



Support Document

Learning for LIFE: An ESL Literacy Curriculum Framework
ACCOUNTABILITY CHECKLIST
FOR INSTRUCTORS

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Learning for LIFE: An ESL Literacy Curriculum Framework outlines a process for curriculum development in five stages:

- *Stage 1: Understand Needs*
- *Stage 2: Determine Focus*
- *Stage 3: Set Learning Outcomes*
- *Stage 4: Integrate Assessment*
- *Stage 5: Demonstrate Accountability*

Each stage includes information, guiding questions and suggestions for instructors.

This **accountability checklist** is designed for instructors and is based on the principles outlined in *Stage 5: Demonstrate Accountability*.

Effective ESL literacy instructors demonstrate accountability to learners and program administrators. Programs differ in the emphasis they place on formalized curriculum development and accountability measures. However, even in the most loosely structured programs, instructors can adopt an individual approach to demonstrating accountability.

The purpose of this tool is to:

- guide instructors in reflecting on how they currently demonstrate accountability to learners
- encourage instructors to set professional development goals related to demonstrating accountability

This tool can be used:

- by individual instructors
- in a team professional development setting, in which the group reflects collectively on the degree to which they demonstrate accountability
- in a course guide or curriculum package designed to support instructors as they implement the curriculum

This tool includes two parts:

- a checklist to guide your reflection
- a sample completed checklist

Accountability Checklist for Instructors					
Stage & Classroom Concept	Have I...	yes	some-what	no	My professional development goals
<i>Stage 1: Understand Needs</i> Know your learners	...conducted formal and informal needs assessments?				
	...shared the results of needs assessments with my class?				
<i>Stage 2: Determine Focus</i> Know your program	...familiarized myself with the structure and expectations of the program?				
	...familiarized myself with the supports available to learners within the program and in the wider community?				
	...communicated clearly and openly with learners about the program's purpose, goals and approach?				
<i>Stage 3: Set Learning Outcomes</i> Make learning meaningful	...connected in-class learning tasks to learning outcomes?				
	...ensured that thematic content is current, relevant and meets' learners' needs?				
	...communicated clearly and openly with learners about the learning outcomes that will be focused on in the program?				
	...used level-appropriate language and methods when communicating with learners?				

Accountability Checklist for Instructors					
Stage & Classroom Concept	Have I...	yes	some-what	no	My professional development goals
Stage 4: <i>Integrate Assessment</i>	...linked all assessments to learning outcomes?				
	...communicated clearly with learners about what is being assessed, why it is being assessed, and how the assessment will be used?				
	...communicated with learners about their challenges, progress and next learning steps?				

This sample checklist illustrates how one ESL literacy instructor reflected on accountability and set professional development goals.

Accountability Checklist for Instructors					
Stage & Classroom Concept	Have I...	yes	some-what	no	My professional development goals
Stage 1: <i>Understand Needs</i> Know your learners	...conducted formal and informal needs assessments?	✓			
	...shared the results of needs assessments with my class?			✓	<i>Next term, make a point of discussing with learners.</i>
Stage 2: <i>Determine Focus</i> Know your program	...familiarized myself with the structure and expectations of the program?	✓			
	...familiarized myself with the supports available to learners within the program and in the wider community?		✓		<i>Ask other instructors and staff members. Try a field trip to a community agency next term.</i>
	...communicated clearly and openly with learners about the program's purpose, goals and approach?	✓			
Stage 3: <i>Set Learning Outcomes</i> Make learning meaningful	...connected in-class learning tasks to learning outcomes?		✓		<i>Identify outcomes to be addressed on each of my lesson plans.</i>
	...ensured that thematic content is current, relevant and meets' learners' needs?	✓			
	...communicated clearly and openly with learners about the learning outcomes that will be focused on in the program?			✓	<i>Draw learners' attention to what we're practicing before each learning activity.</i>
	...used level-appropriate language and methods when communicating with learners?	✓			

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Stage & Classroom Concept	Have I...	yes	some-what	no	My professional development goals
Stage 4: <i>Integrate Assessment</i>	...linked all assessments to learning outcomes?		✓		<i>Use an outcomes checklist for planning assessments and make sure that each outcome is assessed.</i>
	...communicated clearly with learners about what is being assessed, why it is being assessed, and how the assessment will be used?			✓	<i>Discuss the purpose of each assessment with learners before hand. Get ideas from other instructors on communicating with learners about assessments.</i>
	...communicated with learners about their challenges, progress and next learning steps?	✓			

REFERENCES

Western and Northern Canadian Protocol for Collaboration in Education. (2006). Rethinking classroom assessment with purpose in mind. Retrieved November 12, 2010, from http://www2.immigratemanitoba.com/asset_library/en/eal/09/bestp_mb_ae09.pdf