

Form A-12

TESL Program Self-assessment Report

This TESL Ontario self-assessment form is designed to assist teacher training providers holding interim accreditation in determining the alignment of their training program with the TESL Ontario accreditation standards and in identifying any action plans or revisions that may be warranted.

The completed self-assessment report is to be submitted by email, postal delivery, or in person to the TESL Ontario Office at least 15 business days prior to the end of the first training session.

Once the self-assessment report has been received and reviewed, TESL Ontario will schedule a second site visit.

The Rating Scale

Please respond to the questions in the tables below using the following rating scale to assess your program's level of development and performance in the current session:

- 0 – Not in place
- 1 – Somewhat in place or partially developed
- 2 – In place
- 3 – Well-developed

If the rating is lower than 2, devise an action plan and record it in the space provided. If the score is 2 or above, no further action is required.

Please respond to the rest of the questions in detail. If you have additional comments or believe that an action plan is needed, please include them in your report.

1. Mission Statement

1.1.	Does your mission statement reflect the aims and values of the program?	0	1	2	3
1.2.	Is it written so it can be understood by staff, candidates, and the public?	0	1	2	3
1.3.	Is it accessible to staff, current and prospective candidates?	0	1	2	3

1.4. How do staff and current and prospective candidates have access to the mission statement?

1.5. Does your mission statement need any revisions or updates now? If yes, please explain.

1.6. How often will you review your mission statement for any necessary revisions?

1.7. Additional comments/ Action Plan:

2. Training Structure and Curriculum

2.1.	Are the program structure and curriculum consistent with learning outcomes?	0	1	2	3
2.2.	Are training domains, program outcomes, and course objectives aligned with each other and with the training domains and outcomes recognized by TESL Ontario?	0	1	2	3
2.3.	Does training content cover the topics (theory, methodology, professionalism, and practicum) recognized by TESL Ontario?	0	1	2	3
2.4.	Do program length and number of hours assigned to each major training component (theory, methodology, professionalism, and practicum) meet the TESL Ontario standard?	0	1	2	3
2.5.	Are teaching materials, methodologies, and assessment tools and techniques aligned with the course learning outcomes?	0	1	2	3
2.6.	Are instructional methods and materials accessible and current?	0	1	2	3
2.7.	Is there a formal written plan for the ongoing review and revision of the curriculum?	0	1	2	3

2.7. How do you ensure that the TESL Ontario practicum requirements are met in the current session?

2.8. How are the curriculum goals, objectives and expected learning outcomes made transparent for candidates?

2.9. Does the curriculum need any revisions/updates now? If yes, please explain.

2.10. How often will the curriculum be reviewed and updated?

2.11. How will the individuals responsible for the curriculum review be selected?

2.12. Additional comments/Action Plan:

3. Assessment

3.1.	Is information about assessment policies and procedures including the grading scheme, assessment of the practicum, and graduation requirements provided to the candidates?	0	1	2	3
3.2.	Are course-based written progress reports and formative feedback indicating the level of achievement and performance provided to the candidates on a regular basis?	0	1	2	3

3.3. How often are formative and summative assessments conducted?

3.4. Explain how candidates are provided with assessment feedback.

3.5. Describe how assessment criteria and procedures are made accessible to candidates.

3.6. Additional Comments/Action Plan:

4. Student Services

4.1.	Does your program transparently communicate all available services to candidates and consistently provide these services?	0	1	2	3
4.2.	Does your program provide academic advising in a timely and accurate manner?	0	1	2	3
4.3.	Does your program provide general advising about issues such as placement and employment opportunities?	0	1	2	3
4.4.	Are transparent policies and procedures for student appeals/complaints in place?	0	1	2	3
4.5.	Has a written description of appeals/complaints policies and procedures been provided to the candidates?	0	1	2	3
4.6.	Does the program keep a record of formal candidate complaints and how each one was resolved?	0	1	2	3

4.7. Explain the process through which candidate complaints are lodged and responded to, and how this information is communicated to the candidates.

4.8. How does the program ensure candidate services are transparent?

4.9. How often is academic counselling provided to candidates?

4.10. How is support offered to candidates who are not meeting program outcomes?

4.11. Where are the records of candidates' complaints kept?

4.12. How often are the documents describing student services and complaints/appeals procedures reviewed and updated?

4.13. Additional Comments/Action Plan:

5. Teacher Trainers

5.1.	Do trainers (Theory Instructors, Methodology Instructors, Practicum Supervisors, and Academic Coordinators) meet the TESL Ontario standard for trainer approval and hold a valid Trainer Certificate of Approval?	0	1	2	3
5.2.	Are the trainers' teaching assignments in accordance with the qualifications recorded on their TESL Ontario Certificate of Approval and based on their educational background, training, and work experience?	0	1	2	3
5.3.	Is a trainer evaluation process in place?	0	1	2	3
5.4.	Are the trainers made aware of the "Code of Ethics for TESL Ontario Members"?	0	1	2	3

5.5. What PD opportunities are made available to the program trainers?

5.6. What professional development (PD) activities do the trainers typically engage in?

5.7. How are a trainer's competency and teaching skills evaluated?

5.8. Additional Comments/ Action Plan:

6. Admissions

6.1.	Are transparent admissions policies and requirements in place?	0	1	2	3
6.2.	Do admissions requirements and procedures ensure that applicants are qualified to enroll in the program and have a reasonable chance of completing the training successfully?	0	1	2	3
6.3.	Are appropriate procedures in place and advising services provided to ensure applicants understand the admissions policies and the TESL Ontario accreditation requirements prior to enrolling in the program?	0	1	2	3

6.4. Are your program admission requirements lower than those of the TESL Ontario accreditation? If yes, is each student asked to sign a waiver prior to enrolling in the program indicating that they are aware of the TESL Ontario accreditation requirements? If applicable, please provide a copy of the waiver.

6.5. Additional Comments/Action Plan:

7. Administration

7.1.	Do the program and its host institution comply with all local, provincial, and federal laws; meet all applicable ministerial and institutional regulations; and adhere to all applicable registration processes as required by law?	0	1	2	3
7.2.	Are administrative policies and procedures pertaining to the services and operations of the program fully operative and accessible to all candidates and other stakeholders?	0	1	2	3
7.3.	Are administrative policies and procedures reviewed on a regular basis to ensure that they are transparent and appropriately implemented?	0	1	2	3
7.4.	Do administrative staff have relevant training and experience?	0	1	2	3
7.5.	Are student and trainer records kept current, accurate, secure, and where appropriate, confidential?	0	1	2	3
7.6.	Are procedures for financial supervision in place?	0	1	2	3

7.7. Explain how the administrative policies and procedures pertaining to the services and operations of the program are made accessible to candidates and other stakeholders.

7.8. How often is a review of the administrative policies and procedures undertaken?

7.9. Explain how candidate and trainer records are kept current, secure, and where appropriate, confidential.

7.10. Provide a brief description of how financial oversight and integrity are safeguarded.

7.11. Additional Comments/ Action Plans:

8. Facilities, Equipment, and Supplies

Are facilities, equipment, supplies, and means of communication that support a high quality educational environment in place and accessible to:

8.1.	candidates?	0	1	2	3
8.2.	trainers?	0	1	2	3
8.3.	administrative staff?	0	1	2	3

8.4. How is the sufficiency of facilities, equipment, and supplies necessary for the success of the program ensured?

8.5. How is compliance with applicable government regulations ensured regarding program's facilities, equipment, and supplies?

8.6. What resources and virtual materials do candidates have access to?

8.7. What resources and virtual materials do trainers have access to?

8.8. Additional Comments/Action Plan: