

Streamlined PBLA Practice Review Framework:
The Pivot to Online and Remote Delivery in Response to the National Pandemic
April 1, 2020 – Jan. 31, 2021
Program Practice Self-Assessment

This framework is for use by program/Recipient administrators to self-assess PBLA implementation in their programs during this period of response to the national pandemic. In order to streamline the process, this Framework is also submitted to your IRCC Settlement Officer, however, the scores on the Program Self-Assessment Rating Scale are removed from the submission. Supporting documentation for each Standard should be collected in a spreadsheet and submitted to IRCC in advance of the site monitoring visit or virtual site monitoring visit.

Note:

- Please confirm the format for submitting supporting documentation with your IRCC Settlement Officer prior to submission.
- Supporting documentation for Standards 2 and 3 is largely drawn from ongoing classroom visits and review of learner portfolios.
- Remember to remove your program self-assessment ratings before submitting the framework to your Settlement Officer.

Program/Recipient: _____

Note: Program Self-Assessment Rating Scale for this document is as follows:

1 = Not yet a part of our program practice		5= A consistent part of our program practice
<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>		

Standard 1: Programs/Recipients ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Enter program self-assessment rating (scale of 1-5):	Outline your program's response to online and remote delivery.	What We learned: Challenges and Opportunities
<p>a. Class sizes follow these maximum class size guidelines: ESL/FSL Literacy: 8-10 CLB/NCLC 1-4: 20 CLB/NCLC 5+: 25-30 Supporting Documentation: Class sizes for a recent reporting period are documented in a spreadsheet.</p>			
<p>b. Classes are organized according to the National Placement Guidelines and do not cover a range of more than 2 benchmark levels where possible. (Teachers are not expected to assess a range of more than 3 CLB levels.) Supporting Documentation: Benchmark ranges and levels assessed for a current reporting period for each class in pre-visit spreadsheet.</p>			
<p>c. Reporting periods ensure that learners have sufficient class time to make reasonable progress towards achievement of benchmark level outcomes. (A <u>minimum</u> of approximately 250 hours of instruction between reporting periods.) Supporting Documentation: Hours between reporting periods is recorded in pre-visit spreadsheet.</p>			
<p>d. ESL Learner Progress Conferences (individual learner conference with teacher) are scheduled at reasonable intervals to ensure learners get feedback on their progress. Conferences are scheduled at least once each reporting period. Supporting Documentation: Schedule of learner progress conferences is recorded in pre-visit spreadsheet.</p>			
<p>e. Programs/Recipients actively manage learner attendance according to a formal written attendance policy. Supporting Documentation: Copy of attendance policy.</p>			

Standard 1: Programs/Recipients ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Enter program self-assessment rating (scale of 1-5):	Outline your program's response to online and remote delivery.	What We learned: Challenges and Opportunities
<p>f. Programs/Recipients manage intake of new learners and inter-class transfers to facilitate PBLA and Language Companion orientation and minimize disruption to teachers and learners.</p> <p>Supporting Documentation: Description of intake/transfer protocol and PBLA/Language Companion orientation.</p>			
<p>g. Programs/Recipients recognize the integral role of instructional planning in effective PBLA implementation and build compensated prep time into the instructional cycle.</p> <p>Supporting Documentation: Prep time hours are recorded in pre-visit spreadsheet.</p>			
<p>h. PBLA Lead teachers are supported in their role. Programs/Recipients ensure a sufficient number of certified Lead teachers according to funder guidelines, i.e. the equivalent of 5 hours per week of Lead Teacher support for every 10 classroom teachers.</p> <p>Supporting Documentation: Amount of Lead teacher compensation is recorded in pre-visit spreadsheet.</p>			

Standard 2: Programs/Recipients ensure PBLA is being implemented consistent with PBLA Assessment <i>for</i> Learning principles and protocols.	Enter program self-assessment rating (scale of 1-5):	Outline your program's response to online and remote delivery.	What We learned: Challenges and Opportunities
a. 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).			
b. Classroom practice reflects planning for instruction and assessment that is based on learner-identified needs and goals.			
c. Classroom assessment practice enhances learning. (See Teacher Self-Assessment: Standard 3. https://pblapg.language.ca/wp-content/uploads/2019/10/PBLA-Practice-Review-Framework.pdf)			
d. Classroom practice engages learners in the assessment practice and in conversations about their progress. (See Teacher Self-assessment: Standard 3.)			
Supporting documentation to be available to Settlement Officer at Site Monitoring Visit: <ul style="list-style-type: none"> • class visits (at least two classes at different benchmark levels) • conversations with program/Recipient administrators, Lead Teachers, classroom teachers, and learners • sample portfolios for review 			

Standard 3: Programs/Recipients ensure PBLA assessment is aligned to the CLB standards and decisions related to assigning benchmarks are based on sufficient evidence.	Enter program self-assessment rating (scale of 1-5):	Outline your program’s response to online and remote delivery.	What We learned: Challenges and Opportunities
a. Programs/recipients ensure that teachers have access to a range of appropriate PBLA and CLB-related resources to support classroom planning for instruction and assessment.			
b. Program/recipient administrators, if applicable, ensure that assessment is aligned to the CLB and is based on a rich variety of tasks that enable learners to show what they can do in English.			
c. Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions. Classroom teachers aim for 8 – 10 artefacts (including both skill-using activities and assessment tasks) per skill area. (See Teacher Self-assessment: Standard 5.)			
d. ESL Learner Progress Reports are completed for learners in accordance with PBLA protocols.			
Supporting documentation to be available to Settlement Officer at Site Monitoring Visit: <ul style="list-style-type: none"> • list of PBLA & CLB related classroom resources • review of sample of learner portfolios provided by the program/Recipient (including progress reports). 			

Standard 4: Teachers have opportunities to improve their assessment practice through professional learning and collaboration.	Enter program self-assessment rating (scale of 1-5):	Outline your program’s response to online and remote delivery.	What We learned: Challenges and Opportunities
a. Meeting time is provided each semester in accordance with IRCC guidelines to support portfolio review and/or other assessment activities.			
b. Program/Recipient administrators consult with Lead teachers to plan regular PD support, to ensure teachers have opportunities for professional learning to enhance their assessment practice. Teachers are encouraged to collaborate and share resources and strategies.			
c. Time is available for teachers to discuss and reflect on their practice. Administrators review teachers’ action plans.			
Supporting Documentation: Summary of PD activities, including a list of meetings and PD sessions and activities that support teacher collaboration.			

Standard 5: Programs/Recipients evaluate their PBLA practice on an ongoing basis and develop an annual action plan for improvement.		Enter program self-assessment rating (scale of 1-5):	Outline your program’s response to online and remote delivery.	What We learned: Challenges and Opportunities
a. Program/Recipient administrators are familiar with PBLA expectations as outlined in the current PBLA Practice Guidelines and ensure that all teachers are familiar with them.				
b. Programs/Recipients complete an annual self-assessment and identify 2 – 3 aspects of PBLA Practice that are working well and choose 2 – 3 items that the program/Recipient will work on to improve PBLA practice.				
Insert 2 – 3 aspects of PBLA Practice that are working well:		Insert 2 – 3 items that the program/Recipient will work on to improve PBLA practice:		