

PBLA Practice Guidelines 2019

An Introduction

Funded by:

Financé par :



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

Why a 2019 version?

All four cohorts have moved into full implementation – this new document clarifies PBLA practice guidelines.

This version replaces *PBLA Emerging Practice Guidelines* (2017) and *PBLA Guide for Teachers and Programs* (2014).

What informed the 2019 version?

1. Feedback on practice from the field:
 - PBLA Implementation forum for Lead teachers
 - PBLA *Practice Review Framework* surveys
 - PBLA sessions at regional conferences
2. Feedback on a summer 2018 draft from 20 practitioners across Canada (Classroom and Lead teachers, Administrators)

Are PBLA practices changing?

Only the following:

1. Reporting protocols are now harmonized with IRCC (*i-CARE*) to make reporting designations consistent for teachers, administrators and learners (Fall 2018).
2. The *Learner Conference Summary* (LCS) is no longer mandatory. Using it is now a program-based decision.
3. The autobiography is no longer a required element in the portfolio.

What is different?

1. The core document is shorter and is organized by TOPIC, not role.
2. Instructional and administrative supports have been added.

Why should you read the 2019 version?

- Responses to FAQs such as
 - “Why do we include skill-using tasks?”
 - “Is classroom-based assessment dependable?”
- Rationales for mandatory elements
- Links to resources that support PBLA practice
- Updated wording for some familiar practices

How is the document organized?

Core Documents

Current practice guidelines, including required elements

Supplementary Documents

Teaching strategies and tips, activities, forms

PBLA Practice Guidelines 2019

PBLA Foundations

Core: Sets PBLA in a historical and theoretical context; clarifies the importance of classroom-based assessment; summarizes key features of PBLA.

Supplements: Glossary, Bibliography, Background Studies

PBLA Portfolios

Core: Presents the required elements of the portfolio (with rationales); discusses feedback and assessment, including feedback opportunities.

Supplements: Teaching Tips and Strategies, Portfolio Elements (Sample Forms), Portfolio Skills Inventory Sheets

PBLA Reporting

Core: Supports assessment judgements; clarifies protocols for reporting and discussing progress.

Supplements: LPR Electronic Forms (1) and (2), Instructions for Completing the LPR, Technical Instructions for Completing the LPR, Reporting Progress in iCARE and PBLA, LCS

PBLA Accountability

Core: Presents *PBLA Practice Review Framework* and the roles of funders, administrators, lead and classroom teachers.

Supplements: PBLA Practice Review Framework, Sustainability Article, Administrator Tips for Supporting PBLA, PLAR Framework

Resources

Multilevel Modules, Professional Learning Sessions List, CLB and PBLA Training Courses List

What's new?

PBLA Foundations

- Updated discussion of the dependability of classroom-based assessment, with current research
- Updated bibliography and glossary
- Links to two background studies: Makosky (2008), Nagy & Stewart(2009)

What's new?

PBLA Portfolios

- Clear rationale for key portfolio requirements
- Removal of autobiography as a requirement
- Clarification of skill-using and assessment tasks (uses and purposes)
- Links to examples of portfolio contents (needs assessment, goal-setting)
- Links to supports for ESL Literacy learners from the *ESL for ALL Support Kit*

What's new?

PBLA Reporting

- Removal of *Learner Conference Summary* (LCS) as mandatory (with link to LCS template)
- Updated reporting protocols (Fall 2018) to harmonize with IRCC (*i-CARE*) designations
- Discussion of the role of skill-using tasks in portfolio evaluation
- Links to revised *Learner Progress Report*

What's new?

PBLA Accountability

- Clarification of roles and responsibilities
- Link to *PBLA Practice Review Framework*

Will there be further updates?

An annual review cycle will ensure currency by

- Addressing new FAQs
- Highlighting new resources (e.g. multi-level modules with teaching activities)
- Addressing ongoing and emerging PBLA issues

Annual Review Process

Ongoing	<p>CCLB will review input from stakeholder groups.</p> <ul style="list-style-type: none"> • Lead teachers: Regional coaches will identify emerging questions and issues from the implementation forums for Cohorts One, Two, Three and Four. • Classroom teachers and Administrators: CCLB will review feedback on emerging issues through surveys completed when programs complete their annual PBLA Practice Review. • IRCC: Emerging questions and issues will be gathered from IRCC.
July to August	<p>CCLB will review all feedback and develop an update plan which may include</p> <ul style="list-style-type: none"> • New content to be added to update information • Edits or FAQs to clarify guidelines • Referral of issues that require new or revised guidelines to appropriate group for consultation and decision (e.g. funders). Consultation on specific issues may be done through questionnaires, surveys, online meetings.
September to November	<p>CCLB will update content as required.</p>
By January 1	<p>Additions and updates to <i>PBLA Practice Guidelines</i> to be uploaded with notification to stakeholders that revisions are complete.</p> <p>Note: Updates to PG will only be done ONCE per year.</p>

Note: Review process presented and discussed with stakeholders at TESL Canada 2017