

FRAMEWORK
FOR POST TESL CERTIFICATE TRAINING

2011



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

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English as a Second Language Training in Ontario

In Ontario, federal and provincial governments support the integration of newcomers by providing a variety of services, including English language instruction. The Citizenship and Immigration Canada (CIC)-funded Language Instruction for Newcomers to Canada (LINC)¹ program facilitates the social, cultural, and economic integration of immigrants and refugees into Canada. LINC curricula enhance language proficiency and include information which helps newcomers to become oriented to the Canadian way of life. CIC also funds the Enhanced Language Training (ELT)² program. ELT projects include development and delivery activities that provide adult immigrants with employment-specific language, primarily at Canadian Language Benchmark (CLB) levels 7–10, and at CLB levels 1–10 in some small centres; and bridge-to-work assistance, including mentoring, work placement, and other assistance in accessing the labour market. In addition, CIC funds Occupation-specific language training (OSLT)³ which provides communication and socio-cultural workplace training to newcomers to help them succeed within their chosen careers. These language training courses are offered by 14 colleges across Ontario and are geared toward newcomers who have a language level of Canadian Language Benchmarks 6 to 8. Provincially, the Ontario Ministry of Citizenship and Immigration (MCI)⁴ funds English as a Second Language (ESL) programs through local school boards. MCI-funded Specialized Language Training pilot programs help immigrants develop the language skills necessary to find and keep work in a specific field.

In Ontario, many instructors teaching English as a

Second Language in private and government-funded language training programs are represented by TESL Ontario, a non-profit organization serving the professional development and advocacy needs of professionals in the field. TESL Ontario provides expertise, support, and direction to professionals and government bodies involved in delivery of English as a Second Language training in Ontario. This includes ensuring excellence in the field of Adult Non-Credit ESL through TESL Ontario Certification, providing opportunities for professional development, and promoting the development of learner centred instructional materials. TESL Ontario also provides a link with ESL and other professional organizations nationally and internationally through various venues such as *Contact*, the official newsletter of TESL Ontario, the TESL Ontario web site, and the TESL Canada newsletter.

TESL Ontario is dedicated to the professionalization of ESL teaching in Ontario. In 1994, with the support of provincial and federal ministries, TESL Ontario undertook a review of the qualifications of ESL instructors in the province. This initiative resulted in the development of TESL Ontario accreditation of instructors. Today, over 3,400 members of TESL Ontario are accredited as Teachers of English as a Second Language.

A key component of accreditation is the completion of initial TESL Certificate training. In order to ensure standardization in TESL Certificate training, TESL Ontario developed and established a system for the review and accreditation of TESL Certificate training programs. Currently, eighteen TESL Certificate training programs are accredited by TESL Ontario. They are

¹<http://www.cic.gc.ca/english/resources/publications/welcome/wel-03e.asp#>

http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001178

²<http://www.cic.gc.ca/english/departement/partner/elt-spo.asp>
http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001181

³<http://www.co-oslt.org/index.html>

⁴<http://www.citizenship.gov.on.ca/english/keyinitiatives/language.shtml>

offered by diverse institutions, including universities, colleges, school boards, and private providers. These post-graduate TESL Certificate training programs provide instructor candidates with the core knowledge and skills necessary to begin a language teaching career with adults in Ontario. Instructor candidates develop an understanding of the needs of adult learners and the context of newcomer language training, as well as the ability to effectively meet these needs in the classroom.

Another component of accreditation is a requirement for ongoing professional development. In Ontario, initial preparation is enhanced by a rich variety of professional development opportunities, including conferences, newsletters, journals, individual workshops, networking events, and in-house support from colleagues and administrators. These opportunities are supported by federal and provincial government funding as well as individual efforts from professionals in the field. They continue to support instructors, both novice and more experienced, in their continued professional growth.

As the profession of language teaching has continued to develop, programs of language instruction have continued to grow and diversify. Today, these programs include LINC and ESL programs and also a range of language programs that address specific skills and contexts such as Enhanced Language Training (ELT), Occupation-specific Language Training (OSLT), Specialized Language Training, and other bridging programs. Continually evolving learner demographics as well as social and workplace communication requirements have precipitated the need for enhanced skills for instructors delivering language training.

There have been a number of influences on this changing field that are reflected in the diversity of programs currently offered. The shifting profile of newcomers to Canada has had a significant impact on the

field of English language instruction. Since the 1970's, the profile of newcomers to Canada has changed in two significant ways: the majority of newcomers today are more educated than their previous counterparts; today almost three-quarters of newcomers have a university degree (Lochhead & Mackenzie, 2005) and they are a much more racially diverse group than previous newcomers (Weiner, 2008, Grant & Sweetman, 2004).

In addition, certain government policy shifts have had an impact on the field. For example, changes to the Immigrant and Refugee Protection Act (IRPA) have resulted in the arrival of refugees, who, in contrast with other recent newcomers, have greater education gaps, such as having little or no literacy in their first language or having had their education interrupted by war (Jangles, 2006, Wayland, 2007). As well, the policy statements of Citizenship and Immigration Canada in Ontario now emphasize a priority on programs that are outcomes based (CIC, 2010). The stronger emphasis on accountability, program evaluation, and assessment is reflected in government policy initiatives such as CIC's new Modernized Approach to Settlement, which emphasizes "greater flexibility, results-oriented programming with improved accountability, and better planning and coordination" (CIC, 2009).

Similarly the Ontario Ministry of Citizenship and Immigration has initiated a redesign of the Adult Non-Credit Language Training Program calling for a greater focus on results-based programs that address "the full spectrum of adult training needs" (MCI, 2009). For instructors, all of these shifting policies and demographics have created a parallel need for the appropriate professional knowledge and resources needed to adapt to these changes.

In recognition of these changing needs, TESL Ontario responded to a public call for proposals and received funding from Citizenship and Immigration



Canada (Ontario Region) to develop a framework for the development and delivery of Post TESL Certificate Training. The primary goal of this framework is to ensure that future Post TESL Certificate training initiatives

for language instructors in Ontario are of a consistently high quality and are relevant to instructors' classrooms and the evolving needs of newcomers in Ontario.

The Development of a Framework for Post TESL Certificate Training

In 2009, Citizenship and Immigration Canada, Ontario Region launched a new initiative: the development of a framework for Post TESL Certificate Training for instructors in government-funded language training programs. The project began with a stage of research and consultation that provided a foundation of knowledge and understanding to underpin the development of the Framework. Drawing on this extensive research and consultation, the Framework was developed to provide language instructors and training providers with protocols, standards, and implementation guidelines that will govern the design and implementation of sustainable models of effective, relevant Post TESL Certificate training. This includes standards for training providers to follow so that they can design relevant, quality training; protocols by which instructors have access to the training and are recognized for participating in it, and processes of evaluation and consultation that will ensure the sustainability of training that continues to develop alongside changes in our profession and classrooms.

Throughout this project, the development of the Framework was guided by a set of principles intended to reflect specific professional goals and values. The principles are as follows:

- Incorporate evolving needs of learners of English as a Second Language.
- Reflect recognized principles of professional and lifelong learning.
- Incorporate findings of research and consultation that draw on professional and academic literature related to English as a Second Language teaching

and learning and the expert feedback and investment of stakeholders.

- Reflect government language training policies/directions.
- Develop framework models that will ensure sustainability and support recognition of instructors for successful completion of post TESL Certificate training.

Drawing on the principles above, the development of the Framework was grounded in extensive research and consultation within the field of language training programs in Ontario. Beginning early in 2010, the project team began a series of interview consultations with key stakeholders in the field, while at the same time launching in-depth literature reviews on several themes relevant to the Framework, such as the current context of immigration in Ontario and literature related to the professional development of language instructors. The consultations and literature reviews strengthened each other on an ongoing basis, with the project team receiving leads on useful resources from stakeholders who were interviewed and the literature reviews suggesting strategic areas for further questioning. All initial interviews and literature reviews contributed to the format and content for the province-wide focus groups held with instructors and administrators in the spring and early summer of 2010; the results of these focus groups then fed into the development of the three surveys for instructors, administrators, and learners that were launched during the summer.

The multiple sources of information consulted by the FPTCT project team reflected the spirit of the principles underlying the project, which required the

combination of research in the field with a review of professional and academic literature. The review of the literature was wide-ranging and included past evaluations of relevant programs, such as LINC and ELT, along with government policy documents; and academic research on teacher training, language learning, and immigration. In addition, relevant documents from other contexts were also considered; examples of these included a framework document for quality professional development for language instructors from the United States, and the *British Columbia Settlement and Adaptation Program (BCSAP) Training Framework*. Inevitably, the reference lists of documents consulted also provided sources of new resources. Therefore, although the project began with an initial intensive literature review phase that generated a series of reports on key themes, the literature review was an ongoing process throughout the entire time the Framework project was active.

The research in the field was intended to consult as broad a base of stakeholders in the field as possible. Framework consultations included seventeen interviews with key stakeholders who were selected primarily for their knowledge, experience, and relationship with the project's context of government-funded language training in Ontario. The consultations included the following participants:

- CIC and MCI policy, program, and government funder representatives of LINC and ESL training
- TESL training providers (two universities, a college, and a private school)
- government contracted providers of in-service professional development for language instructors
- representatives of TESL Ontario and its affiliates
- a LINC assessment provider

Focus groups

Eleven focus groups for language training program instructors and administrators were also held across Ontario from Windsor to Ottawa, with a total of 180 participants from school boards, community agencies, and colleges.

Surveys

Three surveys were developed to collect more detailed input from stakeholders, resulting in significant participation from more than 900 instructors, 120 administrators, and 100 learners. TESL training providers were also invited to provide their input through an online survey, with eleven in total participating from across the province.

Related projects

CIC has funded two related projects that currently support professional development in similar fields. These projects were consulted to learn from their delivery models and operations designs: the Training Opportunities Project (TOP) for LINC childminders, and the Professional Education and Training (PET) model for settlement workers.

TESL Ontario input

TESL Ontario provided key input into the project, in particular with regard to delivery and operations: the project team reviewed existing infrastructure and established practices to support the development of an effective operations design for Post TESL Certificate Training that will dovetail and build on the current professional status of language instructors in Ontario.

This iterative research approach continued throughout 2010, with many aspects of the consultations and ongoing research reinforcing each other from a variety of angles.

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Participation of Framework Advisory Group

The formation of the Framework Advisory Group on March 22, 2010 resulted in a key resource to the project team, with fifteen members from diverse positions and areas within the field, including government funders, TESL training providers, language training program administrators, and instructors. Three consultations were held with the Advisory Group over the course of the year, allowing the project team to receive feedback on key findings and valuable input on the Framework as it developed.

TESL Ontario Conference

The open consultations continued with two presentations at the 38th annual TESL Ontario conference in 2010. These concluded with lively question and answer sessions; the second presentation also collected input

from attendees regarding key aspects of future Post TESL Certificate Training.

Thus, throughout the development phase of the Framework, every effort was made to ensure that consultation with members in the field drew on a broad base and multiple viewpoints. In addition, the ongoing research and literature review was a collective effort of the entire project team: both breadth and depth of the research were assessed on an ongoing basis to ensure that the best possible sources to support the Framework development had been consulted. Knowledge gained from these two sources – consultation with members of the field and the review of the professional and academic literature – was brought together to draft the existing Framework for Post TESL Certificate Training.

Standards for Quality Post TESL Certificate Training

The findings of research and consultation highlighted the need for standards to ensure the quality and relevance of training. A set of standards have been developed to achieve these goals. They draw on findings of the academic and professional research as well as a review of best practices in instructor training standards; and they reflect the input of multiple stakeholders engaged in funding, developing, delivering, or otherwise participating in language training in Ontario.

1. PTCT builds on a foundation of professional knowledge and skills established in TESL Certificate training and developed through classroom practice.

- 1.1. Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.
- 1.2. Participants have a minimum of 600 hours of experience teaching adults in English as a second language training programs.
- 1.3. Participants have prerequisite skills and knowledge specific to the content area of the training as specified in the training outline.

2. PTCT is outcomes based and includes assessment of change in the professional knowledge and skills of participants.

- 2.1. PTCT specifies a minimum of two outcomes that are assessed in graded assignments.
- 2.2. Course completion includes a minimum 70% on assignments overall and no less than 50% on any one graded assignment.
- 2.3. Assignments are graded according to a rubric of specified learning criteria.
- 2.4. Participants must attend a minimum of 80% of the training.
- 2.5. PTCT requires graded assignments of more than one type.
- 2.6. In order to effectively address the outcomes and assignments, instructional time will consist of 25 to 35 hours. In online training, this must include some portion of time devoted to synchronous discussions where the trainer is moderator.
- 2.7. The number of graded assignments must be commensurate with length of training, i.e., more than the minimum of two assignments when training exceeds 25 hours.



3. PTCT connects theoretical knowledge and/or current research related to specific content with practical application of that knowledge in language training programs.

- 3.1. Training draws on material that addresses theory and/or current research relevant to the content area.
- 3.2. Training includes at least one graded assignment that facilitates the application of theory or current research to practice.

4. PTCT includes the direct application of learning to the classroom.

- 4.1. At least one of the graded assignments appraises the participant's ability to apply knowledge and skills gained during training to classroom practice.
- 4.2. Training provides participants with options that allow them to customize the graded assignment assessing the application of learning in training to their own employment context and resources.

5. PTCT promotes professional reflection and development.

- 5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.
- 5.2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals.
- 5.3. Participants are provided with an annotated list of recommended resources that will allow them to pursue their areas of interest related to the content after training ends.

6. PTCT supports the development of a community of practice.

- 6.1. Training facilitates collaborative learning.
- 6.2. Training provides an opportunity for instructors to participate in a follow-up session moderated by the course trainer, either online or in-class.
- 6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.

7. PTCT reflects the current needs of instructors teaching adults in English as a second language training programs in Ontario.

- 7.1. Training has been developed with the input of both experienced English as a second language instructors, and content experts other than those who will be developing and delivering the training.
- 7.2. Training tasks are applicable to the classroom context and conditions of adult English as a second language training in Ontario.
- 7.3. Training incorporates content material that is relevant to adult English as a second language training in Ontario.

8. PTCT trainers have an understanding and knowledge of the theory and research relevant to the teaching context of English as a second language training for adults in Ontario, and expertise in the specific content and the medium of instruction.

- 8.1. Trainers have a minimum of 1800 hours of experience teaching adults in English as a second language training programs, including at least 600 hours in Canada.
- 8.2. Trainers have completed a graduate degree in TESL/TESOL or a related field, such as education, applied linguistics, or second language acquisition.
- 8.3. Trainers have a minimum of 100 hours of experience providing training or professional development to adults. In the case of online or mixed modality training, some of that experience must be in the modality of the course being offered.
- 8.4. Trainers meet the minimum English language proficiency standards as outlined in TESL Ontario TESL Trainer Accreditation Guide⁵.
- 8.5. Trainers have proven expertise in the content as demonstrated by **two** of the following:
 - 8.5.1. A letter from an employer providing evidence of the content expertise of the trainer
 - 8.5.2. Completion of education or training specific to the field of specialization, as documented by a certificate, diploma, or degree
 - 8.5.3. Experience providing training or professional development in the training content

⁵<http://www.teslontario.org/uploads/accreditation/Trainers/TESLTrainerGuide.pdf>



Sustainability - Governance and Administration

Research and consultation has also highlighted the need for an effective governance and administration structure to facilitate the sustainability of the Framework. In addition to input from multiple stakeholders engaged in funding, developing, delivering, or otherwise participating in language training in Ontario, the development of guidelines for governance and administration was informed by a review of other existing frameworks for training and professional development both in Canada and internationally.

Three relevant training models operating in Ontario were most prominent in this review, specifically, the Training Opportunities Project (TOP) for LINC childminders, the Professional Education and Training (PET) for settlement workers, and the Additional Qualifications available to certified teachers in Ontario. The review of these models highlighted the need for a lead organization to be responsible for governance and administration from the onset of Framework implementation. Each of these training models exists within a broader organization responsible for representation and profes-

sional standards in their respective fields; TOP operates within Childminding Monitoring and Advisory Support (CMAS), the CIC-funded organization supporting LINC childminders; PET is operated by the Ontario Council of Agencies Serving Immigrants (OCASI); and the Ontario College of Teachers (OCT) is responsible for regulation of Additional Qualifications for certified teachers in elementary and secondary schools. These organizations are well established within their respective fields and have the capacity and authority to effectively support these programs. In the field of language training for adults, TESL Ontario holds a position parallel to CMAS, OCASI, and OCT in that it is the representative and accrediting body for ESL instructors in Ontario. As such, the Framework identifies TESL Ontario, in its capacity as a professional regulatory body, as the body responsible for overseeing and administering the implementation and delivery of the Framework for Post TESL Certificate Training (PTCT) through adherence to the Framework guidelines.

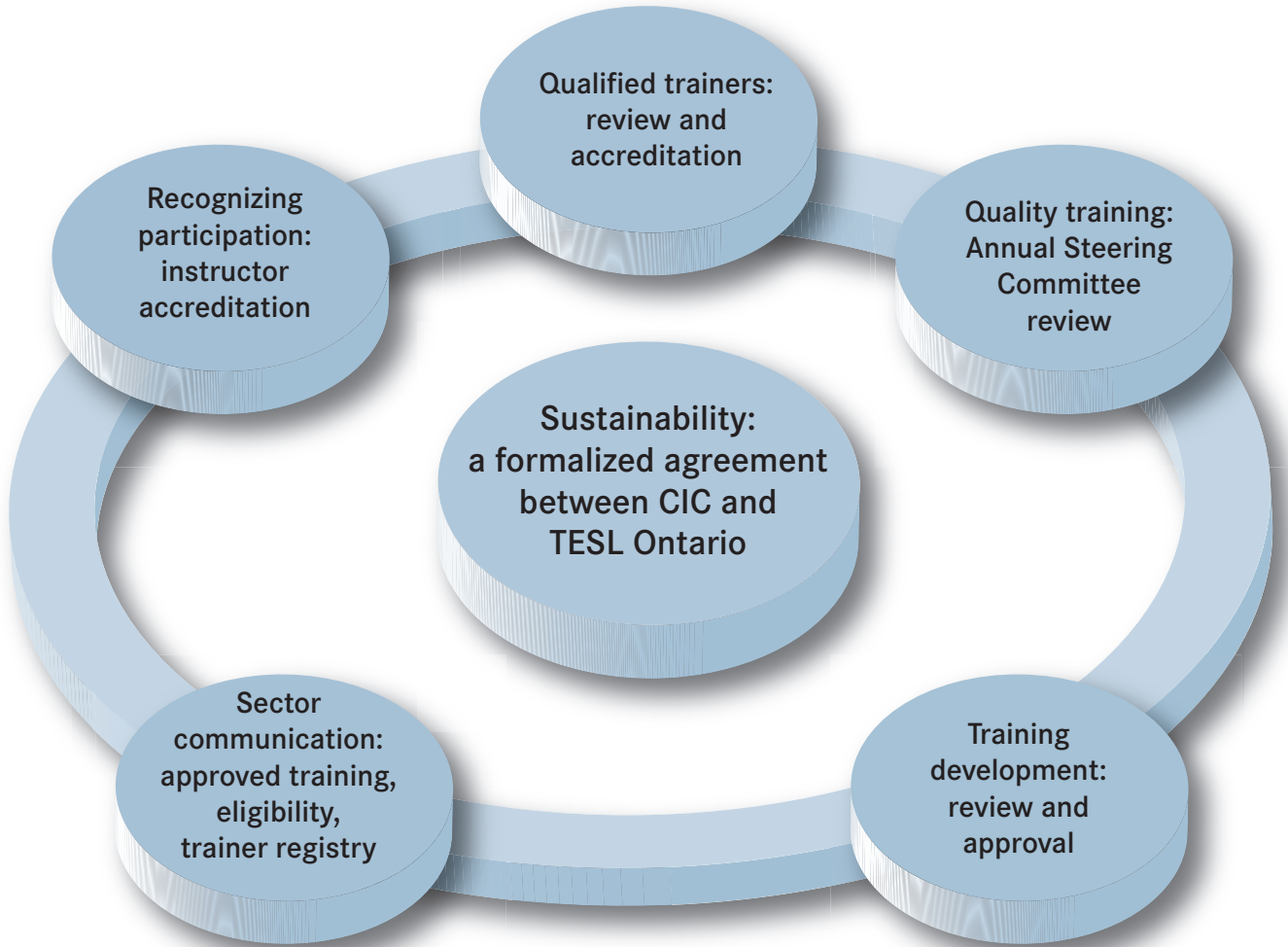


Figure 1. The Role of TESL Ontario

This diagram illustrates the structure envisioned for the governance and administration of PTCT. It represents the various components of the Framework (e.g., Quality Training, Training Development, etc.) as supported by a formalized agreement for sustainability.



Guide to Implementation

Introduction

A primary goal of the Framework for PTCT is the implementation of standards in the design and delivery of training. This Guide to Implementation is intended to support PTCT providers in designing training and planning delivery that will adhere to the standards of the Framework. It includes several documents as follows:

The first document in this section is the **Training Outline Template** to be used in the development of the training outlines. It is organized according to specific training components. The outline begins with a rationale, a provider profile, a glossary of any special terms used in the outline. It goes on to include eight sections: (1) Training Content, i.e., the topic/content addressed in the training, (2) Training Structure, including modality, length and schedule, (3) Prerequisite Skills and Knowledge, (4) Outcomes, (5) Assessment Assignments, (6) Training Tasks, (7) Training Resources and Materials, and (8) Trainer Qualifications. For each of these components, the corresponding standards are identified. The outline ends with an area for a session-by-session outline of the training. Following this template is the **Examples of Implementation**, a document that provides an example of how each standard can be implemented in training design.

Training Outline

Rationale

Guiding Questions:

What content area is the proposed PTCT designed to address?

Why is there a need to offer this content area in PTCT?

How would this training benefit instructors, learners, employers, etc.?

Is any aspect of the training content addressed in TESL Certificate training? If yes, why is it necessary to offer PTCT in this area?

Is there any other similar training being offered in this content area? If yes, how does the proposed training offered differ from this training?

Provider profile

Guiding Questions:

What kind of provider is your organization?

What programs does the organization offer?

Does your organization specialize in any particular program?

How many learners/instructors do you serve over a given period of time?

How many instructors are employed in these programs?

What distinguishes your program offerings/services from other providers?

What resources do you have, including staff expertise, which would position your organization strategically to offer PTCT?

Glossary

Please add a glossary of terms and acronyms that are used in the outline.



1. Training Content:

[7.1. Training has been developed with the input of both experienced English as a second language instructors, and content experts other than those who will be developing and delivering the training.]

2. Training Structure (modality, length, and schedule):

[2.6. In order to effectively address the outcomes and assignments, instructional time will consist of 25 to 35 hours. In online training, this must include some portion of time devoted to synchronous discussions where the trainer is moderator.]

3. Prerequisite Skills and Knowledge:

[1.1. Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.

1.2. Participants have a minimum of 600 hours of experience teaching adults in English as a second language training programs.

1.3. Participants have prerequisite skills and knowledge specific to the content area of the training and specified in the training outline.]

4. Outcomes:

[2.1. PTCT specifies a minimum of two outcomes that are assessed in graded assignments.]

5. Assessment Assignments:

[2.2. Course completion includes a minimum 70% on assignments overall and no less than 50% on any one graded assignment.

2.3. Assignments are graded according to a rubric of specified learning criteria.

2.4. Participants must attend a minimum of 80% of the training.

2.5. PTCT requires graded assignments of more than one type.

- 2.7. The number of graded assignments must be commensurate with length of training, i.e., more than the minimum of two assignments when training exceeds 25 hours.
- 3.2. Training includes at least one graded assignment that facilitates the application of theory or current research to practice.
- 4.1. At least one of the graded assignments appraises the participant’s ability to apply knowledge and skills gained during training to classroom practice.
- 4.2. Training provides participants with options that allow them to customize the graded assignment assessing the application of learning in training to their own employment context and resources.]

6. Training Tasks:

- [5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.
- 5.2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals.
- 6.1. Training facilitates collaborative learning.
- 6.2. Training provides an opportunity for instructors to participate in a follow-up session moderated by the course trainer, either online or in-class.
- 6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.
- 7.2. Training tasks are applicable to the classroom context and conditions of adult English as a second language training in Ontario.]

7. Training Resources and Materials:

- [3.1. Training draws on material that addresses theory and/or current research relevant to the content area.
- 5.3. Participants are provided with an annotated list of recommended resources that will allow them to pursue their areas of interest related to the content after training ends.



- 7.3. Training incorporates content material that is relevant to adult English as a second language training in Ontario.]

8. Trainer Qualifications:

- [8.1. Trainers have a minimum of 1800 hours of experience teaching adults in English as a second language training programs, including at least 600 hours in Canada.
- 8.2. Trainers have completed a graduate degree in TESL/TESOL or a related field, such as education, applied linguistics, or second language acquisition.
- 8.3. Trainers have a minimum of 100 hours of experience providing training or professional development to adults. In the case of online or mixed modality training, some of that experience must be in the modality of the course being offered.
- 8.4. Trainers meet the minimum English language proficiency standards as outlined in TESL Ontario TESL Trainer Accreditation Guide⁶.
- 8.5. Trainers have proven expertise in the content as demonstrated by **two** of the following:
- 8.5.1. A letter from an employer providing evidence of the content expertise of the trainer
- 8.5.2. Completion of education or training specific to the field of specialization, as documented by a certificate, diploma, or degree
- 8.5.3. Experience providing training or professional development in the training content]

Session Outline

⁶www.teslontario.org/accreditation/

Examples Of Implementation

Standard	Example
<p>1. PTCT builds on a foundation of professional knowledge and skills established in TESL Certificate training and developed through classroom practice.</p>	
<p>1.1. Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.</p>	<p>For a list of accredited institutions see http://www.teslontario.org/uploads/certification/AccreditedInstitutions.pdf</p>
<p>1.2. Participants have a minimum of 600 hours of experience teaching adults in English as a second language training programs.</p>	<p>For this standard, participants could submit letters from employers verifying the required experience. These letters should state the length of time and type of program.</p>
<p>1.3. Participants have prerequisite skills and knowledge specific to the content area of the training and specified in the training outline.</p>	<p>Prerequisite skills and knowledge depend on the content area of the training. These are some examples of prerequisite skills and knowledge that might be called for in an online training course: the ability to use Moodle and LINC courseware, and an understanding of how principles of good teaching are reinforced by the various features in a learning management information system.</p> <p>In an Enhanced Language Training (ELT) context, prerequisite skills and knowledge could include experience teaching at CLB 5 and above.</p>
<p>2. PTCT is outcomes based and includes assessment of change in the professional knowledge and skills of participants.</p>	
<p>2.1. PTCT specifies a minimum of two outcomes that are assessed in graded assignments.</p>	<p>Measurable training outcomes are a key component of the Framework. These outcomes are demonstrable and measurable. The language used should reflect this, e.g., <i>[participants] will be able to.....</i> .</p>



	<p>Each outcome will be assessed in a graded assignment during training. An example of two outcomes in training could be:</p> <ul style="list-style-type: none"> • Participants will be able to explain to learners, in a level-appropriate way, how to access, explore, and decode sector-specific and job search terminology in labour market information contexts. • Participants will be able to apply pragmatics theory to the development of appropriate lesson plans for teaching workplace communication. <p>An example of two outcomes in a course for online training could consist of:</p> <ul style="list-style-type: none"> • Participants will be able to create online language learning activities that include the use of social media. • Participants will be able to select appropriate e-activities and modify them to meet the needs of the learners in a specific context, e.g., at work.
<p>2.2. Course completion includes a minimum of 70% on assignments overall and no less than 50% on any one graded assignment.</p>	<p>A number of assignments can be used and weighted differently while the 70% is determined overall.</p>
<p>2.3. Assignments are graded according to a rubric of specified learning criteria.</p>	<p>Assessment must be linked to outcomes. When designing a rubric, the criteria should be clearly stated. For example, an assessment rubric for a lesson planning assignment might include the following criteria: suitability for target audience, content, organization, application of theory to practice.</p>
<p>2.4. Participants must attend a minimum of 80% of the training.</p>	<p>Attendance should be accurately recorded and maintained.</p>

<p>2.5. PTCT requires graded assignments of more than one type.</p>	<p>Different types of graded assignments might include:</p> <ul style="list-style-type: none"> • Participants use a recommended text as a resource to design a lesson plan appropriate to the program in which they are teaching. Then they present the lesson in a classroom context and complete a short reflective account of the lesson. • Participants design a lesson plan integrating sector-specific methodology, along with labour market information, an occupational classification description, or a job posting. In small groups organized around similar content areas, they assess the strengths and weaknesses of each other’s plan according to a jointly developed rubric and receive feedback and assessment from the trainer. • Participants select a specific language and interview a speaker of this language. Then, they research three particular pronunciation errors they demonstrate in the interview and indicate how an instructor would meet their needs.
<p>2.6. In order to effectively address the outcomes and assignments, instructional time will consist of 25 to 35 hours. In online training, this must include some portion of time devoted to synchronous discussions where the trainer is moderator.</p>	<p>A course may consist of 25 hours delivered over five weeks of class on Saturdays from 9:00 am to 3:00 pm with a 30-minute break.</p>
<p>2.7. The number of graded assignments must be commensurate with length of training, i.e., more than the minimum of two assignments when training exceeds 25 hours.</p>	<p>For training that consists of more than 25 hours, at least three graded assignments would be included.</p>



3. PTCT connects theoretical knowledge and/or current research related to specific content with practical application of that knowledge in language training programs.

<p>3.1. Training draws on material that addresses theory and/or current research relevant to the content area.</p>	<p>Below are some examples that deal with theory and/or research for various content areas in training:</p> <p>Benesch, S. (2001). <i>Critical English for academic purposes: Theory, politics and practice</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <ul style="list-style-type: none">• This book combines theory and practice in EAP and critical pedagogy and provides examples of application in the classroom. <p>Farrell, T. (2008). Reflective practice in the professional development of teachers of adult English language learners. <i>CAELA Network Brief</i>. Retrieved from Center for Applied Linguistics website: http://www.cal.org/caelanetwork</p> <ul style="list-style-type: none">• This brief describes theory and research on reflective practice and suggests ways that teachers of adult English language learners can incorporate reflective practice into their teaching. <p>Hinkel, E. (Ed.). (2005). <i>Handbook of research in second language teaching and learning</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <ul style="list-style-type: none">• This volume provides an extensive overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized into eight thematic sections such as social contexts of second language learning, research methodologies in second-language learning, and acquisition. <p>Thomson, R., & Derwing, T. (2004). Presenting Canadian values in LINC: The role of textbooks and teachers. <i>TESL Canada Journal</i>, 21(2), 17-33.</p>
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	<ul style="list-style-type: none"> • This paper reports on a study investigating how 63 LINC instructors in Ontario, Alberta and British Columbia addressed Canadian values in LINC classrooms.
<p>3.2. Training includes at least one graded assignment that facilitates the application of theory or current research to practice.</p>	<p>In an assignment that facilitates the application of theory and research to practice, participants might review research studies regarding feedback on academic writing and summarize and reflect on the implications of the findings for their own practice. They then try out some of these strategies when providing feedback to their own students and monitor the results in various ways. If possible, the participants could share their experiences as a group and reflect on successes and challenges.</p> <p>In an additional example of an assignment that facilitates the application of theory or current research to practice, participants could select a research or theoretical area of interest that relates to their teaching environment, from the <i>Handbook of Research in Second Language Teaching and Learning</i> edited by Eli Hinkel (2005) and prepare a presentation for the class that shows how the background material supports a particular area of teaching practice.</p>
<p>4. PTCT includes the direct application of learning to the classroom.</p>	
<p>4.1. At least one of the graded assignments appraises the participant’s ability to apply knowledge and skills gained during training to classroom practice.</p>	<p>This assignment can be carried out in the participant’s own language classroom, in another classroom taught by a colleague or as a micro-teaching session during PTCT.</p>
<p>4.2. Training provides participants with options that allow them to customize the graded assignment assessing the application of learning in training to their own employment context and resources.</p>	<p>These options may include the following:</p> <ul style="list-style-type: none"> • A participant who is teaching at the time that they are enrolled in PTCT could prepare and teach a lesson in their classroom and then complete a reflective account in which



they evaluate the effectiveness of the lesson. Both the lesson plan and the evaluation are assessed by the PTCT trainer.

- A PTCT participant could observe a class that addresses the specific training content or context, and use an observation sheet to document and analyze the use of pedagogical strategies specific to that content area.
- The participant could develop a lesson plan addressing the training content and present it in the PTCT class or carry out a micro-teaching session on one aspect of the lesson to the other participants. For example, participants could design a lesson that addresses a challenging feature of pronunciation at the suprasegmental level for learners and demonstrate how the teaching of this feature is integrated with the content or context of the training.

5. PTCT promotes professional reflection and development.

5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.

In this Framework, tasks are defined as activities carried out by the participants. They are not teaching goals defined by the trainer. Training that addresses cross-cultural communication can include a task in which participants write a reflective summary on the relevance and usefulness of the materials in a specific section of the training to their own understanding of cultural and language issues in workplace interactions.

<p>5.2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals.</p>	
<p>5.3. Participants are provided with an annotated list of recommended resources that will allow them to pursue their areas of interest related to the content after training ends.</p>	<p>Participants can select from annotated resources compiled by the trainer. Some resources might include:</p> <p>Wong, P., Duff, P., & Early, M. (2001). The impact of language and skills training on immigrants' lives. <i>TESL Canada Journal</i>, 12(2), 1-31.</p> <ul style="list-style-type: none"> • This study is a qualitative exploration of the experiences of immigrants who completed a health care aide training program that combined occupational skills and ESL training. The article concludes with recommendations for future research in this area, as well as pedagogical interventions to assist participants with their ongoing language learning, job aspirations, and settlement. <p><i>100 Inspiring Ways to Use Social Media In the Classroom</i> http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-social-media-in-the-classroom/</p> <ul style="list-style-type: none"> • This article provides 100 practical ideas for educators to integrate social media into the classroom. Some of these ideas would be useful for publicly-funded language training programs, such as LINC or ELT. <p><i>20 Social Networking Sites for Teachers</i> http://sharetheadddiction.edublogs.org/2009/08/17/20-social-networking-sites-for-teachers/</p> <ul style="list-style-type: none"> • This blog article provides a list of twenty websites for teacher networking. Although these sites do not specifically target LINC/ESL teachers, they do highlight the potential for joining professional communities of practice in a global context.



	<p>Some sites, such as <i>We the Teacher</i>, could be used by a group of educators to establish their own community of practice for free using social media.</p>
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6. PTCT supports the development of a community of practice.

<p>6.1. Training facilitates collaborative learning.</p>	<p>Training can facilitate collaborative learning by considering a variety of activities:</p> <p>In a PTCT course on academic writing, participants could mark a sample essay, first independently and then collectively. They could share their approach to marking and how they would provide feedback to optimize the student’s learning. In addition, they could discuss what resources they might refer the student to that could support learning.</p> <p>In extending this lesson into a large group activity, participants could draw on prior experiences as ESL instructors, and discuss the implications of these cultural norms for their learners. They could brainstorm activities for raising awareness of these norms in the specific classroom. In smaller groups, they could analyze and share two examples of Canadian culture or language learning that would be practical for their learners. These activities could help them continue developing a community of practice beyond training in the professional domain.</p>
<p>6.2. Training provides an opportunity for instructors to participate in a follow-up session moderated by the course trainer, either online or in-class.</p>	<p>In order to fulfill this standard, participants identify one issue or question that arose during training. They will develop a plan to investigate this issue in their classrooms and report back on what they learned during an online follow-up session after training ends.</p> <p>In another context, two months after the training ends, participants have the opportunity to participate in a moderated online discussion in which they share their successes and challenges with designing their own e-materials for their own contexts and apply them in an online learning environment.</p>

<p>6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.</p>	<p>Before the end of the course, participants complete a long term “Community of Practice” plan in which they strategize about how to continue or expand their own community of practice in the next month, the next three months and the next six months. Actions listed might include participating in the class online group after the end of training, presenting at a conference, creating a networking gathering at his or her workplace, etc.</p>
<p>7. PTCT reflects the current needs of instructors teaching adults in English as a second language training programs in Ontario.</p>	
<p>7.1. Training has been developed with the input of both experienced English as a second language instructors, and content experts other than those who will be developing and delivering the training.</p>	<p>In order to fulfill this standard, the training outline must include the names and brief biographical information of two to three instructors, and one to two content experts who have been consulted in the process of content review.</p>
<p>7.2. Training tasks are applicable to the classroom context and conditions of adult English as a second language training in Ontario.</p>	<p>An example of a training task that is applicable to this context is to have participants view a video presentation showing an employer interviewing a job applicant. In groups, participants can prepare a lesson at CLB Stage II on job interview preparation and practice.</p>
<p>7.3. Training incorporates content material that is relevant to adult English as a second language training in Ontario.</p>	<p>Content is relevant to adult language training in Ontario or incorporates material that is part of teaching in these programs. For example, in training that focuses on how to teach English in the workplace, the content will be specific to Canadian workplace culture and the diversity of the Canadian workplace.</p> <p>In training on how to teach higher level writing, the content can include how to align teaching to the Canadian Language Benchmark Stages.</p>



8. PTCT trainers have an understanding and knowledge of the theory and research relevant to the teaching context of English as a second language training for adults in Ontario, and expertise in the specific content and the medium of instruction.

<p>8.1. Trainers have a minimum of 1800 hours of experience teaching adults in English as a second language training programs, including at least 600 hours in Canada.</p>	<p>Evidence of this could be provided with a letter from an employer attesting to three years full-time teaching experience, including at least 600 hours in Canada.</p>
<p>8.2. Trainers have completed a graduate degree in TESL/ TESOL or a related field, such as education, applied linguistics, or second language acquisition.</p>	<p>Understanding and knowledge of relevant theory and research and expertise in the specific content and medium of instruction can be demonstrated by a variety of graduate degrees from different institutions. For example, an M.Ed. in Second Language Education or a M.A. in Applied Linguistics.</p>
<p>8.3. Trainers have a minimum of 100 hours of experience providing training or professional development to adults. In the case of online or mixed modality training, some of that experience must be in the modality of the course being offered.</p>	<p>Experience providing training or professional development to adults can be established in a variety of settings and modalities. Mixed modality describes training that includes both online and face-to-face instruction. For example, a trainer may have delivered at least 100 hours of workshops at TESL Conferences, in her workplace, or online. These are examples of conference presentations addressing specialized content.</p> <ul style="list-style-type: none"> • <i>Teaching Literacy in the LINC Classroom</i> TESL Canada Conference, 2009 • <i>Integrating Intercultural Communication in an SLT Class</i> – Spring TESL Toronto Conference, 2009 • <i>Teaching Advanced Pronunciation</i>, TESL Ontario Conference, 2010
<p>8.4. Trainers meet the minimum English language proficiency standards as outlined in TESL Ontario TESL Trainer Accreditation Guide.</p>	<p>The TESL Ontario TESL Trainer Accreditation Guide outlines a number of ways in which trainers can provide evidence of English language proficiency. Please see http://www.teslontario.org/uploads/accreditation/Trainers/TESLTrainerGuide.pdf</p>

8.5. Trainers have proven expertise in the content as demonstrated by **two** of the following:

<p>8.5.1. A letter from an employer providing evidence of the content expertise of the trainer.</p>	<p>One way to confirm their expertise is to acquire an employer’s letter detailing the trainer’s relevant experience and education.</p>
<p>8.5.2. Completion of education or training specific to the field of specialization, as documented by a certificate, diploma, or degree.</p>	<p>For example, a trainer may have completed a Certificate in Career and Work Counselling.</p>
<p>8.5.3. Experience providing training or professional development in the training content.</p>	<p>Trainers may have presented workshops at professional development events, such as TESL Conferences, showing expertise in a range of topics in the ESL field, for example, workshops on pronunciation that focus on particular aspects of pronunciation instruction, or PD sessions at his or her employer for other team members on academic writing.</p>



Summary

Extensive consultation across Ontario with instructors, administrators, learners, and other key informants ensured that the eight standards presented in the Framework were designed with the needs of the field in mind. Here are a few examples of how the input we received supported the development of the Post TESL Certificate Framework and its standards:

- The Framework project team heard from numerous instructors that they value access to current research and theory, but they also want knowledge that can be used immediately in their classrooms. This input led to the standards which deal with theoretical knowledge and its application in the classroom. These standards were also supported by the findings from our consultation with TESL training providers.
- During consultations, instructors and administrators alike acknowledged the importance of having PTCT delivered by trainers who represent excellence in the field and whose advanced training, content knowledge, and experience delivering professional development will enhance the quality of PTCT. This input from stakeholders led to standards relating to the qualifications of trainers.
- The standard which is related to the development of a community of practice was inspired by instructors' repeated emphasis on the value they place on sharing and strategizing with colleagues, a theme also present in the professional and academic literature. Research on post-accreditation professional development in other fields confirmed the value of a follow-up session facilitated by the trainer. This allows participants to

reflect on the knowledge gained from training and how they are applying it in practice. This follow-up session is intended to provide all participants with both a model and a springboard for continuing their own community of practice after the end of training.

While not exhaustive, these examples provide a glimpse into the foundation from which the Framework standards grew: a base of research that encompassed the professional and academic literature along with consultation that included diverse stakeholders in the TESL field.

Beyond the drafting and finalization of the Framework Standards and Guidelines, the Framework project team has undertaken other activities in the final stages of the project to ensure the second language field is aware of the Framework and its components. In order to inform stakeholders in the field, orientation sessions were held around Ontario and interested training providers received guidance with the initial stages of training outline development. These sessions have been supplemented by information provided on the PTCT website.

Instructors of adult English as a second language learners are professionals in a continually evolving field where there is an ongoing need to respond to both government policy shifts and the changing demographics of English language learners. Along with the rich variety of currently existing professional development, Post TESL Certificate Training offers instructors an additional, and unique, resource to support their acquisition of the appropriate professional knowledge necessary to adapt and succeed in this field.