IPQ #1: Curriculum development and instruction are aligned with and incorporate standards that contribute to students’ progress toward achieving their goals.

Standard 1.1 The ABE program has a documented program-wide English Language Arts (ELA) and math curricula aligned with the College and Career Readiness Standards for Adult Education.

1. Where are the documented curricula kept to ensure access for all teachers? In what ways do teachers use the documented curricula?
2. Describe how the ELA and math curricula emphasize the academic skills of reading, writing, speaking and math. How is the curricula fully aligned with the level specific standards in the College and Career Readiness Standards for Adult Education (CCRAE Standards)? How is the alignment used to ensure student transition from one level to the next appropriate level?
3. Describe any processes or structures, including common planning time that allow for teacher sharing, revising/refining curricula and instructional approaches.
4. Describe how written lesson plans align with the documented ELA and math curricula. Please provide several examples.

Standard 1.2 The ESOL program has a documented program-wide curriculum aligned with the ABE Curriculum Framework for ESOL and the College and Career Readiness Standards for Adult Education.

1. Where is the documented curricula kept to ensure access for all teachers? In what ways do teachers use the documented curricula?
2. Describe how the ESOL curriculum emphasizes the academic skills of reading, writing, speaking, and listening? Describe the alignment of the ESOL curriculum to the benchmarks in the ABE Curriculum Framework for ESOL. Where applicable and supportive of students’ next steps, describe ways the curriculum is aligned to the level standards in the CCRAE Standards.
3. Describe any processes or structures, including common planning time that allow for teacher sharing, revising/refining ESOL curriculum and instructional approaches.
4. Describe how written lesson plans align with the documented ESOL curriculum. Please provide several examples.
Standard 1.3. Curricula incorporate “authentic” real-life contexts that are responsive to the needs, skills, goals, and interests of adult students in their roles as workers, family and community members, and lifelong learners.

1. How are thematic curricula units contextualized to meet student learning needs, goals, and interests?

2. Describe the variety of authentic materials (published and/or online) that provide contexts relevant to students in their roles as workers, family and community members, and lifelong learners.

3. In what ways do the curricula and associated materials reflect the diverse educational, cultural, and linguistic backgrounds of the students?

Standard 1.4. Instructional methods, materials, and practices reflect a variety of approaches to implement the curriculum.

1. In what ways do instructional methods include interactive activities to address various learning styles?
   (e.g., visual, aural, tactile, kinesthetic, whole group, small group, and individualized instruction)

2. How does instruction support the development of students’ metacognitive skills needed for college and careers?

3. How is technology integrated into the curriculum and instruction?

4. In what ways does the technology coordinator support instructors in the effective integration of technology in the instruction? Describe any training/assistance from the technology coordinator.

5. Describe the texts and instructional materials including current technology that students’ use.

6. Are there any materials students keep? How are these selected? Are students charged any fees?
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IPQ #2: Students demonstrate gains in literacy and/or English skills and abilities that impact their roles as workers, family members, community members and lifelong learners.

Standard 2.1 The program’s assessment practices follow ACLS assessment policy and procedures.

1. How many staff are trained to administer and score assessments? Is documentation up to date and on file?
2. How does the program ensure that procedures are followed to maintain consistent test administration and scoring among staff?
3. Describe the policies and processes for student intake, initial assessment, and class placement.

Standard 2.2 Program staff (teachers and advisors) use assessment results and other data to drive the continuous improvement of curriculum, instruction, and student learning.

1. Describe how ACLS-required standardized assessments are used to inform the curriculum. How are these assessments used to inform students of their progress?
2. Describe protocols and/or processes for using the standardized assessments. Is there a program schedule for pre-testing, optional mid-year testing, and post-testing? If yes, please describe.
3. Describe classroom-based or program-developed assessments and how these are used to measure student progress and inform instruction.
4. Describe how the use of performance standard data informs instruction. (e.g., attendance, average attended hours, learner gains, goals set and met, pre/post testing)
5. For ABE programs, how does the use of the MAPT score reports inform instruction?
6. Are you aware of any program changes that have improved student outcomes (e.g., managed enrollment, increased intensity)?
Standard 2.3 Students make progress toward and achieve their goals.

1. Describe the student goal setting process.
2. Which staff regularly communicate with students regarding goal setting and their progress toward meeting their goals? How frequently do these communications take place, how are they documented, and how do they inform program improvements?
3. How are student goals identified, reported, revisited, and updated? How does the program follow-up with exited students regarding their goals?
4. In what ways does the program impact the lives of the students in their roles as workers, family members, community members, and/or lifelong learners?

IPQ # 3: The program offers advising and other services to support instruction and meet students’ needs.

Standard 3.1 Educational and Career Advising is provided to all students.

1. Describe how the program helps students explore education, training and career options. In what ways does the program assist the student to plan for and acquire the skills and knowledge needed to achieve their education and/or career goals?
2. Do instructors have a role in the process of completing Individual Education and Career Plans? If yes, please describe.
3. For ESOL programs, what strategies are used by staff to provide advising to non-native speakers of English? How are key policies and procedures communicated to all language groups?

Standard 3.2 The program provides reasonable accommodations for students with physical and learning disabilities either through the program’s own resources or by referral to outside agencies.

1. Describe the program policies that allow for the provision of reasonable accommodations for students with self-disclosed disabilities (physical and/or hidden) through the program’s own resources or by referral to outside agencies.
2. Describe any disability-related training provided by the program to staff.
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Standard 3.3 The program has adequate retention strategies in place.

1. Describe any orientation provided by the program to newly-enrolled students. What types of information is included in the student orientation?
2. Are students given a student handbook? If yes, what types of information is included? Is the handbook written in languages other than English? If yes, which languages? Describe strategies to communicate with students who are not yet proficient in English.
3. Does the program employ any retention strategies? If yes, please describe and explain their effectiveness.

IPQ # 5: Program continuous improvement planning embodies effective organizational structures and processes to serve the needs of adult students.

Standard 5.1. The continuous improvement planning process is purposeful, ongoing, and systematic, and is focused on the program’s effectiveness in supporting learners in the attainment of language and literacy skills.

1. Do staff collect and analyze data as part of continuous improvement planning? If yes, what data is important to the program? Who collects and analyzes data and how is data used?
2. Is there student involvement in the continuous improvement planning process? If yes, please describe the type and extent of involvement.
3. Do instructors use pre-and post planning hours? If yes, identify the number of pre/post planning hours used. Describe what is accomplished during these hours.
4. Does the program organize staff meetings that include all staff? Are all full-time, part-time staff and day and evening staff involved? If yes, how frequently are these meeting held? What topics are discussed?
5. How many staff are trained and proficient in using the SMARTT system?
6. Does the program have one or more improvement goals for this year? How will the goal or goals be achieved? How will you measure your success at meeting the annual goal(s)?
IPQ # 6: Exemplary professional development opportunities enhance educator professionalism to provide quality instruction for students.

**Standard 6.1.** The program uses an integrated process for program and professional development, and provides adequate staffing to lead that process.

1. Are professional development activities aligned with program improvement goal(s)? If yes, please describe the alignment.
2. Describe the process that informs the selection of individual professional development activities.
3. Describe your current needs for professional development.

**Standard 6.2.** All staff have engaged in staff development activities for not less than 12 hours per year to help all students achieve their goals and be prepared for college and career.

1. Describe the access of staff to desired professional development opportunities.
2. Describe how professional development plans address individual professional goals and relevant program goals. Where does the program maintain up-to-date professional development plans for each staff person?
3. In what ways does professional development inform curriculum, instruction, advising, program design, and help all students achieve their goals and be prepared for college and career?
IPQ # 7: Program leadership, management and accountability are efficient, and effectively address all components of service delivery.

Standard 7.1. The director provides educational leadership to ensure a standards-based, high quality program that succeeds in preparing students for college and career readiness.

1. Describe the director’s role in guiding the talents of staff and students toward achieving goals for college and career readiness. If you are aware of the director’s role in promoting this goal with relevant external stakeholders, and board members, please describe.

2. Describe the expectations of the director for all staff.

Standard 7.2 Personnel policies and procedures specific to the program are documented.

1. Describe any orientation the program provides to newly hired staff.

2. Describe any documented policies and procedures (including grievance procedures) for all staff.

Standard 7.3 The program provides staff supervision and evaluation to support teaching and learning.

1. Does the program maintain up-to-date job descriptions for instructors? How frequently are these updated?

2. Describe the supervision instructors receive, and how job performance is evaluated, including the role and frequency of classroom observations and feedback.

Overall Comments on the Program

1. What are the strengths of the program?

2. If you were in charge of the program, what changes or additions would you make?