

ATESL Best Practices Needs Assessment Survey Report

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An electronic needs assessment survey was drafted and sent out to the ATESL membership in October 2020 to get initial input on the ATESL Best Practices project. The purpose of the survey was to:

- Gauge ATESL members' familiarity with and use of the current (2009) Best Practices document
- Elicit input for new proposed sections addressing learning disabilities, mental health, LGBTQ2S inclusion, Indigenization, and technology/e-learning
- Elicit ideas for designing a more engaging, interactive, and usable web-portal
- Raise awareness and promote engagement regarding the ATESL Best Practices project

One hundred and thirty people (out of a 650 membership) responded to the initial demographic question, but only 75 people went on to complete the questionnaire. It is unclear why so many people dropped out of the survey after the first question, but it might be an indication that a large portion of respondents were either unfamiliar with or did not see the relevance of the Best Practices. The significant length of the survey (19 questions) may also have played a part in the high non-completion rate. However, the 75 people who went on to complete the survey provided a substantial amount of rich and useful data that then informed the content of the new sections of the 2022 ATESL best practices, as well as the design of the final website.

This report summarizes the results of each question on the ATESL Best Practices Needs Assessment Survey.

Demographic Questions

Question 1

In this question, participants checked off items that described their work context. According to the responses,

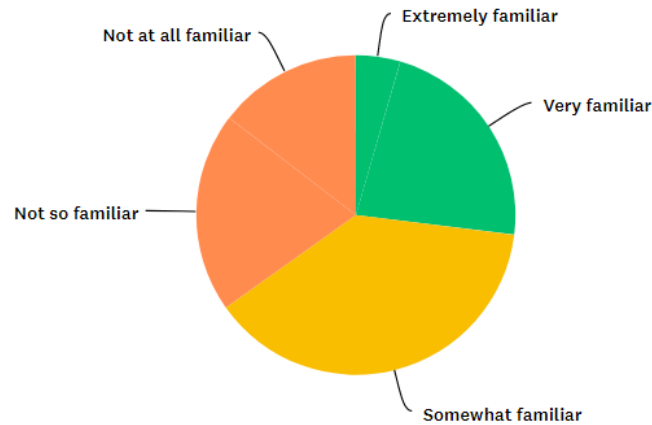
- 58% were in a LINC program.
- 21% were in a non-LINC ESL/EAL program.
- 23% taught literacy learners
- 16% were in an EAP program
- 14% were in ESP or Workplace programs
- 6% were involved with teacher training
- 17% were in a post-secondary institution (college, tech, school, university)
- 19% were in a non-traditional classroom, rural/community-based program, or volunteer program.

Questions Related to the 2009 Best Practices

Question 2

In Question 2, respondents were asked how familiar they were with the present (2009) *ATESL Best Practices for ADULT ESL and LINC Programming in Alberta* document. In terms of familiarity with the present Best Practices, 36% of those who responded to the question were not familiar or not so familiar with the document, 38% were somewhat familiar, and 27% were extremely or very familiar.

Answered: 89 Skipped: 40



Question 3

In Question 3, respondents were asked which section of the Best Practices they had referred to. Approximately one third of the responses for this question indicated that they had not used the Best Practices at all. 58% had looked at the Canadian Language Benchmarks section, while 34-36% had referred to The Curriculum, Learner Assessment, Instruction, and Resources. Around one third referred to ESL Literacy, and closer to 14% had referred to The Program, and 10% to The Staff.

ANSWER CHOICES	RESPONSES
Canadian Language Benchmarks	58.14% 50
Curriculum	36.05% 31
Instruction	33.72% 29
Learner Assessment	33.72% 29
Resources	33.72% 29
None	31.40% 27
ESL Literacy	29.07% 25
Learner Support	23.26% 20
The Program	12.79% 11
The Staff	10.47% 9
Total Respondents: 86	

Question 4

In Question 4, respondents were asked about the purposes for which they used the 2009 ATESL Best Practices. Approximately one third of those who answered the question indicated that they do not use the Best Practices. Forty percent indicated that they used it to reflect on their own practice. Others indicated that they used it to learn about a specific area of pedagogy (25%), write a paper, report or project (18%), evaluate an aspect of a program (18%), design a workshop or professional development materials (18%), train teachers (18%), learn about a "new-to-me" area of ESL programming (15%) or support an application for funding (12%). One person

mentioned that they looked at the entire book to evaluate how their organization was doing – resulting in “praise” as well as additions.

ANSWER CHOICES	RESPONSES	
▼ To reflect on my own practice	40%	34
▼ I do not use the ATESL Best Practices	31%	26
▼ To learn about a specific area of ESL pedagogy	25%	21
▼ To inform curriculum development	20%	17
▼ To write a paper, report, or project	18%	15
▼ To evaluate an aspect of a program	18%	15
▼ To design a workshop or professional development materials	18%	15
▼ To train teachers	18%	15
▼ To learn about a "new-to-me" area of ESL programming	15%	13
▼ To support an application for funding	12%	10
▼ Other (please specify) Responses	1%	1
Total Respondents: 85		

Question 5

In Question 5, respondents were given a list of possible changes to the format and interactivity of the Best Practices. They were asked to rank how useful they felt the changes would be, from Extremely Useful to Not at All Useful.

“Links to resources” and “Links to the literature supporting the best practices” were ranked as extremely or very useful by 82% and 69% of respondents respectively. “Sample narratives, vignettes, scenarios to illustrate the best practices” were ranked very as extremely or very useful by 76% of respondents. Other proposed changes were ranked as Extremely or Very useful as follows: checklists for reflection (62%), cross-referencing of themes (58%), visuals or images (53%), and quotes from practitioners (42%).

As a result of responses to this question, we prioritized curating and linking to classroom and PD resources, as well as the development of vignettes and the provision of a “checklist” version of the best practices.

	EXTREMELY OR VERY USEFUL	SOMEWHAT USEFUL	NOT SO USEFUL OR NOT AT ALL USEFUL	TOTAL	WEIGHTED AVERAGE
Links to resources supporting the best practices	82% 68	12% 10	6% 5	83	1.36
Sample narratives, vignettes, scenarios to illustrate the best practices	76% 65	19% 16	5% 4	85	1.47
Links to the literature supporting the best practices	69% 58	20% 17	11% 9	84	1.62
Checklists for reflection	62% 52	27% 23	11% 9	84	1.76
Cross referencing of themes which recur in the document	58% 49	36% 30	6% 5	84	1.83
Visuals/images	53% 41	36% 28	12% 9	78	1.95
Quotes from practitioners to capture and demonstrate the best practices	42% 35	31% 26	27% 22	83	2.16

Other suggestions were to include a hyperlinked table of contents, include more information on online instruction, include more information that could inform IRCC on constraints, “not only PDFs” (3), the ability to read the document online, the ability to print sections, and more.

Questions Related to Learners with Disabilities and Mental Health Challenges

Responses to questions 6-8 informed the section of the ATESL Best Practices now called *Supporting Learners with Diverse Learning Needs*.

Question 6

In Question 6, respondents were asked how familiar they were with UDL, Assistive technologies, Accommodations, Learning disabilities, and Trauma informed practices. In each case, the “Somewhat Familiar” response was the most common response, perhaps indicating that people had heard of the concepts but lacked confidence in implementing them.

A large portion of respondents self-identify as not familiar with Accommodations for learners with disabilities (45%), Universal Design for Learning (42%), and Assistive technologies (36%). On the other hand, a similarly large proportion identify as somewhat familiar with Assistive technologies (49%) and Learning disabilities (45%). Respondents identify as most familiar with Trauma Informed practice (37%)

indicating that they are extremely or very familiar, and 37% indicating that they are somewhat familiar).

	EXTREMELY OR VERY FAMILIAR	SOMEWHAT FAMILIAR	NOT SO FAMILIAR OR NOT AT ALL FAMILIAR	TOTAL
Accommodations for learners with disabilities	16% 12	39% 29	45% 34	75
Universal Design for Learning (UDL)	28% 18	31% 20	42% 27	65
Assistive technologies	15% 11	49% 36	36% 27	74
Learning disabilities*	19% 14	45% 34	36% 27	75
Trauma informed practice	37% 27	37% 27	26% 19	73

Question 7

In Question 7, a number of Universal Design for Learning (UDL) practices were listed and participants were asked which of those represented their own practices. It is heartening to note that a majority of respondents indicated that they regularly followed most of the listed UDL practices. That is, they allow/encourage collaboration in learning (88%), provide support and scaffolding (83%), offer information in multiple formats (79%), provide multiple ways for learners to communicate (79%), and check in with students who are struggling to see if anything is keeping them from learning (79%). A smaller majority provided multiple ways for learners to demonstrate learning (69%), opportunities for choice, self-assessment, and autonomy (64%) and choices in how to go about learning and demonstrate learning (63%).

ANSWER CHOICES	RESPONSES
Allow/encourage learners to collaborate in learning	88% 63
Provide support and scaffolding (e.g., highlighting patterns, using graphic organizers, clarifying symbols, etc.)	83% 60
Offer information in multiple formats (e.g., alternatives for visual information)	79% 57
Provide multiple ways for learners to communicate (in speaking or writing)	79% 57
Ask students who are struggling if there is anything keeping them from learning	79% 57
Provide multiple ways for learners to demonstrate learning	69% 50
Provide opportunities for choice, self-assessment and autonomy	64% 46
Give learners choices in how to go about learning and/or demonstrating learning	63% 45
Total Respondents: 72	

Question 8

In Question 8, respondents ranked a variety of good practice statements according to how true they were for their context. In most cases, a majority of respondents indicate that the good practice is true or somewhat true in their context; however, in each case, a strong minority also indicate that it is not at all true, or they don't know if it is true (see table below).

The statement that was ranked as *least true* was *People with disabilities are visible in class content, lesson plans, or curriculum*, with 49% indicating that this is not at all true.

	True	Somewhat true	Not at all true	I'm not sure
<i>Professional development is provided related to learning disabilities, trauma informed practice, UDL, etc.</i>	23%	50%	23%	4%
<i>There is a clear process for connecting struggling learners with support services.</i>	22%	39%	27%	12%
<i>Assistive technologies can be accessed if needed.</i>	22%	34%	31%	14%
<i>Services to people with disabilities are presented in the same way that any other service is presented (e.g., as options in assignments or assessments).</i>	16%	35%	27%	22%
<i>A counselor or disability services expert is available to support instructors with learners with disabilities.</i>	23%	20%	46%	11%
<i>Teaching assistants can be accessed if needed</i>	16%	27%	47%	9%
<i>A counselor or disability services expert is available to support learners with disabilities.</i>	22%	20%	47%	11%
<i>People with disabilities are visible in class content, lesson plans, or curriculum</i>	4%	38%	49%	9%

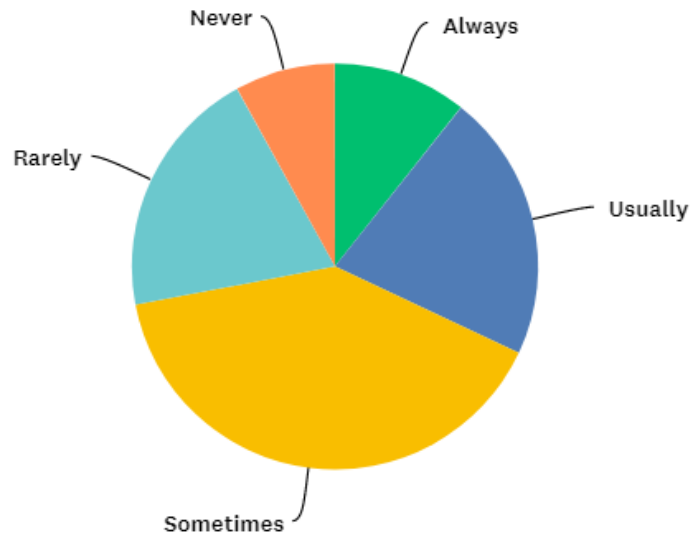
Questions related to Indigenization

Responses to questions 9-10 informed the development of the *Indigenization* section of the best practices.

Question 9

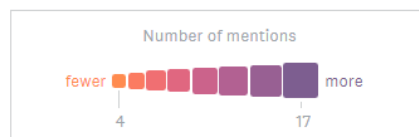
In Question 9, respondents were asked if they incorporated Indigenous content into their ESL instruction. Thirty-six percent indicate that they always or usually include Indigenous content, while 40% indicated that they sometimes used Indigenous content. Sixteen percent indicated that they rarely did so, while only 8% (4 out of 50 respondents who answered the question) indicated that they never did so.

Answered: 75 Skipped: 54



Question 10

In Question 10, respondents were asked what they did in order to address Indigenous content. Thirty-four people responded. The following word cloud illustrates the 17 most common words in those comments:



Responses to the comments were sorted into the following thematic categories:

- Approaches/methods for addressing Indigenous content. Some ideas mentioned included working with Elders and Indigenous community members (2), guest speakers/workshops (4), incorporating Indigenous themes into other learning material (2), addressing current events, responding to questions and teachable moments, applying Indigenous ways of knowing, and more.

- Accessing PD (e.g., from organization or professional conferences)
- Sources for Indigenous content. Sources mentioned included personal experience, information from textbooks/articles/internet (5), readings from Indigenous artists, learn English with CBC, materials created by their own program, (3), guest speakers/presentations by Indigenous persons/elders (4), videos/movies (6), citizenship preparation materials, resources from the Department of Indigenous Studies, Community based resources, self-created materials (2), Discovery Canada historical content (4), novel studies (3), ESL blanket exercise (4), Truth and Reconciliation content (4), activities and resources related to Indigenous celebrations and events (5), fieldtrips (4).
- Learner responses. Ten comments referenced the idea that their learners were very interested in Indigenous content. Four comments addressed the idea that their students could relate to the experiences of Indigenous peoples in Canada with discrimination, persecution, and/or residential schools. One person mentioned changes in attitudes towards Indigenous peoples after learning about residential schools.

These responses informed the Indigenization section of the ATESL Best Practices, and gave a starting point for the search for resources to support that section.

Question 11

Question 11 asked which barriers instructors faced to addressing Indigenous content. The most common response was not having the expertise or experience to address Indigenous content (39%). Also significant were a lack of time to develop resources (33%) and not knowing where to find relevant and suitable resources (32%). A lack of space in the curriculum (17%), a lack of relevance to the outcomes of the course (13%) or to learners (11%) were also identified as barriers by some. Just over one fifth of respondents (22%) indicated they faced no barriers in including Indigenous content, and no one indicated any resistance from their organization.

ANSWER CHOICES	RESPONSES	
▼ I do not have the expertise or experience to address Indigenous content.	39%	28
▼ I do not have time to develop resources/lessons on this topic.	33%	24
▼ I do not know where to find relevant and suitable resources.	32%	23
▼ None of the above	22%	16
▼ There is no space in the curriculum to address this.	17%	12
▼ Other (please specify) Responses	14%	10
▼ It does not seem relevant to the outcomes of my course.	13%	9
▼ It does not seem relevant to my learners.	11%	8
▼ My organization would not support me in addressing this topic.	0%	0
Total Respondents: 72		

In "Other Comment", one respondent stated "I make it a priority so none of these things are issues." Others explained why Indigenous content was challenging to

include, especially related to a lack of time/space in the curriculum (e.g., teaching international students, or a workplace program, or teaching 6 hours per week). One person pointed out that resources tend to be content-based which doesn't fit in with a task-based PBLA focus. Another called for CLB-level aligned content and integration into PBLA tasks. One mentioned that Indigenous content should be adopted for all learners – and that this was very important for newcomers to Canada. One person worried about cultural appropriation – telling through white privileged eyes or romanticizing it. One person was worried about addressing depressing themes (residential schools) during Covid times.

Questions related to LGBTQ2S+ Inclusion

Responses to questions 12 and 13 informed the 2SLGBTQ+ Inclusion section of the ATESL Best Practices.

Question 12

In Question 12, a number of good practices related to LGBTQ2S+ inclusion were listed, and respondents were asked to check off those practices that they implemented in their classes.

Fifty-four percent of respondents indicated that they set out expectations for respectful interactions and inclusion of all learners, without specifically highlighting LGBTQ2S+ inclusion, while 37% indicated that they explicitly addressed sexual orientation, gender identity, and gender expression. Forty-two percent of respondents indicated that they made an effort to avoid language that assumes that everyone in the class is straight or cisgender. Large minorities indicated that they did the following:

- Introduced appropriate language for referring to the LGBTQ2S+ community (37%)
- Included LGBTQ2S+ rights in discussions about laws in Canada (37%)
- Normalized LGBTQ2S+ lives through grammar examples, visual images, etc. (34%)
- Confronted and addressed homophobic and transphobic comments (30%)

A smaller percentage of people addressed content in more overt ways, for instance by wearing/posting welcoming LGBTQ2S+ symbols (18%), teaching lessons on LGBTQ2S+ topics (15%), or sharing their experiences (10%).

Sixteen percent indicated that LGBTQ2S+ topics and discussions have not come up in class.

ANSWER CHOICES	RESPONSES	
Set out expectations for respectful interactions and inclusion of all learners, without specifically highlighting LGBTQ2S+ inclusion.	54%	36
Avoided language that assumes everyone in the class is straight (e.g., by using inclusive terms like grandparents, folks, couple, partner) or cisgender (e.g., by asking for preferred pronouns, using the 3rd person singular 'they').	42%	28
Set out expectations of respectful interactions and inclusion of all learners, explicitly including sexual orientation, gender identity, and gender expression.	37%	25
Introduced appropriate language for referring to the LGBTQ2S+ community.	37%	25
Included LGBTQ2S+ rights in discussions about the laws in Canada.	36%	24
Normalized LGBTQ2S+ lives in the curriculum through, for example, grammar examples, visual representations, writing topics, assignment options, etc.	34%	23
Confronted and addressed homophobic and/or transphobic comments from learners.	30%	20
Worn or posted a welcoming LGBTQ2S+ symbol (e.g., a rainbow sticker or flag, a trans flag, or other symbols recognizing minority sexual and gender identities).	18%	12
Topics/discussions related LGBTQ2S+ inclusion have not come up in my class.	16%	11
Taught lesson(s) on an LGBTQ2S+ topic (e.g., Pride Parade, a story of an LGBTQ immigrant, gay straight alliances, a news story).	15%	10
Shared my own experience (e.g., as a relative, ally or LGBTQ2S+ individual).	10%	7
Other (please specify)	Responses	9% 6
Total Respondents: 67		

In terms of other comments, one mentioned resistance from a specific religious group (“It was hard to teach and there was a lot of resistance to the topic because of their religion.”). Another mentioned the importance of cohesive training for all staff:

“Cohesive training for all staff is important on this topic and agency supports are needed as well. Many teachers have indicated their hesitance in broaching this topic as the responses can be quite extreme from learners and they feel they have nowhere to turn when this happens. Will it be mandatory that a learner be exited from a program? Is there a counsellor that those people can talk with? How should one best scaffold and integrate this? More integrated and inclusive CLB level and topic materials need to be created as well so there is more direction and access. Teachers also need support in working through their own feelings and beliefs on this topic as having a teacher approach the topic that is unable to put aside their own beliefs is actually greatly destructive to the goal of normalizing and supporting LGBTQ2S+ allies and individuals.”

Question 13

Question 13 included a list of potential barriers to addressing LGBTQ2S+ inclusion. The biggest perceived barrier was the lack of time to develop resources on this topic (28%), followed by a lack of expertise and confidence (26%), not wanting to make students uncomfortable (25%), and not knowing where to find resources (24%).

A smaller percentage indicated that it wouldn't be relevant to their students (13%) or to their context (7%).

A number of respondents indicated that they were uncomfortable discussing the topic (7%) and that they did not wish to address the topic due to their religious or cultural beliefs (11%). Four percent indicated that they felt their organization would not support them in addressing the topic.

One quarter of respondents indicated that none of the listed items were barriers to addressing LGBTQ2S+ inclusion.

ANSWER CHOICES	RESPONSES
I do not have time to develop resources/lessons on this topic.	27.78% 20
I do not have the expertise to confidently address this topic.	26.39% 19
I do not want to make my students uncomfortable or provoke controversy.	25.00% 18
None of the above	25.00% 18
I do not know where to find relevant and suitable resources.	23.61% 17
It does not seem relevant to my learners.	12.50% 9
Because of my religious or cultural beliefs, this is not a topic I wish to address in class.	11.11% 8
Other (please specify) Responses	9.72% 7
It does not seem relevant to me in an ESL/LINC context.	6.94% 5
I am uncomfortable discussing this topic.	6.94% 5
My organization would not support me in addressing this topic.	4.17% 3
Total Respondents: 72	

In "Other comments", a number of people mentioned the idea that they treat everyone the same regardless of differences, and a couple of people mentioned their own discomfort with the LGBTQ "agenda", "platform", and/or curriculum, along with a discomfort with trying to "indoctrinate learners" or "change their minds."

Questions related to Technology

Responses to questions 14-17 informed the Technology and Online Learning section of the ATESL Best Practices.

Question 14

Instructors were asked which of the following technologies they and their learners had access to. In terms of technology in the classroom, a large majority indicated they had access to a learning platform (81%), laptops or computers in the classroom (79%), and a computer/projector in the classroom (73%). Some had a smartboard (42%), laptops or iPads that learners could borrow to use at home (32%), and iPads for use in the classroom (19%).

Regarding training, 37% indicated that training or orientation to the technologies was available.

Others listed Wi-Fi for students and teachers, email accounts for students and teachers, computer/phone for use in online volunteer sessions. A number of people mentioned the lack of access to technology for students, as well as a gap in the ability to provide training.

One person mentioned that their learners did not have appropriate devices to access current online classes, and another stated:

- “I can't even get speakers to use with my computer/projector in the classroom therefore the students can't watch and listen to anything I project. I've been asking for set of speakers for almost 3 years now. I had the same problem teaching in a different school using a different computer / projector unit, as well.”

ANSWER CHOICES	RESPONSES
Learning platform (e.g., Moodle, Google Classroom, Zoom)	81% 59
Laptops or computers in the classroom	79% 58
Computer/projector in the classroom	73% 53
Smart board	42% 31
Training/orientation to available technologies	37% 27
Laptops/iPads that learners can borrow to use at home	32% 23
iPads for use in the classroom	19% 14
Other (please specify) Responses	18% 13
Total Respondents: 73	

Question 15

Question 15 asked respondents about their current teaching situation. Most respondents indicated that they usually teach face-to-face, but were teaching on-line as a result of Covid-19 (53%). Only 8% were teaching face-to-face at the time of the survey. Some of the respondents usually teach online (20%), or usually teach blended/hybrid classes (20%). About one fifth of respondents were not instructors.

Question 16

This question asked respondents who were teaching online which of a selection of items were in place for them when teaching.

- Many indicated that they had sufficient equipment (49%) and ongoing technical support (46%). But 19% indicated that they had insufficient or no equipment, and 21% indicated insufficient or no ongoing technical support.
- Approximately 35% indicated that they had sufficient online materials to support their instruction, 47% indicated that they had some online materials, and 18% indicated that they had insufficient or no online materials.
- In terms of training and professional development enabling them to teach online, 39% indicated that they had sufficient training and 39% indicated they had some training. However, 22% indicated they had insufficient or no training.

- In terms of lead time to plan and set up online courses, 27% indicated that they had sufficient lead time and 36% indicated that they had some lead time. However, 36% indicated that they had insufficient or no lead time.

Other comments highlighted insufficiencies in resources, funding, time to create the content for online learning, and technical support for teachers and learners.

	SUFFICIENT	SOME	INSUFFICIENT	NONE	TOTAL	WEIGHTED AVERAGE
▼ The equipment needed to enable you to teach online	49.25% 33	31.34% 21	16.42% 11	2.99% 2	67	1.73
▼ Ongoing technical support	46.27% 31	32.84% 22	16.42% 11	4.48% 3	67	1.79
▼ Online materials to support your instruction	34.85% 23	46.97% 31	15.15% 10	3.03% 2	66	1.86
▼ Training and professional development to enable you to teach online	38.81% 26	38.81% 26	16.42% 11	5.97% 4	67	1.90
▼ Lead time to plan and set up your online courses	27.27% 18	36.36% 24	28.79% 19	7.58% 5	66	2.17

Question 17

Question 17 asked respondents what they thought should be addressed in a section related to technology for teaching and learning. Forty-three people responded. Responses were sorted into the following themes:

- Learner access to technology or the internet. Five comments addressed the lack of access, and one comment addressed the wide spectrum of technology available to learners.
- Developing learners' digital skills. Nine comments addressed learners' lack of digital skills and/or the importance of providing digital literacy training to learners.
- Effectiveness of online instruction (2)
- Online assessment (5)
- Resources. Eleven comments mentioned resources that were being used, or asked for input regarding resources (e.g., learning platforms, technologies, resources, websites, tutorials, apps).
 - What platforms are standard and how can we access resources to excel?
 - Technologies being used, Moodle, Voice Thread, Google Apps, BBU, Zoom, Canvas
 - sharing of materials among teachers

- free, on-demand resources
 - User friendly and commonly utilized websites. Simple and direct tips and instructions on how to use said websites FAQs
 - What is simple, effective and comfortable for teachers and students to use in online learning?
 - a list of the best tech teaching tutorials websites
 - a list of online teaching activities for each tool, such as what activities can us with loom, quizlet, padlet, vocaroo, google forms
 - a continuum illustrating which online tools are easiest to use to the most difficult for the learner
 - how to create an online sharing resource in your workplace; how to set it up so that it is user friendly
 - Moodle Preparation for Online Learning modules (developed by NorQuest) and NICO (Newcomer Intro to Classes Online) - TIES pilot 2020
- Training on the platforms. Five comments mentioned the importance of teacher training related to the learning platforms they were using.
 - PD/teaching strategies. Seven comments addressed the importance and content of professional development for those teaching online (support groups, cool tricks, techniques of online teaching, methods and standards).
 - Teaching load. Five comments addressed the idea that teachers needed help/time/resources to manage the increased workload related to online instruction.
 - Good practices. Ten comments identified good practices or topics that should be addressed in the best practices (e.g., how much independent work to assign, providing clear instructions, providing visual examples , teaching blended classes, teaching adults with technology, UDL, tutorials, lighting, ethics of online instruction, and more.)
 - Other comments addressed the lack of resources for instructors, supporting young adults who aren't disciplined enough to handle online classes, and managing the realities of life that are evident when students are learning online (e.g., children, multi-tasking, irregular hours).

Input on this question provided a starting point in the drafting of the *Technology and Online Learning* section of the ATESL Best Practices.

Question related to Rural/Non-profit organizations

Question 18

Question 18 asked those who teach in Rural Alberta or small non-profit organizations what we can do to ensure the updated BP document is relevant. Sixteen people responded. Responses were sorted into the following themes:

- Multi-level/Integrated classes. Five comments asked that the ATESL Best Practices would address multi-level classes, or classes where, for instance literacy and non-literacy learners were integrated, or classes were learners with disabilities were integrated into mainstream classes.

- Technology/online instruction. Six comments asked that the ATESL Best Practices address online instruction and technology needed.
- Rural content included in all curriculum (1)
- Orientation/Training/Support related to the Best practices (3) (e.g., a welcome package with the Best Practices to be given to new members, a Best Practices course, a contact person).
- Resources. Three comments addressed the importance of supporting and freely available resources.
- One person mentioned the need for the ATESL Best Practices to provide help with implementing the best practices. (e.g., “we do not have specialists on staff, and do not have knowledge, skills, or resources to accurately identify most of the issues present in our programs or have anyone we can realistically refer students with issues to, whether it's for trauma, disabilities, sexual identity/orientation, etc... A book full of best practices is not very useful if we can't realistically implement the best practices.”)
- Other comments included making the best practices more concise, including information about teachers assistants, addressing volunteers, and “more 21st century information”

Responses to this question influenced some of the supports that were included in the ATESL Best Practices (e.g., Vignettes, glosses, resources) and resulted in additional best practices being included, for instance, on multi-level classes and volunteer instructors.

Question related to the Updated ATESL Best Practices

Question 19

Question 19 asked respondents what else would make the ATESL BP a valuable or more valuable resource for them and/or their program. Twenty-five people responded. The responses were sorted according to the following themes/topics.

- Current Best Practices are valuable resource/Improve awareness of the best practices. Five responses mentioned that the 2009 document was a good resource and/or the idea that people needed to know about the resource (e.g., “I never knew it existed until this survey :O”; “Knowledge that it existed. I didn't even know there was such a document.”)
- Adding interactivity and training (e.g., review quizzes, videos of teachers, short summaries mailed out weekly, a wiki website rather than PDFs, clickable links, self-reflective protocols, easy access, regular updates, links to resources)
- Technology (weekly technology tips; technology sessions; cheat sheets for teachers related to apps and platforms; websites for teacher PD, privacy issues; recommendations for online/hybrid instruction)
- Sections/Topics to include. Respondents requested recommendations related to resources for teaching, resources for PD sessions, professionalism, multilevel classes, student evaluations, capacity building for small organizations, EAP, lesson/unit planning, what to do at the beginning of a semester, literacy, disabilities, class sizes, digital literacy integration, PBLA.
- Include IRCC in consultation process

Responses to this question informed decisions that were made in terms of how to build the website and develop a more interactive and engaging resource.