

PBLA Professional Learning Sessions List

The CCLB has developed a series of short professional learning sessions to support the PBLA community of practice. Session outlines and handouts are available for lead teachers and administrators from the CCLB e-learning site. Selected sessions may also be offered by the CCLB at ESL conferences.

Session Themes	Session Title	Learning intents	Session Length
Calibration (2 sessions)	CLB Calibration and Action Oriented Feedback: Writing CLB 2 - 4	<ul style="list-style-type: none"> Develop consistency in interpreting and applying the CLB standards Develop facility in providing action-oriented feedback 	1 to 1.5 hours
	CLB Calibration and Action Oriented Feedback: Writing CLB 4-6	<ul style="list-style-type: none"> Review overall expectations across Stage I and Stage II Review CLB expectations for writing at CLB levels 4, 5, and 6 and their application to assessment criteria Review writing samples to determine if they meet identified assessment criteria at CLB levels 4, 5, and 6 Draft action-oriented feedback 	1.5 hours (if completed as outlined) 2 hours (if the whole group reviews samples at both CLB levels in Activity 3 and 4)
Portfolio Review (2 sessions)	Reporting and Supporting Learners Progress Part 1 and Part 2	<ul style="list-style-type: none"> Part 1: <ul style="list-style-type: none"> Review IRCC reporting designations Practice using the designations when recording results of a portfolio evaluation Part 2: <ul style="list-style-type: none"> Explore strategies to deal with learners whose CLBs are outside the range of assessment in 	Part 1: 1 hour Part 2: 1 hour

		class in order to reduce N/A and IE designations	
	PBLA Portfolio Review Process	<ul style="list-style-type: none"> Develop confidence in using professional judgement to review portfolios to assess portfolios analytically and holistically 	1 to 1.5 hours
Literacy (3 sessions)	Part 1 Literacy Series: Literacy Tasks Analysis	<ul style="list-style-type: none"> Analyze a language task using the whole – part – whole approach Use the Continuum of Literacy Skills ESL for ALL document to determine possible literacy skills and strategies needed to complete the task successfully Determine possible classroom strategies/skill building activities related to the task 	1 hour
	Part 2 Literacy Series: Literacy Portfolio Expectations	<ul style="list-style-type: none"> Review key features of a PBLA portfolio Explore what these look like in an ESL Literacy context Review key ESL literacy resources that can guide PBLA implementation 	75-80 minutes depending on the time allotted for the discussions
	Part 3 Literacy Series: Identifying Learners' ESL Literacy Needs	<ul style="list-style-type: none"> Identify types of ESL Literacy learners Use various sections of the ESL for ALL document to help identify learner needs Consider classroom activities that support ESL Literacy learners in addressing needs 	70-85 minutes depending on the time allotted for the discussions
Portfolio Development (13 Sessions)	Building Portfolios	<ul style="list-style-type: none"> Identify the artefacts for a portfolio Introduce Planning for Assessment 	45 minutes

	Exploring Skill-using Tasks	<ul style="list-style-type: none"> • Review definition of skill-building activities and skill-using tasks • Explore the difference between skill-using and assessment tasks • Discuss the role of skill-using tasks in the teaching/learning process 	1 hour
	Engaging Learners in the Assessment Process	<ul style="list-style-type: none"> • Review Assessment for Learning strategies and how they promote learner engagement • Explore ways of using peers as instructional resources in the classroom • Supporting learners to be self-aware and reflective 	1 hour
	Developing Receptive Tasks: A Refresher	<ul style="list-style-type: none"> • Review key steps in developing a receptive task (listening and reading) • Identify Unique considerations for receptive tasks 	45 minutes
	Developing Receptive Tasks: Exploring Comprehension	<ul style="list-style-type: none"> • Review a three-level model of comprehension • Identify levels of comprehension reflected in the CLB, 2012 • Review receptive (listening and reading) tasks to ensure they: • Assess the identified criteria, and • Address more than one level of comprehension 	75 minutes
	Developing Receptive Tasks: Selecting a Task Type	<ul style="list-style-type: none"> • Review types of comprehension questions, including tips for development and use • Explore alternative tasks for assessing listening and reading comprehension 	45 minutes

	Developing Receptive Tasks: Choosing a Text	<ul style="list-style-type: none"> Align listening and reading texts to the descriptors in the CLB 2012 document 	45 minutes
	Developing Receptive Tasks: Planning Feedback	<ul style="list-style-type: none"> Review Assessment for Learning strategies Discuss approaches to giving feedback on receptive tasks 	45 minutes
	Multilevel Assessment: The Basics	<ul style="list-style-type: none"> Review the purpose and goal of multilevel assessment Practice adjusting a task for two levels Create a class profile as a planning 	1 hour
	Multilevel Assessment: Developing Productive Skills Tasks Part 1 and Part 2	Part 1: <ul style="list-style-type: none"> Review assumptions of multilevel assessment Develop a multilevel productive assessment task Part 2: <ul style="list-style-type: none"> Reflect on using multilevel assessment tasks and tool 	Part 1: 1 hour Part 2: 30 minutes
	How to Ensure Assessment Validity in PBLA	<ul style="list-style-type: none"> Understand the principles of PBLA that apply to assessment in any learning environment Learn or confirm strategies for ensuring assessment task validity in any learning environment Consider assessment task validity for specific learning environments 	1.5 to 2 hours

	An Orientation to the Multi-level Modules	<ul style="list-style-type: none"> 3 short video orientations on the Multi-level Modules 	7 minutes each video
	Module Planning: Planning with the End in Mind	<ul style="list-style-type: none"> Review backward planning as a way to plan modules Use real-world-task goals as the organizing principle of a module Use needs assessments for longer term planning Use the elements of the module for creating classroom activities 	1 hour

EPG Supplement: Professional Learning Sessions List
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