III-F. Using the TESOL Program Standards for Program Review and Improvement

Table of Contents

Trainer Guide **3**

Trainer Notes **17**

Goal, Objectives, and Agenda 17
Types of Standards: Key 20
Samples *21*
Overview of the Contents of Standards for Adult Education ESL 23
Demonstration of How Each Self-Review Item is Structured and Used 24
Practicing Using the Self-Review Instrument 30
Summary Scores and Action Plan Chart 37
Application: Using the Self-Review Instrument in One's Own Program 59
CAELA Brief: *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs* 60

Participant Handouts **71**

Goal, Objectives, and Agenda 71
Types of Standards 72
Focus Questions 73
Standard 6H *73*
Standard 4E *77*
Program Review Planning Chart 80
Focus Questions for All Standards 81
CAELA Brief: *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs* 99
Workshop Evaluation 110

Page is left blank intentionally.

Using the TESOL Program Standards for Program Review and Improvement

This workshop module contains detailed instructions and all of the materials necessary to conduct a training session on using the Teachers of English to Speakers of Other Languages (TESOL) program standards for program review and improvement. The module has three components:

- Trainer Guide
- Trainer Notes
- Participant Handouts

The Trainer Guide is the trainer's script for the training session. It contains step-by-step instructions for presenting the workshop. It begins with an introduction that states the rationale and purpose of the workshop. It also gives the goal and objectives of the workshop, the workshop agenda, an overview of workshop sections with the amount of time to be spent on each section, trainer preparation instructions, and materials needed. The introduction is followed by detailed sequential instructions for conducting each section of the workshop.

The introduction to each section states the purpose of the activities and the timing of that section. It is followed by a two-column table with instructions for each activity in the first column (Action) and the materials needed in the second column (Materials). Hard copies of all of the materials needed (with the exception of non-CAELA publications) are provided in the Trainer Notes or the Participant Handouts. Materials are listed by title followed by the page number on which they can be found and marked TN (indicating it can be found in the Trainer Notes) or PH (indicating it can be found in the Participant Handouts). Ordering information for non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or into PowerPoint slides are marked "Transparency or PowerPoint slide." You will need to prepare them before the training session.

The Trainer Notes accompanies the script of the Trainer Guide. It includes copies of all the participant handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts if appropriate. The contents of the Trainer Notes are organized in the order they are needed in the session, and the place they will be used is indicated in the Materials column in this Trainer Guide.

The Participant Handouts contains all the information and activity sheets that participants need to participate in the session and will take with them when they leave. The handouts are also organized in the order they will be used in the session. Make a copy of the handouts for each participant.

Using the TESOL Program Standards for Program Review and Improvement

Introduction to the module: Read the following two scenarios that demonstrate the need for a workshop on using program standards in adult ESL programs.

> Diana has just started a new job to organize ESL classes for a community-based organization that has received a grant to provide ESL instruction for new-immigrant learners in the community. She has been charged with establishing the program from the bottom up, identifying methods for managing the program, identifying curriculum and instructional practices, hiring instructors and support staff, and implementing assessment and methods for evaluating program outcomes. She needs to know what components make up an effective ESL program and how to implement them.

> Rudy is a program director for a large ESL program in a community college. The college is up for accreditation and has asked Rudy to facilitate a program review process in each discipline. Rudy needs to implement a process whereby administrators, faculty, and staff will analyze program strengths and weaknesses and develop an action plan for program improvement.

Standards for Adult Education ESL Programs, published by Teachers of English to Speakers of Other Languages (TESOL, 2003), is an excellent tool to help Diana set up a new ESL program and help Rudy conduct a program review process in a well-established ESL program.

The following Trainer Guide and workshop materials will assist you in conducting a workshop on using the TESOL program standards for reviewing components of an adult-level ESL program.

Target audience for this workshop: All stakeholders who are charged with program review. They may include any of the following:

- Adult ESL program administrators and coordinators
- Teachers, tutors, aides, and counselors
- Program funders
- Program partners
- Program evaluators

Goal of the workshop: To familiarize participants with the contents of the *Standards for Adult Education ESL Programs* publication (TESOL, 2003) and enable them to use the Program Self-Review Instrument to analyze program components

Workshop objectives for participants: At the end of the workshop, participants should be able to

- Describe the differences between program, content, and performance standards
- Identify the nine categories of program standards, describing examples in each category
- Use the self-review instrument to analyze the level of implementation of each standard in a program
- Use the Summary Scores and Action Plan Chart to identify areas for program improvement
- Identify a variety of ways the self-review instrument can be used for a program review process

Length of workshop: Three to 4 hours for the basic workshop. The length will vary according to how much practice you would like to provide for each section of the workshop. If participants apply what they have learned and practice using the self-review items to analyze their own program, the workshop could last up to 5 hours. If it is not possible to hold a 3-hour workshop, the workshop could be shortened by modeling how to use the self-review instrument with one standard instead of two and by limiting practice to one standard. In this case, the workshop could be conducted in 1.5 hours.

The workshop components in this guide are as follows:

Part 1. Introduction	50 minutes
Part 2. Presentation: Overview of *Standards for Adult Education ESL Programs*	30 minutes
Part 3. Demonstration of self-review instrument	20 minutes
Part 4. Practice using the self-review items	40 minutes
Part 5. Summary scores and action plan	20 minutes
Part 6. Application: Using the self-review instrument in one's own program	20 minutes
Part 7. Wrap-up and evaluation	15 minutes
Total projected length of workshop:	195 minutes (3.25 hours)*

*This does not include break time. It is recommended that a 15-minute break be given about halfway through the training.

Preparation for the workshop:

- Read the CAELA brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs,* by Joy Kreeft Peyton. This brief provides background information on standards in general, the history of the use of standards in adult-level ESL classes, and possible uses of program standards in adult education. Parts of this brief will be used for presenting information to the participants. www.cal.org/caela/esl_resources/briefs/eslprogstandards.html
- Read the TESOL publication, *Standards for Adult Education ESL Programs,* which can be ordered from www.tesol.org.
- Order copies of the above publication for workshop participants.
- Make transparencies or PowerPoint slides as indicated in the workshop guide.

Materials needed for this workshop:

- A copy of *Standards for Adult Education ESL Programs* for each participant
- Using the TESOL Program Standards for Program Review and Improvement: Trainer Guide
- Using the TESOL Program Standards for Program Review and Improvement: Trainer Notes
- Using the TESOL Program for Program Review: Participant Handouts
- A copy of the CAELA brief on program standards for each participant

Note: In the Trainer Guide, materials to be found in the Trainer Notes are indicated by TN, followed by the page number; materials to be found in the Participant Handouts are indicated by PH, followed by the page number.

1. Introduction

Purposes:

- To establish the purpose of the workshop
- To review the goal and objectives of the workshop
- To define a program standard and contrast it with other types of standards
- To activate participants' prior knowledge of characteristics of an effective ESL program

Time: 40–50 minutes

Actions	Materials
A. Introduce yourself and other presenters. If participants don't know each other, do a short activity in which participants introduce themselves to each other.	
B. State the goal and objectives of the workshop: to train participants to use the self-review instrument to evaluate strengths and weaknesses of an adult ESL program. Post the goals and objectives of the workshop.	Goals, objectives, and agenda of workshop (TN, pp. 17–18; PH, 71)
Introduction to Standards C. Divide participants into groups of three. Have each group count off so that each member has a number: 1, 2, or 3. Refer participants to the first three pages of the brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs.* Assign roles as follows: Person #1: Read definition of program standards and summarize it to your group. Person #2: Read definition of content standards and summarize it to your group. Person #3: Read definition of performance standards and summarize it to your group.	CAELA brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs* (TN, pp. 60–70; PH, pp. 99–109)
D. After groups have shared definitions, ask them to complete the worksheet on matching examples of standards with the type of standard they represent. E. Go over worksheet with participants. Make sure participants understand the differences between these types of standards.	Types of Standards (TN, p. 20; PH, p. 72)
F. Explain to the whole group that they will be working with program standards to evaluate the strengths and weaknesses of their program.	Transparency or PowerPoint slide (optional) of "Types of Standards" (TN, p. 20)

Actions	Materials
Characteristics of Effective Programs G. Ask each group of three to brainstorm two or three characteristics of an effective adult ESL program in the area of instruction. Have them write these down. H. Ask each group to report these to the whole group. Post their answers on an overhead transparency, PowerPoint slide, or flipchart paper on the wall. The purpose of this exercise is to activate participants' knowledge of key program characteristics. I. Hand out the book *Standards for Adult Education ESL Programs* to participants. Ask them to refer to pp. 20–21, Section 2, Standards for Curriculum and Materials, and Section 3, Standards for Instruction, to see if their characteristics are listed. J. Ask groups to report back which standards included their characteristics and which did not. For characteristics not mentioned, refer participants to other standards in the book that may include those points.	Blank transparencies or flipchart paper pp. 20–21 in *Standards for Adult Education ESL Programs* Transparency or PowerPoint slide (optional): pp. 20–21 from *Standards for Adult Education ESL Programs* (TN, pp. 21–22)

2. Presentation: Overview of the contents of *Standards for Adult Education ESL Programs*

Purposes:

- To describe the background of the development of program standards.
- To describe the contents of the *Standards for Adult Education ESL Programs*.
- To familiarize participants with a variety of program standards in each category.

Time: 30 minutes

Actions	Materials
A. Using PowerPoint slides or overhead transparencies, provide a brief history of how the program standards were created.	Set of PowerPoint slides or overhead transparencies History of TESOL Program Standards (TN, p. 18) Notes on background (TN, p. 23)
B. Identify the purpose of the program standards publication.	
C. Describe the table of contents of *Standards for Adult Education ESL Programs* (Part 1, "Introduction"; Part 2, "Standards"; Part 3, "Program Narratives"; Part 4, "Program Self-Review Instrument").	*Standards for Adult Education ESL Programs*. Table of Contents (TN, p. 19)
D. Describe each of the nine categories of standards, giving an example of each. Refer participants to pp. 19–24 of the book. Have them follow along with you as you point out an example of each type of standard.	pp. 19–24 of *Standards for Adult Education ESL Programs*

3. Demonstration of how each self-review item is structured and used

Purpose:

- To model how to use each self-review item

Time: 15 minutes

Actions	Materials
A. Using the model self-review item on page 12 of the "Standards" (TN, p. 25), describe how each item is set up and scored. Point out the standard, measures, sample evidence, comments section, scoring section, and place for action plan. Explain what each score means.	Transparency or PowerPoint slide of page 12 (TN, p. 25) Demonstration of how each self-review item is structured and used (TN, pp. 24, 26)
B. Using pages 88, 89, and 93 of the "Standards" (TN, pp. 27–29), demonstrate how items may have different criteria for scoring. (For some items, all the measures should be in place; for others, one or more of the measures should be in place; and for others, just the asterisked measures should be in place.) Project each example as you describe the differences.	Transparencies or PowerPoint slides of pp. 88, 89, and 93 (TN, pp. 27–29)

4. Practice using the self-review items

Purposes:

- To practice using the self-review items with a program other than one's own
- To practice using the self-review items with one's own program

Time: 30–40 minutes

Actions	Materials
A. Explain to participants that they will practice completing two self-review items for the two programs described on pages 27–33 and pages 42–46 of the "Standards" book. One describes a large program and one describes a small program. Explain that they will practice first with an item from the assessment section.	
B. Model the practice activity:	Focus questions for 6H: Large Program (PH, p. 73) Answers (TN, p. 30)
1. Project on an overhead projector and read to the participants the focus questions about standard 6H (types of assessment).	
2. Then have participants read the assessment section for Program 1 on page 31, looking for answers to the focus questions.	Page 31 of book.
3. With the whole group, discuss the answers to the focus questions for 6H, based on the narrative.	Transparencies or PowerPoint slides of book pp. 113–114 (TN, pp. 32–33)
4. With the whole group, use the actual self-review item (pages 113 and 114) to score the information from the narrative. Model how to fill out the self-review item and score it.	From book: Self-review item 6H (PH, pp. 75–76)
5. In small groups or pairs, have participants repeat steps 2–4 for Program 2, described on pages 44 (under Learner Recruitment) and 45 (under Assessment). Come to consensus of the whole group on how to score Program 2 on this self-review item.	Focus questions for 6H: Small Program (PH, p. 74) Answers (TN, p. 31)
6. Next answer with the whole group the same focus question, 6H, but apply it to your own program or a program of one of the participants.	
7. With the whole group, complete self-review item 6H based on the answers to the focus question for the targeted program.	
8. Brainstorm strategies for an action plan or possible next steps with the whole group, thinking about the participants' own program or programs.	

Actions	Materials
C. Explain that now participants, in small groups, will go through the same process with a different self-review item. Divide the participants into groups of four or five.	
D. Assign roles: Person 1 asks the focus questions. Person 2 answers the questions as they relate to his or her program. Other people in the group score the standard, using the self-review item.	Focus questions for 4E (TN, p. 34; PH, p. 77)
E. Hand out the focus questions for standard 4E and the self-review item for 4E. (Note: You may select any item and focus questions, according to the needs of the group.)	Transparency or PowerPoint slide of self-review item 4E (TN, pp. 35–36)
F. Have groups come to consensus on scoring for item 4E or the item selected by the group and reflect on the process.	From book: Self-review item 4E (PH, pp. 78–79)
G. Ask groups to report their reflections to the whole group. If all groups completed the same item about the same program, have groups share their conclusions with the whole group to see if they agree on the scoring of that item.	
H. Refer participants to their handout of focus questions for all the standards. Participants can use these when they apply the process to their own program.	Focus questions for standards (PH, pp. 81–98)

5. Summary scores and action plan chart

Purpose:

- To demonstrate use of the summary scores and action plan chart

Time: 15–20 minutes

Actions	Materials
A. Demonstrate with overheads the use of the Summary Scores and Action Plan Chart. Explain how scores from individual items can be transferred to this chart. Groups can then arrive at an overall score for the category of standards and make notes of next steps in the "action plan" box under each section.	Overheads of two or three items from book, pp. 143–149 (TN, pp. 37–43)
B. As a whole group, review the example of a completed summary chart for the small or large program described in the book and how to identify priority areas for improvement.	
C. Ask participants to review the summary chart for the large or small program and write down five areas of needed improvement, such as assessment or curriculum. Have participants share their conclusions in their groups.	Transparency or PowerPoint slide (optional) of book pp. 36–41 (large program; TN, pp. 44–49) or book, pp. 50–56 (small program; TN, pp. 50–56) Summary scores and action plan chart (TN, p. 57) Book pp. 36–41 (large program) or pp. 50–56 (small program).

6. Application: Using the self-review instrument in one's own program

Purpose:

- To plan how to use the self-review process in one's own program

Time: 15 minutes

Actions	Materials
A. Discuss with participants a variety of ways to use the self-review items for their own program review: 1. If the program is undergoing an accreditation review, all the program staff as well as external reviewers might complete all the self-review items and summary chart and action plan, with the goal of reviewing implementation of all the standards. 2. If the focus of the program review is on just one segment of the program, such as assessment, the staff might focus on the items in that area and share their conclusions with each other. 3. Another option is to have different groups of teachers or staff complete different sections of the review instrument according to their area of involvement with the program.	
4. Refer participants to the CAELA brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs*. Ask them to read the section, "Example of Use of the TESOL Program Standards," or describe what is in this section to the participants.	CAELA brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs,* p. 4 (TN, pp. 60–70; PH, pp. 99–109)
5. Brainstorm with participants how they will conduct their own program review process using the self-review instrument. Use the program review planning chart to plan future use of the instrument.	Program Review Planning Chart (TN, p. 58; PH, p. 80)

7. Wrap-up and evaluation

Purposes:

- To discuss other uses of the standards and self-review process
- To evaluate mastery of the workshop's objectives

Time: 15 minutes

Actions	Materials
A. Discuss other uses of standards and self-review items. 1. Advocacy 2. Support for grant writing	Application: Using the self-review instrument in one's own program (TN, p. 59)
B. Ask participants to complete a workshop evaluation form to assess their ability to use the self-review instrument for program review.	Workshop evaluation form (PH, p. 110)

Notes

Using the TESOL Program Standards for Program Review and Improvement

Goal, Objectives, and Agenda

Goal:

To familiarize participants with the content of the *Standards for Adult Education ESL Programs* publication (TESOL, 2003) so that they can use the self-review instrument to evaluate and improved their program.

Objectives:

- Describe the differences between program, content, and performance standards
- Identify the nine categories of program standards
- Use the self-review instrument to analyze the level of implementation of standards in a program
- Use the summary scores chart to identify areas for program improvement
- Identify a variety of ways the self-review instrument can be used for a program review process

Agenda:

I. **Introduction to Workshop**

II. **Overview of the Standards Publication**

III. **Demonstration of the Self-Review Instrument**

IV. **Practice using the Self-Review Instrument**

V. **Summary Scores and Action Plan Chart**

VI. **Application:** Strategies for using the self-review instrument in own program

History of TESOL Program Standards

- 1991—Adult Education and Literacy Act required development of program quality indicators
- 1998—Title II of Workforce Investment Act required program quality standards and learner performance goals
- 1997—TESOL Task Force appointed to review standards
- 2000—TESOL Task Force developed program standards
- 2002—TESOL Task Force added program self-review instrument

Purpose of the Standards Document

- To provide a descriptive framework for examining any adult education ESL program

Standards for Adult Education ESL Programs

Table of Contents

Introduction
Background of the Project
Goals of the Task Force
Core Definitions
Adult English Learners and Programs
Purpose and Uses of the Volume
- *How to score*
- *Summary scores and action plan*
- *How to use the results*

Standards for Adult Education ESL Programs
- *9 categories*
  - *Program Structure, Administration, Planning*
  - *Curriculum and Instructional Materials*
  - *Instruction*
  - *Learner Recruitment, Intake, and Orientation*
  - *Retention and Transition*
  - *Assessment and Learner Gains*
  - *Employment Conditions and Staffing*
  - *Professional Development and Staff Evaluation*
  - *Support Services*

Program Narratives
- *Large, Institution-Based Program*
- *Volunteer-Based Program*

For each program:
- *Narrative*
- *Self-review Instrument*
- *Samples*
- *Summary Scores*
- *Action Plan*
- *Discussion of Scores*

Program Self-Review Instrument
- *Standards under each category*
- *Measures, sample evidence, action plan, comments, and score*
- *Summary scores chart*

Appendices
- *NRS ESL Educational Functioning Levels*
- *References and Further Reading*

Types of Standards

Key

- **Program standards:** They describe the components and features of a program that should be in place for the program to be effective.
- **Content standards:** They define what students should know and be able to do in different content and skill areas as a result of instruction.
- **Performance standards:** They specify how well students should be able to perform at different levels of content knowledge and language proficiency and describe the measures used to demonstrate how well the students perform.

Directions

Read each standard below and mark the type of standard it is. Use these abbreviations:

Prog = program standard
Cont = content standard
Perf = performance standard

Cont 1. Give simple, one-step directions.

Prog 2. Instructional activities are varied to address the different learning styles of the learners.

Cont 3. Complete a job application form.

Perf 4. The learner comprehends a few common words and simple phrases in conversations on topics of personal relevance when spoken slowly with frequent rephrasing, repetitions, and contextual clues.

Prog 5. The program has a plan for outreach, marketing, and public relations to foster awareness and understanding of the program.

Prog 6. The program has a process whereby learners demonstrate skill-level improvements in listening, speaking, reading, and writing through a variety of assessments.

Perf 7. The learner demonstrates some control of complex sentence structures in texts up to three paragraphs.

Cont 8. Report household problems.

Prog 9. The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes.

Prog 10. The program supports a safe and clean working environment.

Standards for Curriculum and Instructional Materials.)

L. The program organizes its instructional offerings to be consistent with the program's mission and goals and with the goals and needs of learners in the community being served. (See 3. Standards for Instruction.)

M. The program has a comprehensive assessment and evaluation policy and procedures that link assessment to instruction as well as learner goals and needs. (See 6. Standards for Assessment and Learner Gains.)

N. The program supports employment conditions, compensation, and benefits commensurate with those of other instructional or professional staff with comparable qualifications (e.g., the program employs full-time instructional staff and provides part-time teachers with prorated benefits). (See 7. Standards for Employment Conditions and Staffing.)

Program Planning

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

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.

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

2. Standards for 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.

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

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.

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

E. The 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.

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

3. Standards for 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.

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 (focus on the basic structure of language, e.g., grammar, vocabulary, and pronunciation)

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

- competency-based or functional context (focus on application of specific basic language skills in areas needed to function in everyday life or at work)
- whole language (integrated approach using listening, speaking, reading, and writing in thematic contexts often introduced through learner-generated content)
- participatory (focus on developing language and literacy skills to facilitate personal empowerment, community involvement, and social change)
- content-based (focus on developing language to support learner success in specific content areas, such as citizenship or vocational training)
- project-based (focus on developing language through collaborative work with the goal of completing a task or developing a product)

C. Instructional activities engage learners so that they take an active role in the learning process.

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 (e.g., ABE, GED preparation, postsecondary education, vocational training programs).

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

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

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.

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.

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

J. Instructional activities give learners opportunities to use authentic resources both inside and outside the classroom (e.g., newspapers, telephone books, school notices, library resources, community agencies, work sites, television, and the Internet).

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

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

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

4. Standards for 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.

B. The program uses a variety of recruitment strategies (e.g., personal contacts, peer learner referrals, print and broadcast media, outreach to community groups, networking with various institutions, advertising through and participation in community events, use of technological sources such as Web sites and electronic discussion lists).

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. Recruitment materials suitable for persons with special needs are available (e.g., larger print, audiotapes).

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Presentation: Overview of the Contents of Standards for Adult Education ESL Programs

Notes for background of the development of program standards

The following notes were taken from the CAELA brief, *Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs,* by Joy Kreeft Peyton. Refer to these notes and use the enclosed overhead transparencies or PowerPoint slides to summarize the background of the development of program standards.

Interest in program standards in adult education has developed in tandem with the development of standards in K–12 education. This movement started in the late 1980s.

The Adult Education and Literacy Act of 1991 required the U.S. Department of Education to develop indicators of program quality to assist states and local adult education service providers in assessing the effectiveness of their programs. The department developed examples of quality indicators for ABE programs in general, yet did not provide examples specific to ESL. Subsequently, Title II of the Workforce Investment Act of 1998 included both ABE and ESL programs and required them to establish core indicators of program quality and of learner performance related to educational gain, placement and retention in employment, participation in postsecondary education or training, and high school completion.

Recognizing the need to develop quality standards specifically for ESL programs, in 1997, TESOL convened a task force of ESL professionals from a variety of states to develop program standards. In 2000, TESOL published *Standards for Adult Education ESL Programs.* This document was revised in 2003 to include a self- review instrument to use for program review.

Demonstration of How Each Self-Review Item is Structured and Used

A. Using the model self-review item on page 12 of the book, describe how each item is set up and scored.

Standard: At the top of each page is the standard itself.

Measures: Measures identify the criteria that illustrate the standard is in place. For some standards, all the measures must be in place to meet the criteria for the standard. For other standards, one or more of the measures must be place, and for others, only the * (asterisked) measures need to be in place. One should put a check by the measures that are in place.

Sample evidence: The right-hand column lists types of evidence that will illustrate the degree to which the standard is in place. One should put a check by the types of evidence available that were viewed when assessing implementation of this standard.

Comments: This section allows one to comment on the evidence or the extent to which the measures are in place.

Score: One should circle the appropriate score for the standard, using the scale of 0–3.

0 = The standard is not in place.

1 = The standard is somewhat in place or partially developed.

For example, if only a few teachers were observed addressing a variety of learning styles, instead of the majority of the teachers, then the standard on learning styles may receive a 1 instead of a 2.

2 = The standard is in place. This is a satisfactory score.

3 = The standard is well developed within the program. This is an excellent score.

One can also circle whether the standard has low or high priority in the program at the given time. For example, if counseling support services for students are provided by another agency, this would have a low priority for program improvement in the program being reviewed. If a given standard is not relevant to the program being reviewed, one can circle NA (not applicable) in the score box.

Action plan/next steps: As one or more staff members are reviewing a standard, they can write notes in this section on the next steps they might take to improve implementation of this standard.

STANDARDS FOR ADULT EDUCATION ESL PROGRAMS

For some standards, all of the measures listed should be in place for a minimum score of 2.

1. Program Structure and Administration

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

Standards statement

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 ha development th internal stakeho

___3 The program ha internal and ex made aware of 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: _____

Measures that the standard is in place. Place a check next to each measure that is in place and list additional measures.

Sample Evidence

__ program audit reports
__ financial reports
__ annual budget
__ interviews with program st
__ written policies

Evidence that the standard is in place. Place a check next to each piece of evidence, list additional evidence, and add comments as needed.

Comments

Comments on the indicator score and implementation of this standard.

Action Plan/Next Steps

Action plan. List next steps for program staff to take related to improving implementation of the standard.

Score

0 1 2 3 NA

Indicator score from 0–3 or 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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Demonstration, continued

B. Using pages 88, 89, and 93 of the book, demonstrate how items may have different criteria for scoring.

Page 88: One or more of the measures should be in place. If any one of these measures is checked, the program standard should be scored with a 2 or 3. All the measures listed describe a variety of ways that multilevel needs can be met in a classroom. It would be satisfactory to have just one of these implemented in multilevel classes.

Page 89: To score a 2 or 3, all the measures should be in place; that is, instructional activities develop critical thinking, problem solving, team participation, and study skills.

Page 93: To score a 2 or 3, all the asterisked measures should be in place, meaning that without these * measures, there isn't satisfactory implementation of the standard. The other measures listed are desirable, but not required for satisfactory implementation.

3. Instruction

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

Measures

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

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

___1 Within a class session, learners are grouped at different times to do different level-specific activities (e.g., one group practices naming letters of the alphabet or decoding consonant sounds while another group completes a written exercise).

___2 Within a class, learners use different materials according to their literacy levels (e.g., different levels of the same text or workbook series).

___3 Learners with special needs are given special worksheets prepared by the instructor.

___4 Learners of different ability levels work together so that higher level learners can assist lower level learners with a learning task.

___5 A volunteer or teacher's aide periodically works with individuals or small groups of learners with special literacy needs.

___6 Learners are pulled out of a class for special tutoring in literacy; when appropriate, native language instruction can bridge the development of literacy skills in English.

___ Other:_____

Action Plan/Next Steps

Sample Evidence

__ classroom observations
__ interviews with instructors
__ interviews with learners
__ lesson plans
__ classroom schedule of activities with different groups of learners
__ other:_____

Comments

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

3. Instruction

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

Measures

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

Instructional activities are facilitated so that

___1 Learners acquire and practice the language patterns required to apply their critical thinking skills. Examples of critical thinking skills are the following:
- __ comparison and contrast
- __ generalization with examples
- __ use of the conditional to analyze
- __ summarization/making conclusions
- __ expression of feelings or judgments

___2 Learners use the appropriate language patterns and cultural behaviors to solve problems in the classroom or problems related to their daily lives. They follow the steps of identifying the problem, possible solutions, consequences to those solutions, and selecting the best solution according to the situation.

___3 Learners practice the language and behaviors needed to work effectively in teams. For example, they collaborate with shared resources, take on role assignments, negotiate with each other, encourage each other, and practice active listening skills.

___4 Learners participate in activities that strengthen their study skills. Examples of possible activities include the following:
- __ organizing their learning materials
- __ practicing note taking
- __ practicing outlining
- __ practicing test taking
- __ documenting their own progress
- __ completing homework assignments
- __ practicing English outside the classroom
- __ researching information through technology
- __ other: _____

___ Other:_____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

3. Instruction

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

Measures

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

*__1 In classroom activities or on weekly tests, learners complete exercises similar to those found on standardized or required tests (e.g., multiple-choice items, true-false items, essay questions). The instructor teaches learners how to complete a variety of test item types.

*__2 During testing situations, the teacher enforces typical testing requirements (e.g., no talking, no helping each other, keeping adequate distance between learners).

*__3 In role play activities or simulations, learners practice interview situations they will encounter outside the classroom (e.g., for jobs or citizenship interviews).

__4 When learners receive assessment results, the teacher guides them in recording the results on a chart or in a folder with which learners can periodically monitor their progress.

__5 Personal learning records of learners contain test scores or samples of learners' work that indicate monitoring of progress by the learners themselves.

__6 Instructors introduce or discuss purposes for standardized testing with learners using simple, level-appropriate language or visuals (e.g, instructor draws a mind map on "why test?" and includes answers elicited from learners, e.g., "for learners, teachers, funding").

___ Other: _____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Practicing Using the Self-Review Instrument

Answers to questions about standard 6H for Program 1 (large program)

1. **Who assesses the learners in your program and for what purposes?** In program 1, to identify their needs and goals, learners complete a student profile form at entrance. They also complete a short reading and writing test and do an oral interview in order to be placed into the right level in the program. To assess progress of the learners, teachers use a variety of methods, informal and formal. On a voluntary basis, teachers use performance-based measures to assess mastery of competencies for level exit.

2. **How are the learners assessed?** In program 1, after they are placed into the program, teachers give informal tests to monitor progress. Some teachers have learners maintain portfolios of their work. They also give standardized CASAS tests to measure achievement for state-mandated accountability requirements. Many classes also use checklists and self-assessment surveys to measure progress and achievement.

3. **If you use a standardized test, how do you know it is appropriate for your learners?** Learners take Comprehensive Adult Student Achievement System (CASAS) tests, which are calibrated for adult ESL students. Scores are correlated with the National Reporting System levels of proficiency. The Combined English Language Skills Assessment (CELSA) test, which was written for adult English language learners, is also used. [This information is not directly addressed in the program description. Technical reports and supporting documentation should be available from test publishers that show the test is appropriate for adult ESL learners.]

Scoring

Self-review item 6H: According to the description of Program 1 (large program), the self-review item would be filled in as follows:

Measures 1, 2, and 3 are checked.

Under measure 1, the following are checked: placement, progress, achievement, and program or level exit.

Under measure 2, the following are checked: a portfolio, textbook/progress tests, weekly unit tests, teacher-made tests, self-appraised progress on pre- and postsurveys, performance-based tests, checklist of completed competencies, oral interview, standardized tests.

Under measure 3, both items are checked.

Sample evidence: All are checked.

Score: 2

Under action plan, a next step might be to develop standardized level-exit tests and a way to measure nonlinguistic outcomes.

Answers to questions about standard 6H for Program 2 (small program)

1. **Who assesses the learners in your program and for what purposes?** In this small, volunteer-based literacy program, tutors administer one-to-one oral assessments at the time of placement to determine a learner's level. There are no other formal assessment tools.

2. **How are the learners assessed?** Only one-to-one oral assessments, such as the ESLOA and John test, are administered to determine a learner's level at the beginning of instruction. There are no other required assessments.

3. **If you use a standardized test, how do you know it is appropriate for your learners?** The tests that are administered (ESLOA, John test, and the LitStart pretest) are created for ESL learners. [This information is not directly addressed in the program description. Technical reports and supporting documentation should be available from test publishers that show the test is appropriate for adult ESL learners.]

Scoring

Self-review item 6H: According to the description of Program 2 (small program), the self-review item would be filled in as follows:

Measure 1 is checked. Under #1, placement is checked.

Measure 2 is not checked.

Measure 3 is not checked.

Sample evidence: Student learning records, sample assessment instruments, and interviews with staff are checked.

Score: 1

Action plan/next steps: Create a portfolio system to monitor student progress.

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

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

STANDARDS FOR ADULT EDUCATION ESL PROGRAMS

6. Assessment and Learner Gains

Types of Assessment

H. *Continued*

Measures *(continued)*

___3 If standardized assessment instruments are used, both of the following are in place:

__ The assessment instrument has accompanying information on reliability and validity studies that have been done with the test.

__ Accompanying documentation indicates that the studies were conducted with the targeted adult-level population of nonnative speakers of English.

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Focus Questions

Standard 4E: 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.

1. What information on entering students is collected during the intake process?
2. Through what procedures is that information collected?
3. What procedures are used for assessing incoming students' levels of English language proficiency?
4. What procedures are used to orient incoming students to the program?
5. If classes are filled, what procedures does the program have to accommodate learners who wish to enter but have to wait?

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

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

4. Learner Recruitment, Intake, and Orientation

E. ***Continued***

Measures *(continued)*

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

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

____ Other:_____

Action Plan/Next Steps

Sample Evidence

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

Comments

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Summary Scores and Action Plan Chart

Directions: Transfer your program's individual scores for each standard to this chart to analyze the strengths and areas for improvement for each part of your program. Record the proposed steps for improvement in the box titled "Action Plan" at the end of each section. Then under "Priority Areas for Improvement," list the sections and standards that are most in need of improvement, based on the results of this program review.

Scoring Key:

0 —Program component not in place
1 —Program component somewhat in place
2 —Program component in place
3 —Program component in place and well developed
NA —Not applicable to my program or not assessed at this time

1. Program Structure and Administration

Specific Standards	0	1	2	3	NA
A. Mission statement, philosophy, and goals					
B. System of governance					
C. Sound financial procedures					
D. Accountability Plan					
E. Clear communication and linkages with internal and external stakeholders					
F. Procedure for ensuring confidentiality					

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

G. Equipment for daily operations and efficient record keeping					
H. Appropriate facilities and resources for instruction					
I. Courses of sufficient intensity and duration/ flexible schedules and convenient locations for learners					
J. Student-teacher ratio appropriate to learner needs and goals					
K. (See 2. Standards for Curriculum)					
L. (See 3. Standards for Instruction)					
M. (See 6. Standards for Assessment)					
N. (See 7. Standards for Employment Conditions and Staffing)					

Program Planning

Specific Standards	**0**	**1**	**2**	**3**	**NA**
O. Planning process					
P. Technology plan					
Q. Plan for outreach, marketing, and public relations					
Overall Score for Standard Category					

Action Plan

2. Curriculum and Instructional Materials

Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Process for developing curriculum					
B. Compatibility with principles of second language acquisition, mission, and philosophy of program					
C. Goals, objectives, outcomes, approaches, methods, activities, materials, resources, and evaluation measures					
D. Measurable learning objectives					

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

E. Materials easily accessible, up to date, appropriate for adult learners, suitable for variety of learning styles, culturally sensitive, and oriented to needs of learners					
F. Ongoing process for curriculum revision					
Overall Score for Standard Category					

Action Plan

3. Instruction

Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Activities adhere to adult learning principles and second language acquisition					
B. Varied instructional approaches according to needs of students					
C. Learners take active role in learning process					
D. Focus on acquisition of communication skills					
E. Integration of four language skills					
F. Varied activities according to different learning styles and special learning needs					
G. Variety of grouping strategies and interactive tasks					
H. Activities accommodate multi-level groups of students, especially those with minimal literacy skills					
I. Activities develop language for critical thinking, problem solving, team participation, and study skills					
J. Use of authentic resources					
K. Use of appropriate technologies					
L. Integration of language and culture					
M. Preparation of students for formal and informal assessment					
Overall Score for Standard Category					

Action Plan

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

4. Learner Recruitment, Intake, and Orientation

Specific Standards	0	1	2	3	NA
A. Effective procedures for identifying adult ESOL learners					
B. Variety of recruitment strategies					
C. Materials reach population in multiple languages as needed					
D. Evaluation of effectiveness of recruitment strategies.					
E. Intake process, orientation to the program, and referral services as needed					
Overall Score for Standard Category					

Action Plan

5. Learner Retention and Transition

Specific Standards	0	1	2	3	NA
A. Enrollment and attendance procedures that support demands on adult learners					
B. Encouragement to reach goals					
C. Accommodation of special needs of learners					
D. Contact with learners with irregular attendance patterns/ acknowledgment of good attendance					
E. Appropriate support for transition to other programs					
Overall Score for Standard Category					

Action Plan

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

6. Assessment and Learner Gains

Assessment Policy					
Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Assessment policy					
B. Process of assessment for placement, progress, and exit from program					
C. Ongoing assessment and appropriately scheduled					
D. Procedures for collecting and reporting data on gains and outcomes					
E. Appropriate facilities, equipment, supplies, and personnel for assessment					
Types of Assessment					
F. Identification of learners' needs and goals					
G. Assessment of language proficiency levels in listening, speaking, reading, writing, including native language literacy					
H. Variety of assessments including reliable and valid standardized assessment tools					
Uses of Assessment					
I. Assessment information aids curriculum development					
J. Assessment results shared with learners					
K. Assessment documents learners' progress toward advancement to other programs					
L. Results provide information about educational gains and outcomes					
Learner Gains					
M. Process to identify short and long term goals and progress toward attainment of goals					
N. Process to demonstrate skill level improvements in listening, speaking, reading, and writing					
O. Process to demonstrate progress in nonlinguistic areas					
Overall Score for Standard Category					

Action Plan

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

7. Employment Conditions and Staffing

Specific Standards	0	1	2	3	NA
A. Appropriate compensation and benefits					
B. Professional treatment of staff					
C. Safe and clean working environment					
D. Hiring of qualified instructors trained in ESOL					
E. Hiring of staff with appropriate training in cross-cultural communication					
F. Trained support staff for effective program operation					
Overall Score for Standard Category					

Action Plan

8. Professional Development and Staff Evaluation

Specific Standards	0	1	2	3	NA
A. Orientation for new ESOL administrative, instructional, and support staff					
B. Professional development plan including resources to implement plan					
C. Opportunities to expand knowledge of trends and best practices					
D. Opportunities for administrators/ evaluators to gain knowledge of effective strategies in adult level ESOL					
E. Variety of professional development activities, including practice and follow-up					
F. Training in assessment procedures and use of results					
G. Encouragement to join professional ESOL organizations					
H. Support of collaboration of instructors with other programs					
I. Recognition of participation in professional development activities					

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Staff Evaluation

Specific Standards	0	1	2	3	NA
J. Process for regular evaluation of staff					
K. Anonymous evaluation of staff by learners					
L. Opportunity to develop performance improvement plans					
Overall Score for Standard Category					

Action Plan

9. Support Services

Specific Standards	0	1	2	3	NA
A. Access to a variety of services					
B. Process for identifying learning disabilities					
C. Linkages with cooperating agencies					
Overall Score for Section					

Action Plan

Priority Areas for Improvement

Standards Category	Specific Standards

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

is little opportunity for instructors to meet with other instructors or representatives from other educational institutions or community groups.

Summary Scores and Action Plan

Directions: Transfer your program's individual scores for each standard to this chart to analyze the strengths and areas for improvement for each part of your program. Record the proposed steps for improvement in the box titled "Action Plan" at the end of each section. Then, under "Priority Areas for Improvement," list the standards category and specific standards that are most in need of improvement, based on the results of this program review.

Scoring Key:

0—Program component not in place
1—Program component somewhat in place
2—Program component in place
3—Program component in place and well developed
NA—Not applicable to my program or not assessed at this time

1. Program Structure and Administration

Specific Standards	0	1	2	3	NA
A. Mission statement, philosophy, and goals				✓	
B. Administrative system				✓	
C. Sound financial management procedures				✓	
D. Accountability plan				✓	
E. Clear communication and linkages with internal and external stakeholders				✓	
F. Procedure for ensuring confidentiality				✓	
G. Equipment for daily operations and efficient record keeping				✓	
H. Appropriate facilities and resources for instruction				✓	
I. Courses of sufficient intensity and duration; flexible schedules; and convenient locations for learners				✓	
J. Learner-teacher ratio conducive to meeting learner needs and goals		✓			
K. (See Standard 2, Curriculum and Instructional Materials)					
L. (See Standard 3, Instruction)					
M. (See Standard 6, Assessment and Learner Gains)					
N. (See Standard 7, Employment Conditions and Staffing)					

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Program Planning

Specific Standards	0	1	2	3	NA
O. Planning process		✓			
P. Technology plan	✓				
Q. Plan for outreach, marketing, and public relations		✓			
Overall Score for Standard Category			✓		

Action Plan

1. Develop a technology plan.
2. Improve the program planning and review process, eliciting more input from external stakeholders.
3. Improve marketing and outreach.
4. Develop policy for appropriate class size to meet learner needs.

2. Curriculum and Instructional Materials

Specific Standards	0	1	2	3	NA
A. Process for developing curriculum				✓	
B. Compatibility with principles of second language acquisition, mission, and philosophy of program				✓	
C. Goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures				✓	
D. Measurable learning objectives				✓	
E. Materials easily accessible, up to date, appropriate for adult learners, suitable for variety of learning styles, culturally sensitive, and oriented to needs of learners				✓	
F. Ongoing process for curriculum revision		✓			
Overall Score for Standard Category				✓	

Action Plan

1. Do curriculum review on a more regular basis; reinstate a textbook review committee.
2. Invite external stakeholders to provide input during curriculum review process.

3. Instruction

Specific Standards	0	1	2	3	NA
A. Activities adhere to adult learning principles and second language acquisition				✓	
B. Varied instructional approaches according to needs of learners			✓		

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

C. Learners take active role in learning process				✓	
D. Focus on acquisition of communication skills				✓	
E. Integration of four language skills				✓	
F. Varied activities according to different learning styles and special learning needs				✓	
G. Variety of grouping strategies and interactive tasks				✓	
H. Activities accommodate multilevel groups of learners, especially those with minimal literacy skills			✓		
I. Activities develop language for critical thinking, problem solving, team participation, and study skills			✓		
J. Use of authentic resources		✓			
K. Use of appropriate technologies		✓			
L. Integration of language and culture				✓	
M. Preparation of learners for formal and informal assessment			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Increase integration of technology into classroom instruction.
2. Train teachers how to incorporate more technology.
3. Increase degree of learner centered instruction by providing more training and coaching for newer teachers.

4. Learner Recruitment, Intake, and Orientation

Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Effective procedures for identifying and recruiting adult ESL learners			✓		
B. Variety of recruitment strategies			✓		
C. Materials reach population in multiple languages as needed		✓			
D. Evaluation of effectiveness of recruitment strategies			✓		
E. Intake process, orientation to the program, and referral services as needed				✓	
Overall Score for Standard Category			✓		

Action Plan
1. Investigate ways to publicize program in more languages representative of learner population.

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

5. Learner Retention and Transition

Specific Standards	0	1	2	3	NA
A. Enrollment and attendance procedures that support demands on adult learners		✓			
B. Encouragement to reach goals		✓			
C. Accommodation of special needs of learners		✓			
D. Contact with learners with irregular attendance patterns/acknowledgment of good attendance		✓			
E. Appropriate support for transition to other programs		✓			
Overall Score for Standard Category		✓			

Action Plan
1. Develop a distance-education program.
2. Develop some on-line courses.
3. Develop methods to analyze retention patterns and identify strategies to improve retention.
4. Increase staffing to follow up on learners with irregular attendance patterns.

6. Assessment and Learner Gains

Assessment Policy					
Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Assessment policy			✓		
B. Process of assessment for placement, progress, and exit from program			✓		
C. Ongoing and appropriately scheduled assessment			✓		
D. Procedures for collecting and reporting data on gains and outcomes			✓		
E. Appropriate facilities, equipment, supplies, and personnel for assessment			✓		
Types of Assessment					
F. Identification of learners' needs and goals			✓		
G. Assessment of language proficiency levels in listening, speaking, reading, and writing, including native language literacy and learning disabilities		✓			
H. Variety of assessments, including reliable and valid standardized assessment tools			✓		
Uses of Assessment					
I. Assessment information aids curriculum development			✓		
J. Assessment results shared with learners			✓		

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

K. Assessment documents learners' progress toward advancement to other programs		✓			
L. Results provide information about educational gains and outcomes			✓		
Learner Gains					
M. Process to identify short- and long-term goals and progress toward attainment of goals			✓		
N. Process to demonstrate skill-level improvements in listening, speaking, reading, and writing			✓		
O. Process to demonstrate progress in nonlinguistic areas		✓			
Overall Score for Standard Category			✓		

Action Plan
1. Develop program-based criteria and testing for level exit, particularly in listening and speaking skills.
2. Develop ways to document and report progress in nonlinguistic areas.
3. Develop tracking system to document advancement of learners to credit-bearing community college program or other programs.

7. Employment Conditions and Staffing

Specific Standards	0	1	2	3	NA
A. Appropriate compensation and benefits			✓		
B. Professional treatment of staff		✓			
C. Safe and clean working environment				✓	
D. Hiring of qualified teachers trained in ESL				✓	
E. Hiring of staff with appropriate training in cross-cultural communication			✓		
F. Trained support staff for effective program operation			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Develop procedures to provide more advanced warning to teachers of class closures.
2. Work toward providing more 100% contracts to teachers.
3. Increase number of contract-classified staff to support program.

8. Professional Development and Staff Evaluation

Specific Standards	0	1	2	3	NA
A. Orientation for new ESL administrative, instructional, and support staff			✓		

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

B. Professional development plan, including resources to implement plan			✓		
C. Opportunities to expand knowledge of trends, technologies, research, and best practices				✓	
D. Opportunities for administrators/ evaluators to gain knowledge of effective strategies in adult-level ESL		✓			
E. Variety of professional development activities, including practice and follow-up			✓		
F. Training in assessment procedures and use of results				✓	
G. Encouragement to join professional ESL organizations		✓			
H. Support of collaboration of teachers with other programs		✓			
I. Recognition of participation in professional development activities				✓	

Staff Evaluation

Specific Standards	**0**	**1**	**2**	**3**	**NA**
J. Process for regular evaluation of staff			✓		
K. Anonymous evaluation of staff by learners			✓		
L. Opportunity to develop performance improvement plans			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Develop ways to increase awareness among administrators and staff of ESL methodology and learner needs.
2. Improve teaching training for newer teachers and monitor application of new strategies after training.
3. Provide opportunities for teachers to collaborate more with other educational programs and the community.

9. Support Services

Specific Standards	**0**	**1**	**2**	**3**	**NA**
A. Access to a variety of services		✓			
B. Process for identifying learning disabilities			✓		
C. Linkages with cooperating agencies		✓			
Overall Score for Standard Category		✓			

Action Plan
1. Increase support services for learners (e.g., babysitting, counseling).
2. Improve linkages with community agencies to provide support services.

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Summary Scores and Action Plan

Directions: Transfer your program's individual scores for each standard to this chart to analyze the strengths and areas for improvement for each part of your program. Record the proposed steps for improvement in the box titled "Action Plan" at the end of each section. Then under "Priority Areas for Improvement," list the standards category and specific standards that are most in need of improvement, based on the results of this program review.

Scoring Key:

0—Program component not in place
1—Program component somewhat in place
2—Program component in place
3—Program component in place and well developed
NA—Not applicable to my program or not assessed at this time

1. Program Structure and Administration

Specific Standards	0	1	2	3	NA
A. Mission statement, philosophy, and goals			✓		
B. Administrative system				✓	
C. Sound financial management procedures			✓		
D. Accountability plan		✓			
E. Clear communication and linkages with internal and external stakeholdersand external stakeholders			✓		
F. Procedure for ensuring confidentiality				✓	
G. Equipment for daily operations and efficient record keeping				✓	
H. Appropriate facilities and resources for instruction			✓		
I. Courses of sufficient intensity and duration; flexible schedules; and convenient locations for learners				✓	
J. Learner-teacher ratio conducive to learner needs and goals		✓			
K. (See Standard 2, Curriculum and Instructional Materials)					
L. (See Standard 3, Instruction)					
M. (See Standard 6, Assessment and Learner Gains)					
N. (See Standard 7, Employment Conditions and Staffing)					
Program Planning					
Specific Standards	**0**	**1**	**2**	**3**	**NA**
O. Planning process		✓			
P. Technology plan			✓		

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Q. Plan for outreach, marketing, and public relations			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Develop process for soliciting input from learners; solicit from broader base of external stakeholders.
2. Improve reporting system.
3. Distribute program newsletter on regular basis to internal and external stakeholders.
4. Review retention records; analyze patterns relative to class size.
5. Ensure input from broad base of stakeholders in planning process; plan for ongoing program review.
6. Evaluate outreach efforts and results; create a more formal plan.

2. Curriculum and Instructional Materials

Specific Standards	0	1	2	3	NA
A. Process for developing curriculum		✓			
B. Compatibility with principles of second language acquisition, mission, and philosophy of program			✓		
C. Goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures		✓			
D. Measurable learning objectives		✓			
E. Materials easily accessible, up to date, appropriate for adult learners, suitable for variety of learning styles, culturally sensitive, and oriented to needs of learners					✓
F. Ongoing process for curriculum revision		✓			
Overall Score for Standard Category		✓			

Action Plan
1. Conduct organized needs assessment and formal curriculum review; plan for regularly scheduled review.
2. Expand curriculum to make explicit expected outcomes, learning objectives, technological resources.

3. Instruction

Specific Standards	0	1	2	3	NA
A. Activities adhere to adult learning principles and second language acquisition				✓	
B. Varied instructional approaches according to needs			✓		
C. Learners take active role in learning process			✓		
D. Focus on acquisition of communication skills				✓	

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

E. Integration of four language skills			✓		
F. Varied activities according to different learning styles and special learning needs			✓		
G. Variety of grouping strategies and interactive tasks				✓	
H. Activities accommodate multilevel groups of students, especially those with minimal literacy skills				✓	
I. Activities develop language for critical thinking, problem solving, team participation, and study skills			✓		
J. Use of authentic resources			✓		
K. Use of appropriate technologies			✓		
L. Integration of language and culture				✓	
M. Preparation of learners for formal and informal assessment		✓			
Overall Score for Standard Category			✓		

Action Plan
1. Provide in-service training to help instructors work with greater variety of approaches, techniques.
2. Help instructors build in more reading and writing activities, as appropriate to learners' needs, and more activities in which learners use resources outside of class.
3. Build in greater opportunities for use of varied technologies.

4. Learner Recruitment, Intake, and Orientation

Specific Standard	0	1	2	3	NA
A. Effective procedures for identifying and recruiting adult ESL learners				✓	
B. Variety of recruitment strategies				✓	
C. Materials reach population in multiple languages as needed		✓			
D. Evaluation of effectiveness of recruitment strategies			✓		
E. Intake process, orientation to the program, and referral services as needed		✓			
Overall Score for Standard Category			✓		

Action Plan
1. Make recruitment and intake materials available in native languages of potential learners and in forms suitable for persons with special needs.
2. Improve tracking of results of recruitment efforts and review for needed adjustments.
3. Implement an orientation process, including presentation in learners' native languages.

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

5. Learner Retention and Transition

Specific Standards	0	1	2	3	NA
A. Enrollment and attendance procedures that support demands on adult learners		✓			
B. Encouragement to reach goals		✓			
C. Accommodation of special needs of learners		✓			
D. Contact with learners with irregular attendance patterns/acknowledgment of good attendance		✓			
E. Appropriate support for transition to other programs		✓			
Overall Score for Standards Category		✓			

Action Plan

1. Implement orientation as noted above.
2. Expand ability of program to accommodate learners with special needs.

6. Assessment and Learner Gains

Assessment Policy

Specific Standards	0	1	2	3	NA
A. Assessment policy	✓				
B. Process of assessment for placement, progress, and exit from program		✓			
C. Ongoing and appropriately scheduled assessment		✓			
D. Procedures for collecting and reporting data on gains and outcomes		✓			
E. Appropriate facilities, equipment, supplies, and personnel for assessment		✓			
Types of Assessment					
F. Identification of learners' needs and goals		✓			
G. Assessment of language proficiency levels in listening, speaking, reading, and writing, including native language literacy and learning disabilities			✓		
H. Variety of assessments, including reliable and valid standardized assessment tools		✓			
Uses of Assessment					
I. Assessment information aids curriculum development		✓			
J. Assessment results shared with learners			✓		

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

K. Assessment documents learners' progress toward advancement to other programs		✓			
L. Results provide information about educational gains and outcomes		✓			
Learner Gains					
M. Process to identify short- and long-term goals and progress toward attainment of goals		✓			
N. Process to demonstrate skill-level improvements in listening, speaking, reading, and writing		✓			
O. Process to demonstrate progress in nonlinguistic areas			✓		
Overall Score for Standard Category		✓			

Action Plan
1. Identify assessment needs for meeting funding requirements; orient all program staff to requirements, importance of assessment to program, options and approaches to assessment.
2. Train instructional staff in assessment methods and materials suitable for learner population; follow up to ensure effective implementation.
3. Develop or adopt a more formal system of data collection; report and interpret results to program staff.
4. Integrate results of assessment into curriculum review and development process.

7. Employment Conditions and Staffing

Specific Standards	0	1	2	3	NA
A. Appropriate compensation and benefits					✓
B. Professional treatment of staff			✓		
C. Safe and clean working environment			✓		
D. Hiring of qualified instructors trained in ESL				✓	
E. Hiring of staff with appropriate training in cross-cultural communication		✓			
F. Trained support staff for effective program operation			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Review and update program policies and procedures.
2. Create opportunities for support staff to expand cross-cultural training and experiences.

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

8. Professional Development and Staff Evaluation

Specific Standards	0	1	2	3	NA
A. Orientation for new ESL administrative, instructional, and support staff			✓		
B. Professional development plan including resources to implement plan		✓			
C. Opportunities to expand knowledge of trends, technologies, research, and best practices			✓		
D. Opportunities for administrators/ evaluators to gain knowledge of effective strategies in adult-level ESL		✓			
E. Variety of professional development activities, including practice and follow-up			✓		
F. Training in assessment procedures and use of results		✓			
G. Encouragement to join professional ESL organizations			✓		
H. Support of collaboration of instructors with other programs			✓		
I. Recognition of participation in professional development activities			✓		

Staff Evaluation

Specific Standards	0	1	2	3	NA
J. Process for regular evaluation of staff		✓			
K. Anonymous evaluation of staff by learners			✓		
L. Opportunity to develop performance improvement plans		✓			
Overall Score for Standard Category			✓		

Action Plan

1. Within overall program planning process, develop plan for ongoing staff development, including needed resources and budget, ongoing expansion of resource library, and links to community resources for training and professional development.
2. Within overall program planning process, develop a process for regular evaluation of staff, within constraints of program structure.

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

9. Support Services

Specific Standards	0	1	2	3	NA
A. Access to a variety of services			✓		
B. Process for identifying learning disabilities		✓			
C. Linkages with cooperating agencies			✓		
Overall Score for Standard Category			✓		

Action Plan
1. Update list of community services, particularly resources in learners' native languages.
2. Provide training and information on learning disabilities and identification in ESL learners.

Priority Areas for Improvement

Standards Category	Specific Standards
Program Structure and Administration	A, B—increase input from learners
Curriculum and Instructional Materials	A, C, D, F
Assessment and Learner Gains	all

Discussion of Scores for Program 2

Program 2 is part of a volunteer-based adult literacy organization. The organization's philosophy and structure influence the way that Program 2 deals with some areas of standards. In some sections, most or all of the measures are scored as being "in place" (scored with a 2) and in some cases as being "in place and well developed" (scored with a 3). In other sections, however, most of the measures are only "somewhat in place" (scored with a 1). These indicate areas the program needs to work on. For example, because there is no programwide assessment policy and only limited or idiosyncratic use of assessments, most items here receive a score of 2. This area of assessment is therefore one of the priority items for action. The program does, however, have at least some degree of virtually all measures, indicated by the fact that only one measure was marked as "not in place" (scored with a 0). Only one standard is scored as "NA," or not applicable to the program, and that is the standard for appropriate compensation and benefits for instructional staff, clearly not applicable to a volunteer program.

At the end of each section on the summary scoring chart there is an opportunity to list proposed action plan items focused on measures that need improvement. For example, the action plan items under Curriculum and Instruction are to conduct an organized needs assessment and formal curriculum review, with plans for regularly scheduled review, and to expand the curriculum in order to make explicit the expected outcomes, learning objectives, and technological resources available.

In the area of Assessment and Learner Gains, Program 2's action plan items are to identify assessment needs in order to meet funding requirements; orient all program staff (particularly volunteer instructors) to those requirements, to the importance of assessment to the program, and to options available for assessment; train staff in assessment methods and materials; develop or adopt a more formal system of data collection; and integrate the results

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Summary scores and action plan chart

After demonstrating completed summary charts for programs 1 and 2, participants will identify five areas of needed improvement for each program.

The following are possible answers:

Program 1:

1. Learner retention and transition: Standards A–E
2. Support services: Standards A and C
3. Professional development: Standards D, G, and H
4. Assessment and learner gains: Standards G, K, and O
5. Instruction: Standards J and K

Many of the action plan items after each section of the summary chart for Program 1 relate to integrating more technology into instruction, such as distance learning and online learning options. The results from Program 1's self-review process clearly indicate that integrating technology into instruction is an area for improvement.

Program 2:

1. Program structure and administration: Standards D, J, and O
2. Curriculum and instructional materials: Standards A, C, D, and F
3. Learner retention and transition: Standards A–E
4. Assessment and learning gains: All standards
5. Employment conditions: Standard E
6. Professional development: Standards B, D, and F

Many of the actions plan items for Program 2 relate to improving data collection, formalizing procedures that are done on a very informal basis, and creating opportunities for greater learner input and participation. Perhaps the greatest need for program development is in the area of assessment and learner gains.

Program Review Planning Chart

Section of standards	Standards to be reviewed	Personnel responsible for review (administrators, classified staff, instructors, etc.)	Timeline for review (e.g. January – February, 2007)	Date completed
Program structure, administration, and planning				
Curriculum and instructional materials				
Instruction				
Learner recruitment, intake, and orientation				
Learner retention and transition				
Assessment and learner gains				
Employment conditions and staffing				
Professional development and staff evaluation				
Support services				

Application: Using the self-review instrument in one's own program

Other uses of the standards and self-review items

Refer to page 4 of the CAELA brief, which describes how the program standards could be used by different stakeholders for different purposes. You might describe this example:

A midsize urban adult ESL program, funded totally by private corporate funds, believed that its program was very effective. It had a very experienced teaching staff, which made the program effective, but it had no formal standards or defined structure. The program was concerned how it would maintain its level of effectiveness when teachers retired. To solve this problem, the program hired an external evaluator who used the self-review instrument and ESL program standards to analyze the program. In the process, he interviewed students, faculty, and other stakeholders; observed all segments of the program; and elicited instructors' input during the self-review process. At the end, he and the staff created a 2-year action plan. This was presented to the board of directors of the program and helped secure funding for the future of the program. This example shows how the program review process can lead to advocacy and provide a basis for grant proposals to improve programs.

Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs

Joy Kreeft Peyton
Center for Adult English Language Acquisition
May 2005

Background on Programs for Adult English Language Learners

Adult ESL (English as a second language) programs serve adults whose first language is not English. The primary objective of these programs is to enable adult learners who are not fully fluent and literate in English to become proficient in communicating in English, so that they can meet their personal, employment, community, and academic goals.

Providers of adult education for English language learners include

- K–12 public schools and districts (local education agencies) that offer adult ESL instruction
- Community colleges
- Community-based (CBO), volunteer, and faith-based organizations
- Family literacy programs
- Correctional institutions
- Libraries
- Workplaces

The types of programs offered include

- General English language development programs, which focus on developing skills in listening, speaking, reading, and writing. These programs might include content-based ESL classes, which concentrate on a subject area (e.g., civic participation) and, at the same time, develop English language skills related to the subject. They serve a range of learners, from those who are not literate in their native language or in English to those who are highly literate in their native language and are learning English language and literacy.
- Family ESL literacy, which focuses on knowledge and skills that parents need to help their children succeed in U.S. schools
- Citizenship preparation, which prepares learners to fulfill the U.S. naturalization requirements

- Vocational ESL (also VESOL or VESL), designed to prepare learners for job training or employment in specific occupational areas
- Workplace ESL, which focuses on language and communication skills needed for success in the workplace. Workplace ESL classes are commonly supported by an employer and offered at a work site.
- English for specific purposes (or ESP), which focuses on developing language and communication skills needed for professional fields of study such as business, agriculture, or medicine
- Pre-academic ESL, which prepares learners for further education and training in post-secondary institutions, vocational education classes, or ABE and GED classes

Audience for This Brief

This brief is written for the following audiences:

- Adult ESL program administrators and coordinators
- Teachers, tutors, and counselors in adult ESL programs
- Program funders
- Program partners
- Program evaluators

Standards in Education: Background

Education standards describe for all stakeholders (program administrators, teachers and other school and district staff, parents, students, and policy makers) the goals, teaching and learning conditions, and expected outcomes of education programs. Education standards include program standards, content standards, and performance standards. This brief focuses on program standards in adult education for English language learners. Therefore, the examples of types of standards are those that pertain to programs that serve adults learning English.

- **Program standards** can be used for program development and self-review. They describe the components and features of a program that should be in place for the program to be effective and to provide context and resources that support student learning and achievement (Teachers of English to Speakers of Other Languages, 2003). They also list examples of the evidence that can be used to demonstrate the existence of these essential feature. The standards and evidence guide
    - administrators and funders in articulating the goals, objectives, and expected outcomes of the program and the resources that support it;

  - teachers and other instructional staff in examining how their instructional practice fits into and supports the goals, objectives, and expected outcomes of the program; and
  - learners in identifying the contexts and learner support systems that allow them to meet their goals and needs.

- **Content standards** define what students should know and be able to do in different content and skill areas as a result of instruction (Stites, 1999; Teachers of English to Speakers of Other Languages, 1997; U.S. Department of Education, Office of Vocational and Adult Education, 2003a). Several states (e.g., Arizona, Florida, Maryland, New York, Tennessee, and West Virginia) have developed content standards, curriculum frameworks, and resource guides that provide guidance to local programs in developing effective curriculum and instruction. The Adult Education Content Standards Warehouse is being developed to allow users to search for and review adult education standards in ESL, mathematics, and reading (www.adultedcontentstandards.org).

- **Performance standards** specify how well students perform at different levels of content knowledge and language proficiency and the measures used to demonstrate how well they perform (National Council on Educational Standards and Testing, 1992; Stites, 1999; U.S. Department of Education, 1994). The *English-as-a second language model standards for adult education programs* (California Department of Education, 1992) include performance standards for listening, speaking, reading, and writing at different English proficiency levels (e.g., Listening, ESL Beginning, Low—"The learner will demonstrate comprehension of simple words in the context of common, everyday situations." p. 64).

Program Standards in Adult Education

Attention to program standards in adult education grew out of both the interest of adult education professionals and legislation. As early as 1986, the Mainstream English Language Training (MELT) Project described the conditions that affect the movement of learners from one Student Performance Level (SPL) to another (U.S. Department of Health and Human Services, 1995). The conditions included program-related factors such as intensity of instruction (number of hours of instruction per week); entry/exit procedures and policies; and curriculum, instruction, and assessment practices.

Interest in program standards in adult education has developed in tandem with the development of standards in K–12 education. A focus on program standards in K–12 education began in the 1980s with the National Education *Goals Panel and the Goals 2000: Educate America Act*. The National Education Goals included a pledge that by the year 2000, all American students would demonstrate competency in challenging subject matter. Subsequently, the U.S. Department of Education, other federal agencies, and foundations made grants to major professional organizations and academic institutions to develop model standards in different subject areas. Although much of the standards work has focused on *content* standards—what students need to know and

be able to do in different subject areas including math, arts, civics and government, foreign languages, geography, and history – the National Research Council (1999) also has focused attention on the conditions under which students learn and on professional development for teachers.

The Adult Education and Literacy Act of 1991 required the U.S. Department of Education to develop indicators of program quality to assist states and local adult education service providers in assessing the effectiveness of their programs. The legislation specifically called for indicators in the areas of student recruitment, retention, and educational gains. A quality program indicator was defined as a variable reflecting effective and efficient program performance. (See Van Duzer & Berdán, 2000, for discussion.)

The U.S. Department of Education developed examples of quality indicators for ABE programs in general, but did not provide examples specifically related to adult ESL programs (U.S. Department of Education, Office of Vocational and Adult Education, 1992). Subsequently, Title II of the Workforce Investment Act of 1998 (H.R. 1385, Pub. L. No. 105-220), also known as the Adult Education and Family Literacy Act, included both ABE and ESL programs. The act required adult education agencies to establish core indicators of program quality and of learner performance related to educational gain, placement and retention in employment, participation in postsecondary education or training, and high school completion (Adult Education and Family Literacy Act, Sec. 212; U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, 2001; 2003b).

Recognizing the need for quality standards specifically for programs serving adult English language learners, Teachers of English to Speakers of Other Languages, Inc. (TESOL) convened a task force to review the accountability requirements in federal adult education legislation and existing program quality indicators and develop a set of standards. The resulting document, *Standards for Adult Education ESL Programs* (Teachers of English to Speakers of Other Languages, 2003), here referred to as TESOL program standards, has become a centerpiece in the development of program standards in adult ESL education. In addition to the TESOL program standards, other program standards or program quality indicators have been developed by various states and other organizations. (See a list of some of these at the end of this document.)

Research Base

Although most states have included indicators of program quality in their monitoring and evaluation plans, there has been no evidence-based research carried out to demonstrate the role and impact of specific program standards in adult ESL education. There is some research on standards in K–12 education, primarily on the impact of teacher preparation (e.g., Allen 2003). One document (Apthorp, Dean, Florian, Lauer, Reichardt, Sanders, & Snow-Renner, 2001) summarizes the research on standards-based education in grades K–12, to inform efforts to improve low-performing schools and create or sustain standards-based, high-performing learning communities.

Program Standards in Adult ESL

The *Standards for Adult Education ESL Programs* developed by TESOL provide a framework to guide program staff in analyzing the strengths and weaknesses of their program and in developing a program that will effectively meet their goals for educating adults learning English. These standards are not meant to be prescriptive in any way, but rather to provide a structure and guidance for this analysis. The standards are designed for use in many different types of programs. Programs may differ in size; educational goals; connections with larger institutions and programs; funding sources, requirements, and restrictions; learner goals and characteristics; resources; and staffing.

Standards are grouped into the following nine categories:

1. Program Structure, Administration, and Planning
2. Curriculum and Instructional Materials
3. Instruction
4. Learner Recruitment, Intake, and Orientation
5. Learner Retention and Transition
6. Assessment and Learner Gains
7. Employment Conditions and Staffing
8. Professional Development and Staff Evaluation
9. Support Services

Depending on the goals of the program and the focus of the review, a group of reviewers may choose to work on some or all of the standards. Program narratives describe how staff in a large, institution-based program and a smaller, volunteer-based program used the standards to review their program and develop an action plan.

A program self-review section of the TESOL program standards has a page for each standard. An example page from the self-review instrument is shown in Figure 1.

After the statement of the standard, each page has the following sections:

- **Measures**—Measures describe the criteria for determining the extent to which the standard is in place and give examples of the many ways that the standard is implemented. Staff (or external evaluators) mark those program features that are in place and list others.
- **Sample Evidence**—Sample evidence lists specific items that demonstrate that the standard is in place. Staff mark those items that are in place and list others.

- **Score**—A score is given based on the measures and evidence marked. Scores range from 0, not in place; to 3, in place and well developed. For some standards, it is recommended that all of the measures be in place for a score of 2 or 3. For some, one or more of the measures should be in place. For others, those measures marked with a * should be in place.
- **Priority**—Staff mark whether this standard has high or low priority for the program.
- **Comments**—Based on the measures, evidence, and score, staff write comments about the status of this standard in the program.
- **Action Plan/Next Steps**—Staff describe the next steps that will be taken related to this standard.

Appendix 1 provides a template so that a score, priority, comments, and action plan for each standard can be completed in an electronic file.

Once this work has been accomplished for each standard under review, staff complete the Summary Scores and Action Plan Chart by filling in the scores given for each of the standards and writing an action plan, or continuous improvement plan, for each standard category (e.g., a plan for the category of Program Structure, Administration, and Planning). When this chart is complete, program staff can work together (and with others if appropriate) to evaluate the strengths and weaknesses of the program and develop and implement the plan for the program. States and local programs can use the plan as part of their ongoing program monitoring and evaluation.

The first page of this chart is shown in Figure 2. A pdf version of this chart, for use by program staff, can be downloaded from www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=1839. In addition, Appendix 2 provides an electronic version of the chart that can be completed in an electronic file.

The TESOL program standards can be used by different stakeholders for different purposes. They might be used by

- **Program staff** seeking to improve their program; align their program's mission, goals, and outcome measures with federal legislation; or demonstrate the quality of their program to funders
- **Funders** seeking to identify effective programs or to help improve programs they are funding
- **Program advocates** seeking to start a new program (to identify what features merit putting in place) or to augment areas in which a program is weak (e.g., salaries and full-time positions for teachers or effective assessment procedures)

- **State-level educators** seeking guidance for the development of their own standards, aligned with their specific local context and needs. For example, the Maryland State Board of Education developed the *Maryland Adult ESL Program Standards* for this purpose. To view these standards, go to www.umbc.edu/alrc/ESLstand.html. Although not as detailed as the TESOL standards, the Maryland program standards clearly articulate goals in specific areas, such as "The program supports retention through an enrollment policy that reflects program goals, requirements of funding sources, and demands on adult learners," with sample measures to demonstrate that procedures to achieve the goals are in place (e.g., "The program documents learner retention and transition through use of Literacy Works MIS") (Maryland State Board of Education, n.d., p. 18). In a parallel effort in another country, Myers (1999) describes the process of developing adult ESL program standards for the province of Alberta, Canada.

- **Program evaluators** seeking to formally assess the effectiveness of a program (e.g., in a program review for accreditation) or informally document the features of a program. For example, an external evaluator used the TESOL program standards to review a mid-sized, urban adult ESL program that was loosely structured and poorly documented (McCartan, 2005). The standards guided his interviews with teachers, administrators, and students; observations of classroom instruction; and review of program documents. As a result of the evaluation, the program had data to support its claims regarding success and to guide the development of its program improvement plans.

If a program is undergoing accreditation review, all program staff (including administrators, teachers, and support staff) as well as external reviewers might complete the Program Self-Review Instrument and Summary Scores and Action Plan Chart, with the goal of reviewing implementation of all of the standards. If the focus is on one aspect of the program (e.g., instruction), the staff might review only that area, which consists of 13 specific standards, ranging from activities that are aligned with principles of adult learning and language acquisition to activities that prepare learners for formal and informal assessments.

Example of Use of the TESOL Program Standards

As an example of how staff and other stakeholders associated with an adult ESL program might use the TESOL program standards, let's imagine that a large program in a community college wants to go through a program review and improvement process.

- **The program director, financial office staff, and representatives from the primary funding agencies** might focus on the standards for Program Structure, Administration, and Planning. Standard 1.C. (one of 10 standards) states that "The program has sound financial management procedures to collect and maintain fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements."

- **Curriculum developers and teachers** might go through the same process and focus on the standards for Curriculum and Instructional Materials. For example, standard 2.D. states that "The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes."
- **Teachers, classroom aides, and professional developers** working in or with the program might focus on the standards for Instruction. Standard 3.E., for example, states that "Instructional activities integrate the four language skills (listening, speaking, reading, and writing), focusing on receptive and productive skills appropriate to learners' needs."
- **Program administrators, counselors, and intake staff** might work on the standards for Learner Retention and Transition, for which standard 5.E. states, "The program provides learners with appropriate support for transition to other programs."
- **Assessment specialists and test administrators** might focus on the standards for Assessment and Learners Gains, for which standard 6.D. states that, "The program has procedures for collecting and reporting data on educational gains and outcomes."

In short, the entire community of stakeholders could get involved in evaluating specific components of the program, to identify strengths and areas in which there are weaknesses and gaps and to develop an action plan to improve the program. At the end of this process, when all of the groups have completed the work in their area, a representative group could get together to review and complete the Summary Scores and Action Plan Chart, develop an improvement plan for the program, and develop a timeline based on high- and low-priority areas. When the improvement plan has been implemented, the outcomes can be evaluated according to the standards.

Conclusion

Program quality standards can help program staff and other stakeholders develop, improve, and maintain programs that are consistent with their goals, objectives, and expected outcomes; state and federal requirements; and learners' goals and needs. Working together to develop program standards or to review progress toward meeting standards can help the entire staff—administrators, coordinators, teachers, aides, and counselors—have a common understanding of the components of their program; the activities, resources, and funding needed to accomplish its objectives; and their roles in the endeavor. Evaluation of success in meeting program standards can inform stakeholders of program gaps and weaknesses and guide the development of a continuous improvement plan that all involved can implement.

References

Allen, M.B. (2003). *Eight questions on teacher preparation: What does the research say?* Denver, CO: Education Commission of the States.

Apthorp, H.S., Dean, C.B., Florian, J.E., Lauer, P.A., Reichardt, R., Sanders, N.M., & Snow-Renner, R. (2001). *Standards in classroom practice research synthesis.* Aurora, CO: Mid-continent Research for Education and Learning. (Available: www.mcrel.org)

California Department of Education. (1992). *English-as-a second language model standards for adult education programs*. Sacramento, CA: Author.

Maryland State Board of Education. (n.d.). *Maryland Adult ESL Program Standards.* Baltimore, MD: Author. Available: www.umbc.edu/alrc/ESLstand.html

McCartan, W. (2005, March). *Standards-based evaluation of adult ESL programs*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, San Antonio, TX.

Myers, C. (1999). Developing program standards for adult ESL. *TESL Canada Journal, 16*(2), 77–85.

National Council on Educational Standards and Testing. (1992). *Raising standards for American Education: A report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People.* Washington, DC: US Government Printing Office.

National Research Council. (1999). *Testing, teaching, and learning: A guide for states and school districts.* R.F. Elmore & R. Rothman (Eds.), Committee on Title I Testing and Assessment, Board of Testing and Assessment, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academies Press.

Stites, R. (1999, September). A user's guide to standards-based educational reform: From theory to practice. *Focus on Basics, 3C.* Available: www.ncsall.net/?id=31

Teachers of English to Speakers of Other Languages. (1997). *ESL standards for pre-K–12 students*. Alexandria, VA: Author. (Available for purchase from www.tesol.org)

Teachers of English to Speakers of Other Languages. (2003). *Standards for adult education ESL programs.* Alexandria, VA: Author. (Available for purchase from www.tesol.org)

U.S. Department of Education. (1994). *High standards for all students.* Washington, DC: Author. (Available: www.ed.gov/pubs/studstnd.html)

U.S. Department of Education, Office of Vocational and Adult Education. (1992). *Model indicators of program quality for adult education programs.* Washington, DC: U.S. Department of Education.

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy (2001, March). *Measures and methods for the National Reporting System for Adult Education: Implementation guidelines.* Washington, DC: Author. (Available: www.nrsweb.org/reports/implement.pdf)

U.S. Department of Education, Office of Vocational and Adult Education. (2003a, June). *A blueprint for preparing America's future. The Adult Basic and Literacy Education Act of 2003: Summary of major provisions.* Washington, DC: Author. (Available: www.ed.gov/policy/adulted/leg/aeblueprint2.doc)

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy (2003b). *NRS data monitoring for program improvement.* Washington, DC: Author. (Available: www.nrsweb.org/download/NRSDataMonitoringGuideFinal.pdf)

U.S. Department of Health and Human Services, Social Security Administration, & Office of Refugee Resettlement. (1995). *Mainstream English Language Training Project (MELT) Resource Package.* Washington, DC: Author.

Van Duzer, C.H., & Berdán, R. (2000). Perspectives on assessment in adult ESOL instruction. *The Annual Review of Adult Learning and Literacy, 1,* 200–242. San Francisco, CA: Jossey-Bass.

Program Quality Standards: Example Documents

See the Adult Education Content Standards Warehouse, being developed to provide information about adult education content standards developed by states. (www.adultedcontentstandards.org).

English as a second language model standards for adult education programs. (1992). Sacramento, CA: California Department of Education. (Available: Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271)

English for speakers of other languages (ESOL) and citizenship programs. Technical assistance paper. (2000). Tallahassee, FL: Florida Department of Education Division of Workforce Development. (Available: www.firn.edu/doe)

Family literacy standards. (2000). Saskatoon, Canada: Saskatchewan Literacy Network. (Available from the Sasketchewan Literacy Network, www.sk.literacy.ca/)

Pennsylvania's family literacy indicators of program quality. (2002). U.S. Department of Education Even Start State Initiative Program, 200-2002. Bureau of Adult Basic and Literacy Education. Available: www.pafamilyliteracy.org)

Standards for adult education ESL programs. (2003). Alexandria, VA: Teachers of English to Speakers of Other Languages. (Available for purchase from www.tesol.org)

Appendices

These appendices provide templates that allow staff to complete parts of the Program Self-Review Instrument and the Summary Scores and Action Plan Chart in electronic files. They were developed by William McCartan (McCartan, 2005).

Appendix 1. Program Self-Review Instrument: Electronic File

Appendix 2. Summary Scores and Action Plan Chart: Electronic File

This document was produced by the Center for Adult English Language Acquisition (CAELA) at the Center for Applied Linguistics (4646 40th Street, NW, Washington, DC 20016 202-362-0700) with funding from the U.S. Department of Education (ED), Office of Vocational and Adult Education (OVAE), under Contract No. ED-04-CO-0031/0001. The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

Using the TESOL Program Standards for Program Review and Improvement

Goal, Objectives, and Agenda

Goal:

To familiarize participants with the content of the *Standards for Adult Education ESL Programs*[1] publication so they can use the self-review instrument to evaluate their program.

Objectives:

At the end of the workshop, participants should be able to

- Describe the differences between program, content, and performance standards
- Identify the nine categories of program standards, giving some examples of standards
- Use the self-review instrument to analyze the level of implementation of standards in a program
- Use the Summary Scores and Action Plan Chart to identify areas for program improvement
- Identify a variety of ways the self-review instrument can be used for a program review process.

Agenda:

I. **Introduction**

II. **Overview of the standards publication**

III. **Demonstration of the self-review instrument**

IV. **Practice using the self-review instrument**

V. **Summary scores and action plan chart**

VI. **Application:** Strategies for using the self-review instrument

VII. **Wrap-up and evaluation**

[1] *Standards for Adult Education ESL Programs* (2003). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Types of Standards

Program standards:	They describe the components and features of a program that should be in place for the program to be effective.
Content standards:	They define what students should know and be able to do in different content and skill areas as a result of instruction.
Performance standards:	They specify how well students perform at different levels of content knowledge and language proficiency and describe the measures used to demonstrate how well they perform.

Directions

Read each standard below and mark the type of standard it is. Use these abbreviations:

Prog = program standard
Cont = content standard
Perf = performance standard

_____ 1. Give simple, one-step directions.

_____ 2. Instructional activities are varied to address the different learning styles of the learners.

_____ 3. Complete a job application form.

_____ 4. The learner comprehends a few common words and simple phrases in conversations on topics of personal relevance when spoken slowly with frequent rephrasing, repetitions, and contextual clues.

_____ 5. The program has a plan for outreach, marketing, and public relations to foster awareness and understanding of the program.

_____ 6. The program has a process whereby learners demonstrate skill-level improvements in listening, speaking, reading, and writing through a variety of assessments.

_____ 7. The learner demonstrates some control of complex sentence structures in texts up to three paragraphs.

_____ 8. Report household problems.

_____ 9. The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes.

_____ 10. The program supports a safe and clean working environment.

Focus Questions: Large Program

Standard 6H: The program uses a variety of appropriate assessments, including authentic, performance-based assessments; standardized tests; and 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.

1. **Who assesses the learners in your program and for what purposes (e.g., administrative staff at registration for placement, teachers for unit progress)?**

2. **How are the learners assessed (e.g., teacher-made tests, standardized tests)?**

3. **If you use a standardized test, how do you know it is appropriate for your learners?**

Focus Questions: Small Program

Standard 6H: The program uses a variety of appropriate assessments, including authentic, performance-based assessments; standardized tests; and 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.

1. **Who assesses the learners in your program and for what purposes (e.g., administrative staff at registration for placement, teachers for unit progress)?**

2. **How are the learners assessed (e.g., teacher-made tests, standardized tests)?**

3. **If you use a standardized test, how do you know it is appropriate for your learners?**

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

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

6. Assessment and Learner Gains

Types of Assessment

H. *Continued*

Measures *(continued)*

___3 If standardized assessment instruments are used, both of the following are in place:

__ The assessment instrument has accompanying information on reliability and validity studies that have been done with the test.

__ Accompanying documentation indicates that the studies were conducted with the targeted adult-level population of nonnative speakers of English.

Sample Evidence

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

Comments

Action Plan/Next Steps

Score

0 1 2 3 NA

Priority

High Low

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Focus Questions

Standard 4E: 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.

1. **What information on entering students is collected during the intake process?**

2. **Through what procedures is that information collected?**

3. **What procedures are used for assessing incoming students' levels of English language proficiency?**

4. **What procedures are used to orient incoming students to the program?**

5. **If classes are filled, what procedures does the program have to accommodate learners who wish to enter but have to wait?**

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

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

4. Learner Recruitment, Intake, and Orientation

E. ***Continued***

Measures *(continued)*

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

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

____ Other:_____

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

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/

Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reprinted with permission. All rights reserved.

Program Review Planning Chart

Section of standards	Standards to be reviewed	Personnel responsible for review (administrators, classified staff, instructors, etc.)	Timeline for review (e.g. January – February, 2007)	Date completed
Program structure, administration, and planning				
Curriculum and instructional materials				
Instruction				
Learner recruitment, intake, and orientation				
Learner retention and transition				
Assessment and learner gains				
Employment conditions and staffing				
Professional development and staff evaluation				
Support services				

Focus Questions for All Standards

Section 1: Program Administration and Planning

Standard 1A: The program has a mission statement, a clearly articulated philosophy, and goals developed with input from internal and external stakeholders.

1. Does your program have a written mission statement?
2. Does the mission statement include a philosophy or rationale?
3. Does the mission statement include goals?
4. What internal and/or external stakeholders had input into the development of the mission statement?

Standard 1B: The program has an administrative system that ensures participation of internal stakeholders, accountability, and effective administration of all program activities.

1. What is your program's administrative structure (e.g., director, advisory board)?
2. What program activities are carried out or overseen by each entity listed?
3. What individuals or groups of people internal to your program participate in administration of the program?
4. In what ways do each of these individuals or groups participate in program administration?
5. If I visited your program, what documents would you show me that would describe or show how your program is administered?

Standard 1C: The program has sound financial management procedures to collect and maintain fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements.

1. Does your program have an annual budget and system for tracking expenditures?
2. What process is used for budget development?
3. How does your program keep stakeholders aware of financial issues?
4. What process is used to report financial information to funders?
5. What process is used to manage finances to ensure continued funding from year to year?

Standard 1D: 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.

1. What record keeping and reporting system is used to maintain accountability in your program?

Standard 1E: The program fosters and maintains linkages and clear communication with internal and external stakeholders.

1. What individuals or groups of people external to your program are involved in program administration?
2. In what ways do each of these individuals or groups participate in program administration?
3. In what ways does communication take place between internal and external individuals and groups involved in the program? How often in each case?
4. If I visited your program, what would you show me to illustrate how you foster and maintain communication between internal and external stakeholders?

Standard 1F: The program has a procedure for ensuring confidentiality in communication with internal and external stakeholders.

1. What are the rules for the release of learners' personal information?
2. How does the program handle a visitor's request for personal student information?

Standard 1G: The program provides equipment for daily operations and efficient record keeping.

1. What equipment is used for daily record keeping?
2. How efficient is the equipment being used?
3. Are sufficient office supplies available to conduct daily operations?

Standard 1H: 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.

1. What facilities does your program provide for adult ESL instruction and for one-on-one and small-group meetings with students?
2. What instructional equipment is available for adult ESL classes?
3. What spaces and materials are available to adult ESL instructional staff to support their planning and instruction?
4. Who maintains instructional and meeting spaces, equipment, and supplies? How often? In what ways?

Standard 1I: 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.

1. How does your program identify learners' needs related to scheduling of courses?
2. Describe the various course schedules to accommodate learner needs in the areas of course length, intensity, and location.

Standard 1J: The program maintains a learner-teacher ratio conducive to meeting learning needs and goals.

1. What factors determine the expected learner-teacher ratio in instruction?
2. What is the learner-teacher ratio in your program?
3. How does the program analyze its learner-teacher ratio to see if it meets the needs of the learners?
4. Are aides or volunteers recruited to improve the learner-teacher ratio as needed?

Standards K, L, M, and N are included in subsequent sections of standards.

Standard 1O: The program has a planning process for initial program development and ongoing program improvement.

1. Does your program have a planning or program review process?
2. Who participates in the process?
3. To what extent are the following reviewed in the process: community demographics, retention patterns, learner needs, local community trends, and educational and technological trends?
4. How often is program planning or review scheduled?

Standard 1P: The program has a technology plan.

1. Does your program have a technology plan?
2. To what extent does the plan address the following: learner needs, acquisition of technology, maintenance of technology, budgeting for technology, and training needs of personnel?
3. How often is the technology plan reviewed?

Standard 1Q: The program has a plan for outreach, marketing, and public relations to foster awareness and understanding of the program.

1. Does your program have an outreach or marketing plan?
2. Who participates in developing this plan?
3. What is addressed in the plan (e.g., audiences, budgeting)?
4. What process is used to review the plan on a regular basis?

Section 2: Curriculum and Instructional Materials

Standard 2A: The program has a process for developing curriculum that is based on a needs assessment of learners and includes participation and input from stakeholders.

1. How are learners' needs assessed to determine what curriculum needs to be developed?
2. When curriculum is developed, what stakeholders are consulted to provide input?

Standard 2B: The curriculum reflects the mission and philosophy of the program and is compatible with principles of second language acquisition for adult learners.

1. Describe how the curriculum used in your program is relevant to the needs and interests of your learners.
2. How are topics and objectives recycled and addressed in the curriculum at a variety of student proficiency levels?
3. Does your program have a mission statement or philosophy? If yes, explain how the curriculum supports the mission statement or philosophy.
4. If I visited your program, what would you show me that proves your curriculum is relevant to learner needs and reflects the program's mission statement or philosophy?

Standard 2C: The curriculum includes goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures that are appropriate for meeting learners' needs and goals.

1. Describe the curriculum used in your program. Does it include the following?
    a. Goals
    b. Objectives
    c. Approaches or methods

d. Activities

e. Materials, including technology

f. Expected outcomes

g. Evaluation measures

h. Other: _____

Standard 2D: The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes.

1. Does your program have measurable learning objectives for each course offering?

2. Do the learning objectives accommodate learners at a variety of levels?

Standard 2E: 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.

1. Do the curriculum materials in your program meet the following criteria?

   a. Easily accessible

   b. Up to date

   c. Appropriate for adult learners

   d. Culturally sensitive

   e. Oriented to the language and literacy levels of the learners

   f. Suitable for a variety of learning styles

   g. User-friendly in layout and formatting

   h. Contain clear graphics and visuals

   i. Conducive to being used with a variety of grouping strategies

   j. Contain exercises that access learners' previous experience with the content

   k. Contain relevant content

   l. Use sound and voice in audiovisual components that are clear and appropriate.

Standard 2F: The program has an ongoing process for curriculum revision in response to the changing needs of the learners, community, and policies.

1. How is curriculum reviewed in your program?
2. How often is curriculum reviewed?
3. Who is involved in the curriculum review process?
4. What other ways is new curriculum brought into the program?

Section 3: Instruction

Standard 3A: Instructional activities adhere to principles of adult learning and language acquisition.

1. How do lesson plans or classroom activities allow learners to share their prior knowledge or experience with the language or content to be studied?
2. How is a nonthreatening learning environment provided that makes learners feel relaxed and comfortable?
3. How is the content of the lessons or activities made relevant to the learners' lives?
4. How are learning objectives recycled in a variety of contexts to encourage cyclical learning?
5. What methods are used in the classroom to incorporate learners' experiences into the content of the lessons or activities?

Standard 3B: Instructional approaches are varied to meet the needs of adult learners with diverse educational and cultural backgrounds.

1. What instructional approaches are used in the classroom, and how are they related to the learners' needs? Provide some examples.
2. To what extent can teachers describe the instructional approaches that they are using in the classroom and the theory behind each approach?

Standard 3C: Instructional activities engage learners so that they can take an active role in the learning process.

1. How do learners take an active role in the learning process in the classroom? Provide some examples.

Standard 3D: 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.

1. How do the lesson objectives and activities in the classroom mimic real-life situations of relevance to the students?

2. To what extent are students learning the language and vocabulary necessary to communicate in situations relevant to their goals?

Standard 3E: Instructional activities integrate the four language skills, focusing on receptive and productive skills appropriate to learners' needs.

1. To what extent do instructional activities include listening, speaking, reading, and writing activities related to the same topic? Provide some examples.

Standard 3F: Instructional activities are varied to address the different learning styles and special learning needs of the learners.

1. How do instructional activities address the needs of visual learners?

2. How do instructional activities address the needs of auditory learners?

3. How do instructional activities address the needs of kinesthetic learners?

4. How does the instructor accommodate a variety of learning styles in the presentation of new material?

5. How does the instructor accommodate a variety of learning styles in practice activities?

6. How do assessment activities address a variety of learning styles?

Standard 3G: Instructional activities incorporate grouping strategies and interactive tasks that facilitate the development of authentic communication skills.

1. To what extent do classroom activities include grouping strategies and interactive tasks that include authentic communication? Provide some examples.

Standard 3H: Instructional activities take into account the needs of multilevel groups of learners.

1. How are the needs of learners who are learning at different levels accommodated?

2. How are the needs of learners with minimal skills in both their native language and English met?

3. How would visitors to the program know that the needs of learners at different levels are being met?

Standard 3I: Instructional activities focus on the development of language and culturally appropriate behaviors needed for critical thinking, problem solving, team participation, and study skills.

1. What activities are used in the classroom to promote learners' critical-thinking skills?
2. What activities are used to encourage problem solving among students?
3. To what extent do students work in teams in the classroom?
4. What activities are students engaged in to improve their study skills?

Standard 3J: Instructional activities give learners opportunities to use authentic resources both inside and outside the classroom.

1. To what extent do students use authentic resources in the classroom (e.g., newspapers, community flyers, recorded conversations)? Provide some examples.
2. To what extent do people from the community come in to talk to ESL classes, or how often do classes take field trips into the community?
3. To what extent do students use the Internet to do class assignments?

Standard 3K: Instructional activities give learners opportunities to develop awareness of and competency in the use of appropriate technologies to meet lesson objectives.

1. What opportunities do your ESL students have to use technology in the process of learning English?
2. How do the learners in your program acquire the language needed to use technology effectively?
3. If I visited your program, what would you show me to illustrate the integration of technology with language development in your program?

Standard 3L: Instructional activities are culturally sensitive to the learners and integrate language and culture.

1. How does the instructor facilitate learning in which students learn about the U.S. culture and one another's cultures?
2. To what extent are the instructors' behaviors and customs sensitive to students' cultural values? Provide some examples.

Standard 3M: Instructional activities prepare learners for formal and informal assessment situations.

1. What strategies do the teachers use to teach students how take standardized tests (e.g., multiple-choice tests, essay questions)?
2. How does the teacher enforce testing protocol when administering standardized tests?
3. What opportunities does the instructor provide for the students to monitor their test results or learning gains?

Section 4: Learner Recruitment, Intake, and Orientation

Standard 4A: 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.

1. How does your program identify the populations that need to be served by your program?

Standard 4B: The program uses a variety of recruitment strategies.

1. Describe the strategies that your program uses to recruit students.

Standard 4C: 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.

1. To what extent are recruitment materials translated into the languages of the predominant student populations in the program?
2. How are recruitment materials modified for students with special needs?
3. Who reviews recruitment materials before dissemination to make sure they are appropriate and accurate?

Standard 4D: The program evaluates the effectiveness of its recruitment efforts and makes changes as needed.

1. How does your program evaluate the success of its recruitment strategies?
2. Does your program enlist learner expertise or participation in designing recruitment strategies?
3. To what extent are changes made in recruitment materials and strategies according to input from learners?

Standard 4E: 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.

1. What information on entering students is collected during the intake process?
2. Through what procedures is that information collected?
3. What procedures are used for assessing incoming students' levels of English language proficiency?
4. What procedures are used to orient incoming students to the program?
5. If classes are filled, what procedures does the program have to accommodate learners who wish to enter but have to wait?

Section 5: Learner Recruitment and Transition

Standard 5A: The program supports retention through enrollment and attendance procedures that reflect program goals, requirements of program funders, and demands on the adult learner.

1. How does the enrollment process support learner retention?
2. What is the average class size ?
3. How are classes scheduled to support learner retention?
4. What process is in place to evaluate factors that support learner retention?

Standard 5B: The program encourages learners to participate consistently and long enough to reach their identified goals. This may be accomplished by adjusting the schedule and location of classes and by providing appropriate support services.

1. What orientation to the school or class does your program provide each learner?
2. How does your program help learners set goals and check progress toward those goals?
3. What support services or referrals to support services does your program provide for students?
4. What learning opportunities (e.g., drop-in centers, distance education) are available through your program to students who are unable to attend regular classes?
5. What online courses does your program provide?

Standard 5C: The program accommodates the special needs of learners as fully as possible.

1. How does your program accommodate the special needs of learners?

Standard 5D: The program contacts learners with irregular attendance patterns and acknowledges learners who attend regularly.

1. How does your program deal with students with irregular attendance patterns?
2. How does your program reward learners with excellent attendance or excellent progress or goal attainment?

Standard 5E: The program provides learners with appropriate support for transition to other programs or to the workplace.

1. How does your program support learners in transitioning to other programs or classes?

Section 6: Assessment and Learner Gains

Standard 6A: The program has a comprehensive assessment policy that reflects the mission and goals of the program.

1. To what extent does your program have an assessment policy? Describe its basis and components.

Standard 6B: 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.

1. What is the process for placing students into your program?
2. How is progress documented among the learners?
3. How does your program document criteria for exit from the program?
4. How does your program identify learners with special needs?

Standard 6C: Assessment activities are ongoing and appropriately scheduled.

1. How often and when are learners assessed during the course of a term?

Standard 6D: The program has procedures for collecting and reporting data on educational gains and outcomes. Data are reported in clear and precise language to all stakeholders without violating standards of confidentiality.

1. How does your program assess learning gains for individual learners?
2. To whom are results reported? How are they reported?
3. Who uses the results and for what purposes?

4. How often do you assess for gains?

5. If I visited your program, what data would you show me related to learning gains and outcomes?

Standard 6E: The program provides appropriate facilities, equipment, supplies, and personnel for assessment activities.

1. To what extent are facilities appropriate for assessment activities?

2. To what extent is staff trained to administer and monitor assessments?

3. Where are assessments stored to meet security requirements?

4. In what condition are the assessment materials?

5. How effective is the audiovisual equipment for assessments requiring it?

Standard 6F: The program identifies learners' needs and goals as individuals, family members, community participants, workers, and lifelong learners.

1. How does the program identify learners' needs and goals?

2. How does the program document and monitor needs and goals of the learners?

Standard 6G: The program assesses the language proficiency levels of learners in the areas of listening, speaking, reading, and writing.

1. What method does your program use to identify learners' skill levels in listening, speaking, reading, and writing?

2. What method does your program use to identify learners' literacy skills in their primary language?

3. What method is used to identify possible learning disabilities?

Standard 6H: The program uses a variety of appropriate assessments, including authentic, performance-based assessments; standardized tests; and 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.

1. Who assesses the learners in your program and for what purposes (e.g., administrative staff at registration for placement, teachers for unit progress)?

2. How are the learners assessed (e.g., teacher-made tests, standardized tests)?

3. If you use a standardized test, how do you know it is appropriate for your learners?

Standard 6I: 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.

1. How are the results from learner needs assessments used?
2. To what extent are the results of needs assessments used to guide the development of curriculum, instructional methodology, and offering of new courses? Provide some examples.

Standard 6J: Assessment results are clearly explained and shared with learners, to the extent permitted by assessment guidelines, in order to help learners progress.

1. What assessment results are shared with the learners?
2. How are results shared?
3. What benefits do you feel your learners receive by knowing about assessment results?

Standard 6K: Assessment activities document learners' progress within the ESL program toward advancement to other training programs, employment, postsecondary education, and attainment of other educational goals.

1. To what extent are assessment activities connected with informing students about assessment requirements for other programs?
2. How are assessment results used to transfer learners to other programs?
3. How is the number of learners who achieve significant learning gains and the number who advance to other programs documented?

Standard 6L: Results of assessment provide information about educational gains and learner outcomes and provide the basis for recommendations for further assessment.

1. How are learner assessment results monitored by instructional staff?
2. Where are learner assessment results recorded and how are the results used?
3. To what extent are assessment results used to make recommendations for further assessment of special needs?

Standard 6M: Learners identify and demonstrate progress toward or attainment of their short- and long-term goals.

1. How do students in your program set and record short-term and long-term goals?
2. How is progress toward meeting goals monitored or documented in your program?
3. How is goal attainment tallied and reported to interested stakeholders?

Standard 6N: Learners demonstrate skill-level improvements in L, S, R, and W through a variety of assessments.

1. How is learner progress in listening, speaking, reading, and writing measured? Describe the different measures that are used.

Standard 6O: Learners demonstrate progress in nonlinguistic areas identified as important toward meeting their goals.

1. To what extent does your program have a process to document progress in nonlinguistic areas (e.g., increased confidence, increased participation in class)?
2. What types of measures are used to document progress in nonlinguistic areas?

Section 7: Employment Conditions and Staffing

Standard 7A: The program supports compensation and benefits commensurate with those of instructional and other professional staff with comparable positions and qualifications within similar institutions.

1. How many full-time instructors does your program have? How many part-time instructors?
2. What benefits are available to full-time employees? To part-time employees?
3. For what types of noninstructional activities are instructors compensated (e.g., staff meetings, student conferences)?
4. What opportunities exist for faculty promotion?

Standard 7B: The program has in place policies and procedures that ensure professional treatment of staff.

1. How are policies and procedures made known to staff?
2. What is the nature of such policies and procedures?
3. What type of support for professional development is available?
4. How are faculty informed of their employment assignments and changes in assignment?
5. What mechanism exists for faculty and staff to negotiate working conditions?

Standard 7C: The program supports a safe and clean working environment.

1. What policies are in place that ensure a safe and clean working environment?
2. Describe the working environment.
3. To what extent do you feel you have a safe and clean working environment?

Standard 7D: 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).

1. What are the minimum qualifications for instructional staff?
2. If applicable, how do these qualifications compare with the institution's other instructional or professional staff?
3. What training in ESL theory and methodology does staff have?

Standard 7E: 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 language learners in their communities.

1. How does staff demonstrate cultural understanding of the program's learner population (e.g., work experience in another country, participation in community forums)?
2. What languages does the staff speak?
3. How does the staff reflect the cultural diversity of the learner population?

Standard 7F: The program recruits and hires qualified support staff to ensure effective program operation.

1. What support staff does the program have (e.g., clerical assistant, technology support technicians)?
2. What training or orientation is provided for new support staff?
3. How does the program ensure that support staff are able to work with and support the learner population?

Section 8: Professional Development and Staff Evaluation

Standard 8A: The program has a process for orienting new ESL administrative, instructional, and support staff to the ESL program, its goals, and its learners.

1. What is the process for orienting new staff to the program and its goals?
2. What information is given to the support staff about the learners?

Standard 8B: The program has a professional development plan, developed with input from staff and stakeholders. The program acquires appropriate resources to implement the plan, including compensation for staff participation.

1. How does the program formulate its professional development plan for staff?
2. For what staff members is professional development provided?
3. What support is provided to the staff members so they can attend professional development?
4. How is the implementation of professional development evaluated?

Standard 8C: 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.

1. In what areas is professional development offered? Provide some examples.
2. What resources does the instructional staff have access to that support professional development?

Standard 8D: 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.

1. How do administrative staff and project evaluators remain knowledgeable about effective teaching strategies and current trends in the field?
2. How often do administrators meet with instructional staff?
3. How often are teachers observed? By whom?

Standard 8E: Professional development activities are varied, based on needs of the staff, and provide opportunities for practice and consistent follow-up.

1. What types of professional development were made available to staff over the past year (e.g., workshops, invited speakers, peer coaching)?
2. How is professional development sustained throughout the year?
3. What follow-up activities occur after professional development?

Standard 8F: The program provides training in assessment procedures in the interpretation and use of assessment results.

1. How do the teachers learn about assessment procedures?
2. What is their role in assessing students?
3. What training is provided for those who assess students?

Standard 8G: 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.

1. To what professional organizations do staff belong?
2. How does the program support such membership?
3. What conferences have staff attended in the past year?

Standard 8H: 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.

1. With whom does staff collaborate (e.g., K–12 teachers, support service providers)?
2. What resources and support exist for carrying out joint projects?

Standard 8I: The program has a process for recognizing the participation of staff in professional development activities.

1. How does your program acknowledge staff participation in professional development?
2. How often does it recognize participation?

Standard 8J: 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.

Standard 8K: The program provides learners with opportunities to evaluate program staff anonymously. The tools are user friendly and allow for variety in learners' proficiency, levels, background, cultural diversity, and special needs.

Standard 8L: The program provides opportunities for all staff members to develop performance improvement plans.

1. How is staff evaluated? Who is evaluated, by whom, and how?
2. What opportunities do learners have to evaluate program staff?
3. How frequently is staff evaluated? By whom?
4. How is the information from the evaluations used?

Section 9: Support Services

Standard 9A: The program provides students with access to a variety of services directly or through referrals to cooperating agencies.

1. What support services does the local program provide to students?
2. For what services are referrals made?
3. How does your program communicate with learners about available support?

Standard 9B: 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.

1. How does your program identify learning disabilities in its learners?
2. Once learning disabilities are diagnosed, how are they handled?

Standard 9C: 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.

1. With what community agencies does your program have a relationship to provide support services to students? For what purpose?
2. How do learners learn about available support services?
3. What follow-up is done after referrals to ensure that learners are receiving the services they need?

Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs

Joy Kreeft Peyton
Center for Adult English Language Acquisition
May 2005

Background on Programs for Adult English Language Learners

Adult ESL (English as a second language) programs serve adults whose first language is not English. The primary objective of these programs is to enable adult learners who are not fully fluent and literate in English to become proficient in communicating in English, so that they can meet their personal, employment, community, and academic goals.

Providers of adult education for English language learners include

- K–12 public schools and districts (local education agencies) that offer adult ESL instruction
- Community colleges
- Community-based (CBO), volunteer, and faith-based organizations
- Family literacy programs
- Correctional institutions
- Libraries
- Workplaces

The types of programs offered include

- General English language development programs, which focus on developing skills in listening, speaking, reading, and writing. These programs might include content-based ESL classes, which concentrate on a subject area (e.g., civic participation) and, at the same time, develop English language skills related to the subject. They serve a range of learners, from those who are not literate in their native language or in English to those who are highly literate in their native language and are learning English language and literacy.
- Family ESL literacy, which focuses on knowledge and skills that parents need to help their children succeed in U.S. schools
- Citizenship preparation, which prepares learners to fulfill the U.S. naturalization requirements

- Vocational ESL (also VESOL or VESL), designed to prepare learners for job training or employment in specific occupational areas
- Workplace ESL, which focuses on language and communication skills needed for success in the workplace. Workplace ESL classes are commonly supported by an employer and offered at a work site.
- English for specific purposes (or ESP), which focuses on developing language and communication skills needed for professional fields of study such as business, agriculture, or medicine
- Pre-academic ESL, which prepares learners for further education and training in post-secondary institutions, vocational education classes, or ABE and GED classes

Audience for This Brief

This brief is written for the following audiences:

- Adult ESL program administrators and coordinators
- Teachers, tutors, and counselors in adult ESL programs
- Program funders
- Program partners
- Program evaluators

Standards in Education: Background

Education standards describe for all stakeholders (program administrators, teachers and other school and district staff, parents, students, and policy makers) the goals, teaching and learning conditions, and expected outcomes of education programs. Education standards include program standards, content standards, and performance standards. This brief focuses on program standards in adult education for English language learners. Therefore, the examples of types of standards are those that pertain to programs that serve adults learning English.

- **Program standards** can be used for program development and self-review. They describe the components and features of a program that should be in place for the program to be effective and to provide context and resources that support student learning and achievement (Teachers of English to Speakers of Other Languages, 2003). They also list examples of the evidence that can be used to demonstrate the existence of these essential feature. The standards and evidence guide
    - administrators and funders in articulating the goals, objectives, and expected outcomes of the program and the resources that support it;

  - teachers and other instructional staff in examining how their instructional practice fits into and supports the goals, objectives, and expected outcomes of the program; and
  - learners in identifying the contexts and learner support systems that allow them to meet their goals and needs.

- **Content standards** define what students should know and be able to do in different content and skill areas as a result of instruction (Stites, 1999; Teachers of English to Speakers of Other Languages, 1997; U.S. Department of Education, Office of Vocational and Adult Education, 2003a). Several states (e.g., Arizona, Florida, Maryland, New York, Tennessee, and West Virginia) have developed content standards, curriculum frameworks, and resource guides that provide guidance to local programs in developing effective curriculum and instruction. The Adult Education Content Standards Warehouse is being developed to allow users to search for and review adult education standards in ESL, mathematics, and reading (www.adultedcontentstandards.org).

- **Performance standards** specify how well students perform at different levels of content knowledge and language proficiency and the measures used to demonstrate how well they perform (National Council on Educational Standards and Testing, 1992; Stites, 1999; U.S. Department of Education, 1994). The *English-as-a second language model standards for adult education programs* (California Department of Education, 1992) include performance standards for listening, speaking, reading, and writing at different English proficiency levels (e.g., Listening, ESL Beginning, Low—"The learner will demonstrate comprehension of simple words in the context of common, everyday situations." p. 64).

Program Standards in Adult Education

Attention to program standards in adult education grew out of both the interest of adult education professionals and legislation. As early as 1986, the Mainstream English Language Training (MELT) Project described the conditions that affect the movement of learners from one Student Performance Level (SPL) to another (U.S. Department of Health and Human Services, 1995). The conditions included program-related factors such as intensity of instruction (number of hours of instruction per week); entry/exit procedures and policies; and curriculum, instruction, and assessment practices.

Interest in program standards in adult education has developed in tandem with the development of standards in K–12 education. A focus on program standards in K–12 education began in the 1980s with the National Education *Goals Panel and the Goals 2000: Educate America Act*. The National Education Goals included a pledge that by the year 2000, all American students would demonstrate competency in challenging subject matter. Subsequently, the U.S. Department of Education, other federal agencies, and foundations made grants to major professional organizations and academic institutions to develop model standards in different subject areas. Although much of the standards work has focused on *content* standards—what students need to know and

be able to do in different subject areas including math, arts, civics and government, foreign languages, geography, and history—the National Research Council (1999) also has focused attention on the conditions under which students learn and on professional development for teachers.

The Adult Education and Literacy Act of 1991 required the U.S. Department of Education to develop indicators of program quality to assist states and local adult education service providers in assessing the effectiveness of their programs. The legislation specifically called for indicators in the areas of student recruitment, retention, and educational gains. A quality program indicator was defined as a variable reflecting effective and efficient program performance. (See Van Duzer & Berdán, 2000, for discussion.)

The U.S. Department of Education developed examples of quality indicators for ABE programs in general, but did not provide examples specifically related to adult ESL programs (U.S. Department of Education, Office of Vocational and Adult Education, 1992). Subsequently, Title II of the Workforce Investment Act of 1998 (H.R. 1385, Pub. L. No. 105-220), also known as the Adult Education and Family Literacy Act, included both ABE and ESL programs. The act required adult education agencies to establish core indicators of program quality and of learner performance related to educational gain, placement and retention in employment, participation in postsecondary education or training, and high school completion (Adult Education and Family Literacy Act, Sec. 212; U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, 2001; 2003b).

Recognizing the need for quality standards specifically for programs serving adult English language learners, Teachers of English to Speakers of Other Languages, Inc. (TESOL) convened a task force to review the accountability requirements in federal adult education legislation and existing program quality indicators and develop a set of standards. The resulting document, *Standards for Adult Education ESL Programs* (Teachers of English to Speakers of Other Languages, 2003), here referred to as TESOL program standards, has become a centerpiece in the development of program standards in adult ESL education. In addition to the TESOL program standards, other program standards or program quality indicators have been developed by various states and other organizations. (See a list of some of these at the end of this document.)

Research Base

Although most states have included indicators of program quality in their monitoring and evaluation plans, there has been no evidence-based research carried out to demonstrate the role and impact of specific program standards in adult ESL education. There is some research on standards in K–12 education, primarily on the impact of teacher preparation (e.g., Allen 2003). One document (Apthorp, Dean, Florian, Lauer, Reichardt, Sanders, & Snow-Renner, 2001) summarizes the research on standards-based education in grades K–12, to inform efforts to improve low-performing schools and create or sustain standards-based, high-performing learning communities.

Program Standards in Adult ESL

The *Standards for Adult Education ESL Programs* developed by TESOL provide a framework to guide program staff in analyzing the strengths and weaknesses of their program and in developing a program that will effectively meet their goals for educating adults learning English. These standards are not meant to be prescriptive in any way, but rather to provide a structure and guidance for this analysis. The standards are designed for use in many different types of programs. Programs may differ in size; educational goals; connections with larger institutions and programs; funding sources, requirements, and restrictions; learner goals and characteristics; resources; and staffing.

Standards are grouped into the following nine categories:

1. Program Structure, Administration, and Planning
2. Curriculum and Instructional Materials
3. Instruction
4. Learner Recruitment, Intake, and Orientation
5. Learner Retention and Transition
6. Assessment and Learner Gains
7. Employment Conditions and Staffing
8. Professional Development and Staff Evaluation
9. Support Services

Depending on the goals of the program and the focus of the review, a group of reviewers may choose to work on some or all of the standards. Program narratives describe how staff in a large, institution-based program and a smaller, volunteer-based program used the standards to review their program and develop an action plan.

A program self-review section of the TESOL program standards has a page for each standard. An example page from the self-review instrument is shown in Figure 1.

After the statement of the standard, each page has the following sections:

- **Measures**—Measures describe the criteria for determining the extent to which the standard is in place and give examples of the many ways that the standard is implemented. Staff (or external evaluators) mark those program features that are in place and list others.
- **Sample Evidence**—Sample evidence lists specific items that demonstrate that the standard is in place. Staff mark those items that are in place and list others.

- **Score**—A score is given based on the measures and evidence marked. Scores range from 0, not in place; to 3, in place and well developed. For some standards, it is recommended that all of the measures be in place for a score of 2 or 3. For some, one or more of the measures should be in place. For others, those measures marked with a * should be in place.
- **Priority**—Staff mark whether this standard has high or low priority for the program.
- **Comments**—Based on the measures, evidence, and score, staff write comments about the status of this standard in the program.
- **Action Plan/Next Steps**—Staff describe the next steps that will be taken related to this standard.

Appendix 1 provides a template so that a score, priority, comments, and action plan for each standard can be completed in an electronic file.

Once this work has been accomplished for each standard under review, staff complete the Summary Scores and Action Plan Chart by filling in the scores given for each of the standards and writing an action plan, or continuous improvement plan, for each standard category (e.g., a plan for the category of Program Structure, Administration, and Planning). When this chart is complete, program staff can work together (and with others if appropriate) to evaluate the strengths and weaknesses of the program and develop and implement the plan for the program. States and local programs can use the plan as part of their ongoing program monitoring and evaluation.

The first page of this chart is shown in Figure 2. A pdf version of this chart, for use by program staff, can be downloaded from www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=1839. In addition, Appendix 2 provides an electronic version of the chart that can be completed in an electronic file.

The TESOL program standards can be used by different stakeholders for different purposes. They might be used by

- **Program staff** seeking to improve their program; align their program's mission, goals, and outcome measures with federal legislation; or demonstrate the quality of their program to funders
- **Funders** seeking to identify effective programs or to help improve programs they are funding
- **Program advocates** seeking to start a new program (to identify what features merit putting in place) or to augment areas in which a program is weak (e.g., salaries and full-time positions for teachers or effective assessment procedures)

- **State-level educators** seeking guidance for the development of their own standards, aligned with their specific local context and needs. For example, the Maryland State Board of Education developed the *Maryland Adult ESL Program Standards* for this purpose. To view these standards, go to www.umbc.edu/alrc/ESLstand.html. Although not as detailed as the TESOL standards, the Maryland program standards clearly articulate goals in specific areas, such as "The program supports retention through an enrollment policy that reflects program goals, requirements of funding sources, and demands on adult learners," with sample measures to demonstrate that procedures to achieve the goals are in place (e.g., "The program documents learner retention and transition through use of Literacy Works MIS") (Maryland State Board of Education, n.d., p. 18). In a parallel effort in another country, Myers (1999) describes the process of developing adult ESL program standards for the province of Alberta, Canada.

- **Program evaluators** seeking to formally assess the effectiveness of a program (e.g., in a program review for accreditation) or informally document the features of a program. For example, an external evaluator used the TESOL program standards to review a mid-sized, urban adult ESL program that was loosely structured and poorly documented (McCartan, 2005). The standards guided his interviews with teachers, administrators, and students; observations of classroom instruction; and review of program documents. As a result of the evaluation, the program had data to support its claims regarding success and to guide the development of its program improvement plans.

If a program is undergoing accreditation review, all program staff (including administrators, teachers, and support staff) as well as external reviewers might complete the Program Self-Review Instrument and Summary Scores and Action Plan Chart, with the goal of reviewing implementation of all of the standards. If the focus is on one aspect of the program (e.g., instruction), the staff might review only that area, which consists of 13 specific standards, ranging from activities that are aligned with principles of adult learning and language acquisition to activities that prepare learners for formal and informal assessments.

Example of Use of the TESOL Program Standards

As an example of how staff and other stakeholders associated with an adult ESL program might use the TESOL program standards, let's imagine that a large program in a community college wants to go through a program review and improvement process.

- **The program director, financial office staff, and representatives from the primary funding agencies** might focus on the standards for Program Structure, Administration, and Planning. Standard 1.C. (one of 10 standards) states that "The program has sound financial management procedures to collect and maintain fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements."

- **Curriculum developers and teachers** might go through the same process and focus on the standards for Curriculum and Instructional Materials. For example, standard 2.D. states that "The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes."
- **Teachers, classroom aides, and professional developers** working in or with the program might focus on the standards for Instruction. Standard 3.E., for example, states that "Instructional activities integrate the four language skills (listening, speaking, reading, and writing), focusing on receptive and productive skills appropriate to learners' needs."
- **Program administrators, counselors, and intake staff** might work on the standards for Learner Retention and Transition, for which standard 5.E. states, "The program provides learners with appropriate support for transition to other programs."
- **Assessment specialists and test administrators** might focus on the standards for Assessment and Learners Gains, for which standard 6.D. states that, "The program has procedures for collecting and reporting data on educational gains and outcomes."

In short, the entire community of stakeholders could get involved in evaluating specific components of the program, to identify strengths and areas in which there are weaknesses and gaps and to develop an action plan to improve the program. At the end of this process, when all of the groups have completed the work in their area, a representative group could get together to review and complete the Summary Scores and Action Plan Chart, develop an improvement plan for the program, and develop a timeline based on high- and low-priority areas. When the improvement plan has been implemented, the outcomes can be evaluated according to the standards.

Conclusion

Program quality standards can help program staff and other stakeholders develop, improve, and maintain programs that are consistent with their goals, objectives, and expected outcomes; state and federal requirements; and learners' goals and needs. Working together to develop program standards or to review progress toward meeting standards can help the entire staff—administrators, coordinators, teachers, aides, and counselors—have a common understanding of the components of their program; the activities, resources, and funding needed to accomplish its objectives; and their roles in the endeavor. Evaluation of success in meeting program standards can inform stakeholders of program gaps and weaknesses and guide the development of a continuous improvement plan that all involved can implement.

References

Allen, M.B. (2003). *Eight questions on teacher preparation: What does the research say?* Denver, CO: Education Commission of the States.

Apthorp, H.S., Dean, C.B., Florian, J.E., Lauer, P.A., Reichardt, R., Sanders, N.M., & Snow-Renner, R. (2001). *Standards in classroom practice research synthesis.* Aurora, CO: Mid-continent Research for Education and Learning. (Available: www.mcrel.org)

California Department of Education. (1992). *English-as-a second language model standards for adult education programs*. Sacramento, CA: Author.

Maryland State Board of Education. (n.d.). *Maryland Adult ESL Program Standards.* Baltimore, MD: Author. Available: www.umbc.edu/alrc/ESLstand.html

McCartan, W. (2005, March). *Standards-based evaluation of adult ESL programs*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, San Antonio, TX.

Myers, C. (1999). Developing program standards for adult ESL. *TESL Canada Journal, 16*(2), 77–85.

National Council on Educational Standards and Testing. (1992). *Raising standards for American Education: A report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People*. Washington, DC: US Government Printing Office.

National Research Council. (1999). *Testing, teaching, and learning: A guide for states and school districts.* R.F. Elmore & R. Rothman (Eds.), Committee on Title I Testing and Assessment, Board of Testing and Assessment, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academies Press.

Stites, R. (1999, September). A user's guide to standards-based educational reform: From theory to practice. *Focus on Basics, 3C*. Available: www.ncsall.net/?id=31

Teachers of English to Speakers of Other Languages. (1997). *ESL standards for pre-K–12 students*. Alexandria, VA: Author. (Available for purchase from www.tesol.org)

Teachers of English to Speakers of Other Languages. (2003). *Standards for adult education ESL programs.* Alexandria, VA: Author. (Available for purchase from www.tesol.org)

U.S. Department of Education. (1994). *High standards for all students.* Washington, DC: Author. (Available: www.ed.gov/pubs/studstnd.html)

U.S. Department of Education, Office of Vocational and Adult Education. (1992). *Model indicators of program quality for adult education programs.* Washington, DC: U.S. Department of Education.

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy (2001, March). *Measures and methods for the National Reporting System for Adult Education: Implementation guidelines.* Washington, DC: Author. (Available: www.nrsweb.org/reports/implement.pdf)

U.S. Department of Education, Office of Vocational and Adult Education. (2003a, June). *A blueprint for preparing America's future. The Adult Basic and Literacy Education Act of 2003: Summary of major provisions.* Washington, DC: Author. (Available: www.ed.gov/policy/adulted/leg/aeblueprint2.doc)

U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy (2003b). *NRS data monitoring for program improvement.* Washington, DC: Author. (Available: www.nrsweb.org/download/NRSDataMonitoringGuideFinal.pdf)

U.S. Department of Health and Human Services, Social Security Administration, & Office of Refugee Resettlement. (1995). *Mainstream English Language Training Project (MELT) Resource Package.* Washington, DC: Author.

Van Duzer, C.H., & Berdán, R. (2000). Perspectives on assessment in adult ESOL instruction. *The Annual Review of Adult Learning and Literacy, 1,* 200–242. San Francisco, CA: Jossey-Bass.

Program Quality Standards: Example Documents

See the Adult Education Content Standards Warehouse, being developed to provide information about adult education content standards developed by states. (www.adultedcontentstandards.org).

English as a second language model standards for adult education programs. (1992). Sacramento, CA: California Department of Education. (Available: Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271)

English for speakers of other languages (ESOL) and citizenship programs. Technical assistance paper. (2000). Tallahassee, FL: Florida Department of Education Division of Workforce Development. (Available: www.firn.edu/doe)

Family literacy standards. (2000). Saskatoon, Canada: Saskatchewan Literacy Network. (Available from the Sasketchewan Literacy Network, www.sk.literacy.ca/)

Pennsylvania's family literacy indicators of program quality. (2002). U.S. Department of Education Even Start State Initiative Program, 200-2002. Bureau of Adult Basic and Literacy Education. (Available: www.pafamilyliteracy.org)

Standards for adult education ESL programs. (2003). Alexandria, VA: Teachers of English to Speakers of Other Languages. (Available for purchase from www.tesol.org)

Appendices

These appendices provide templates that allow staff to complete parts of the Program Self-Review Instrument and the Summary Scores and Action Plan Chart in electronic files. They were developed by William McCartan (McCartan, 2005).

Appendix 1. Program Self-Review Instrument: Electronic File

Appendix 2. Summary Scores and Action Plan Chart: Electronic File

This document was produced by the Center for Adult English Language Acquisition (CAELA) at the Center for Applied Linguistics (4646 40th Street, NW, Washington, DC 20016 202-362-0700) with funding from the U.S. Department of Education (ED), Office of Vocational and Adult Education (OVAE), under Contract No. ED-04-CO-0031/0001. The opinions expressed in this report do not necessarily reflect the positions or policies of ED. This document is in the public domain and may be reproduced without permission.

Using the TESOL Program Standards for Program Review and Improvement

Workshop Evaluation

Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- ❑ Basic introduction or exposure to subject
- ❑ In-depth theory or study of subject
- ❑ Strategies and ideas about how to implement subject
- ❑ Information to take back and share at program
- ❑ More general information about subject
- ❑ Other _____

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all Barely Sufficiently A great deal Completely

Please explain why you circled the above.

Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
	Excellent	Good	Fair	Poor	
Trainer style	❑	❑	❑	❑	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	❑	❑	❑	❑	
Materials (handouts, etc.)	❑	❑	❑	❑	
Organization of workshops (arrangement of content, flow of activities, etc.)	❑	❑	❑	❑	

Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

Other Comments