __ funders
   __ other: __________

___3 A written mission statement is accessible.

___4 A clearly articulated philosophy exists.

___5 Program goals are identified.

___ Other: __________

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

0 1 2 3 NA

**Priority**

High Low
1. Program Structure and Administration

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

Measures

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

___ The following internal stakeholders participate in the administrative system of the organization:

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

Sample Evidence

___ written bylaws
___ flow chart of organization
___ list of board members or advisory group
___ accreditation report
___ shared governance guidelines
___ minutes from shared governance meetings
___ minutes from board or advisory group meetings
___ other: ________________

Comments

Score

0 1 2 3 NA

Priority

High Low
1. Program Structure and Administration

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

**Measures**

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

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

___2 The program has a process for budget development that includes input from internal stakeholders, as appropriate.

___3 The program has procedures by which internal and external stakeholders are made aware of financial issues related to the program.

___4 The program has a process for reporting financial information as requested by funders.

___5 The program manages its finances in a manner that ensures continued funding within funding parameters.

___ Other: ______________________

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

0  1  2  3  NA

**Priority**

High    Low
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**

**Score**

0  1  2  3  NA

**Priority**

High  Low
1. Program Structure and Administration

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

**Measures**

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

1. The program maintains linkages with one or more of the following external stakeholders:
   - board or advisory group members
   - community leaders
   - business leaders
   - employment or training agency personnel
   - other educational or service provider
   - federal, state, or local legislator
   - member of other funding agency
   - other: __________________

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

3. The program maintains good communication with its internal and external stakeholders by doing one or more of the following:
   - meeting regularly with stakeholders
   - publishing a program newsletter that is distributed to stakeholders
   - sending regular memos to update stakeholders on program issues and events
   - other: __________________

**Sample Evidence**

- memoranda of understanding
- minutes from meetings with stakeholders
- grant guidelines
- publicity and schedules or agendas from joint conferences and other programs
- newsletters
- press releases
- Web site

**Comments**

**Action Plan/Next Steps**

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

**Priority**

High

Low
1. Program Structure and Administration

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

Measures

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

*___1 The program abides by the legal requirements regarding confidentiality, privacy, and release of public information.

___2 Students must sign waivers to release personal information (e.g., social security numbers).

*___3 Students’ personal information is not displayed publicly without written permission.

*___4 Students’ work is not published or disseminated without written permission.

*___5 Information about students is released to visitors to the program only with student permission within legal limitations.

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
1. Program Structure and Administration

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
</tr>
<tr>
<td>__1 The program provides basic equipment for daily operations and efficient record keeping, which may include any of the following:</td>
</tr>
<tr>
<td>__ computer-based management information system</td>
</tr>
<tr>
<td>__ office space for managing records</td>
</tr>
<tr>
<td>__ filing cabinets and drawers</td>
</tr>
<tr>
<td>__ telephone system</td>
</tr>
<tr>
<td>__ copiers</td>
</tr>
<tr>
<td>__2 Office supplies are available to support daily operations.</td>
</tr>
<tr>
<td>__ Other: _____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ inventory of equipment and supplies</td>
</tr>
<tr>
<td>__ observation of daily operations</td>
</tr>
<tr>
<td>__ interviews with program staff</td>
</tr>
<tr>
<td>__ other: _________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

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

### Sample Evidence

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

### Comments

### Action Plan/Next Steps

### Score

0 1 2 3 NA

### Priority

High Low

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

___2 The program has a process to periodically review learner needs related to the scheduling of instruction (e.g., student surveys, community surveys, student focus groups).

___ Other: ________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
1. Program Structure and Administration

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

### Measures

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

___1 The program takes into consideration the following factors in determining the learner-teacher ratio:
   - level of first language literacy
   - learning disabilities in learners
   - cultural backgrounds of learners
   - space for instruction
   - English proficiency level of students
   - modes of instruction (e.g., computer lab vs. classroom with no computers)
   - requirements of funders
   - other: __________________

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

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

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

   __ Other: __________________

### Sample Evidence

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

Our average class size is ________.  
Our average learner-teacher ratio is ________.

### Action Plan/Next Steps

### Comments

### Score

0 1 2 3 NA

### Priority

High Low

Copyright © 2002 TESOL. Permission granted to copy for personal use. This form may not be reproduced in print, online, or in any other format without written permission from TESOL. For downloadable master, see http://www.tesol.org/
PART 4: PROGRAM SELF-REVIEW INSTRUMENT

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

**Program Planning**

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score 2 or 3, all the measures should be in place.</td>
<td>_ schedule of program review meetings</td>
</tr>
<tr>
<td>The planning process includes all of the following:</td>
<td>_ program review documents</td>
</tr>
<tr>
<td>__1 The process includes input from internal and external stakeholders.</td>
<td>_ program review schedule</td>
</tr>
<tr>
<td>__2 Program planning and review considers the following:</td>
<td>_ program review meeting notes or minutes</td>
</tr>
<tr>
<td>_ community demographics</td>
<td>_ interviews with program staff</td>
</tr>
<tr>
<td>_ learner retention patterns</td>
<td></td>
</tr>
<tr>
<td>_ learner needs</td>
<td></td>
</tr>
<tr>
<td>_ program resources</td>
<td></td>
</tr>
<tr>
<td>_ local economic trends</td>
<td></td>
</tr>
<tr>
<td>_ educational trends</td>
<td></td>
</tr>
<tr>
<td>_ technological trends in the field</td>
<td></td>
</tr>
<tr>
<td>__3 The program review process is regularly scheduled to identify needs for program improvement.</td>
<td></td>
</tr>
<tr>
<td>__ Other: ______________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
<td>High Low</td>
</tr>
</tbody>
</table>

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

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

Measures

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

___1 The program conducts research to identify how technology can enhance teaching and learning in ESL.

___2 The program conducts needs assessments among learners and staff to determine the needs of learners related to technology.

___3 The technology plan addresses the following:
   __ learner needs
   __ what technology will be acquired and used
   __ how technology will be used
   __ methods and proposed budgets for acquiring technology (e.g., grants)
   __ how technology will be maintained
   __ what support is required to maintain technology and help users
   __ schedule for technology training for staff

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

___ Other: ______________________

Sample Evidence

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

Comments

Score

0  1  2  3  NA

Priority

High  Low
1. Program Structure and Administration

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

Measures

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

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

___2 The plan includes the following:
   __ identification of target audiences (e.g., learners, funders, partners, teachers, local community members, politicians)
   __ strategies for outreach, marketing, and public relations
   __ budget to support activities
   __ staffing needed to support the activities
   __ process for evaluating the results of outreach and marketing activities

___3 The program has a process for regular review of the plan.

___ Other: ________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
2. Curriculum and Instructional Materials

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ minutes of curriculum meetings</td>
</tr>
<tr>
<td>___ 1 The following are consulted in the development of the curriculum, as appropriate:</td>
<td>__ learner needs assessment</td>
</tr>
<tr>
<td>___ learners</td>
<td>__ instructor surveys or questionnaires</td>
</tr>
<tr>
<td>___ instructors</td>
<td>__ telephone notes</td>
</tr>
<tr>
<td>___ administrators</td>
<td>__ lists of participants or contributors</td>
</tr>
<tr>
<td>___ content experts (e.g., adult learning specialists, ESL specialists, linguists,</td>
<td>__ memos</td>
</tr>
<tr>
<td>technology consultants, special learning needs specialists, counselors)</td>
<td>__ agendas</td>
</tr>
<tr>
<td>___ stakeholders in the community:</td>
<td>__ written reviews of curriculum drafts</td>
</tr>
<tr>
<td>___ social service agencies</td>
<td>__ other: ____________________________________________________________________</td>
</tr>
<tr>
<td>___ employers</td>
<td></td>
</tr>
<tr>
<td>___ ethnic/cultural organizations</td>
<td></td>
</tr>
<tr>
<td>___ businesses</td>
<td></td>
</tr>
<tr>
<td>___ other educational institutions</td>
<td></td>
</tr>
<tr>
<td>___ other: ____________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>___ 2 The needs assessment identifies learners’ needs and goals in their roles as family</td>
<td></td>
</tr>
<tr>
<td>members, community participants, workers, and lifelong learners.</td>
<td></td>
</tr>
<tr>
<td>___ Other: _______________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
</table>
2. Curriculum and Instructional Materials

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

Measures

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

*1 The curriculum is relevant to adult learners (i.e., based on learners’ interests, experience, and needs).

2 The curriculum is cyclical (i.e., objectives are recycled in a variety of levels and contexts. For example, a beginning ESL course outline and intermediate ESL course outline include objectives on a similar topic, such as health, but the objectives on the intermediate outline address higher level language competencies).

3 The curriculum is compatible with the program’s mission statement and philosophy (see Standard 1, A).

4 The curriculum is compatible with second language acquisition principles.

Other:_________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the * measures should be in place.</td>
<td>__ curriculum guide that includes learning objectives and performance outcomes</td>
</tr>
<tr>
<td>*___1 Learning objectives are recorded.</td>
<td>__ course outline that includes suggestions for multilevel classes</td>
</tr>
<tr>
<td>*___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).</td>
<td>__ results from student needs assessment</td>
</tr>
<tr>
<td>___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).</td>
<td>__ record of emerging objectives from previous instruction</td>
</tr>
<tr>
<td>___ Other:_________________________</td>
<td>__ other:___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

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

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

### Measures

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

Review of curriculum and instructional materials indicates that

* ___ 1 They are up to date (e.g. published within the past 10 years).
* ___ 2 They contain relevant content.
* ___ 3 They take into account the linguistic and cultural diversity of the student population.
* ___ 4 The layout and formatting (including size of font) is appropriate for the student population.
* ___ 5 Visuals and graphics are clear, appropriate for adult learners, and culturally sensitive.
* ___ 6 Voice and sound in audiovisual materials are clear and appropriate for adult learners.
* ___ 7 The materials address a variety of learning styles by including the following exercises:
  __ visual
  __ aural
  __ oral
  __ manipulative, including drawing
  __ kinesthetic
* ___ 8 The materials are conducive to being used with a variety of grouping strategies.
* ___ 9 The materials contain exercises in which learners share previous experience with and prior knowledge of the content.

___ Other: ______________________

### Sample Evidence

- books
- software
- handouts
- manipulatives
- realia
- audiovisual materials
- other curriculum materials: __________
- other:___________________________

### Comments

### Score

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Priority

- High
- Low

---

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the * measures should be in place.</td>
<td>_ needs assessments</td>
</tr>
<tr>
<td>* _1 Curriculum is reviewed or revised in one or more of the following ways:</td>
<td>_ guidelines for curriculum review</td>
</tr>
<tr>
<td>__ Curriculum is reviewed as part of a formal program review process that is regularly scheduled.</td>
<td>_ minutes of curriculum meetings (date of last review meeting: ____________)</td>
</tr>
<tr>
<td>__ Curriculum emerges from participatory activities between learners and the instructor.</td>
<td>_ questionnaires or surveys</td>
</tr>
<tr>
<td>__ 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).</td>
<td>_ telephone notes</td>
</tr>
<tr>
<td>* _2 As part of the review process, the program seeks input from internal and external stakeholders, as appropriate.</td>
<td>_ lists of participants and contributors in curriculum review process</td>
</tr>
<tr>
<td>__ Faculty and staff contribute new curriculum materials to central resource area accessible to other instructors.</td>
<td>_ memos</td>
</tr>
<tr>
<td>__ Textbook committee meets regularly to select and approve new materials.</td>
<td>_ meeting agendas</td>
</tr>
<tr>
<td>* _5 The curriculum review process includes steps to disseminate the materials throughout the program.</td>
<td>_ schedule for textbook committee meetings (date of most recent meeting: _________)</td>
</tr>
<tr>
<td></td>
<td>_ other:__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
<td>High Low</td>
</tr>
</tbody>
</table>

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

**A. Instructional activities adhere to principles of adult learning and language acquisition.**

These principles include the following:

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

#### Measures

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

| * 1 | Lesson plan formats and classroom activities offer learners an opportunity to share their prior knowledge of the language or content to be studied and practiced. |
| * 2 | Instructional activities resemble activities in the learners’ lives or prepare learners for relevant use of the language (e.g., the alphabet is taught in the context of spelling one’s name over the telephone, not through memorization of isolated letters). |
| * 3 | Instructional activities include methods, such as the language experience approach, which use the learners’ lives as content and provide a context for the integration of listening, speaking, reading, and writing skill development. |
| * 4 | Instructional activities make learners feel relaxed and comfortable and not afraid to use the language. Strategies that facilitate this include any of the following: friendly demeanor on behalf of the instructor, use of humor in the classroom, positive feedback to learners, appropriate sequencing of instructional activities, such as comprehension activities before production. |
| * 5 | Instructional activities provide opportunities for learners to practice previously learned language patterns in different contexts in order to support the cyclical nature of language learning. |
| * 6 | Learners are encouraged to take risks through real communication activities. The instructor intervenes only to facilitate communication. |

#### Sample Evidence

- classroom observations  
- lesson plans  
- interviews with instructors  
- interviews with learners  
- teacher training materials  
- evaluations of instructors, including evaluations from students  
- other: _________________________

#### Comments

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>High</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

___1 Learners take an active role in the learning process by doing one or more of the following:

__ Learners complete exercises requiring active listening skills.
__ Learners communicate with each other or the instructor on a regular basis in the classroom.
__ Learners ask questions or request clarification in discussions or presentations.
__ Learners revise and edit written assignments as part of the writing process.
__ Learners engage in tasks in which they research information and then share it with others.
__ Learners participate in the process of identifying course objectives.
__ Learners have roles in class management tasks (e.g., helping new students).
__ Learners document their own progress in meeting those objectives.

__ Other: _________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
3. Instruction

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

Measures

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

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

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

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

__ Other: ________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0  1  2  3  NA

Priority

High  Low
3. Instruction

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

**Measures**

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

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

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

Other: ________________________

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

**Priority**

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.

Measures

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

*___1 A variety of learning modalities are addressed in a lesson:
   __ visual
   __ auditory/oral
   __ kinesthetic

*___2 In presenting new information or language patterns to the learners, the instructor supports a verbal presentation with appropriate visuals or print materials and a physical demonstration.

*___3 Practice activities are varied and may include verbal interchanges among students, written exercises, hands-on manipulative tasks, simulations in which learners role play, or other activities addressing different learning modalities.

*___4 Assessment exercises to measure learner progress are also varied and may include verbal exercises, written exercises, manipulative tasks, or others.

__ 5 Learner styles may be identified using a simple, level-appropriate questionnaire or an oral interview.

__ Other:_________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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

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

**Measures**

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

__1__ A classroom lesson includes grouping strategies or interactive tasks that facilitate authentic communication. The following are some examples of interactive tasks. One or more should be observed:

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

__ Other:_________________________

**Sample Evidence**

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

**Comments**

**Score**

0  1  2  3  NA

**Priority**

High  Low
3. Instruction

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

Measures

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

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

___ 1 Within a class session, learners are grouped at different times to do different level-specific activities (e.g., one group practices naming letters of the alphabet or decoding consonant sounds while another group completes a written exercise).

___ 2 Within a class, learners use different materials according to their literacy levels (e.g., different levels of the same text or workbook series).

___ 3 Learners with special needs are given special worksheets prepared by the instructor.

___ 4 Learners of different ability levels work together so that higher level learners can assist lower level learners with a learning task.

___ 5 A volunteer or teacher’s aide periodically works with individuals or small groups of learners with special literacy needs.

___ 6 Learners are pulled out of a class for special tutoring in literacy; when appropriate, native language instruction can bridge the development of literacy skills in English.

___ Other:__________________________

Sample Evidence

___ classroom observations
___ interviews with instructors
___ interviews with learners
___ lesson plans
___ classroom schedule of activities with different groups of learners
___ other:__________________________

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
PART 4: PROGRAM SELF-REVIEW INSTRUMENT

3. Instruction

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place. Instructional activities are facilitated so that</td>
</tr>
<tr>
<td>__1 Learners acquire and practice the language patterns required to apply their critical thinking skills. Examples of critical thinking skills are the following:</td>
</tr>
<tr>
<td>_ comparison and contrast</td>
</tr>
<tr>
<td>_ generalization with examples</td>
</tr>
<tr>
<td>_ use of the conditional to analyze</td>
</tr>
<tr>
<td>_ summarization/making conclusions</td>
</tr>
<tr>
<td>_ expression of feelings or judgments</td>
</tr>
<tr>
<td>__2 Learners use the appropriate language patterns and cultural behaviors to solve problems in the classroom or problems related to their daily lives. They follow the steps of identifying the problem, possible solutions, consequences to those solutions, and selecting the best solution according to the situation.</td>
</tr>
<tr>
<td>__3 Learners practice the language and behaviors needed to work effectively in teams. For example, they collaborate with shared resources, take on role assignments, negotiate with each other, encourage each other, and practice active listening skills.</td>
</tr>
<tr>
<td>__4 Learners participate in activities that strengthen their study skills. Examples of possible activities include the following:</td>
</tr>
<tr>
<td>_ organizing their learning materials</td>
</tr>
<tr>
<td>_ practicing note taking</td>
</tr>
<tr>
<td>_ practicing outlining</td>
</tr>
<tr>
<td>_ practicing test taking</td>
</tr>
<tr>
<td>_ documenting their own progress</td>
</tr>
<tr>
<td>_ completing homework assignments</td>
</tr>
<tr>
<td>_ practicing English outside the classroom</td>
</tr>
<tr>
<td>_ researching information through technology</td>
</tr>
<tr>
<td>_ other: ________________</td>
</tr>
<tr>
<td>__ Other: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ classroom observations</td>
</tr>
<tr>
<td>_ interviews with Instructors</td>
</tr>
<tr>
<td>_ interviews with learners</td>
</tr>
<tr>
<td>_ lesson plans</td>
</tr>
<tr>
<td>_ other: _________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

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

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

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

___1 Learners acquire language skills within the classroom by using resources from the real world. Examples include the following:
   _ phone books
   _ newspapers
   _ magazines
   _ school notices
   _ community bulletins or announcements
   _ video programs
   _ literature
   _ recorded audio messages
   _ recorded music
   _ television or radio
   _ employment handbooks or policy manuals
   _ other: ______________

___2 Learners have opportunities to communicate with people in the community or workplace in one or more of the following ways:
   _ guest speakers are invited
   _ students take field trips
   _ students complete contact assignments outside of class
   _ other: __________

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

___ Other: ______________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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

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

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

___1 Learners have opportunities to fulfill lesson objectives through the use of technology, such as any of the following:
   __ telephone
   __ fax machine
   __ copy machine
   __ computer in classroom or lab
   __ audiotape recorder
   __ video equipment
   __ digital camera
   __ language master machine
   __ on-line distance education technology
   __ overhead projector
   __ other: ____________________

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

   __ Other: ____________________

Sample Evidence
___ classroom observations
___ lesson plans
___ interviews with instructors
___ interviews with learners
___ student projects using technology
___ classroom assignments using technology
___ other: ____________________

Comments

Action Plan/Next Steps

Score
0  1  2  3  NA

Priority
High  Low
3. Instruction

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

**Measures**

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

___1 Instructional activities teach about U.S. culture and its differences from other cultures.

___2 The instructor’s teaching style and behaviors, including the use of gestures, is sensitive to the customs and cultural norms of the learners.

___3 Instructional activities encourage the learners to learn about and share each other’s cultures (e.g., students may take turns giving presentations about their countries).

___4 Instructional activities do not require learners to do things that are forbidden by their cultures or religious preferences (e.g., members of the opposite sex making public physical contact or eating foods, such as pork).

___ Other: ____________________________

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

| 0 | 1 | 2 | 3 | NA |

**Priority**

High Low
3. Instruction

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the * measures should be in place.</td>
<td>_class observations</td>
</tr>
<tr>
<td>* 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.</td>
<td>_interviews with learners</td>
</tr>
<tr>
<td>* 2 During testing situations, the teacher enforces typical testing requirements (e.g., no talking, no helping each other, keeping adequate distance between learners).</td>
<td>_interviews with instructors</td>
</tr>
<tr>
<td>* 3 In role play activities or simulations, learners practice interview situations they will encounter outside the classroom (e.g., for jobs or citizenship interviews).</td>
<td>_assessment materials and records</td>
</tr>
<tr>
<td>___ 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.</td>
<td>_personal learning records</td>
</tr>
<tr>
<td>___ 5 Personal learning records of learners contain test scores or samples of learners’ work that indicate monitoring of progress by the learners themselves.</td>
<td>_learner portfolios</td>
</tr>
<tr>
<td>___ 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”).</td>
<td>_learner self-evaluations</td>
</tr>
<tr>
<td>___ Other: _________________________</td>
<td>_lesson plans</td>
</tr>
<tr>
<td>__ Other: _________________________</td>
<td>_other: _________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________________________________________________</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>____________________________________________________________________</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>____________________________________________________________________</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>____________________________________________________________________</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>____________________________________________________________________</td>
<td>-------</td>
<td>----------</td>
</tr>
</tbody>
</table>

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

**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**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

**Priority**

High  Low
4. Learner Recruitment, Intake, and Orientation

B. The program uses a variety of recruitment strategies.

### Measures

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

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

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

___2 Information about the program is made available through a referral network (e.g., employment offices, human services, refugee resettlement agencies, ethnic and religious organizations).

___3 Recruitment drives are held at public events.

___4 Announcements of classes (in native languages or English) are sent home with children in K–12 schools.

___5 Ads and information are placed in community and organizational news bulletins and fliers.

___6 Student-to-new-student recruitment efforts are organized (e.g., bring a friend to school campaigns).

___ Other: ________________

### Sample Evidence

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

List recruitment methods used:

________________________________________________________________________
________________________________________________________________________

### Comments

### Action Plan/Next Steps

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

*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.

**Measures**

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

___ 1 Recruitment materials and strategies are in native languages of the predominant student populations.

___ 2 Recruitment materials and strategies are suitable for persons with special needs (e.g., include large print, audiotapes).

___ 3 Recruitment materials and strategies are reviewed by members of the target population for the following:

___ accuracy
___ culturally appropriate content and methods
___ clarity
___ appropriateness for individuals with special needs

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

0 1 2 3 NA

**Priority**

High Low
4. Learner Recruitment, Intake, and Orientation

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ recruitment evaluation report</td>
</tr>
<tr>
<td>__1 The program keeps track of success rates of recruitment strategies by doing any of the following:</td>
<td>__ minutes from meetings</td>
</tr>
<tr>
<td>__ documents which events draw new learners</td>
<td>__ learner surveys</td>
</tr>
<tr>
<td>__ documents which communities/populations are missing, based on demographic analysis</td>
<td>__ records of results of recruitment efforts</td>
</tr>
<tr>
<td>__ surveys enrolled learners about how they found out about the program and tallies the results</td>
<td>__ other: _________________________</td>
</tr>
<tr>
<td>__ enlists learner expertise or participation in designing recruitment strategies</td>
<td></td>
</tr>
<tr>
<td>__2 The program conducts periodic reviews/evaluations of recruitment strategies and makes appropriate adjustments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 NA</td>
<td>High Low</td>
</tr>
</tbody>
</table>

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

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

Action Plan/Next Steps

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

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

Measures

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

*__1 The program provides each learner with an orientation to the school or class.

*__2 The program facilitates activities for learners to set goals and monitor their progress toward meeting those goals.

__3 The program provides support services such as the following:
   __ childcare or access to childcare
   __ transportation to and from class
   __ counseling to guide learners through the program
   __ tutoring or aide assistance in classes as needed (e.g., to help learners with lower literacy levels)

__4 The program provides distance learning courses for learners unable to attend regular classes.

__5 The program provides on-line courses.

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0  1  2  3  NA

Priority

High    Low
5. Learner Retention and Transition

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

Measures

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

____ The program accommodates the special needs of learners in one or more of the following ways:

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

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
5. Learner Retention and Transition

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

**Measures**

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

*1 The program contacts learners with irregular attendance patterns to encourage re-entry.

2 The program rewards learners for excellent attendance, making progress, completing courses, and fulfilling their goals within the program through the awarding of certificates or special ceremonies.

Other: ________________________

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

0 1 2 3 NA

**Priority**

High Low
5. Learner Retention and Transition

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

**Measures**

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

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

2. The program supports transition through one or more of the following:
   - provides information about other programs
   - provides counseling
   - provides documentation of learner outcomes that is recognized by other programs
   - refers learners to other programs
   - provides guest speakers to talk about other programs
   - facilitates field trips to other programs
   - other:

**Sample Evidence**

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

**Comments**

**Action Plan/Next Steps**

**Score**

0 1 2 3 NA

**Priority**

High Low

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

ASSessment Policy

A. The program has a comprehensive assessment policy.

Measures

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

The policy has the following attributes:

___1 reflects the mission and goals of the program
___2 accommodates legal requirements
___3 reflects the needs of the learners and other stakeholders
___4 is linked to instructional objectives and activities
___5 is developed with input from internal and external stakeholders
___6 is based on principles of adult learning, second language acquisition, language learning pedagogy, literacy development for adults, and sound language testing principles and procedures

___ Other: _________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0  1  2  3  NA

Priority

High  Low
6. Assessment and Learner Gains

ASSESSMENT POLICY

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

Measures

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

The program has a process for the following:

* 1 assessing learners’ needs and goals for placement into the program
* 2 documenting progress within the program
* 3 documenting criteria for exit from the program
* 4 assessing learners with special needs

Sample Evidence

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

Comments


Score

0  1  2  3  NA

Priority

High  Low
6. Assessment and Learner Gains

**Assessment Policy**

C. Assessment activities are ongoing and appropriately scheduled.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ schedules for assessment</td>
</tr>
<tr>
<td>__1 Multiple opportunities for assessment occur during the course of instruction.</td>
<td></td>
</tr>
<tr>
<td>__2 Assessment activities are scheduled at suitable times to meet learner and program needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

#### Priority

High       Low
6. Assessment and Learner Gains

**ASSESSMENT POLICY**

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td></td>
</tr>
</tbody>
</table>

___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_

___ 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

ASSESSMENT POLICY

E. Continued

<table>
<thead>
<tr>
<th>Measures (continued)</th>
<th>Sample Evidence (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__3 Testing materials are not damaged or marked.</td>
<td>__ materials used for testing</td>
</tr>
<tr>
<td>__4 Testing materials are kept in a secure location.</td>
<td>__ observation of equipment used for testing</td>
</tr>
<tr>
<td>__5 Audiovisual, computer, or other technology equipment required for testing works well.</td>
<td></td>
</tr>
</tbody>
</table>

Comments

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0     1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>

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

**TYPES OF ASSESSMENT**

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
</tr>
<tr>
<td>1 Individual student learning records list learner goals and interests.</td>
</tr>
<tr>
<td>2 Learner needs assessments are conducted initially and on an ongoing basis.</td>
</tr>
<tr>
<td>3 School assessment reports tally learners’ needs and goals to identify program needs.</td>
</tr>
<tr>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>learner needs assessment forms</td>
</tr>
<tr>
<td>school assessment reports</td>
</tr>
<tr>
<td>interviews with learners</td>
</tr>
<tr>
<td>learner portfolios</td>
</tr>
<tr>
<td>individual student learning records</td>
</tr>
<tr>
<td>other: ______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Low</td>
</tr>
</tbody>
</table>
6. Assessment and Learner Gains

**Types of Assessment**

6. 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.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
<th>Comments</th>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, both of the measures below should be in place.</td>
<td>__ learner portfolios or learning records</td>
<td></td>
<td>0 1 2 3 NA</td>
<td>High Low</td>
</tr>
<tr>
<td>__1 Individual student learning records list proficiency levels through formal or informal assessment in at least two of the following:</td>
<td>__ sample assessment materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___listening:</td>
<td>__ assessment procedures and guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___informal ___formal</td>
<td>__ assessment tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of instrument: __________________</td>
<td>__ assessment reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___speaking:</td>
<td>__ other: _________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___informal ___formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of instrument: __________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___reading:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___informal ___formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of instrument: __________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___writing:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___informal ___formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of instrument: __________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___Primary language literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___informal ___formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of instrument: __________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__2 As appropriate, special needs are indicated in learner records (e.g., dyslexia, short-term memory problem)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan/Next Steps**
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

H. Continued

<table>
<thead>
<tr>
<th>Measures (continued)</th>
<th>Sample Evidence</th>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>_3 If standardized assessment instruments are used, both of the following are in place:</td>
<td>_ student learning records</td>
<td>0</td>
<td>High</td>
</tr>
<tr>
<td>_ The assessment instrument has accompanying information on reliability and validity studies that have been done with the test.</td>
<td>_ student portfolios</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>_ Accompanying documentation indicates that the studies were conducted with the targeted adult-level population of nonnative speakers of English.</td>
<td>_ sample assessment instruments</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_ assessment data reports</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_ interviews with staff</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

Comments

Action Plan/Next Steps

Score

Priority

High

Low
6. Assessment and Learner Gains

**Types of Assessment**

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ needs assessment forms</td>
</tr>
<tr>
<td>Results from the needs assessment process are</td>
<td>__ interviews with teachers</td>
</tr>
<tr>
<td>__1 considered in the selection of materials and teaching approaches</td>
<td>__ teaching manual or guidelines</td>
</tr>
<tr>
<td>__2 used in the development or revision of curriculum</td>
<td>__ interview with administrator</td>
</tr>
<tr>
<td>__3 used to identify learners’ special interests and needs</td>
<td>__ assessment forms</td>
</tr>
<tr>
<td>__4 used to set instructional priorities in the program (e.g., offer</td>
<td>__ minutes from planning meetings, trainings, or curriculum meetings</td>
</tr>
<tr>
<td>more VESL courses to accommodate learners waiting to get jobs)</td>
<td></td>
</tr>
<tr>
<td>__5 used to develop new courses or types of ESL classes (e.g., pronunciation, writing)</td>
<td></td>
</tr>
<tr>
<td>__ Other:_____________________</td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan/Next Steps**

**Score**

0   1   2   3   NA

**Priority**

High   Low
6. Assessment and Learner Gains

Types of Assessment

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

### Measures

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

*1 The results of all assessments are
- explained to the learners
- used to counsel learners
- posted or recorded on permanent records so that they can be accessed by learners at a later date
- other: __________________________

*2 The rules of confidentiality are respected in the sharing of results.

*3 Assessment results are linked to special recognition, such as certificates of progress or completion.

### Sample Evidence

- interviews with learners
- student learning records
- assessment reports
- charts illustrating assessment results correlated with levels
- keys explaining assessment results
- certificates documenting learner assessment results
- written confidentiality and reporting policies
- other: __________________________

### Comments

### Action Plan/Next Steps

### Score

| 0 | 1 | 2 | 3 | NA |

### Priority

High       Low
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.

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
</tr>
<tr>
<td>__1 Learners are informed of the assessment requirements for entrance into other programs (e.g., job training, postsecondary education).</td>
</tr>
<tr>
<td>__2 Learners are continually informed as to how their progress on assessments relates to advancement within the ESL program and to other programs.</td>
</tr>
<tr>
<td><strong>3 Results from assessment activities are used to place learners in technical or vocational programs, higher levels of ESL instruction, other education programs, employment, other:</strong>__________________</td>
</tr>
<tr>
<td>__4 The program documents and reports the number of learners who achieve significant learning gains or advance to other programs on a regular basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ assessment reports</td>
</tr>
<tr>
<td>__ assessment requirements of other programs</td>
</tr>
<tr>
<td>__ students’ learning records</td>
</tr>
<tr>
<td>__ surveys of learners</td>
</tr>
<tr>
<td>__ transcripts</td>
</tr>
<tr>
<td>__ records of transfers and advancement within program</td>
</tr>
<tr>
<td>__ exit interviews</td>
</tr>
<tr>
<td>__ documentation of the following:</td>
</tr>
<tr>
<td>___% achieved significant learning gains</td>
</tr>
<tr>
<td>___% promoted to higher levels</td>
</tr>
<tr>
<td>___% got jobs or better jobs</td>
</tr>
<tr>
<td>___% entered vocational programs</td>
</tr>
<tr>
<td>___% entered postsecondary programs</td>
</tr>
<tr>
<td>___% _________________</td>
</tr>
<tr>
<td>__ other:____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Low</td>
</tr>
</tbody>
</table>

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

**TYPES OF ASSESSMENT**

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

**Measures**

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

___ 1 Learner assessment results are reviewed by instructional staff, and, if appropriate, learners are referred to other segments of the program or referred for further assessment.

___ 2 Program staff tally learner assessment results to document learner gains and outcomes and review these statistics regularly.

___ 3 Assessment results recorded in individual learner portfolios document educational gains or achievement of learner outcomes.

___ Other: ________________________

**Sample Evidence**

___ learner assessment records
___ assessment reports
___ interviews with instructors
___ referral forms to special services
___ other: ________________________

**Comments**

**Action Plan/Next Steps**

**Score**

0 1 2 3 NA

**Priority**

High Low
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.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ learner needs assessment forms</td>
</tr>
<tr>
<td>___1 Learner goals are recorded in one or more of the following ways:</td>
<td>__ learner profile or placement forms</td>
</tr>
<tr>
<td>______________________</td>
<td>__ school assessment reports</td>
</tr>
<tr>
<td>_ Learners record their short- and long-term goals during the placement process on student profile forms.</td>
<td>__ learner portfolios or learning records</td>
</tr>
<tr>
<td>_ Learners identify their goals during classroom exercises facilitated by the instructor.</td>
<td>__ interviews with learners</td>
</tr>
<tr>
<td>_ Learners record their goals in individual portfolios used for assessment.</td>
<td>__ class observations</td>
</tr>
<tr>
<td>_ Learners record their goals on testing forms.</td>
<td>__ testing forms</td>
</tr>
<tr>
<td>_ Learners record their goals in journals</td>
<td>__ learners’ journals</td>
</tr>
<tr>
<td>__ Other: __________________</td>
<td>__ other: __________________</td>
</tr>
<tr>
<td>___2 Learners’ progress toward attainment of goals is recorded in one or more of the following ways:</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>_ on learner profile forms used for placement</td>
<td></td>
</tr>
<tr>
<td>_ in individual portfolios used in the classroom</td>
<td></td>
</tr>
<tr>
<td>_ on testing forms</td>
<td></td>
</tr>
<tr>
<td>_ on exercise papers used during instruction</td>
<td></td>
</tr>
<tr>
<td>_ in learners’ journals</td>
<td></td>
</tr>
<tr>
<td>__ Other: __________________</td>
<td></td>
</tr>
<tr>
<td>___3 The program has a system to document and report the short- and long-term goals of its learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>___4 The attainment of learner goals is tallied on cumulative school reports and reported to interested stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan/Next Steps**

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

LEARNER GAINS

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

Measures

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

___ 1 Review of learner records indicates improvement demonstrated using more than one of the following measures:
   ___ standardized pre-/posttest score gains ___L ___S ___R ___W
   ___ learner portfolio with verification of completed tasks or skills ___L ___S ___R ___W
   ___ performance assessment results with criteria that define successful skill attainment or completion of outcomes ___L ___S ___R ___W
   ___ pre-/postwriting samples with assessment criteria and results attached
   ___ weekly tests (from textbooks or teacher developed) ___L ___S ___R ___W
   ___ learner self-appraised progress on pre-/postsurveys ___L ___S ___R ___W
   ___ criterion-referenced progress or level exit tests ___L ___S ___R ___W
   ___ Other: __________________________

Sample Evidence

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

Comments

Score

0  1  2  3  NA

Priority

High  Low
6. Assessment and Learner Gains

**LEARNER GAINS**

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>__ learner journals</td>
</tr>
<tr>
<td>__1 Progress in nonlinguistic outcomes is indicated through one or more of the following:</td>
<td>__ learner self-assessment questionnaires</td>
</tr>
<tr>
<td>___ learner journal</td>
<td>__ classroom observation checklists</td>
</tr>
<tr>
<td>___ learner self-assessment pre-/postquestionnaire</td>
<td>__ interviews with learners</td>
</tr>
<tr>
<td>___ teacher observation checklist</td>
<td>__ anecdotes from students</td>
</tr>
<tr>
<td>___ learner interviews</td>
<td>__ other: ___________________</td>
</tr>
<tr>
<td>__ other: ________________</td>
<td></td>
</tr>
<tr>
<td>__2 Nonlinguistic outcomes that are documented include any of the following:</td>
<td></td>
</tr>
<tr>
<td>___ increased confidence</td>
<td></td>
</tr>
<tr>
<td>___ increased participation in class</td>
<td></td>
</tr>
<tr>
<td>___ increased use of resources</td>
<td></td>
</tr>
<tr>
<td>___ improved study habits</td>
<td></td>
</tr>
<tr>
<td>___ increased participation in community or other activities outside of class</td>
<td></td>
</tr>
<tr>
<td>___ other: ________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

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 (continued)

- 4 The program provides a salary scale and promotional ladder.

- 5 Full-time and part-time faculty have the same opportunity for promotion as other academic faculty or professional staff with comparable degrees and experience.

- Other: ______________________

### Sample Evidence (continued)

- List of benefits provided for instructional and professional staff (check benefit; then check whether it applies to part-time or full-time employees or both):
  - Health insurance __p/t __f/t
  - Vision insurance __p/t __f/t
  - Dental insurance __p/t __f/t
  - Life insurance __p/t __f/t
  - Paid professional leave __p/t __f/t
  - Paid holidays __p/t __f/t
  - Vacation leave __p/t __f/t
  - Bereavement leave __p/t __f/t
  - Personnel business leave (e.g., for cultural holidays) __p/t __f/t
  - Sabbatical leave __p/t __f/t
  - Maternity/ paternity leave __p/t __f/t
  - Workers’ compensation __p/t __f/t
  - Disability/family medical leave __p/t __f/t
  - Retirement package __p/t __f/t
  - Other: ___________________

### Action Plan/Next Steps

### Sample Evidence (continued)

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

### Priority

- High
- Low
### Measures

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

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

**Other:** _________________________

### Sample Evidence

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

### Comments

**Action Plan/Next Steps**

---

### Score

0 1 2 3 NA

### Priority

High Low
7. Employment Conditions

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
</tr>
<tr>
<td>The program provides a safe and clean working environment by providing:</td>
</tr>
<tr>
<td>__1 adequate phone communication between learners, faculty and the institution’s personnel</td>
</tr>
<tr>
<td>__2 adequate ventilation</td>
</tr>
<tr>
<td>__3 appropriate lighting</td>
</tr>
<tr>
<td>__4 regular custodial service</td>
</tr>
<tr>
<td>__5 buildings in good repair</td>
</tr>
<tr>
<td>__6 furnishings in good repair</td>
</tr>
<tr>
<td>__7 emergency exit procedures and training in case of fire or other disasters</td>
</tr>
<tr>
<td>__8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled</td>
</tr>
<tr>
<td>__9 adequate access to clean restrooms</td>
</tr>
<tr>
<td>__10 adequate safety and security procedures, including efficient access to security personnel</td>
</tr>
<tr>
<td>__ Other: ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ site inspection reports</td>
</tr>
<tr>
<td>__ accreditation reports</td>
</tr>
<tr>
<td>__ interviews with faculty and staff</td>
</tr>
<tr>
<td>__ compliance reviews</td>
</tr>
</tbody>
</table>
| __ other:_________________________

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Low</td>
</tr>
</tbody>
</table>

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

Measure

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 ESL
  __ 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 ESL 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 ESL teaching experience, internship, and training determined to be equivalent
  ___ other:____________________

Action Plan/Next Steps

Comments

Score
0 1 2 3 NA

Priority
High Low
7. Staffing

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

Measures

To score a 2 or 3, one of the following 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: ______________________

Sample Evidence

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

Comments

Score

0  1  2  3  NA

Priority

High Low
7. Staffing

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

Measures

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

___1 Based on the size of the program budget and the needs expressed by the instructional staff, an appropriate number of support people are hired to ensure efficient day-to-day operations. Examples of these staff positions are any of the following:
  __ receptionists
  __ account clerks
  __ attendance clerks
  __ office manager
  __ instructional aides
  __ clerical assistants
  __ technology support technicians or specialists
  __ instructional specialists
  __ student support specialists

___2 The hiring process for support staff ensures appropriate training and qualifications for the job assignments.

___3 Support staff receive an orientation to the goals, structure, and mission of the program.

___4 Support staff are screened for their abilities to work with and support the learner population.

___ Other: _________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score
0 1 2 3 NA

Priority
High Low
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

<table>
<thead>
<tr>
<th>Measures (continued)</th>
<th>Sample Evidence (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__4 The program provides a salary scale and promotional ladder.</td>
<td>_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):</td>
</tr>
<tr>
<td>__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.</td>
<td>_ health insurance _p/t _f/t</td>
</tr>
<tr>
<td>__ Other: _____________________</td>
<td>_ vision insurance _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ dental insurance _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ life insurance _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ paid professional leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ paid holidays _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ vacation leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ bereavement leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ personnel business leave (e.g., for cultural holidays) _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ sabbatical leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ maternity/ paternity leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ workers’ compensation _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ disability/family medical leave _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>_ retirement package _p/t _f/t</td>
</tr>
<tr>
<td></td>
<td>__ other: ___________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
<td>_ union agreements</td>
</tr>
<tr>
<td>___1 The program supports negotiation with the faculty and staff to improve working conditions.</td>
<td>_ employment contracts</td>
</tr>
<tr>
<td>___2 All full-time and part-time staff receive timely appointment letters or contracts.</td>
<td>_ program rules and procedures</td>
</tr>
<tr>
<td>___3 All faculty are fully informed in writing of their employment prospects for the following term.</td>
<td>_ grievance forms and guidelines</td>
</tr>
<tr>
<td>___4 Written policies are available to all staff.</td>
<td>_ sample form letters</td>
</tr>
<tr>
<td>___5 All faculty and staff have access to a grievance procedure.</td>
<td>_ interviews with staff</td>
</tr>
<tr>
<td>___6 The program supports and complies with nondiscrimination and affirmative action guidelines.</td>
<td>_ other: __________________________</td>
</tr>
<tr>
<td>___7 Faculty and staff receive sufficient advance notice for a change in work assignments.</td>
<td></td>
</tr>
<tr>
<td>___8 Reasonable notice is provided for class closures due to insufficient enrollment.</td>
<td></td>
</tr>
<tr>
<td>___9 The program provides all paid and volunteer instructional staff with written job descriptions.</td>
<td></td>
</tr>
<tr>
<td>___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.</td>
<td></td>
</tr>
<tr>
<td>___11 The program provides clear criteria for dismissal.</td>
<td></td>
</tr>
<tr>
<td>___12 Seniority is one consideration in practices for continued employment or promotion.</td>
<td></td>
</tr>
<tr>
<td>___ Other: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
</table>
7. Employment Conditions

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, all the measures should be in place.</td>
</tr>
<tr>
<td>The program provides a safe and clean working environment by providing:</td>
</tr>
<tr>
<td>___1 adequate phone communication between learners, faculty and the institution’s personnel</td>
</tr>
<tr>
<td>___2 adequate ventilation</td>
</tr>
<tr>
<td>___3 appropriate lighting</td>
</tr>
<tr>
<td>___4 regular custodial service</td>
</tr>
<tr>
<td>___5 buildings in good repair</td>
</tr>
<tr>
<td>___6 furnishings in good repair</td>
</tr>
<tr>
<td>___7 emergency exit procedures and training in case of fire or other disasters</td>
</tr>
<tr>
<td>___8 compliance with the Americans with Disabilities Act in providing accessibility for the disabled</td>
</tr>
<tr>
<td>___9 adequate access to clean restrooms</td>
</tr>
<tr>
<td>___10 adequate safety and security procedures, including efficient access to security personnel</td>
</tr>
<tr>
<td>___ Other: ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ site inspection reports</td>
</tr>
<tr>
<td>_ accreditation reports</td>
</tr>
<tr>
<td>_ interviews with faculty and staff</td>
</tr>
<tr>
<td>_ compliance reviews</td>
</tr>
<tr>
<td>_ other:_________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0     1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High     Low</td>
</tr>
</tbody>
</table>
7. Staffing

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

### Measures

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

___ 1 The minimum qualifications for teaching in the program include formal training in TESOL. Formal training may include one or more of the following:
- master's degree in TESOL
- master's degree in linguistics or a related subject with specialization in TESOL
- bachelor's degree in TESOL
- adult education teaching credential with endorsement or authorization to teach ESL
- TESOL certificate from an accredited institution
- certificate of completion from provider's preservice TESOL training program
- specified amount of experience teaching ESL to adults
- progress toward completion of course work for certificate or degree in TESOL
- combination of adult-level ESL teaching experience, internship, and training determined to be equivalent

specify:________________

___ 2 The qualifications for teaching are commensurate with those of the institution's other instructional or professional staff.

Other:__________________________

### 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 ESL
  - 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 ESL 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 ESL teaching experience, internship, and training determined to be equivalent

Other:__________________________

### Action Plan/Next Steps


### Comments

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>
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: _____________________

**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**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
</table>

**Priority**

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
</table>
7. Staffing

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

Measures

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

___1 Based on the size of the program budget and the needs expressed by the instructional staff, an appropriate number of support people are hired to ensure efficient day-to-day operations. Examples of these staff positions are any of the following:
    __ receptionists
    __ account clerks
    __ attendance clerks
    __ office manager
    __ instructional aides
    __ clerical assistants
    __ technology support technicians or specialists
    __ instructional specialists
    __ student support specialists

___2 The hiring process for support staff ensures appropriate training and qualifications for the job assignments.

___3 Support staff receive an orientation to the goals, structure, and mission of the program.

___4 Support staff are screened for their abilities to work with and support the learner population.

___ Other: _________________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0  1  2  3  NA

Priority

High    Low
8. Professional Development

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

Measures

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

_____ Orientation is provided in one or more of the following ways:

- group workshop
- written program descriptions
- job shadowing experience
- observation of instruction and other program activities
- video or other form of presentation to staff
- one-to-one discussion with supervisor
- other: __________________

Sample Evidence

- orientation materials
- interviews with staff
- observation of orientation process
- schedule of orientation activities
- other: __________________________

Comments

Score

0  1  2  3  NA

Priority

High  Low
8. Professional Development

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

### Measures

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

**___1** The program’s professional development plan has all the following components:
- The plan is based on research in the field.
- The plan is based on external influences, such as legislation.
- The plan draws on input from internal stakeholders through a staff development needs assessment.
- The program conducts a staff development needs assessment on a regular basis. Date of last needs assessment: _______

**___2** The plan has a budget that allocates financial resources to support staff development. Resources may be required to do any of the following:
- provide for workshop presenters
- compensate faculty and staff to attend training workshops
- provide professional growth credits toward salary advancement for those who acquire professional development
- fund staff to travel to workshops or conferences
- provide release time for faculty and staff to attend in-service training
- pay for memberships of staff in professional organizations such as TESOL

**___3** The program seeks and acquires supplemental grant funding to provide staff development as outlined in the plan.

**___4** The plan includes a process to evaluate implementation of the plan.

### Sample Evidence

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

### Action Plan/Next Steps

### Comments

### Score

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

### Priority

High  Low
8. Professional Development

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

Measures

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

__1 The program provides opportunities for expansion of knowledge in areas such as the following:
  __ current trends
  __ best practices and methodology
  __ use of technology in ESL
  __ research in second language acquisition
  __ cross-cultural training
  __ knowledge of learners’ cultures and languages

__2 The program provides access to up-to-date resources on second language acquisition, teaching methods, and previous course syllabi or outlines, including an up-to-date resource library and technological resources

__ Other:________________________

Sample Evidence

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

Comments

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.

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, the following measure should be in place.</td>
</tr>
<tr>
<td>___1 The program provides opportunities for administrators and project evaluators to become knowledgeable in one or more of the following ways:</td>
</tr>
<tr>
<td>___ offering training to administrators on effective teaching strategies, especially the criteria for classroom observations</td>
</tr>
<tr>
<td>___ requiring regular dialogue between administrators and instructional staff</td>
</tr>
<tr>
<td>___ encouraging administrators to attend adult-level ESL conferences and workshops</td>
</tr>
<tr>
<td>___ requiring classroom observations of adult ESL teachers followed by discussion between the administrator and teacher</td>
</tr>
<tr>
<td>___ other: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ workshop training materials</td>
</tr>
<tr>
<td>___ interviews with administrators and staff</td>
</tr>
<tr>
<td>___ records of travel to conferences by administrators and staff</td>
</tr>
<tr>
<td>___ resource library materials</td>
</tr>
<tr>
<td>___ calendar of staff development activities and classroom observations</td>
</tr>
<tr>
<td>___ access to Web sites related to ESL</td>
</tr>
<tr>
<td>___ classroom observation rating sheets with administrators’ discussion notes</td>
</tr>
<tr>
<td>___ other: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
</tbody>
</table>
8. Professional Development

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

Measures

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

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

2. The program encourages practice and follow-up activities to staff development to monitor implementation of new strategies. Ways to provide follow-up include one or more of the following:
   - sponsor meetings or workshops in which staff members share with each other what they learned at staff development activities
   - facilitate classroom observations between staff members to monitor the application of new strategies
   - publish a newsletter summarizing results or new strategies learned from staff development activities
   - Other: ____________________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
8. Professional Development

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

**Measures**

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

___1 Training on assessment procedures is provided in any of the following ways:
   __ in house meetings or workshops
   __ invited trainers
   __ supported attendance at outside workshops

___2 Training is provided for a variety of assessment procedures. These may include training in the following:
   __ standardized testing
   __ performance based testing
   __ portfolio based assessment

___3 Training is provided on the following:
   __ purposes of assessment (e.g., for placement, for progress)
   __ appropriate methods of test administration
   __ interpretation and use of test results

___4 For mandated testing, the program supports participation in the training sessions in any of the following ways:
   __ paid compensation
   __ released time from the classroom

___5 All program staff associated with assessment participate in training sessions (e.g., administrators, instructors, and assessment staff).

___ Other: ________________

**Sample Evidence**

___ professional development plan
___ schedule of training meetings or workshops related to assessment
___ training manuals for instructional and support staff
___ interviews with instructional staff
___ observation of trainings
___ other: __________________

**Comments**

*Sample Evidence*

___ professional development plan
___ schedule of training meetings or workshops related to assessment
___ training manuals for instructional and support staff
___ interviews with instructional staff
___ observation of trainings
___ other: __________________

**Score**

0 1 2 3 NA

**Priority**

High Low
8. Professional Development

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

**Measures**

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

The program encourages participation in professional organizations in one or more of the following ways:

1. The program makes available information on professional organizations and encourages membership.

2. The program encourages and, if possible, compensates staff to participate in staff development activities of the organization, such as
   - conferences
   - retreats
   - intensive training sessions

3. The program supports staff who present at professional conferences or meetings by providing any of the following:
   - travel reimbursement
   - release time
   - duplication of materials for presentation
   - payment of conference fees

4. The program recognizes membership and participation in professional organizations through staff evaluation activities.

**Other:** ______________________

**Sample Evidence**

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

**Comments**

**Score**

0 1 2 3 NA

**Priority**

High Low
8. Professional Development

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

Measures

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

*___1 The program supports the attendance of its faculty and staff at meetings to collaborate with other educational and community groups, such as
  __ community agencies: __________
  __ K–12 schools: __________
  __ educational oversight and policy groups (e.g., school board)
  __ workplace providers: __________
  __ other segments of own educational program (e.g., adult basic education [ABE] program, graduate equivalency diploma [GED]/high school program, vocational training programs):
    __ colleges: __________
    __ support service providers: __________
    __ outside job training programs
    __ business/industries

*___2 The program supports the joint use of facilities or resources.

*___3 The program provides technological resources and support for joint projects such as the following:
  __ transitioning projects
  __ collaborative learning
  __ research
  __ instructional projects
  __ Other: __________

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low
8. Professional Development

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

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, the following measure should be in place.</td>
</tr>
<tr>
<td>☐ The program monitors and recognizes the staff development activities of its staff by doing one or more of the following:</td>
</tr>
<tr>
<td>☐ awarding certificates of completion or participation in staff development activities</td>
</tr>
<tr>
<td>☐ recognizing staff development participation in its evaluation procedures for continued employment</td>
</tr>
<tr>
<td>☐ honoring participants in public ceremonies</td>
</tr>
<tr>
<td>☐ acknowledging participants in program newsletters, reports, or publicity</td>
</tr>
<tr>
<td>☐ other: _________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ sample certificates of recognition or participation</td>
</tr>
<tr>
<td>☐ newsletter, program reports, or program publicity that acknowledges participation</td>
</tr>
<tr>
<td>☐ staff evaluation forms</td>
</tr>
<tr>
<td>☐ ceremony programs/ agenda</td>
</tr>
<tr>
<td>☐ interviews with staff</td>
</tr>
<tr>
<td>☐ other: _________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
</tbody>
</table>
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
8. Staff Evaluation
J, K, L. Continued

<table>
<thead>
<tr>
<th>Measures, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>*5 Multiple measures are used to evaluate performance. At least two of the following measures are used:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>*6 The outcome of the evaluation process provides an opportunity to improve performance. Formal notice is given of dissatisfaction with faculty performance with a probationary period and guidelines for improvement.</td>
</tr>
<tr>
<td>7 Staff members develop self-improvement plans based on performance evaluations. The self-improvement plan can be completed in any of the following formats, if allowed by program requirements:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Low</td>
</tr>
</tbody>
</table>
9. Support Services

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

**Measures**

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

*___1 The program establishes and maintains contacts with service providers in areas of identified learner needs. The types of services or agencies may include any of the following:
  - childcare
  - transportation
  - health services
  - employment counseling
  - educational counseling
  - financial aide counseling
  - legal advice
  - personal and family counseling
  - assessment of learning disabilities
  - native language translators
  - services related to other barriers to learning:___________________

*___2 When possible, classes are planned in locations where other services such as counseling and health services are available.

*___3 The program maintains an accessible and updated list of experts and agencies for referrals and teacher consultation.

*___4 The program schedules visits from in-house support staff and local representatives from support agencies to talk to learners and staff.

*___5 When possible, the program schedules visits by learners to agencies, support services, and other resource locations.

*___6 Instructional and support staff have an understanding of procedures, resources, and responsibilities for providing support to students.

*___7 The program provides native-language translation and interpreting through in-house staff or community contacts.

___ Other: ______________________

**Sample Evidence**

- counseling records
- memorandum of understanding agreements between agencies
- telephone records
- program flyers or publicity
- learner records showing referrals
- list of support services and agencies with contact information
- records or schedule of visits to cooperating agencies
- records or schedule of visits from/ presentations by agency personnel
- program policies and referral guidelines

**Comments**

**Score**

0 1 2 3 NA

**Priority**

High Low
## 9. Support Services

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

#### Measures

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

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

2. The program arranges for appropriate accommodations, such as any of the following:
   - modified tables/chairs
   - note-taking
   - interpreters
   - modified instructional materials
   - assistive technology (e.g., magnification equipment)
   - assistive staff

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

**Other:** _______________

#### Sample Evidence

- list of agencies providing services
- written referral process within program
- list of available accommodations
- interviews with staff
- learner records
- training agenda
- written list of procedures for identifying disabilities
- observation or site audit
- training materials
- other: __________________

#### Action Plan/Next Steps

**Score**

0 1 2 3 NA

**Priority**

High Low

---

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

<table>
<thead>
<tr>
<th>Measures</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To score a 2 or 3, one or more of the measures should be in place.</td>
<td>_ memorandum of understanding agreements between agencies</td>
</tr>
<tr>
<td>___1 Program staff follow up on referrals made to support agencies to ensure that appropriate services were provided.</td>
<td>_ written responses from agencies after referrals</td>
</tr>
<tr>
<td>___2 Program staff communicate with learners to ensure that needed services were provided.</td>
<td>_ interviews with staff</td>
</tr>
<tr>
<td>___3 Program staff investigate the extent to which support agencies accommodate the linguistic and cultural diversity of referred learners.</td>
<td>_ interviews with learners</td>
</tr>
<tr>
<td>___4 Written procedures for referrals and identification of learning disabilities include steps for follow up.</td>
<td>_ summary reports of results of referrals</td>
</tr>
<tr>
<td>___5 If necessary, the program offers information to support agencies to facilitate needed linguistic and cultural accommodations.</td>
<td>_ needs assessment</td>
</tr>
<tr>
<td>Other: ___________________</td>
<td>_ records of communication with cooperating agencies, including referrals and follow-up</td>
</tr>
<tr>
<td></td>
<td>_ written program policies and procedures</td>
</tr>
<tr>
<td></td>
<td>other: ___________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>