

# ACADEMIC EXCELLENCE

## NEWSLETTER

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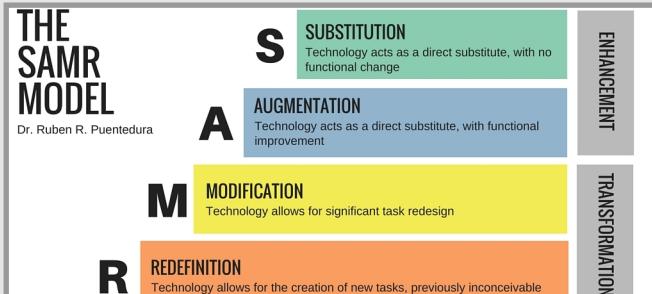
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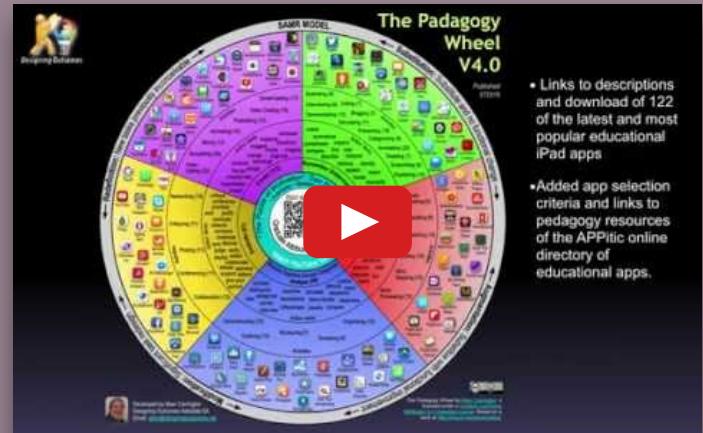
### HIGHLIGHTS FROM FPDE ANNUAL CONFERENCE

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

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



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The **Wheel of Padagogy** 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 Padagogy** 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 rating 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/seif-trust-fund/brief/the-classroom-assessment-scoring-system-class](http://www.worldbank.org/en/programs/seif-trust-fund/brief/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 management (Domain 2), Instruction (Domain 3), and Professional responsibility (Domain 4).

[www.education.gatesfoundation.org/resource/daniels-framework-for-teaching-for-classroom-observation](http://www.education.gatesfoundation.org/resource/daniels-framework-for-teaching-for-classroom-observation)

The Protocol for Language Arts Teaching Observations (PLATO)

The Protocol for Language Arts Teaching Observations (PLATO) is a research-based observation protocol designed to capture the features of effective Language Arts (ELA) instruction. The PLATO protocol covers four instructional domains – Disciplinary demand of classroom talk and activity; Contextualizing and connecting; and Engagement; and Classroom environment – and 13 elements of instruction identified by research on adolescent literacy and effective instruction in ELA.

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

Stalings Classroom Snapshot

The Stalings classroom observation system, also known as the Stalings Classroom Snapshot, is a questionnaire and protocol for timed observations that produce quantitative measures of teacher behavior and student behavior 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/questioning; practice; drill; assignment; class work; copying
- Teachers' ability to keep students engaged.

[www.worldbank.org/en/programs/seif-trust-fund/brief/the-stalings-classroom-snapshot](http://www.worldbank.org/en/programs/seif-trust-fund/brief/the-stalings-classroom-snapshot)

# All Eaquals 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 complied 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 heirarchies 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.

 <b>FPDE</b> faculty, typically stages 2 and 3 teachers as per selection policies, can still find stimulating ideas for their relevant stage even under familiar descriptors.																																																
<table border="1"> <thead> <tr> <th>Key Area</th> <th>Description 1: Planning, Teaching and Learning</th> <th>Description 2: Teaching &amp; Supporting Learning</th> <th>Description 3: Assessment of Learning</th> <th>Description 4: Language, Communication and Culture</th> <th>Description 5: Teacher as professional self-assessment &amp; teacher autonomy</th> </tr> </thead> <tbody> <tr> <td>1: Learner needs &amp; learning processes</td> <td>Identifying, planning and implementing appropriate learning experiences for learners.</td> <td>Teaching methodology</td> <td>Assessment &amp; the curriculum</td> <td>Language target language effectively with learners</td> <td>Teacher as professional self-assessment &amp; teacher autonomy</td> </tr> <tr> <td>2: Curriculum &amp; the teaching and learning program (TLP) or syllabus</td> <td>Non-negotiable communication with learners about what they will learn and how they will learn it.</td> <td></td> <td>Test types – selection, design and administration</td> <td>Applying the principles of CEFR</td> <td>Collaborative development</td> </tr> <tr> <td>3: Lesson aims &amp; outcomes</td> <td>Introducing with learners</td> <td>Using assessment on learning</td> <td>Giving sound language models &amp; guidance</td> <td>Language teaching</td> <td>Temporary teaching</td> </tr> <tr> <td>4: The lesson – tasks, activities and materials</td> <td>Lesson management</td> <td>Assessment and learning processes</td> <td>Handling relevant cultural issues as part of language learning</td> <td>Lesson observation</td> <td>Lesson observation</td> </tr> <tr> <td>5:</td> <td>Using digital media</td> <td></td> <td>Applying practical insights from linguistics and psycholinguistics</td> <td></td> <td>Professional conduct</td> </tr> <tr> <td>6:</td> <td>Monitoring learning</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7:</td> <td>Learner autonomy</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Key Area	Description 1: Planning, Teaching and Learning	Description 2: Teaching & Supporting Learning	Description 3: Assessment of Learning	Description 4: Language, Communication and Culture	Description 5: Teacher as professional self-assessment & teacher autonomy	1: Learner needs & learning processes	Identifying, planning and implementing appropriate learning experiences for learners.	Teaching methodology	Assessment & the curriculum	Language target language effectively with learners	Teacher as professional self-assessment & teacher autonomy	2: Curriculum & the teaching and learning program (TLP) or syllabus	Non-negotiable communication with learners about what they will learn and how they will learn it.		Test types – selection, design and administration	Applying the principles of CEFR	Collaborative development	3: Lesson aims & outcomes	Introducing with learners	Using assessment on learning	Giving sound language models & guidance	Language teaching	Temporary teaching	4: The lesson – tasks, activities and materials	Lesson management	Assessment and learning processes	Handling relevant cultural issues as part of language learning	Lesson observation	Lesson observation	5:	Using digital media		Applying practical insights from linguistics and psycholinguistics		Professional conduct	6:	Monitoring learning					7:	Learner autonomy				
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## 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.

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



<b>External Engagement Application Form</b>	<b>FJ External Engagement Application Form</b>
<input type="checkbox"/> I declare that the information contained in this application is true and correct to the best of my knowledge and belief.	<input type="checkbox"/> I declare that the information contained in this application is true and correct to the best of my knowledge and belief.
<small>Signature _____ Date _____</small>	