



PBLA Practice Review Framework An Introduction

Working together to enhance PBLA success!

PBLA Practice Review Framework

An Introduction

Presentation Overview:

- A Brief History
- Purpose, Principals & Standards
- Roles and Responsibilities
- Classroom Practice Standards
- Program Practice Standards
- Program Monitoring Standards
- Feedback Loop

PBLA Practice Review Framework

A Brief History

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- ▶ Piloted in five sites across the country and revised based on feedback - Spring of 2017
- ▶ Introduced to Cohorts 1 (2017) and Cohorts 2/3 (2018) and revised based on feedback

Next Steps:

- ▶ Framework will be introduced to Cohort 4 programs (2019)
- ▶ All programs will complete Practice Review self-assessment and Action Plan annually

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

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

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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 Practice Guidelines 2019: Accountability: Administrator, Lead Teacher and Classroom Teacher Roles)

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, PBLA Implementation package, PBLA Practice Guidelines 2019)

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

Administrator . . .

- Informs teachers of how they will support teacher action plans

* 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 Self-Assessment

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Standard 1: Programs ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.

Circle the number that describes your program practice, where...

1 = Not yet a part of our program practice

5 = A consistent part of our program practice

- a. Class sizes ensure learners have a reasonable opportunity to meet their language learning goals, following these maximum class size guidelines:

ESL/FSL Literacy: 8-10
CLB/NCLC 1-4: 20
CLB/NCLC 5+: 25-30

1 2 3 4 5

Evidence? Class sizes for a recent reporting period are documented in a spreadsheet.

- b. Programs have classes that are organized according to the National Placement Guidelines and do not cover a range of more than 2 benchmark levels where possible, with teachers not expected to assess a range of more than 3 CLB levels.

1 2 3 4 5

Evidence? Benchmark ranges and levels assessed for a recent reporting period are recorded for each class in the spreadsheet.

- c. Scheduling of reporting periods ensures that learners have sufficient class time to make reasonable progress towards achievement of benchmark level outcomes. Programs should aim for a minimum of approximately 250 hours of instruction between reporting periods.

1 2 3 4 5

Evidence? Hours between reporting periods is recorded in spreadsheet.

Program Practice Review: Process

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Administrator...

- Completes documentation to support Standards 1 and 4 after consulting with IRCC Settlement officer
- 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

Some Tips for administrators. . . .

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- 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

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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.

Summary of Processes

- Part One:** Administration, teachers and lead teachers work together to complete program review and action plans
- Part Two:** Settlement Officer reviews program action plan and makes a site visit
- Part Three:** Ongoing support and scheduled review of action plans.
Annual review of feedback surveys by CCLB and revisions to framework.

Feedback Loop: October 2017 to March 2019

- Received feedback from over 400 respondents (classroom teachers, lead teachers, administrators and IRC settlement officers) in Cohorts 1,2, & 3
- Over 90 % felt the framework was a useful tool for reflection on their classroom/program practice.
- Over 90% felts that identifying action plans was helpful
- A report summarizing feedback and actions undertaken will be posted during fall 2019 the PBLA Practice Guidelines 2019: Accountability section

What Participants Said:

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“It is a necessary tool to analyze our work, to assess what we have done so far and what our next steps will be.”

“I feel the six "standards" are very appropriate descriptions of quality performance. They are necessary to implement PBLA properly.”

“It was a very useful process to go through.”

Feedback loop : Actions Undertaken

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In response to input from PBLA Practice Review and other feedback surveys, CCLB has:

- Adjusted the Practice Review Framework
- Developed a series of Multilevel classroom modules with teaching materials
- Revised the PBLA Practice Guidelines to clarify areas of concern e.g. support for ESL Literacy, skill-using and assessment tasks
- Developed short Professional Learning Sessions that Lead teachers can facilitate for colleagues

Support During the Process...

- Administrators – questions to CCLB:

pbla@language.ca

- IRCC Settlement officers – questions to:

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