

The TESL Ontario self-assessment report template 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 report must be submitted to TESL Ontario via email at accreditation@teslontario.org at the end of the first session of the accredited training.

Please respond to the questions in the tables using the rating scale provided below to assess your program's level of development and performance in the first session of the accredited training. If the rating is lower than 2 for any of the questions in the tables, create an action plan to address the identified gap. If the score is 2 or higher, an action plan is not required.

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

Respond to the questions below each table in detail. If you require additional space for your response, please record it in a separate Word or PDF file and attach it.

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, students, and the public? ☐ 0 ☐ 1 ☐ 2 ☐ 3
1.3.	Is it accessible to staff, and current and prospective students? ☐ 0 ☐ 1 ☐ 2 ☐ 3
1.4. How do staff, and current and prospective students 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 updates?	

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 of the curriculum?	☐ 0	☐ 1	☐ 2	☐ 3

2.8. How did you ensure that the TESL Ontario practicum requirements were met in the first session of the accredited training?

2.9. Is the practicum process included in the registration package and available on the program's website?

2. Training Structure and Curriculum continued »

2. Training Structure and Curriculum *(continued)*

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

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

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

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

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 students? ☐ 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 students on a regular basis? ☐ 0 ☐ 1 ☐ 2 ☐ 3

3.3. How often are formative and summative assessments conducted?

3.4. Explain how students are provided with assessment feedback.

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

4. Student Services

4.1.	Does your program transparently communicate all available services to students 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.	Is a written description of appeal/complaint policies and procedures available to the students?	☐ 0	☐ 1	☐ 2	☐ 3
4.6.	Does the program keep a record of formal student complaints and how each one was resolved?	☐ 0	☐ 1	☐ 2	☐ 3

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

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

4. Student Services continued »

4. Student Services *(continued)*

4.9. How often is academic counselling provided to students?

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

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

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

5. Teacher Trainers

5.1.	Do trainers (Theory Instructors, Methodology Instructors, Practicum Supervisors, and Academic Coordinators) hold valid TESL Ontario membership and TESL Trainer Certification?	☐ 0	☐ 1	☐ 2	☐ 3
5.2.	Are TESL trainers' teaching assignments in accordance with the approved roles recorded on their TESL Trainer Certificate 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 TESL 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?

6. Admissions

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| 6.1. | Are transparent admission policies and requirements in place? | ☐ 0 | ☐ 1 | ☐ 2 | ☐ 3 |
| 6.2. | Do admission 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 program admission criteria and the TESL Ontario teacher certification application requirements regarding minimum educational qualifications (e.g., bachelor's, master's, etc.) and English language proficiency (ELP) prior to enrolling in the program? | ☐ 0 | ☐ 1 | ☐ 2 | ☐ 3 |
| 6.4. Are your program admission requirements lower than those of the TESL Ontario teacher certification application? 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 certification application requirements? | | | | | |

7. Administration

7.1.	Do the accredited TESL 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 students and other stakeholders?	☐ 0	☐ 1	☐ 2	☐ 3
7.3.	Are administrative policies and procedures reviewed on a regular basis to ensure 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 accredited TESL program are made accessible to students and other stakeholders.

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

7.9. Explain how student 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.

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.	students?	☐ 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 students have access to?

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