

PBLA Practice Review Framework An Introduction

Working together to enhance PBLA success



At present the PBLA Practice Review Framework is only being implemented with Cohort One (started in 2014)

PBLA Practice Review Framework: Purpose & Assumptions

Supporting ongoing improvement and enhanced accountability, by:

- Sharing responsibility for success
- Applying AfL principles
- Establishing collaborative and transparent processes
- Providing feedback loops for all stakeholder groups

Piloted by five programs across Canada and revised based on feedback

Common Principles

Assessment should:

- Improve learning
- Be task-based, aligned to CLB, contexts relevant to learners
- Engage learners in the assessment process
- Include processes to ensure validity and reliability
- Promote public understanding of goals of assessment
- Ensure the system meets agreed upon standards of quality

Standards

- Are practices to aspire to
- Are outlined for classrooms, programs, local monitoring, national policy
- Include a self-assessment & goal-setting process

Roles and Responsibilities

Classroom teachers:

Responsible for implementing PBLA with learners in their classrooms

Lead teacher:

A resource person, providing PBLA training and support to teachers, and advising administrator on supports required and emerging issues

Program Administrator:

Supervises teachers and is responsible for PBLA implementation in the program and ensuring the Practice Review Framework is completed as outlined

Settlement Officer:

Monitors to ensure program is meeting LINC standards, including PBLA; provides support

(PBLA Guide for Programs and Teachers p.64)

Classroom Practice Standards

Based on principles, processes and guidelines already introduced*

Consistent with PBLA practice:

- Encouraging self-reflection
- Identifying strengths and gaps and
- Setting reasonable, achievable action plans

*(e.g. in PBLA Foundations, Implementation Package, Session 10)

Classroom Practice Standards

Standard 3: Assessment is carried out to enhance learning.

1 = Not yet a part
of my teaching
practice

5= A consisten
part of my
teaching pract

✓ I share assessment criteria and criteria for success before learners begin assessment tasks.

1 2 3 4 5

✓ I provide learners with action-oriented feedback that is specific, and helps to move learning forward.

1 2 3 4 5

✓ I try to have learners do something with the feedback they receive.

1 2 3 4 5

✓ I provide opportunities for learners to be instructional resources for one another (e.g. peer assessment) and to engage in self-assessments aligned to specific criteria.

1 2 3 4 5

✓ I provide time and opportunity for learners to reflect on their learning.

1 2 3 4 5

Standard 4: Learners are engaged in the assessment process and discussions about their progress.

1 = Not yet a part
of my teaching
practice

5= A consisten
part of my
teaching pract

✓ I ensure that learners are aware of the evidence I will use and how judgments of their learning outcomes are made.

1 2 3 4 5

Classroom Practice Review: Process

Classroom teachers...

- Complete self-assessment (individually)
- Come together with colleagues to share their action plans/next steps
- Submit individual action plans (but NOT self-assessments) to administrator to feed into program PD plans and inform program practice review
- Complete feedback survey

Note: If required, classes may be cancelled for this group session

Lead Teachers...

- Complete a short self-assessment and goal-setting activity
- Meet with Administrators to discuss their action plans and the support they require
- Complete feedback survey

Program Practice Standards

Standard 2: Programs ensure PBLA is being implemented consistent with PBLA Assessment for Learning principles and protocols.

1 = Not yet a part of our program practice

5 = A consistent part of our program practice

✓ All learners have and use a copy of the Language Companion. Learners know their CLB levels and understand the purpose of their portfolios (e.g. can describe how and when they use them).

Evidence? Informal conversations with learners (at CLB 3 or above) indicate that learners know their CLB levels, and understand the purpose of their portfolios (e.g. can tell how and when they use them).

1 2 3 4 5

✓ Classroom practice reflects planning for instruction and assessment that is based on learner-identified needs and goals.

Evidence? Learner portfolios include evidence of needs assessment and goal-setting activities in the ABOUT ME section of My Portfolio.

1 2 3 4 5

✓ Classroom assessment practice enhances learning. (See Teacher/Instructor Self-Assessment: Standard 3.)

Evidence? 1) Class visits. 2) Learner portfolios include evidence of learner self-assessment, and evidence of action-oriented feedback on learning tasks.

1 2 3 4 5

✓ Classroom practice engages learners in the assessment practice and in conversations about their progress. (See Teacher/Instructor Self-assessment: Standard 3.)

Evidence? 1) Class visits. 2) Learner portfolios include evidence of learner self-assessment and reflection.

1 2 3 4 5

Program Practice Review: Process

Administrator...

- Completes documentation to support standards 1 and 4
- Completes self assessment of Standards 2 and 3 based on
 - regular class visits
 - conversations with learners
 - review of portfolios and completed progress reports
 - review of teacher action plans
- Shares program action plans (but NOT program self-assessment) with IRCC Settlement officer in advance of site visit

Feedback from the Pilot

- Received feedback from 100 respondents (classroom teachers, lead teachers, administrators and IRCC settlement officers)
- 98% of participants felt the framework was useful tool for reflecting on their own classroom/program practice

What Pilot Participants Said:

“The self assessment tool was a good tool for seeing where our holes are as we practice PBLA. It was good for teachers to see all the PBLA steps condensed in a questionnaire to make an overview easier to see, especially for teachers new to PBLA. We also followed this up with peer discussions on action plans and a group discussion with administrators on these struggles. The peer support and feedback to administrators was the essential part of this tool working well.”

Lead teacher, PBLA Practice Review Framework pilot

Some Tips for administrators. . . .

- ▶ Try to schedule activities to fit into your overall professional development plan for the year
- ▶ Share the purpose for the framework when introducing it to teachers
- ▶ Share your plans to support teachers to achieve their action plans
- ▶ Remind everyone that perfection isn't expected. Celebrate the strengths and identify opportunities for growth

Program Monitoring Standards

Settlement Officers...

- Review evidence related to conditions and support for SPOs and key project staff (Lead Teachers, teachers)
- Review SPO's action plans
- Conduct a site visit
- Meet with SPO's administration team to discuss review
- Complete feedback surveys, as do administrators

Note: Settlement officers have the same program practice framework as programs.

Feedback on the Processes

“The review was extremely helpful. It allowed us to find both program gaps and classroom gaps. The action plans are being used to establish staff goals for the upcoming year. The process was simple and did not create much extra work for teachers who are already working at capacity. As an administrator, I am constantly evaluating our program, so I found the framework very helpful and clear. The visit with our IRCC officer was helpful because it let her see below the surface of a classroom visit and our regular reports. It was also helpful for us to be able to talk about our challenges and to hear what IRCC is working on. I really enjoyed the entire process.”

PBLA Practice Review pilot administrator

Summary of Processes

- Part One:** Administration, teachers and lead teachers work together to complete program review
- Part Two:** Settlement Officer reviews program action plan and makes a site visit
- Part Three:** Ongoing review and revisions

Support During the Process...

- Administrators – questions to CCLB:
pblla@language.ca
- IRCC Settlement officers – questions to:
IPMB-GPI@cic.gc.ca