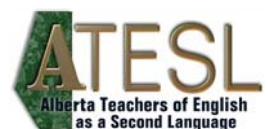


Best Practices for Adult ESL & LINC Programming In Alberta

Justine Light



Acknowledgements

- ATESL would like to acknowledge the invaluable contributions of the following in funding the project:

**Government
of Alberta** ■

Alberta Employment and Immigration
&



Citizenship and
Immigration Canada

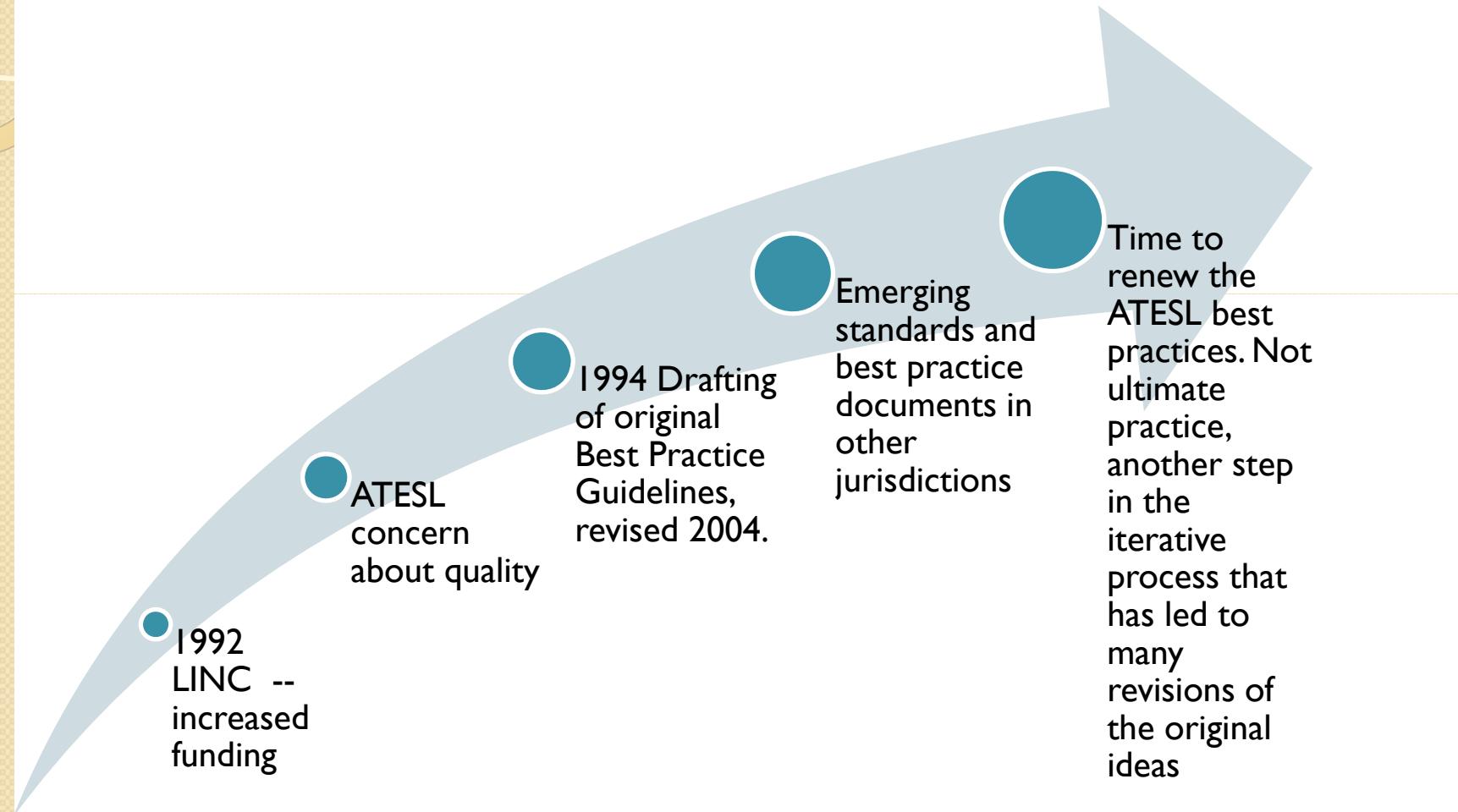
Citoyenneté et
Immigration Canada



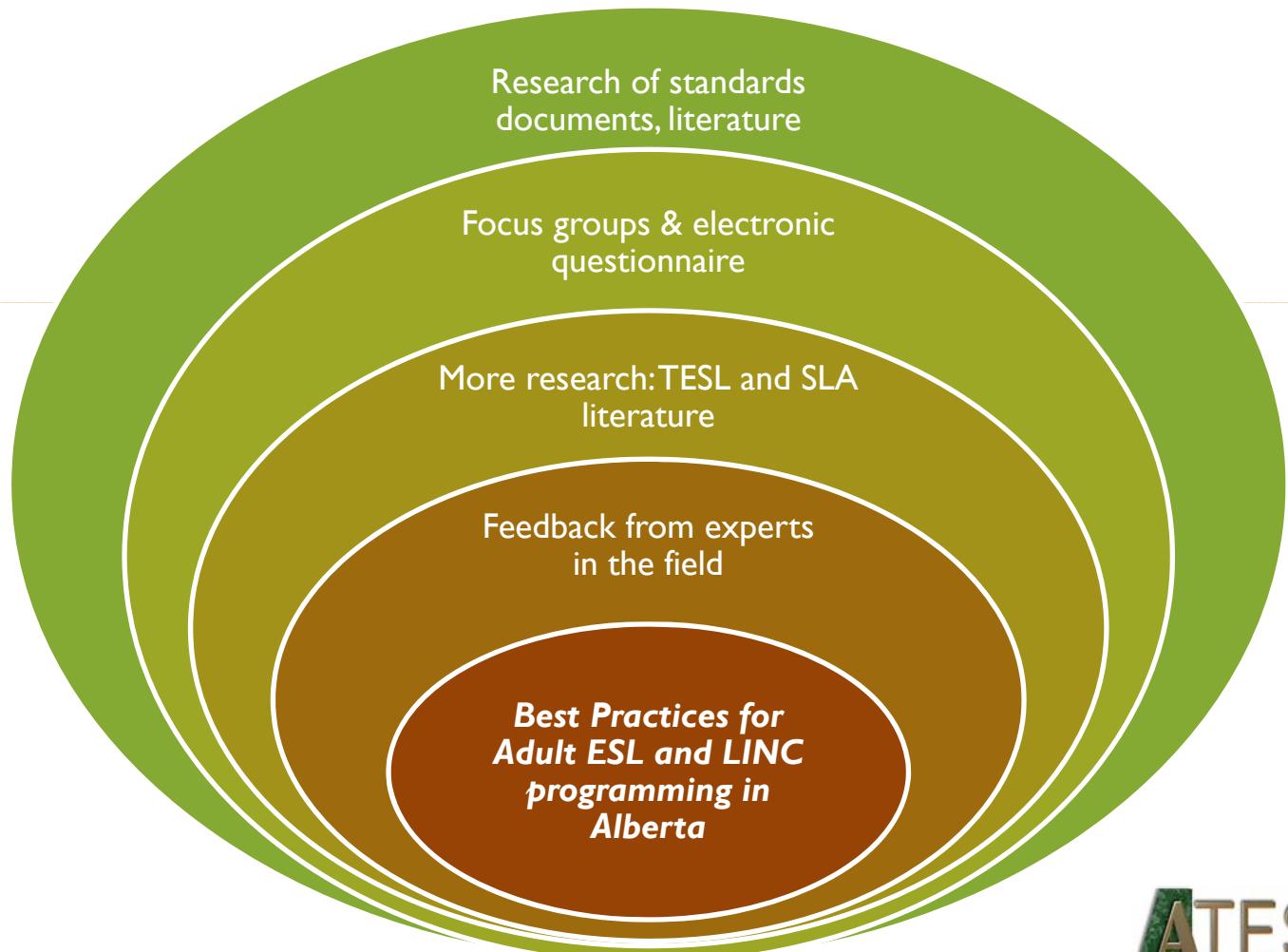
Outline

- Introduction to the document name
- Our process
- What other jurisdictions did we consider?
- Focus groups & expert review
- Orientation to the document:
 - Themes
 - Statements
 - Indicators
- Using the document for Program self evaluation

Introduction



Introduction



Researching the literature

Original ATESL document

- *Best Practice Guidelines for Adult ESL/LINC Programming and Instruction in Alberta*

US

- **TESOL Standards for Adult Education ESL Programs (2003)**

Australia

- NEAS: Standards and criteria for ELT centres; Standards and criteria for accreditation of providers of the adult migrant English program

Canada

- Languages Canada quality assurance scheme: Standards and specifications

Manitoba

- Manitoba Adult EAL Curriculum Framework Foundations

Ontario

- Best practice features of quality LINC programs

And others

- CLB documents, standards for various states, research into second language acquisition, teaching, learning, program administration, etc.

Focus Groups

- Focus groups in Calgary, Edmonton, South and Central AB; telephone interview for Northern AB
- Electronic questionnaire on ATESL website
- Participants represented programs of various sizes (1000+ students/semester to 25 students/semester) and focuses (from survival/settlement/literacy focuses to EAP classes with university credit)
- Participants represented public, private, and non-profit providers.
- Invited to provide input into what they considered to be best practice in each of 8 themes: Staff, Instruction, Curriculum, Canadian Language Benchmarks and Essential Skills, Assessment/Learner gains, Program structure/administration, Learner support, and Resources

Feedback from experts in the field

- Once a draft of the document was completed, it was sent out to experts in the ESL field across Alberta, soliciting their feedback on particular sections depending on their areas of expertise.
- The draft was reviewed by 15 people, with each theme being reviewed by at least 2 experts, and the instruction theme reviewed by 5.
- Revisions made based on feedback.

Orientation to the document

Section 1: Best Practice Statements

- 67 statements of best practice organized according to the 9 themes.

Section 2: Best Practice Guidelines

- Best practice statements
- Indicators for each BP
- References and further reading for each theme.

Orientation to the document

Section 3: Putting Best Practices into Practice

- Self-reflection
- Program self-evaluation
- Identifying effective programs

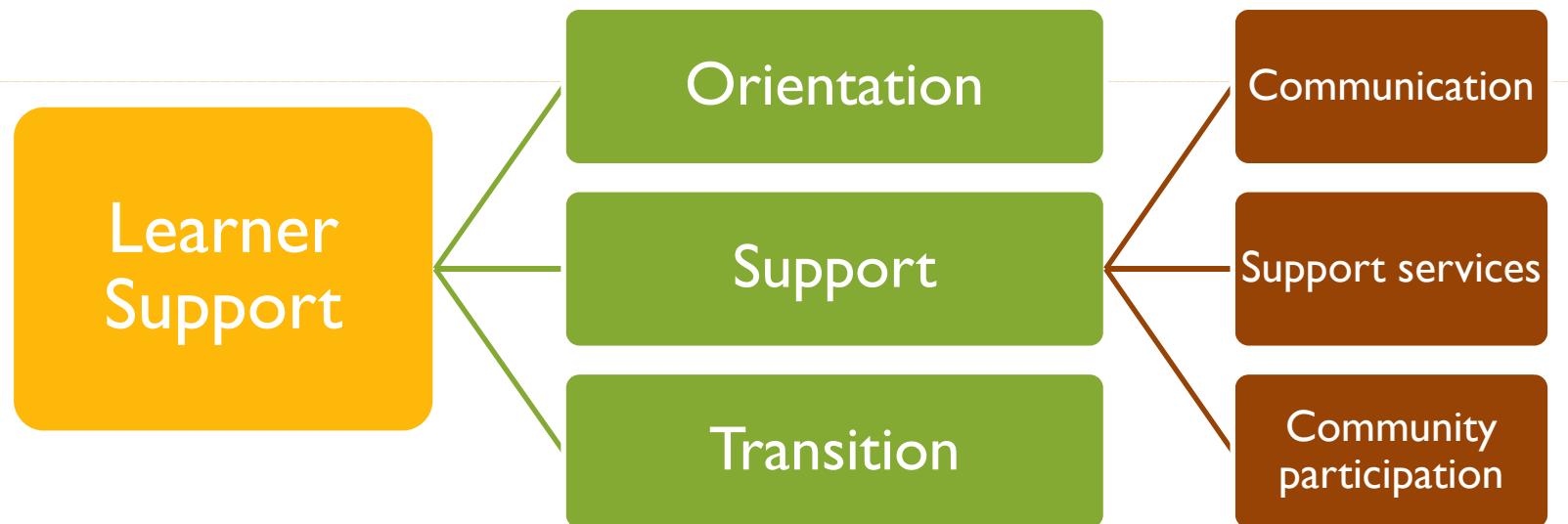
Appendices

- Report
- References
- Evaluation tool

Orientation to the document: The 9 themes



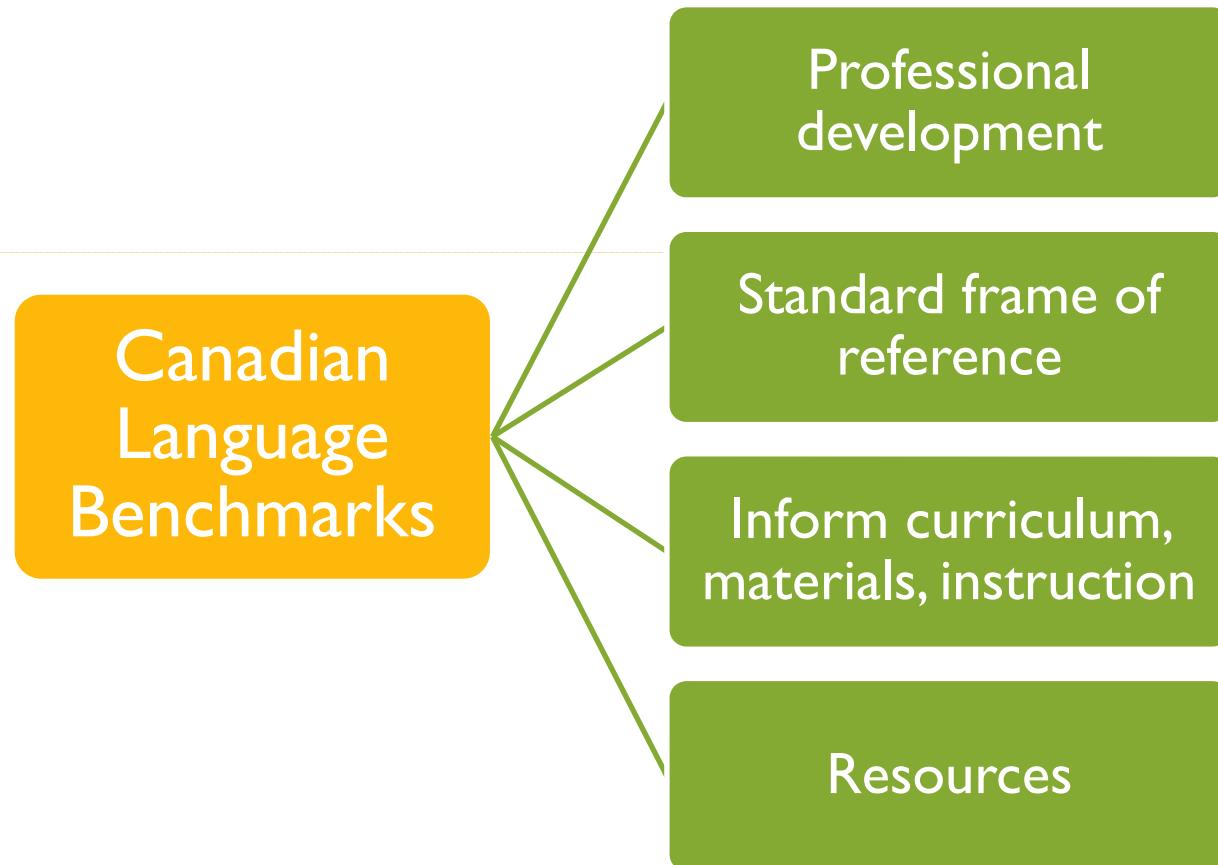
Orientation to the document: The 9 themes



Orientation to the document: The 9 themes

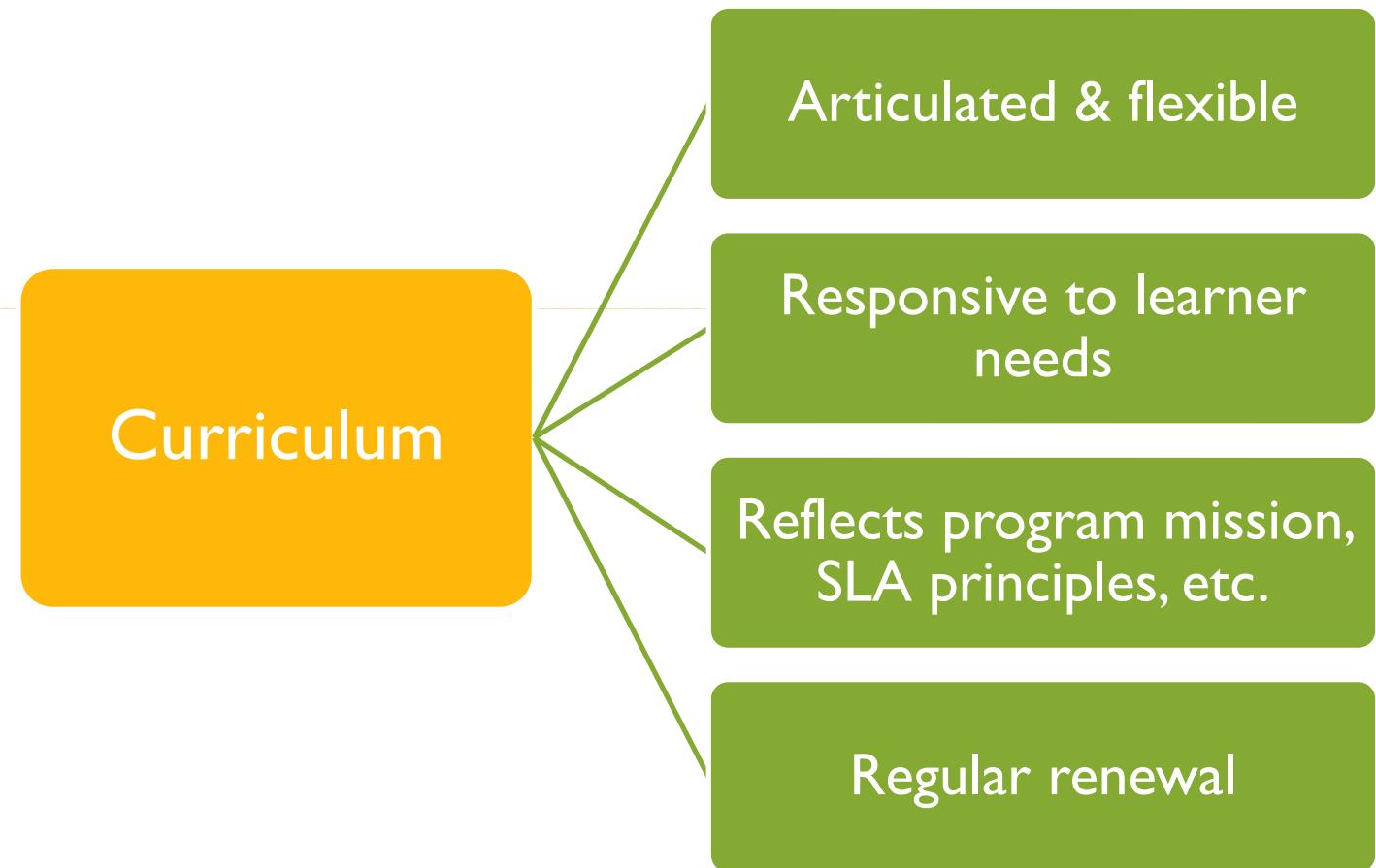


Orientation to the document: The 9 themes

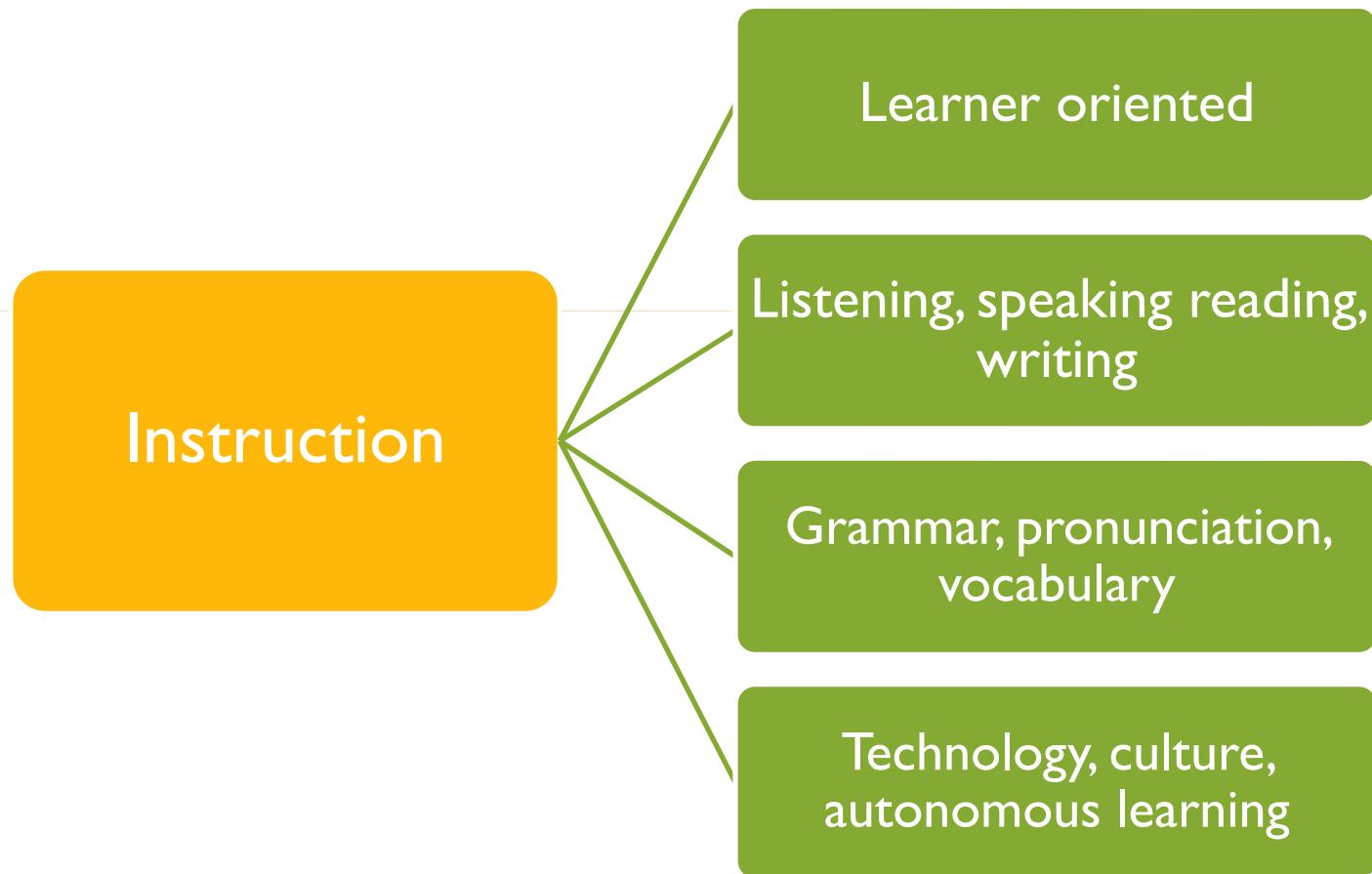




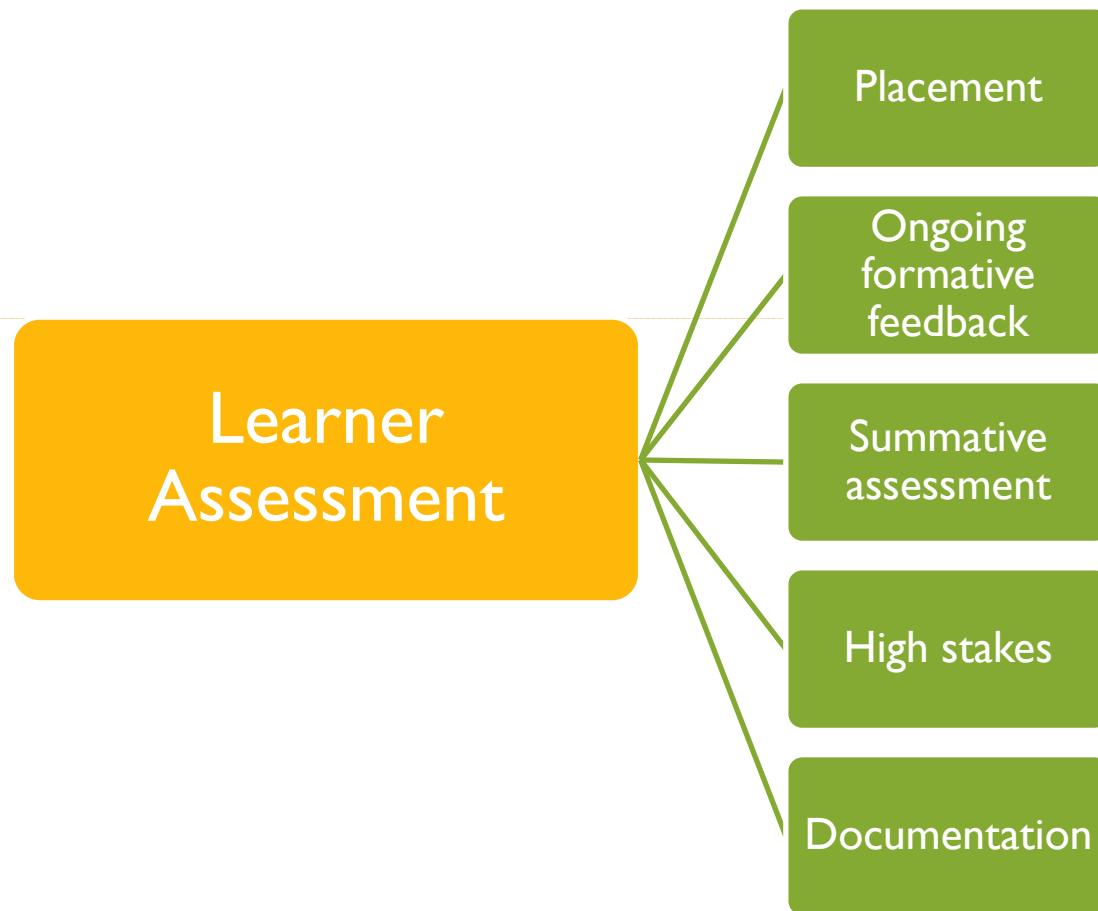
Orientation to the document: The 9 themes



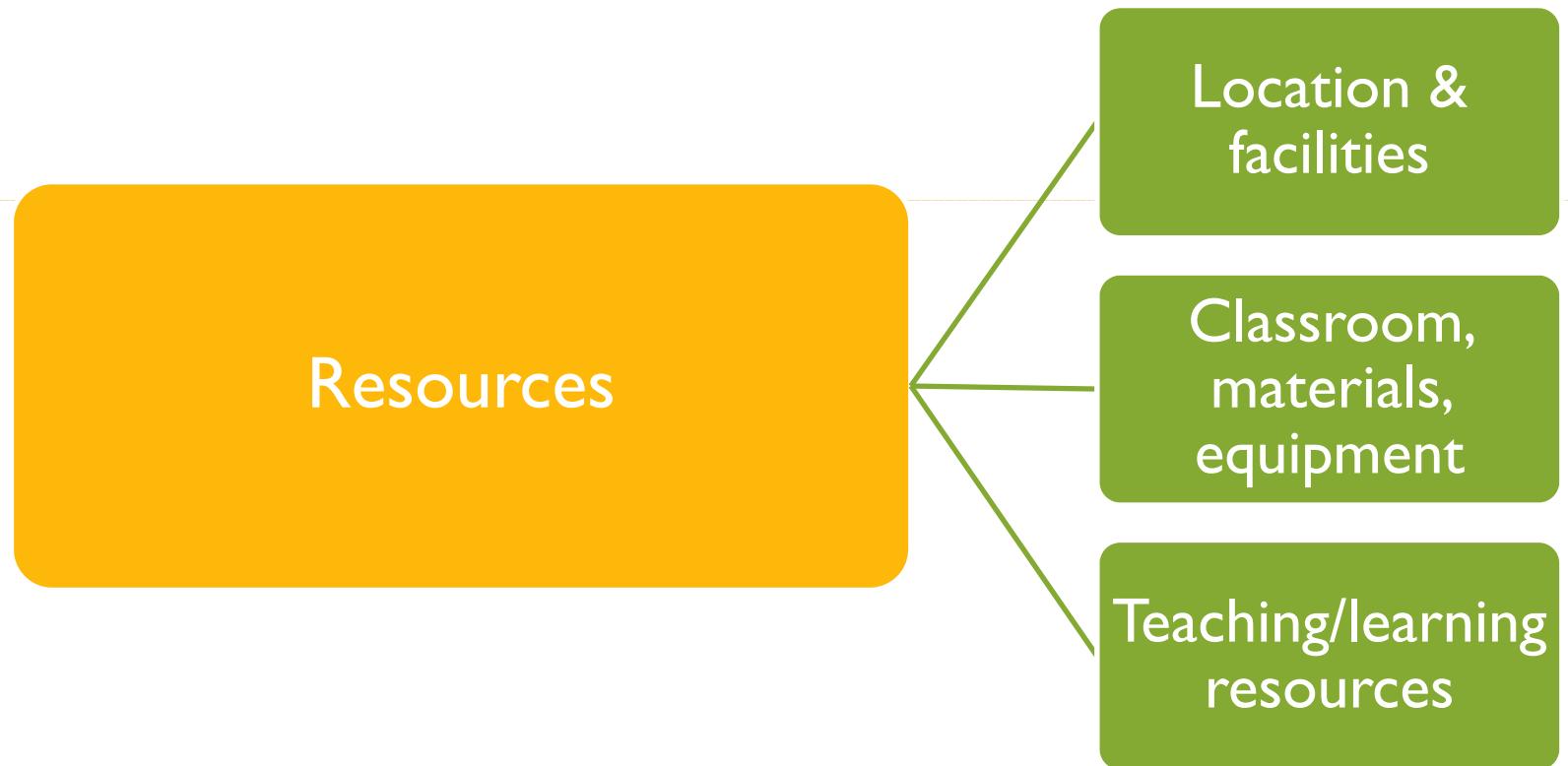
Orientation to the document: The 9 themes



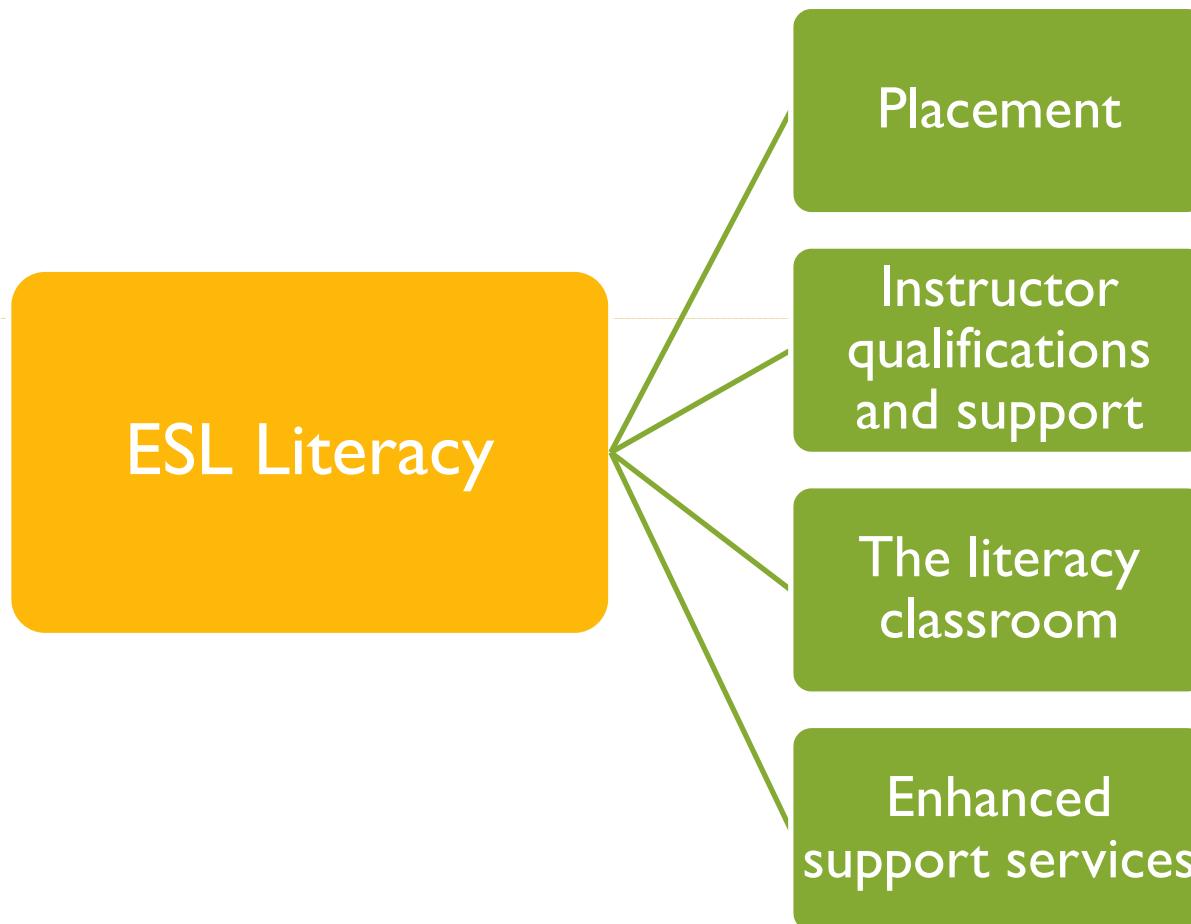
Orientation to the document: The 9 themes



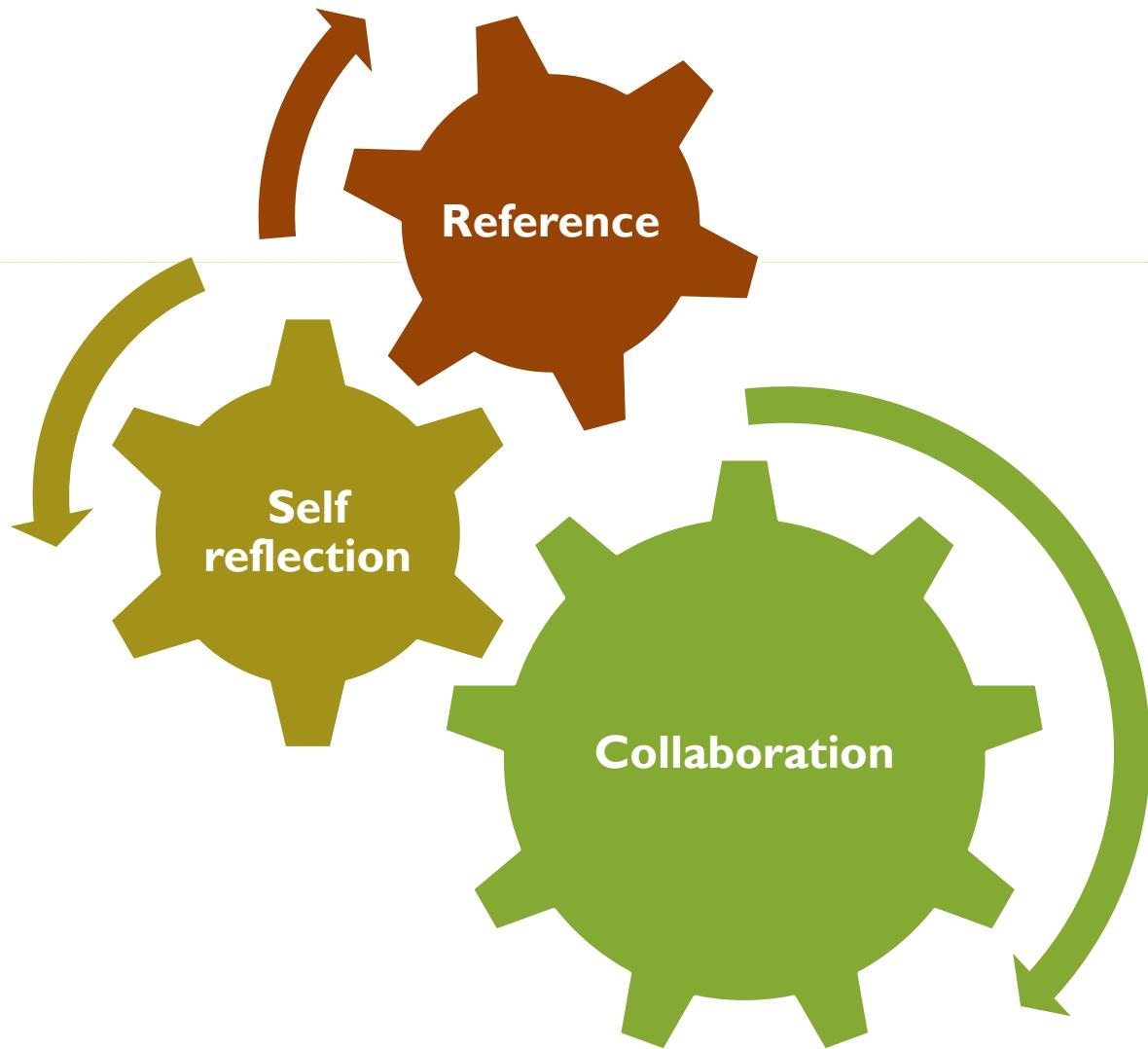
Orientation to the document: The 9 themes



Orientation to the document: The 9 themes



Using the Best Practices



Workshop Scenarios

- In pairs you will be assigned one of the scenarios from the handout
- Discuss your challenge and how BP can help gather evidence for problem solving
- Be ready to provide feedback to the group – written & verbal

Workshop scenarios

- You are a newly appointed Executive Director or Dean of a large ESL program. You want to take an overview of the entire program. Which theme would you choose to focus on first? Within that theme, pick several Best Practice statements. What evidence might you collect to determine the degree to which those Best Practice statements are being met?

Workshop scenarios

- You have been coordinator of a large full time ESL program in an institution for sometime. You have been experiencing high staff turnover among both your instructional and non-instructional staff. Looking at the Staff theme, identify two or three Best Practices that could help you identify the cause of the turnover and ways to resolve it. What types of information would you consider in reviewing this BP? Who would you involve in your working committee to address this issue?

Workshop Scenarios

- You work in a post secondary institution, outside the ESL/language training division. You are responsible for program evaluation. How could you use or adapt the Best Practices document? Choose one theme that you believe would translate well in general program evaluation. Within that theme, pick several Best Practice statements. What evidence might you collect to begin a program evaluation process?

Workshop Scenarios

- You are an administrator responsible for providing learner support. Your Executive Director/Dean has requested you review supports for immigrant students. Looking at the Learner Support Best Practice, pick several Best Practice statements. What evidence might you collect to determine the degree to which those Best Practice statements are being met? Are there any considerations for learner support missing?

Workshop Scenarios

- You administer an ESL program and need to gather information to support a request for increased funding from external funders. Which theme would you choose to focus on first? Within that theme, pick several Best Practice statements. What evidence might you collect to determine the degree to which those Best Practice statements are being met?

Workshop Scenarios

- You are a newly appointed coordinator in an ESL program in a large non-profit organization. You want to conduct a scan of all of your ESL Instructional delivery. Which theme would you start with? Within that theme, pick several Best Practice statements. What evidence might you collect to determine the degree to which area should be given your first attention?

Conclusion

- Consider, “How does this Best Practices document interact with your context?”
- BP can provide a place for growth through self-reflection
- BP can help you indicate how your program is performing, analyze gaps, and provide evidence for discussions with funders

Conclusion

- It is designed for thoughtful reflection over years
- It can help fill in gaps in training but not replace TESL training
- It is designed to support optimal ESL learning opportunities for students

ATESL thanks the following people who participated in focus group interviews, provided input on the ATESL website, and/or provided feedback on drafts of the document:

• Lorene Anderson	• David Graham	• Liz Karra	• Donna Paskall
• Carol Aubee Girard	• Erma Guinto	• Cynthia	• Heather Plaizier
• Susan Badger	• Diane Hardy	• Lambertson–Poon	• Leila Ranta
• Sumana Barua	• Jenine Hawrelyk	• Christine Land	• Sheri Rhodes
• Pat Boehme	• Fiona Hayes	• Roberta Lawlor	• Ian Rogers
• Chrystal Blume	• Katalin Hegedus	• Patti Lefebvre	• Hetty Roesingh
• Anne Capune	• Tara Holmes	• Laura Lindsay	• Marian Rossiter
• Anna DeLuca	• Ron Horton	• Amy Meckelborg	• Virginia Sauve
• Leni Deisman	• Mimi Hui	• Cindy Messaros	• Shalla Shaharyan
• Tracey Derwing	• Penny Hui	• Valerie Millar	• Skyppe Symes
• Carolyn Dieleman	• Melissa Hunt	• Mandy Nielsen	• Judy Silitto
• Hailey Gale	• Hana Imai	• Todd Odgers	• Gayle Taylor
• Isabel Gibbins	• Elsie Johnson	• Susan Oguchi	
• Myrna Glenn	• Ruth Jordan	• Audrey Olson	