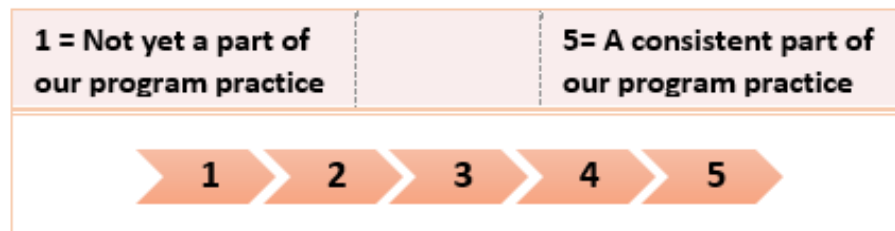


PBLA Practice Review Framework:
Annual Program Practice Self-Assessment

Year:

Directions: This framework is for use by program administrators to self-assess PBLA implementation in their programs. Programs are required to complete an annual self-assessment in order to identify aspects of PBLA Practice that are working well and items that the program will work on to improve PBLA practice (Standard 5b). Prior to the Program Practice Self-Assessment, classroom teachers should have completed the Classroom Practice Standards Teacher Self-Assessment, participated in a Classroom Practice Standards Site Meeting with their peers and submitted their Action Plans to administration. Lead Teachers should also have completed the Lead Teacher Self-Assessment plus Action Plans and met with administration. The Program Practice Self-Assessment provides suggestions for documentation that has previously served as evidence of successful PBLA implementation. Spaces to enter comments related to the Standards are also provided.

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



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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
a. Class sizes follow these maximum class size guidelines: ESL/FSL Literacy: 8-10 CLB/NCLC 1-4:20 CLB/NCLC 5+: 25-30 Documentation: Class sizes for a recent reporting period.		
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.) Documentation: Benchmark ranges and levels assessed for a current reporting period for each class.		
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.) Documentation: Hours between reporting periods.		
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. Documentation: Schedule of learner progress conferences.		
e. Programs/Recipients actively manage learner attendance according to a formal written attendance policy. Documentation: Copy of attendance policy.		
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. Documentation: Description of intake/transfer protocol and PBLA/Language Companion orientation.		
g. Programs/Recipients recognize the integral role of instructional planning in effective PBLA implementation and build compensated prep time into the instructional cycle. Documentation: Prep time hours.		

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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
<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. Documentation: Lead Teacher compensation.</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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
<p>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).</p>		
<p>b. Classroom practice reflects planning for instruction and assessment that is based on learner-identified needs and goals.</p>		
<p>c. Classroom assessment practice enhances learning. (See Classroom Practice Standards Teacher Self-Assessment: Standard 3.)</p>		
<p>d. Classroom practice engages learners in the assessment practice and in conversations about their progress. (See Classroom Practice Standards Teacher Self-Assessment: Standard 3.)</p>		
<p>Evidence for this Standard is usually obtained through class visits, conversations with Lead Teachers, classroom teachers, and learners as well as with reviews of sample portfolios.</p>		

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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
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. Programs/Recipients, 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 Classroom Practice Standards Teacher Self-assessment: Standard 5.)		
d. ESL Learner Progress Reports are completed for learners in accordance with PBLA protocols.		
Documentation: A list of PBLA & CLB related classroom resources and a sample of learner portfolios 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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
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 and ensure that teachers have opportunities for professional learning to enhance their assessment practice. Programs encourage teachers 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.		
Documentation: A 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):	Comments related to Standards: (Delivery, Challenges and Opportunities, etc.)
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 Programs/Recipients will work on to improve PBLA practice:	

General/Overall Comments: