

# ACADEMIC EXCELLENCE

## NEWSLETTER

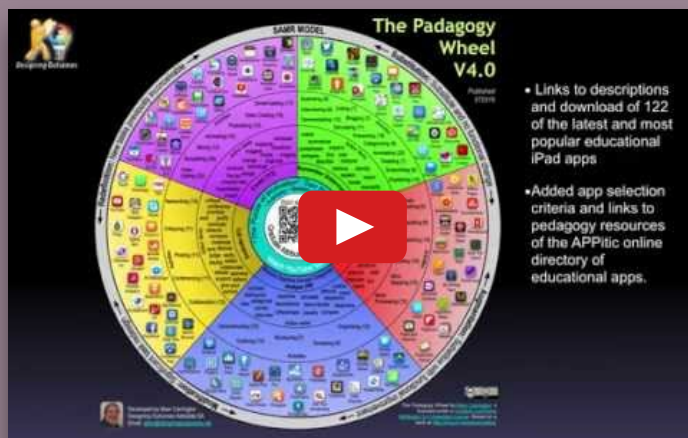
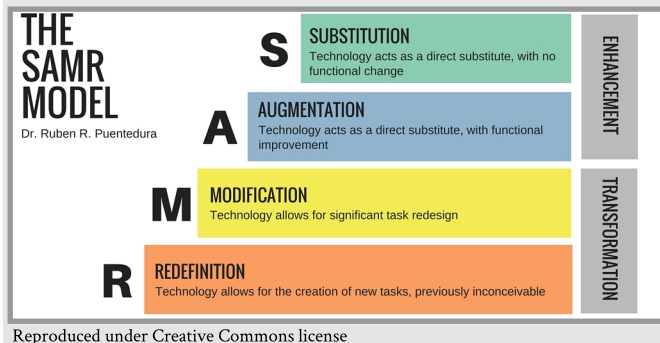
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M Bassyony-Cooper

### HIGHLIGHTS FROM FPDE ANNUAL CONFERENCE

#### Coming Full Circle: The Wheel of Pedagogy meets SAMR

SAMR, for those who do not know it, is a model for EdTech integration that defines the impact of technology on educational activities. Does introducing Padlet, for instance, simply **S**ubstitute paper notebooks? Or does it **A**ugment classroom tasks because it allows whole class sharing and feedback? Does the use of Coggle **M**odify a brainstorming activity? Does introducing technology, now a staple of teacher evaluation, truly **R**edefine tasks in a way that was previously not possible? Are all apps created equal?



The Wheel of Pedagogy was Allan Carrington's attempt in 2012 to map 62 iPad application on Bloom's Cognitive Taxonomy circle. Carrington was driven by a firm belief that technology should not be used for technology's sake and that the selection of applications for instructional purposes should be pedagogically justified. Eight years and four versions later, the Wheel of Pedagogy has 122 popular apps with criteria to help teachers mindfully select technology that motivates students and transforms tasks.

The innermost circle of the Wheel features the three filters of app utility, namely purpose, mastery, and autonomy. Carrington's 4.1 version links apps to five basic grids or filters -- the most interesting of those being Dr Ruben Puentedura's SAMR model and Bloom's Cognitive Domain Taxonomy.

### Beyond FPRDS: Rethink ➡ Reset ➡ Reboot



TeachingEnglish

#### Teacher evaluation: Global perspectives and their implications for English language teaching A literature review

Simon Borg



Teacher evaluation is, in essence, an attempt to quantify teacher quality. Capturing teacher quality is not an simple task considering the multiple roles teachers play and the multiple tasks they are expected to perform outside the classroom. Here are some highlights from a British Council 48-page report published in 2018 on teacher evaluation practices from a global ELT perspective.

#### DID YOU KNOW?

- ❑ Classroom observations are the most common way of evaluating teachers worldwide.
- ❑ Teaching performance alone is not an adequate indicator of teacher quality. Other important aspects of teacher professionalism are planning, contributions to institutional effectiveness, and collegiality.
- ❑ Teacher quality and teaching quality are not variations on the same concept. Teachers' observable performance may be undermined by contextual factors in a way that fails to reflect their true teaching competence.
- ❑ Awareness, understanding, engagement and integration are the four developmental stages identified by the British Council for Continuing Professional Development (CPD). The stage reflects on twelve key professional principles in ELT including managing resources, using multilingual approaches, and promoting 21st century skills.

#### Box 8: Observation tools

**Classroom Assessment Scoring System (CLASS)**  
The Classroom Assessment Scoring System is a tool for analysing the quality of teacher-student interactions in the classroom. It produces qualitative ratings of teacher performance on a scale of 1-7 across three broad domains: emotional support, classroom organization, and instructional support.

[www.worldbank.org/en/programs/ief-trust-fund/brnet/ie-the-classroom-assessment-scoring-system-class](http://www.worldbank.org/en/programs/ief-trust-fund/brnet/ie-the-classroom-assessment-scoring-system-class)

#### Framework for Teaching (FFT)

The Framework for Teaching (FFT) is a research-based protocol that divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: Planning and preparation (Domain 1), Classroom environment (Domain 2), Instruction (Domain 3), and Professional responsibilities (Domain 4).

[www.k12education.gatesfoundation.org/resources/donations-framework-for-teaching-for-classroom-observations/](http://www.k12education.gatesfoundation.org/resources/donations-framework-for-teaching-for-classroom-observations/)

#### The Protocol for Language Arts Teaching Observations (PLATO)

The Protocol for Language Arts Teaching Observations (PLATO) is a classroom observation protocol designed to capture features of English Language Arts (ELA) instruction. The PLATO protocol covers four instructional domains - Disciplinary demand of classroom talk and activity, Contextualizing and representing content, Instructional scaffolding, and Classroom environment - and 13 elements of instruction identified by research on adolescent literacy and effective instruction in ELA.

[www.platonic.stanford.edu/](http://www.platonic.stanford.edu/)

#### Stallings Classroom Snapshot

The Stallings classroom observation system, also known as the Stallings Classroom Snapshot, is a questionnaire and protocol for timed observations that produce quantitative data about interactions of teachers and students in classrooms. It collects information about:

- Teachers' use of time for instruction, classroom management, or off-task (out of the classroom or in the classroom in social interaction)
- Teachers' use of different learning activities: reading aloud, demonstration/lecture, discussion/question and answer, practice and drill, assignment/class work, copying
- Teachers' ability to keep students engaged

[www.worldbank.org/en/programs/ief-trust-fund/brnet/ie-the-stallings-classroom-snapshot](http://www.worldbank.org/en/programs/ief-trust-fund/brnet/ie-the-stallings-classroom-snapshot)

# All Equals in Academic Excellence

Whether you are a replicator, a practitioner or an expert facilitator, you have got an **eaquals** chance of finding inspiring ideas for your new development/appraisal cycle in this guide that was especially compiled for language teachers.

In 1991, when EAQUALS was established, the acronym stood for the European Association for Quality Language Services. Without relinquishing quality as its core, the name now stands for Evaluation and Accreditation of Quality Language Services. Since then, the company has grown to be a household name and a recognized stamp of quality in language education.

Eaquals' Framework for Teacher Training and Development (TD) is aligned with the European Profiling Grid (EPG) which defines a language teacher's core competencies. The detailed inventory of descriptors identify three distinct developmental stages for the language teacher and lists the knowledge and skills expected at each level. These levels are unrelated to workplace hierarchies or job titles. ELT supervisors, leaders, and teacher trainers can use the resource to assess teachers' competencies, and to set training goals. Experienced (stage 2/3) teachers can use it to hone in on specific areas of interest for developmental or research purposes.

Click for details

**Eaquals**  
Excellence in Language Education

## The Eaquals Framework for Language Teacher Training & Development



DIGITAL MEDIA					
Development Phase 1		Development Phase 2		Development Phase 3	
1.1	1.2	2.1	2.2	3.1	3.2
<ul style="list-style-type: none"> <li>Can use word-processing software to write a worksheet, following standard conventions</li> <li>Can search for potential teaching material on the internet</li> <li>Can download resources from websites</li> </ul>	<ul style="list-style-type: none"> <li>Can create lessons with downloaded texts, pictures, graphics, etc.</li> <li>Can organize computer files in logically ordered folders</li> </ul>	<ul style="list-style-type: none"> <li>Can use any standard Windows/Mac software, including media players</li> <li>Can recommend appropriate online materials to students and colleagues</li> <li>Can use a data projector for lessons involving the internet, a DVD, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can set and supervise on-line work for learners</li> <li>Can use software for handling images, video and sound files</li> </ul>	<ul style="list-style-type: none"> <li>Can train learners to select and use on-line exercises appropriate to their individual needs</li> <li>Can edit and adapt sound and video files</li> <li>Can show colleagues how to use new software and hardware</li> <li>Can coordinate project work with digital media (using a camera, the internet, social networks)</li> <li>Can troubleshoot most problems with classroom digital equipment</li> </ul>	<ul style="list-style-type: none"> <li>Can train learners to probably use any available classroom digital equipment (PPT, their mobiles, tablets etc.) for language learning</li> <li>Can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources</li> <li>Can design blended learning modules using a learning management system e.g. Moodle</li> </ul>



Eaquals International Conference 2020, Belfast, United Kingdom  
Thu, 2nd Apr 2020, 09:00 - Sat, 4th Apr 2020, 23:00 (GMT) at Europa Hotel

**"Practice doesn't make perfect. Perfect practice makes perfect."**  
Vince Lombardi



FPDE faculty, typically stages 2 and 3 teachers as per selection policies, can still find stimulating ideas for their relevant stage even under familiar descriptors.

Key Area	Descriptor 1: Planning Teaching and Learning	Descriptor 2: Teaching & Supporting Learning	Descriptor 3: Assessment of Learning	Descriptor 4: Language, Communication and Culture	Descriptor 5: Teacher as Professional
1: Learner needs & learning processes	Curriculum & the teaching and learning program (TLP) or syllabus	Resources & materials	Assessment & the curriculum	Using the target language effectively with learners	Self-assessment & teacher autonomy
2: Lesson aims & outcomes	Interacting with learners	Lesson management	Assessment and learning processes	Applying the principles of CEFR	Collaborative development
3: The lesson – tasks, activities and materials	Using digital media	Monitoring learning	Applying practical insights from linguistics and psycholinguistics	Exploratory teaching	Lesson observation
4: Learner autonomy					Professional conduct

## EXTERNAL ENGAGEMENT RULES WITH RAID

If you have enough time and interest to explore new professional challenges, then it is time to talk to Raid Jaber, the FP lead for External Engagement (EE).

Qatar University proudly encourages its faculty members to undertake what the university terms "external consultancy" as long as it does not interfere with their basic departmental duties and assignments. It is, in fact, QU considers such engagement a further tribute to the university's rigorous selection process of outstanding professionals in their relevant fields.

All paid work outside FP departments falls under External Engagement (EE) Regulations. A form needs to be filled to request FPDE approval. This applies to teaching at QU's Center for Continuing Education but is not required for presenting at CETL (formerly known as OFID).

Faculty can provide courses or other educational or testing services, which creates a positive impact on the university and on the wider professional community.

Here are seven FP rules for external engagement:

1. Instructors are expected to prioritize their commitment towards the Foundation Program over other professional engagements with other entities within or outside QU.
2. Instructors must not be engaged in more than six hours per week when teaching a course for the Continuing Education Office or three hours per week in any engagement outside QU.
3. Instructors must not commit themselves to more than one external engagement per semester.
4. Continuing Education courses will be assigned to interested instructors on a rotational basis.
5. After selecting instructors for Continuing Education courses, there is no guarantee that classes will not close or merge due to student registration numbers.
6. Any external engagement remains subject to the approval of FP management, based on QU policies and procedures.
7. Any conflicts of interest must be disclosed to FP.

