**PBLA PRACTICE REVIEW FRAMEWORK: MOVING FORWARD**
**A SUMMARY OF FEEDBACK, RECOMMENDATIONS AND ACTIONS**
**COHORT ONE AND COHORTS 2/3**
**OCTOBER 2017 – MARCH 2019**

## PART ONE: INTRODUCTION

The PBLA Practice Review Framework is a self-assessment framework developed to support PBLA sustainability which is consistent with the PBLA approach to language learning and assessment. It recognizes that the responsibility for PBLA success is shared by teachers, programs, funding authorities engaged in monitoring language programs, and national authorities responsible for setting language policy. It recognizes that continuous learning and self-assessment are essential parts of both classroom assessment practice and professional practice.

The Practice Review Framework is aspirational in nature, offering standards that those working in classrooms, at the program level, or with national policy use to self-assess their PBLA practice and develop action plans for improvement. Those working with the local authorities use the framework in their monitoring of classroom and program practice.

The PBLA Practice Review Framework was developed and piloted in five sites across the country in Spring 2017. It was revised based on feedback and introduced to programs in Cohort 1 beginning in June 2017 and to Cohorts 2/3 beginning in June 2018. It will be introduced to programs in Cohort 4 beginning in June 2019. Once introduced programs will undertake the Practice Review on an annual basis and build the processes into regular planning.

After completing the Practice Review self-assessment all participants (teachers, lead teachers, administrators and IRCC settlement officers) are asked to complete a survey to provide feedback on the framework and processes. The following is a summary of the responses received as of March 2019 and the actions that have been undertaken or are planned by the CCLB as a result of the feedback.

| Respondents: | Cohort 1 Oct 2017 – Sept 2018 | Cohort 2/3 (interim) Oct. 2018 – Mar. 2019) | Total Responses |
|---|---|---|---|
| Classroom teachers | 268 | 75 | 343 |
| Lead teachers | 38 | 12 | 50 |
| Administrators | 9 | 6 | 15 |
| IRCC Settlement Officers | 8 | 2 | 10 |

A  review of feedback will be undertaken in June 2020 after Cohort 4 programs have completed the PBLA Practice Review Framework.

# PART TWO: QUANTITATIVE FEEDBACK

The quantitative feedback shows a high degree of satisfaction with the Practice Review Framework, Action Plans and the sharing/reviewing of action plans within programs. There was some variability in the information teachers received in the orientation to the framework. Both administrators and IRCC Officers found the Framework useful for reviewing implementation of PBLA and preparing for PBLA site visits.

Sample Overall comments:
- *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.*
- *The SPO also shared they felt it was a very useful process to go through at their end.*

Here are the specific results for each of the quantitative feedback questions:

## Q 1. Respondents feel the Practice Review Framework is a useful tool for reflecting on PBLA practice:

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Classroom teachers | 94% | 92% |
| Lead teachers | 92% | 91.66% |
| Administrators | 93% | 100% |
| IRCC Settlement Officers | 87.5% | 100% |

## Q2 Respondents feel that identifying action plans is helpful.

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Classroom teachers | 90% | 89.5% |
| Lead teachers | 92% | 100% |
| Administrators | 84% | 100% |
| IRCC Settlement Officers | 100% | 100% |

## Q2 (Administrators only) How much of the information that was required for the spreadsheet for IRCC was traditionally included in your quarterly and yearly reporting to IRCC?

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Administrators | 55% - 75% of the information. | various |

**Q3 (Administrators only) In your meeting with teachers about the Practice Review Framework, how useful was the teacher discussion in helping you to complete the Program Practice self-assessment and plan for professional development (pd) needs for your staff?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Administrators | 84% | 100% |

**Q3 (IRCC Officers only) How useful was the program monitoring framework in your review of the program's ability to implement PBLA?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| IRCC Settlement Officers | 100% | 100% |

**Q4 In your program meeting about the Practice Review Framework, did you receive sufficient information about the purpose of the framework and how it will be used in classrooms, in programs and by settlement officers?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Oct. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Classroom teachers | 94% | 77.63% |
| Lead teachers | NA | NA |
| Administrators | 78.5% | 100% |

**Q6 How useful was sharing/reviewing action plans with colleagues?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Oct. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Classroom teachers | 94% | 86.67% |
| Lead teachers | NA | NA |
| Administrators | 78.5% | 88.33% |

**Q6 (Administrators only) PBLA Practice Review process will be completed by teachers and programs once a year. How useful will it be to have a mid-year "Check-in" to review progress towards teacher and program action plans?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Administrators | 100% | 100% |

**Q7 (Administrators only) The Practice Review Framework was useful in focusing the IRCC site visit and post-visit discussion?**

| Respondents: | Cohort 1 Overall (Oct. 2017 – Sept. 2018) | Cohort 2/3 Oct. 2018 – Mar. 2019 |
|---|---|---|
| Administrators | 100% | 100% |

## PART THREE: REVISIONS TO THE PBLA PRACTICE REVIEW FRAMEWORK

The Centre for Canadian Language Benchmarks has made the following revisions to the Practice Review Framework, materials and processes in response to feedback.

**1. Practice Review Framework Resources**

**Actions:**
**PBLA Practice Review Framework resources will be available on the PBLA Practice Guidelines 2019 site to allow access to teachers, Lead Teachers and administrators from all Cohorts. The PBLA Practice Guidelines 2019 site will be the 'go to' destination for current PBLA Practice Review framework documents.**

**2. PRACTICE REVIEW FRAMEWORK Processes**
- *It would be helpful to have a PD review period with fellow teachers to show what our action plans entail and how we can be successful in completing them.*
- *We didn't have an opportunity to share our action plans in our session. How do we know in advance how the program will support our action plans?*
- *Creating quantifiable goals and reviewing our success in meeting said goals. Finding more compensated opportunities to collaborate with colleagues with regards to specific classroom practices.*
- *It would be helpful to have a PD review period with fellow teachers to show what our action plans entail and how we can be successful in completing them.*
- *My days are busy. It would be more useful to answer this survey right after the reflection. Since teaching is collaborative, with Ss and with other instructors, I would prefer to reflect with colleagues, sharing best practices, ways to practice etc.*
- *The inclusion of Action Plan follow-up documents or teacher self-assessments would be beneficial. The follow-up documents could be recommended for use a month later.*

**Actions:**
**Communication will be sent to programs to clarify that the Practice Review Framework should be built in as a regular, on-going yearly cycle of review. The timeline through the school year for completing the Practice Review Framework from teacher reflection to Action Plans to PBLA Monitoring Visits should be specific and regularized so that clear goals are established and communicated and concrete implementation plans are made and reviewed.**
**Information in the Introductory Power Point clarifies that classes may be cancelled for group Practice Review Framework activities (e.g. teachers' discussion of action plans).**

**3. Administrator's PRACTICE REVIEW FRAMEWORK Presentation**
- *We only had the slideshow to watch, no meeting. So we didn't have the chance to ask questions.*

- *I understood myself, but I'm not sure if it was totally clear to a few teachers why we were doing this.*
- *Clarification is needed as to how the whole concept of PBLA and its delivery can truly be understood by settlement officers or those IRCC administrators who set national policy.*

**Action:**

**The Introductory power point has been revised to ensure that participants clearly understand the purpose of the Practice Review Framework and key processes.**

**4. Action Plan**

- *1.The action plan template could include a differentiation between short-term and long-term goals for improving your PBLA practice. 2. The action plan template could include a differentiation between goals to be achieved individually and goals to be achieved collaboratively with other teachers and administrators. 3. The inclusion of Action Plan follow-up documents or teacher self-assessments would be beneficial. The follow-up documents could be recommended for use a month later.*
- *It would be great if this process could all be online so that Classroom teacher responses are automatically compiled as this took quite a lot of time to do.*
- *The format of the document was not user-friendly, and thus, we received a lot of responses in different formats.*

**Actions:**

**Short and Long Term Goals:**
**The teacher Action Plans have been revised to accommodate short and long-term goals, along with a check-in date.**

**Action Plan Format:**
**Providers are encouraged to consider providing the Action plans to their staff in Survey Monkey or Google Form format to allow for fast and easy electronic collection of survey results.**

**5. Specific changes to Practice Review Framework materials:**
- Survey Monkey Question #7 Classroom & Lead Teacher survey has been fixed to allow respondents to select more than one option.

## PART FOUR: OTHER PBLA QUESTIONS AND ISSUES

Many respondents used the survey to express unresolved concerns related to PBLA. These issues have also been raised at conferences and on the PBLA Implementation Forum for Lead Teachers. This section identifies the key issues and actions that have been taken or are proposed to address the issues

1. **PBLA and ESL Literacy**

   - *The essence of PBLA gets lost in the lower levels due to the heavy amount of modification required and the learner's ability.*
   - *There are challenges to managing some aspects of the PBLA in the Literacy class. I am challenged on how to go about needs assessments, setting up goals and self-reflection for students who say they just want to learn English.*
   - *For ESL Literacy learners. teaching the concepts of things like assessment criteria, rubrics, needs assessment, learning reflection, self-assessment pose challenges. Often the learners need translation in their mother tongue which is not possible always.*
   - *Specific detail and guidance from government re the point at which task expectations for Literacy students should become identical to those for learners in the regular stream."*
   - *More access to task-based assessments for lower levels, specifically Literacy and CLB 1 & 2.*
   - *Under Standards 1 and 3 on the Teacher Self-Assessment, it may be useful to add a statement about instructor abilities to differentiate instruction for diverse learners including literacy learners who are in mainstream LINC classes. The majority of instructors do not have specialized training in teaching ESL ALLs and are expected to meet their needs. Educational supports for ESL ALLs need to expanded and mandatory PD sessions need to be provided. Also, this needs to be done for CLB 3L and 4L learners/instructors because the tendency to think of literacy learners as F or CLB 1L still remains. This culture around literacy learners needs to change.*

   **Actions CCLB has taken:**
   1. A number of Professional Learning sessions have been developed to support teachers working with ESL Literacy learners. Lead teachers and administrators can access these sessions on the CCLB e-learning portal.
   2. PBLA Practice Guidelines 2019 includes updated examples and references related to working with ESL literacy learners.
   3. The *ESL for ALL Support Kit* provides numerous resources, examples of literacy skill-using and assessment tasks, videos, lesson plans, modules, multi-level strategies as well as self and peer assessment exemplars.

4.  A free, four hour on-line self-directed training course on the *ESL for ALL Support Kit* is available at: [https://www.language.ca/workshopstraining/clb-esl-for-all-support-kit-online-training/](https://www.language.ca/workshopstraining/clb-esl-for-all-support-kit-online-training/) The purpose of this training is to help seasoned and new ESL literacy instructors who teach in CLB-based ESL literacy programs become familiar with the various sections of the Support Kit and to highlight the use of different resources included in the Kit.

5.  Draft *Literacy Diagnostic Tasks* are now being piloted. These will assist literacy teachers to diagnose literacy issues with students, place students on the *Continuum of Literacy Skills* and communicate about student's learning needs with colleagues.

**Revisions to Practice Review Framework:**

**The PBLA Practice Review Framework now includes a statement that recognizes that teachers may need to modify expectations for some of the activities for ESL literacy learners.**

**Further Action:**
**ESL Literacy teachers are encouraged to access the above resources and identify further needs through Practice Review framework activities (action plans, survey).**

**Administrators should ensure that the Practice Review Framework is utilized as an on-going planning tool for providing support and professional development for areas of need (such as literacy) that have been identified.**

2.  **8 – 10 Artefacts**

- *I think the focus should be on the students and not on testing. I don't think being required to produce 8-10 tests in 250 hours benefits the students or is conducive to a healthy learning environment.*
- *Regarding PBLA, as an organizational tool, it works very well. The expectation to have 8-10 assessments whether formative or summative for each skill, is overwhelming and impractical. Teaching time is lost.*
- *For IRCC to realize the time commitment that PBLA takes -possibly to reduce the # of artifacts required from 32 to 16.*
- *Can there be an alternative program for the seniors?*

**Actions the CCLB has taken:**
1.  PBLA Practice Guidelines 2019 clarifies that artefacts include both Skill-Using and Assessment Tasks. This should make it easier for classroom teachers to collect sufficient artefacts.  See: [https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/portfolio-artefacts-considerations/](https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/portfolio-artefacts-considerations/) [https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/feedback-opportunities-throughout-the-term/](https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/feedback-opportunities-throughout-the-term/)

2. Professional Learning Sessions have been added to specifically address this topic. See: *Skill-Using and Assessment Tasks* and *Building a Portfolio*. Lead teachers and administrators can access these sessions on the CCLB e-learning portal.
3. The CCLB is actively exploring innovative ways to collect artefacts. The Innovative Language Training project is focused on providing alternatives for classes that do not fit regular class profiles.

**3. PBLA Materials**

- *The lack of sharing and exemplars by the CCLB needs to be addressed: The CCLB expects everyone to share materials. However, as the experts, creators, and prime movers of PBLA, why isn't the CCLB sharing.*
- *I am just wondering when we will be shown examples of complete modules. I have been doing PBLA for four years, and I am yet to see samples.*
- *It doesn't reflect the real challenge of the PBLA approach in LINC classes, that there is so little material available to support teachers in implementing the approach and that salaries and supports have not been increased to reflect the Concrete materials, such as skill building materials, assessments, and rubrics, should be provided to teachers. It's hard to standardize teaching practices when each teacher is expected to create their own materials and assessments and then expected to evaluate themselves.*
- *Having prepared materials. Having module packs with all resources inside for common topics.*
- *More resources for listening assessments would be helpful, since they take the most time to develop.*

**Actions CCLB has taken:**
The CCLB has developed the following "ready-made" multi-level modules with teaching materials:
1. Banking: Reporting a Lost or Stolen Bank Card CLB 1-2
2. Health: At the Walk-in Clinic CLB 3-4
3. Fraud: Avoiding Scams and Fraud CLB 5-6
4. Police Services: Reporting a Stolen Item CLB 1-2

The following multi-level module plans with assessment tasks are available:

5. Communication/Small Talk: Socializing with Friends CLB 3-4
6. Looking for Work: Finding a Job CLB 5-6
7. Tourism: Sharing Travel Experiences CLB LS 6-7, RW 5-6
These can be found at: https://pblapg.language.ca/part-e-classroom-and-professional-learning/multilevel-modules/

Additional modules are under development.

**4. Workload**

- *The government introduced PBLA which suddenly created many hours of additional, uncompensated hours of work for teachers. The government should consider how many hours of planning modules, creating tasks and assessments, marking assessments, completing artefacts and reviewing binders and student reflections has consumed teachers' personal time.*
- *Adding more hours to PBLA Leads. I find it hard to train 10 teachers in 5 hours especially if the teachers are new to PBLA. I spend more than 5 hours a week working with 10 teachers.".*
- *PBLA is a great system, but it will only work when there are more hours of class time available to teach as mentioned in the PBLA Guide. Most of what we are doing right now is all on unpaid prep time. Everything is super rushed.*
- *Wondering if any measurement of the effect of PBLA on admin staff is happening.*
- *Teachers will be more committed and willing to be fully involved if they have a better compensation or better working conditions. It would help to have paid professional development time once a month of 2 hours for each employee.*

**Action:**
**The issue of compensation is beyond the mandate of CCLB. Administrators should address issues of compensation and prep time with IRCC.**

5. **Inconsistent PBLA Implementation across Programs**

*In the opinion of myself and my peers, there appears to be no checks and balances with organizations' CORRECT use of PBLA. Gross errors and numerous missing elements are evident but there does not appear to be any true accountability.*

**Action:**

**The Practice Review Framework clarifies PBLA expectations and provides opportunities for self-assessment related to a set of national standards. By ensuring that the Practice Review Framework is implemented across all cohorts, used as the basis for on-going program improvement plans and funder program monitoring and is repeated and reviewed nationally on an annual basis, the framework will help build consistent PBLA implementation across the country.**