

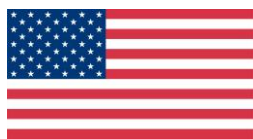
# TESOL Content Standards

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GUIDELINES FOR THE AE E-TEACHER PROGRAM



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## Introduction

These standards are intended to serve as guidelines for partners to ensure that courses meet the requirements and support the goals of the American English (AE) E-Teacher Program. The AE E-Teacher Program is a *standards-based* program, meaning that while topics and specific learning outcomes differ from course to course, all courses support the overall goals of the program.<sup>1</sup> These overall goals are what make the program a catalyst for sustainable professional development- not just a finite learning opportunity that terminates upon completion of the course.

The standards are divided into five (5) major categories, or domains: *Methods, Assessment, Culture, Instruction and Implementation, and Professionalism*. Each domain is further divided into one or more specific standards that describe course requirements and the rationale behind them.

These standards have been created to reflect the specific pedagogical and cultural needs of the AE E-Teacher program. Use of these standards does not preclude the use of other standards related to the field of TESOL, Applied Linguistics, instructional design, or online learning.

## What are TESOL Content Standards?

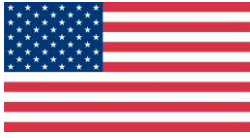
TESOL Content Standards are guidelines and recommendations for TESOL methodology content that should be incorporated into AE E-Teacher program courses, and how it should be presented and taught. Participants in the program are representative of underserved communities, where opportunities to engage in high-quality professional development are limited. The TESOL Content Standards reflect both the goals of the program and the needs of its participants.

## Assessment and Evaluation

A rubric is included for each standard. These rubrics contain performance indicators and are meant to serve as course assessment tools. The performance indicators are intended to provide guidance and examples, but are neither comprehensive nor exclusive.

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<sup>1</sup> Natalie Kuhlman and Bozana Knezevic, *The TESOL Guidelines for Developing EFL Professional Teaching Standards* (Alexandria, VA: TESOL Press, 2016), 4.



## Domain 1. Methods

Courses are built upon and centered around language teaching methods that are relevant to teachers around the globe, focus on real-world teaching scenarios, and emphasize student-centered learning. Methodology covered in the course is based on research in the fields of language acquisition and education.

### Standard 1. Current Methods

Courses incorporate language teaching methods that are learner-centered, communication-focused, and that encourage collaboration and critical thinking.

#### *Supporting Explanation*

AE E-Teacher courses are professional development opportunities for teachers around the globe. In addition to demonstrating practical applications, AE E-Teacher courses must incorporate current pedagogical theory and methods.

#### **Rubric for Standard 1. Current Methods**

| Performance Indicator   | Meets Standard   |
|---|--|
| Curriculum explicitly addresses critical thinking and analysis.                         | Course content and activities incorporate analysis, synthesis, and evaluation of a variety of input. Participants are required to create materials incorporating strategies for developing critical thinking in their teaching. <i>[Image 1]</i> |
| Learner-centered and collaborative teaching methods are explored throughout the course. | Course content and activities emphasize learner-centered classroom techniques and activities, and provide participants with guidance and practice in creating learner-centered lesson plans and activities. <i>[Image 1]</i>                     |



**Image 1: Example of curriculum that explicitly addresses critical thinking and analysis, and exploration of learner-centered and collaborative teaching methods.**


### Module 3, Task 6: Instructions for Mid-course Assignment

[This assignment is due at the end of next week.](#)

The aim of this task is to get you thinking about the structure of grammar presentation and practice stages. We are not after a perfect and final grammar lesson! Please consider this assignment as an opportunity to explore new ideas and take risks.

- 1) Select a grammar item you would like to focus on. You may continue working on the grammar item you chose in Modules 2 and 3, or select a new grammar item. If you need any help, or want to brainstorm ideas, please feel free to contact me.
- 2) Explore the item - use grammar books for students, grammar resource books, practice books, the internet.
- 3) Think about the following questions:
  - What kind of learning challenge does this item present for your students? How would you address that challenge?
  - How can you present the target grammar item in an effective way?
  - What kind of practice activities would help your students? Do these activities address the learning challenge?

Write down your ideas. Feel free to borrow ideas from the course resources and additional resources, **but please don't forget to reference the sources you used.**



["lesson plan"](#) by Terry Freedman via [Flickr](#) is licensed under [CC BY-NC-ND 2.0](#)

Source: Teaching Grammar Communicatively Course provided by World Learning



## Standard 2. Global Relevance and Adaptation

Courses emphasize strategies to adapt current language teaching methods to a variety of global teaching contexts. These strategies account for variation in language background, culture, gender, and access to technology.

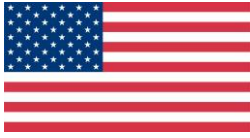
### *Supporting Explanation*

American English E-Teacher course participants come from a variety of professional and cultural backgrounds, and have diverse needs. For this reason, course content must be applicable to a wide variety of teaching contexts outside of the United States.

### Rubric for Standard 2. Global Relevance and Adaptation

| Performance Indicator  | Meets Standard   |
|--|--|
| Course content is adaptable to regional needs.   | Courses include a variety of pedagogical content so that participants are periodically exposed to content that is relevant to their teaching context. Strategies and practice are provided to help participants learn to adapt new teaching methods to their particular teaching context. <i>[Image 2]</i>   |
| Courses facilitate the creation of content that participants can use in their teaching environments. | Strategies for identifying and creating content that meets the specific needs of the participants' teaching environments are provided. Strategies for identifying content are accompanied by guided practice in creating content that meets the specific needs of the participants' teaching environments. Tools participants can use to help other teachers create content and share resources are provided. <i>[Image 2]</i> |







**Image 2: Example of course content that is adaptable to regional needs, and that facilitates the creation of content that participants can use in their teaching environments.**



## Critical Thinking Rubrics

In Week 2, we looked at multiple definitions of critical thinking. You have been practicing critical thinking in this course in writing about cultural experiences and responding to classmates. We have a sense of what critical thinking is, but how can we assess it in our students?

It's time to write the first draft of a rubric for measuring critical thinking in your students!

Here are two examples, to help give you some ideas:

[This one was designed for grade school children](#)  . This rubric is specifically about critical thinking.


[This one is a more general rubric that includes critical thinking.](#)   This rubric could be used for students as young as 12, but it is not written in language that would be easy for most students to comprehend.

Neither of these will not fit your situation exactly. You want to create a rubric that will fit your students, your context, and your ideas about what constitutes critical thinking. As you look over the models, ask yourself, Are the skills that they present important for my students? You may like some ideas but want to word things differently. In other cases, you may feel that there is no need to include an item in your rubric. Either of these are perfectly fine.

You also want to make sure that it is expressed in a way your students can understand. Some common strategies for this are:

- Use simple language, with words your students will understand.
  - Words like "Unsatisfactory" and "Competent" or "Below standard" and "At standard" are fine for more mature audiences. For younger learners, you may prefer frequency terms, such as "Still learning," "Sometimes," and "Almost always" or even pictures, such as one smiley face :) for one level, two smiles for the middle level, and three smiles for the highest level (Buck Institute of Education, 2013).
- Use first person "I." For example, "I speak and write in complete sentences." Writing in first person can make the statements easier for the reader to relate to.
- For your rubric, include at least 5 skills. These should be five or more skills that are part of critical thinking, and that your students should be able to do. Order them. The most basic skills should be listed first, followed by the most advanced skills.

So that everyone can share their ideas, you will put this in the "[Critical Thinking Rubrics](#)" discussion space, which is the next activity in this unit.



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Source: Integrating Critical Thinking Course provided by World Learning



## Domain 2. Culture

In addition to providing professional development opportunities, the AE E-Teacher program is a public diplomacy effort. AE E-Teacher courses must expose participants to relevant aspects of U.S. culture and the U.S. educational system.

### Standard 1. U.S. Culture and Education

Courses include useful information about U.S. culture and the U.S. educational system.

#### *Supporting Explanation*

Understanding the U.S. educational system will help participants establish a context for the course, better understand course and instructor expectations, and think critically about their own educational systems.

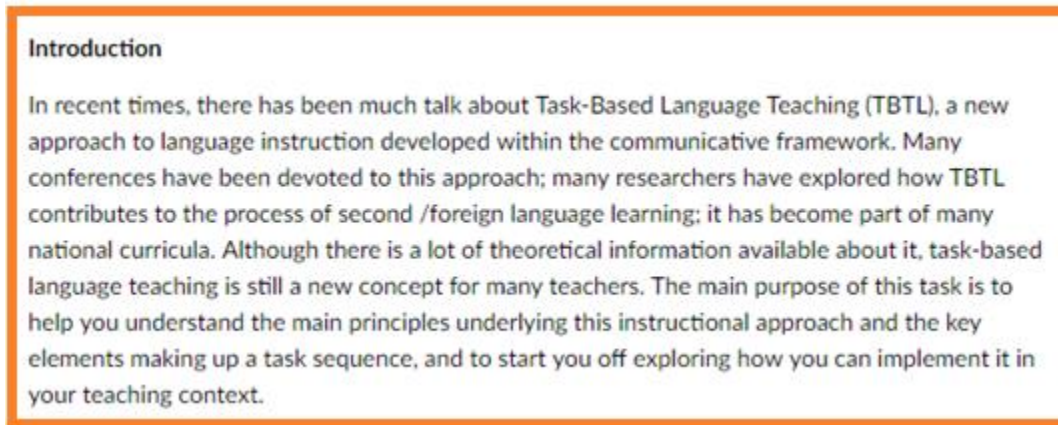
#### **Rubric for Standard 1. U.S. Culture and Education**

| Performance Indicator   | Meets Standard   |
|---|--|
| Course enhances participants' knowledge of U.S. society and culture.      | Course incorporates relevant information about U.S. culture and how culture affects language learning. Participants are required to think critically about U.S. culture and make comparisons with their own cultures. <i>[Image 3]</i>   |
| Course widens participants' understanding of the U.S. educational system. | Course incorporates relevant information about the U.S. educational system in relation to language learning and teacher professional development. Participants analyze various educational models (namely the U.S.'s and their own) and reflect on possible adaptations to bring international practices to their own teaching. <i>[Image 4]</i> |





**Image 3: Example of enhancing participants' knowledge of U.S. society and culture.**



Source: Teaching Grammar Communicatively Course provided by World Learning

**Image 4: Example of an assignment that widens participants' understanding of the U.S. educational system.**



Source: Teaching Grammar Communicatively Course provided by World Learning



## Standard 2. American English

AE E-Teacher courses thoughtfully integrate relevant U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA/A/L) *American English* resources into the curriculum. Participants gain familiarity with searching for and identifying appropriate *American English* resources, as well as other open educational resources (OER).

### *Supporting Explanation*

*American English* content has been carefully designed and curated to serve as cultural and pedagogical resources for non-native English speaking teachers (NNESTs). Courses may use *American English* resources to augment course methodology content, to incorporate American culture into courses, and to assist participants in gaining familiarity with the identification and use of OER.

### Rubric for Standard 2. American English

| Performance Indicator   | Meets Standard   |
|---|--|
| American English resources are incorporated into the course to support methodology content and provide contextual examples of course themes.                                  | Selected resources are topical, relevant, and a variety of resources are used. Selected resources are adapted to fit the participants and participants' audience. <i>[Image 5]</i>                                 |
| Participants gain literacy in searching for American English resources, identifying appropriate resources, and adapting selected resources for use in their teaching context. | Assignments require participants to search for American English resources. Assignments require participants to modify American English resources in order to fit their specific teaching context. <i>[Image 6]</i> |




**Image 5: Example of American English resources incorporated into the course to support methodology content and provide contextual examples of course themes.**

Your next assignment for this course is to read the first five pages of the article "[Raising Cultural Awareness in the English Language Classroom](#)" by Jerrold Frank. This article was published in 2013 in [The English Teaching Forum](#), a professional journal for English Teachers, which is run by The Bureau of Educational and Cultural Affairs, U.S. Department of State. Besides excellent articles on teaching, the journal and website are rich resources for EFL lesson plan ideas. In Unit 5 you will have the opportunity to choose a lesson idea that looks particularly promising to you and explore how you can adapt it to your local context.

"[Raising Cultural Awareness in the English Language Classroom](#)" touches on some of the ideas we have already discussed and adds in many other important concepts that will help you find powerful and appropriate ways to include culture and critical thinking in your EFL classes.

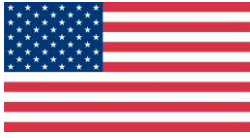
For this class, you only have to read the first five pages (plus one sentence more) of the article. The article begins on page 2 of the journal. Read all of pages 2 - 6, plus the two first lines on page 7 (it ends with "Strategies for doing that are described below.")

After you finish reading, you will take a comprehension check quiz.



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Source: Integrating Critical Thinking Course provided by World Learning



**Image 6: Example of an assignment that promotes literacy in searching for American English resources, identifying appropriate resources, and adapting selected resources for use in participants' teaching contexts.**

Prof. Chapelle mentioned several reading resources in her lecture. In this activity, you have the opportunity to explore these websites so you can become more familiar with them and decide if they would work in your teaching context.

For each of these resources, please follow the steps indicated.

- **Voice of America (VOA) News:**

This up-to-date website includes news stories from the U.S. and around the world as well as stories about science, health, culture, and many more topics. Visit the website and explore the available stories while thinking about how you may integrate them into a reading lesson. <http://www.voanews.com/> ↗

- **American Teens Talk:**

This collection of interviews with American high school students is available in written format and in audio format. Read 3-5 of the interviews and listen to the audio. Think about how you might be able to pick out a few aspects the students discuss to use as starting point for a reading lesson. <https://americanenglish.state.gov/resources/american-teens-talk> ↗  
Also spend some time exploring the reading resources on the American English Four Skills resources page at <https://americanenglish.state.gov/four-skills-resources> ↗

- **Project Gutenberg:**

You have access to 53000 free ebooks. Search for specific books or look at the [most popular books in terms of the number of downloads](#) ↗ and take notes on which ones you might be able to use in the classroom. <https://www.gutenberg.org/> ↗

*Source: Educational Technology Course provided by Iowa State University*





### Standard 3. Intercultural Competence

Content and communication are appropriate and effective.

#### *Supporting Explanation*

Participants in the AE E-Teacher program come from a variety of cultural and educational contexts. In order to realize this aspect of the program, courses and course instructors must be flexible in terms of material selection and adaptation, as well as the context through which information is presented.

#### **Rubric for Standard 3. Intercultural Competence**

| <b>Performance Indicator</b>                           | <b>Meets Standard</b>   |
|--|---|
| Courses are culturally accessible to all participants. | A variety of contextual examples are provided to include many different environments and cultures. <i>[Image 7]</i>   |
| Participants are utilized as cultural resources.       | Participants are prompted to analyze and discuss the ways in which culture(s) affect language learning where they teach. Participants create resources or guidelines for their regional colleagues to aid in materials/methods adaptation. <i>[Images 7, 8]</i> |




**Image 7: Example of a culturally accessible assignment, that also utilizes participants as cultural resources.**

### Different Context, Different Meaning

Dec 8, 2016 at 2:13pm

43 44



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**The number 8** is considered a lucky number in Chinese culture because it sounds like the Chinese word meaning "to generate wealth." The number 8 has no such connotation in some other countries however. In the United States, it is 7, not 8, that is considered a lucky number. Reasons given for this include that there are 7 days in a week, 7 colors in the rainbow, 7 notes on a musical scale, 7 seas and 7 continents.

**Can you think of something that has one meaning in one culture but another meaning in another culture?** This might be an object, a gesture, or a practice -- anything that has different meanings in different context. Tell us about it!

Since many people may think of the same example, you won't see your classmates' responses until you have posted.

Performance indicator demonstrated: Courses are culturally accessible to all participants.





**Image 8: Example of an assignment that utilizes participants as cultural resources.**

We need to understand our students in order to know what they need to learn and how to teach that to them. For this exercise, you will learn more about your students as cultural beings. This is what you need to do:



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1) Create a plan to gather information about your learners as cultural beings. You should find out something new about your learners, using one or more of the activities that we have done together. This could include

A writing task using the [Identities Wheel](#)

The "iceburg" activity described in Frank's ["Raising Cultural Awareness in the English Language Classroom"](#) (see diagram on last page of the article)

A writing task where they write about a [cultural "bump"](#)

You can either design a classroom activity for learning about your students or you can "interview" 2-3 different learners. Think of the activity that you do as a door into your students' world.

2) **Post here your plan** for what you will do.

3) Then, carry out your plan! We will discuss our findings next week.

Source: Critical Thinking Course provided by World Learning



## Domain 3. Instruction and Implementation

Courses designed for the AE E-Teacher program foster critical thinking and maximize participation.

### Standard 1. Learner-Centered Instruction

Learners should be supported in group and independent work and encouraged to think creatively.

#### *Supporting Explanation*

Learner-centered instruction fosters autonomous learning and a sense of ownership over the learning experience, resulting in higher participation and more collaboration between participants.<sup>2</sup>

#### Rubric for Standard 1. Learner-Centered Instruction

| Performance Indicator  | Meets Standard  |
|--|---|
| Courses are designed to maximize opportunities for learner-centered instruction. | Course activities include group and pair work and are structured so that the instructor acts as a facilitator, providing tools which encourage participants to draw their own conclusions and negotiate meaning and understanding. <i>[Image 9]</i> |

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<sup>2</sup> Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (White Plains, NY: Pearson Long, 2007), 52.

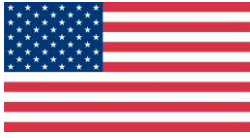


**Image 9: Example of an opportunity for learner-centered instruction.**

For this assignment, you can experience the process of collaborative writing by working with your group. The assignment is to compose a letter to the Bureau of Cultural Affairs in the United States Department of State, the hosts for your online course. With your group, you should decide on the purpose of the letter (e.g., thank, complain, explain, request...). You can choose a combination of purposes, too. Your letter should meet the following specifications:

- 1) Correct formatting for a letter in English (e.g., date, salutation, closing...)
- 2) A clear statement of the purpose of the letter in the first paragraph
- 3) Some details supporting the main purpose that come from each of the places of the writers
- 4) Evidence of appropriate register and careful proofreading

*Source: Educational Technology Course provided by Iowa State University*



## Domain 4. Assessment

Courses employ systematic assessment in order to evaluate participants' familiarity with content, monitor course progress, adjust instruction and materials, and measure learning outcomes. Assessment should be ongoing and inform the pace of the course, adjustments to instruction and instructional materials, and the curriculum as a whole.

### Standard 1. Diagnostic Assessment

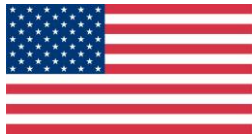
Prior knowledge of and experience with course topic is measured at the beginning of the course.

#### *Supporting Explanation*

Diagnostic assessment provides course instructors and facilitators with information about participants' background knowledge and experience. This information should be used to frame instruction and decisions regarding the use of course materials, and to realistically pace the order and completion of course objectives. Diagnostic assessment should also be used to identify the need for differentiated instruction.

#### **Rubric for Standard 1. Diagnostic Assessment**

| <b>Performance Indicator</b>  | <b>Meets Standard</b>  |
|---|--|
| Prior knowledge is not assumed.   | Courses are framed with the assumption that participants have little to no technical knowledge of the course topic. <i>[Image 10]</i>  |
| Prior knowledge assessed, but not graded, at the beginning of the course. | Diagnostic assessment results are used to frame the discussions and teacher-learner feedback, pace the execution of course objectives, and differentiate instruction according to participants' background knowledge and language level. <i>[Image 11]</i> |



**Image 10: Example of introductory information, assuming no prior participant knowledge.**

## 1 Introduction

Task aims: To analyze the term 'grammar teaching,' and

To explore the impact of grammar teaching legacy on current grammar teaching practices

In this task, you will read a brief history of grammar teaching. The history IS NOT comprehensive. We'll be focusing on three methods that are either widely used, talked about a lot, and/or still have influence in modern teaching practice.

Each method is represented through a short text, illustrations, and a video. *You may be selective in reading* - devote more time to the parts that interest you, and only skim through the content that you are familiar with.

You are encouraged to take notes while reading. Please write down everything you find important. Your notes will help you to complete the quiz.

## 2 Grammar-translation

Grammar-translation was the most common way of learning languages for hundreds of years. Students studied the grammar of sentences in the target language. They translated them into their own language – or the other way around.

In a typical grammar-translation class, the teacher uses the students' mother tongue most of the time. In a typical grammar translation lesson, grammar is taught deductively: the teacher presents the grammar rules, provides long and detailed explanations and gives examples (usually a list of isolated sentences), students study the rules and practice grammar through translation exercises. A lot of attention is paid to reading and writing; little attention is paid to speaking and listening. Most of the interaction is from the teacher to the student; there is very little student-student interaction. The ultimate goal is to achieve accuracy, that is, to produce grammatically correct sentences.

Grammar-translation became unpopular because students translated written sentences, knew grammar rules perfectly, but were not able to communicate in the target language. However, it is clear that asking students to translate into and out of their language and English can teach them a lot about the similarities and differences between the two languages.

**Sample activity:**

GRAMMAR TRANSLATION METHOD



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Source: Teaching Grammar Communicatively Course provided by World Learning



Image 11: Example of ungraded assessment of prior knowledge at the beginning of a course.

Question 13

0 pts

Describe how you use technology in your teaching either in class or preparing for class.

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Question 14

0 pts

Do you use social media (e.g., Twitter, Facebook, etc.) in your teaching?  
If yes, how?

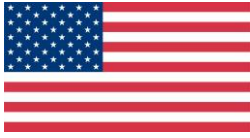
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## Standard 2. Formative Assessment

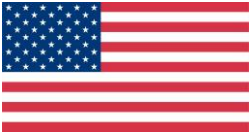
Participants are continuously assessed, both formally and informally, through monitoring of course activities, observation of peer-to-peer interaction, and evaluation of assignments.

### *Supporting Explanation*

Ongoing assessment provides information about participants' levels and rate of progress towards achieving learning outcomes. This information is used to modify instruction or course materials accordingly, even while the course is in progress.

### **Rubric for Standard 2. Formative Assessment**

| <b>Performance Indicator</b>   | <b>Meets Standard</b>   |
|--|---|
| Learners are regularly given formal and informal opportunities to demonstrate progress towards achieving outcomes. | Assessment activities are task-based and communicative. Participants have many opportunities to collaborate with peers and share their understanding and interpretation of course themes. <i>[Image 12]</i>   |
| Course instructors assess learners' performance continuously through these opportunities.                          | Assignments are evaluated and activities and discussion boards are monitored for common themes and errors. Common themes and errors are systematically recorded, as is improvement.   |
| Formative assessment results are used to modify the remainder of the course.                                       | Course instructor gives individual feedback and also addresses common themes and errors to the class. Results of formative assessments inform course instructors of any possible gap between learners' levels and learners' expected levels; Course instructor adjusts pace of instruction. <i>[Image 13]</i> |



**Image 12: Example of a formal opportunity to demonstrate progress towards achieving outcomes.**

It's time to apply what you have learned so far! In Task 3, you will practice planning an effective grammar presentation together with your colleagues and the instructor. If you can, I highly recommend that you be actively involved in this task: it has been designed to help you prepare the mid-course assignment.

1. Choose one grammar structure that either presents a challenge for your students, or a structure that may challenge your teaching. Identify potential learning challenges for your students (form, meaning and /or use) and outline briefly how you may deal with the structure in class. Try to include some techniques and approaches you are less familiar with. Post your ideas in [the discussion forum](#).

2. Read your peers' postings and use "[Peer Evaluation Rubric](#)"   to comment on at least one of them.

*Source: Teaching Grammar Communicatively Course provided by World Learning*



**Image 13: Example of formative assessment results, used to modify the remainder of the course.**

**Task 5** was focusing on specific plans in the near future.

I noticed that many of you are planning to quit the habit of over explaining during the presentation stage of a lesson, and thus allow more talking/thinking/practice time to students. I support this idea whole-heartedly, and would like to mention that it is a skill a lot of teachers throughout the world are working on. If you put 'teacher talk time' into a search engine, you will see a number of articles and blog posts on this topic. For example, this one called '[English Teachers, are you talking too much in class?](#)' by [Declan Cooley](#) on British Council website.

A small tip: when planning your future lessons or activities (on the course and beyond, on grammar and for other skills), ask yourself: 'How can I talk less here?' This will 'automatically' bring you to the other question: 'How can my students talk/think/do more here?' Now, Module 5 and other remaining parts of the course will be adding ideas to your 'bank', and your job will be reflecting on the context you are in and the learners you work with.

Among other things to quit I found 'teaching rules explicitly', 'using grammar-translation method', etc. A lot of people mentioned active/engaging practice activities as something to start doing, making sure there is variety and meaning, purpose and focus in those tasks for students. Form, meaning and use were a part of each posting in this task, which means your lessons are going to be very thoughtfully planned. Good luck with these experiments, and hope to read about them in your new postings.

*Source: Teaching Grammar Communicatively Course provided by World Learning*



### Standard 3. Summative Assessment

Summative Assessment occurs at the end of the course and provides an opportunity for participants to demonstrate the knowledge they have gained since the beginning of the course.

#### *Supporting Explanation*

Post-course assessment will vary in format depending on the nature of the course, but should provide participants with a meaningful opportunity to apply what they have learned. The production of usable teaching materials which reflect the methods and knowledge acquired during the course demonstrates knowledge gain, and is an indicator of the effectiveness of the course.

#### **Rubric for Standard 3. Summative Assessment**

| <b>Performance Indicator</b>  | <b>Meets Standard</b>   |
|---|---|
| The course concludes with a culminating assessment.                               | Basic methods of assessing knowledge gain, such as comprehension questions, are used for summative assessment. The design of the post-course assessment allows participants to demonstrate knowledge gain in the most realistic way possible under the circumstances (e.g., submission of lesson plans, teaching demonstrations, learner guides). The product of the post-course assessment can be used in the participants' teaching environments after course completion. |
| The results of summative assessment are used to inform changes to future courses. | Results of participants' performance are systematically recorded and evaluated. Recorded and evaluated results are used to modify the curriculum for future offerings of the course.  |



**Image 14: Example of a culminating assessment that requires participants to create an action plan to disseminate newly acquired knowledge.**

**It's time to outline your cascading action plan. Choose one of the options below.**

**Option 1: Three-part Action Plan**

|   |
|---|
| What's a <b>BIG</b> change in the teaching of culture that you'd like to see happening in your school, district or region? What can you do to make it happen?   |
| What are <i>small</i> changes in the teaching of culture that you'd like to see happening in your school? What can you do initiate and support these changes? How can you make them catch on with other teachers?                       |
| What's the first cascading idea / activity that you are going to try after the course ends? (Maybe you've already tried some, but what will you do toward your goals after the course ends?) Next, explain why you chose that activity. |

**Option 2:** If you prefer a prose style, write down how you intend to cascade course ideas and give a rationale for your choice (200-250 words). You have to convince us that your action plan is realistic and that it will work in practice.

*Source: Integrating Critical Thinking Course provided by World Learning*





**Image 15: Example of the results of summative assessment used to inform changes to future courses, as noted in a final delivery report.**

In the final diagnostic, over 90% of Participants agreed or strongly agreed with the statement, "I have a lot of ideas about professional development activities that I can do with other EFL professionals in my area." Additionally, 100% of responding Participants stated in the final diagnostic the course has made it more likely they will look for opportunities to share lesson ideas with other EFL professionals (either locally or globally).

Getting into specifics about how she might cascade knowledge from the course into her own classes, a Participant from India wrote, "This Course has several ideas on how to integrate critical thinking on culture into the teaching-learning of language classroom that I intend to deploy in my classes. For one, I have begun to think how to make the segments on culture, intercultural competence etc. in the Masters' courses that I offer more activity-based, so that students work out these ideas through discussions/quick projects. Instead of merely reading alone what 'experts' from ELT say about it, students can then grapple with ideas more consciously and actively. The discussion and interpretation segment, the wheel of identities or iceberg activity, for instance, can be very useful and creative ways to make such discussions immediate and therefore much more pertinent. In other words, such activities can make the 'theory' part much more relatable, more 'thick.'"

Some additional ideas Participants stated in group discussions they'd be interested in pursuing included starting a Facebook (or other social networking) group, chatting with colleagues, re-designing or rethinking certain aspects of their own courses, adding a critical thinking dimension to activities they already use in class, including more projects related to culture in the courses they teach, having students present cultural points from culture they are learning about in other courses, focusing more on countries and cultures other than the US and the UK, acting as a mentor or advisor, and using rubrics (or making another attempt to use them), and running workshops for colleagues.

The idea of running workshops was very popular and Participants expressed great willingness coupled with a little trepidation to undertake this. Many Participants shared their ideas on how to make sure the workshops would be successful by focusing on interaction and keeping the sessions interesting and also by conducting needs analyses on the workshop Participants.

*Source: Integrating Critical Thinking Skills Course final delivery report provided by World Learning*





## Domain 5. Professional Development

Professional development in the context of the AE E-Teacher program consists not only of the acquisition of new knowledge and practicing of new skills, but also the ability to collaborate and share new knowledge with colleagues.

### Standard 1. Cascading New Knowledge

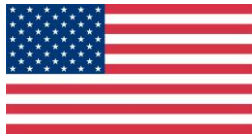
Course participants will be prepared to train others to implement the skills and knowledge they gain in AE E-Teacher courses.

#### *Supporting Explanation*

This Standard enforces one of the AE E-Teacher program's core goals: that participants become agents of change by sharing the knowledge they gain from participating in the program with their colleagues. Cascading New Knowledge contributes to the program's multiplier effect.

#### **Rubric for Standard 1. Cascading New Knowledge**

| <b>Performance Indicator</b>  | <b>Meets Standard</b>  |
|---|--|
| Project-based design is used to embed aspects of the Cascading New Knowledge requirement throughout the course. | The Cascading New Knowledge module introduces course participants to theories related to teacher training and professional development. The Cascading New Knowledge Module provides a variety of formats and examples through which newly acquired knowledge can be shared, with suggestions for which format might fit different teaching environments. <i>[Image 16]</i> |
| An Action Plan is required as a culminating product.  | Participants receive personalized feedback on their Action Plans and are referred to further resources available on the AE E-Teacher Portal. <i>[Image 14]</i>   |



**Image 16: Example of project-based design used to embed aspects of Cascading New Knowledge.**

Like a healthy attitude, good teaching ideas are also contagious. You have a unique opportunity to become an innovation carrier in your institution or region if you get involved in *cascading activities* with your colleagues.

*Cascading* can take many shapes and forms. In this activity, we are going to explore what you can do in your teaching context to develop yourself and your teaching AND at the same time make good teaching contagious.

Below is a list of things you can do in collaboration with your peer teachers in order to spread some teaching ideas and insights from this course. Read through the list and choose up to three activities which are of particular interest to you and which you think may be effective in your teaching context.

*Cascading* can take many shapes and forms. In this activity, we are going to explore what you can do in your teaching context to develop yourself and your teaching AND at the same time make good teaching contagious.

Below are a number of ideas for cascading activities. Consider which of these you might be interested in:

#### Option 1 – Work with a colleague

- Talk about an idea /concept from the course and make my colleague excited about it
- Teach a new activity, collect feedback from students and show all of these to my colleague
- Invite a colleague to come and observe me teaching an innovative activity
- Prepare an innovative lesson and invite a colleague to co-teach it with me
- Be a guest teacher in my colleague's class
- Prepare an article to publish in the English Teaching Forum
- .... (add your own idea)

#### Option 2 – Work with other colleagues in my school /district /region country

- Create a sharing board in the staff room – start by putting up on the board something you would like to share with your colleagues. Encourage others to do the same.
- Start a teaching innovation club in your school /district – set up informal meetings for teachers to come and share their success stories and /or new teaching ideas and /or things they have read. You can lead the way by sharing some of the course materials and leading discussions
- Online sharing – start a blog or Facebook group and share how you have implemented course learnings Run a model lesson based on the course materials
- .....(add your own ideas)



"Cascade" by Nicolas Loison via [Flicker](#) is licensed under CC BY-NC-ND 2.0

Source: Integrating Critical Thinking Course Provided by World Learning



## Glossary of Terms

**adaptation** A work based on one or more preexisting works.

**assessment** Evaluation methods used to measure knowledge/skill gain.

**copyright** The exclusive legal rights, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.

**domain** The categories into which the AE E-Teacher Program TESOL Standards are divided.

**formative assessment** Continuous and often informal assessment of learners through classroom activities, observation of peer-to-peer interaction, or evaluation of assignments. This type of assessment is used to inform instruction and course pace.

**learning outcomes** Explain what skills or knowledge course participants will have gained by the completion of their AE E-Teacher course. Learning outcomes should be clear, measurable, and achievable.

**learner-centered instruction/student-centered learning** A teaching approach that focuses on learners' goals and fostering learner autonomy. In learner-centered classrooms, the teacher's role is that of a facilitator, allowing students take ownership over their learning by solving problems creatively and negotiating meaning between peers.

**open educational resources (OER)** Teaching or learning materials which can be legally shared (usually licensed under Creative Commons copyright), and are free and accessible to the public.

**performance indicators** Used to describe the instruction and approach that will demonstrate that a course meets standards.

**project-based learning** Learning that takes place not simply through activities and exercise, but through meaningful creation of a product that demonstrates knowledge gain.

**rubric** An assessment tool used to describe varying levels of quality of the evaluation criteria.

**standards** "Benchmarks for accountability that teachers, students, or programs will attain" (TESOL 2015).

**summative assessment** An evaluation of learners' overall knowledge gain, typically at the end of a course (Brown and Abeywickrama 2010).



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