MINISTRY OF EDUCATION
ELT GENERAL SUPERVISION
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GUIDELINES PAMPHLET
for the nominees for
the position of
HEAD OF ELT DEPARTMENT
Assessment and Evaluation

Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods (Jabbarifar, 2009). Through using appropriate classroom assessment strategies and techniques (Jabbarifar, 2009), teachers can increase their students' motivation and show them how well they have learned the language.

**Definition of Evaluation**

Evaluation is the systematic exploration and judgement of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources (Rogers and Smith, 2006). Evaluation in teaching English language is not only an important part of educational process but also an integral part of our everyday life. It occurs at one moment in time and involves both quantitative and qualitative analysis of information. It appraises the strengths and weaknesses of programmes, policies, personnel, outcomes, and organizations to improve their effectiveness.

**Evaluation is a process that includes five basic components**

1) Articulating the purpose of the educational system.
2) Identifying and collecting relevant information.
3) Having ideas that are valuable and useful to learners in their lives and professions.
4) Analysing and interpreting information for learners.
5) Classroom management or classroom decision making. (Jabbarifar, 2009)

**Purposes for evaluation**

First, it can be used to explain and confirm existing procedures, to obtain feedback about classroom practice. A second motivation for evaluation can be to gain information and bring about innovation or change (Jabbarifar, 2009).

**General functions of evaluation**

1- **Informative function of evaluation**

Evaluation has an informative function that brings information about pupils' results. Evaluation also serves as a control of the educational process to check whether the educational aims have been reached and determining the level and quality of his teaching.

2- **Formative function of evaluation**

Evaluation also has a formative function that influences and forms the future performance
of pupils and the development of pupils’ personality and also the future planning and teaching of teachers. This means that educators should try to utilize the given information to support future effective learning of the pupil.

3- **Summative function of evaluation**

The function of summative evaluation is to somehow sums up what was done and achieved. It measures what was done in the process of teaching and learning and provide useful information for future teaching or learning. The evaluator has to go through what was done and thus summarize it before drawing any conclusion (Matějková, 2008).

**The role of testing in evaluation**

Testing is closely tied to evaluation. Tests of some sort play a role in virtually all educational program evaluations; indeed, too often an "evaluation" is no more than a hasty analysis of whether test scores rose.

**What is a test?**

A test is defined as a systematic procedure for measuring a sample of behaviour. The phrase "systematic procedure" indicates that a test is constructed, administered and scored according to predetermined rules. It also indicates that test items are chosen to fit the test specifications, and the same items are administered to all persons who share the same time limits.

**Value of testing**

1- Collecting information about where students are in their learning to decide what should be covered next.
2- Deciding whether teaching is effective or not (Assessment of teaching)
3- Highlighting what needs to be reviewed. (Which parts need to be revised)
4- Giving pupils a sense of achievement (What they know / What they should know)
5- Giving pupils a learning opportunity after what has been done. (The test is a review in itself)
6- Assessing pupils’ strengths and weaknesses indicating which skills pupils are good at and which ones they need more practice on.
7- Giving feedback to parents, other teachers, the school, the principal …… to all who matter.
8- Discovering what pupils have already learned and what they still need to learn.
9- Deciding what to teach next and which methods should be used (Ramadan, 2011).

**Types of tests**

Tests may be divided into many types:

**A) In terms of technique:**

**1-Subjective Tests:**

These tests take the form of writing sentences, paragraphs or essays. In subjective tests, it usually happens that different scores are given to the same question.

✔ **Types of Subjective Tests:**
1. Short-answers.
2. Extended-response.
3. Problem solving.
4. Performance test items.

2-Objective Tests:
The grading of this test is independent of the person marking the tests because these tests have definite answers, which have no room for subjectivity in grading.

- Types of objective Tests:
  1. Multiple choice tests.
  2. True or False Tests.

B) In terms of what they are intended to measure:

1. Placement test:
It is designed and used to place new students in the right class in a school. It assesses students’ productive and receptive skills in relation to a previously agreed system of levels.

2. Diagnostic test:
It is used to discover student problems, difficulties or deficiencies in a course. We use this type of tests to know students’ strengths and weaknesses so as to be able to do something about them.

3. Progress/Achievement test:
It is designed to measure students’ language and their skills progress in relation to the syllabus they have been following. This type is directly related to language courses and done during the course.

4. Final Progress/Achievement test:
It is done at the end of the course to measure students’ achievement of the course objectives or goals.

5. Proficiency test:
It is designed to measure students’ knowledge and ability in a language. It is not necessarily based on certain courses that students may have previously taken. Most students take this type of tests to admit to a foreign university, get a job or obtain some kind of certificate.

6. Aptitude test:
It is designed to discover whether a student has a talent or basic ability for learning a new language or not. (Ramadan, 2014)

C) In term of function:

1-Norm- Referenced Test:
Such tests place the student in a rank order. i.e. it tells the examiner how a student has performed compared with his classmates

2-Criterion- Referenced Tests:
These tests tell the examiner whether the student has achieved the desired objectives or not, regardless of other students’ standards. The purpose of this kind of testing is to classify students according to whether they are able to perform some tasks satisfactorily. (“What Is A Test,” 2019)

Characteristics of a good test
A good test is characterized by the following qualities:

1- Validity:
A valid test measures what is ought to be tested.

2- Reliability:
A reliable test should provide consistency in measuring the items being evaluated. In other words, if the same test is given twice to the same students, it should produce almost the same results.

3- Practicality:
A practical test ought to be easy to administer and scored without wasting too much time or effort.

4- Comprehensiveness:
A comprehensive test should cover all the items that have been taught.

5- Relevance:
The test is relevant when it measures reasonably the desired objectives.

6- Discrimination:
A discriminative test should distinguish between different levels of students. (Individual differences)

7- Clarity:
It is necessary that the questions should be clear so that the students can comprehend exactly what the teacher wants them to do.

8- Balance:
A well-balanced test should examine both linguistic and communicative competences.

9- Authenticity:
The language of the test should emphasize the everyday interaction.

10- Difficulty:
The question must neither be too hard nor too easy. The questions should progress from easy to difficult so as to reduce stress and tension especially on the part of the struggling students. (El-Enany, 2016)
Assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood (Anandan, 2017). Assessments are systematic methods of gathering data under standardized conditions and reaching a conclusion regarding the knowledge, qualification and potential of a learner. Assessment is an on-going process aimed at improving student learning, programs, and services that involves a process of:

- Publicly sharing expectations
- Defining criteria and standards for quality
- Gathering, analysing, and interpreting evidence about how well performance matches the criteria
- Using the results to documents, explain, and improve performance

Classroom assessment provides feedback on the effectiveness of instruction and gives students a measure of their progress. Two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.

Assessment is a process that includes four basic components

1) Measuring improvement over time.
2) Motivating students to study.
3) Evaluating the teaching methods.
4) Ranking the students' capabilities in relation to the whole group evaluation.

Assessment of an individual student’s progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning (Jabbarifar, 2009).

Competence Based Assessment (CBA)

It is an educational system which revolves around what is essential for all students to “be able to do, or be like” at the end of their learning experiences, as a result of their education. Competence based assessment is producing evidence to make a judgment [decision] about whether the person is competent in relation to a particular standard. Classroom assessments can include a wide range of options; from recording anecdotal notes while observing a student to administering standardized tests. The options can be roughly divided into two categories: formative assessments and summative assessments.

Formative Assessment (Assessment for learning)

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
A primary focus of formative assessment is to identify areas that may need improvement.

More specifically, formative assessment:
- Helps students identify their strengths and weaknesses and target areas that need work.
- Helps faculty recognize where students are struggling and address problems immediately.

**Types of Formative Assessment**

a. Observations during in-class activities; of student’s non-verbal feedback during lessons.
b. Homework exercises as review for exams and class discussions.
c. Reflection journals that are reviewed periodically during the semester.
d. Question and answer sessions, both formal—planned and informal—spontaneous.
   (Hanna, G. S., & Dettmer, P.A. 2004).

At this stage the teacher can use the following questioning techniques:
- Open and closed questions.
- Funnel questions (Starting with general questions, then asking more to get more details at each level).
- Probing questions (for finding out more details).
- Leading Questions. (Try to lead the respondent to your way of thinking).
  - Conferences between the instructor and student at various points in the semester.
  - In-class activities where students informally present their results.
  - Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress. (Hanna, G. S., & Dettmer, P.A. 2004)

**Seven Strategies of Assessment for Learning**

1. Strategy 1: Provide students with a clear and understandable vision of the learning target.
2. Strategy 2: Use examples and models of strong and weak work.
4. Strategy 4: Teach students to self-assess and set goals.
5. Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.
7. Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning. (Jones, 2010)

**Summative Assessment (Assessment of Learning)**

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark and to make a judgment of student competence. Summative assessments are often high stakes, which means that they have a high point value.
It is used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time.

Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

### Types of Summative Assessment

1. Examinations
2. Term Papers
3. Final Examination
4. Projects
5. Portfolios
6. Performances
7. Student Evaluation of the course
8. Instructor self-evaluation

### Assessment Tools

An assessment ‘tool’ is a complete set of documentation needed to assess at one (or more) Unit(s) of Competence. Each assessment tool must include 2 – 3 instruments each of which supports different methods of assessment (e.g. observation checklist and questioning). The tool will include the administration, recording and reporting requirements, and describe the context and conditions of assessment.

An assessment ‘instrument’ is part of an assessment tool. It includes the checklists (or other ‘instruments’) and instructions needed to conduct one part of a -based assessment (e.g. written test with answer key, observation checklist, verbal questioning instruments, log book, etc). Each instrument will outline the evidence the candidates need to supply, and describe the evidence criteria used to judge the quality of performance.

### Assessment Methods

- Direct observation
- Verbal questions
- Simulation
- Log or diary
- Portfolio
- Exercise
- Self-Assessment
- Written test
- Collaborative / group project
- Problem sheets

### Types of Assessment Tools

- Course and homework assignments
- Examinations and quizzes
- Standardized tests
A scoring rubric is a method of classifying and categorizing identified criteria for successfully completing an assignment or task and to establish levels for meeting these criteria. Rubrics should be used to assess essay questions, projects, portfolios and presentations and given to all faculties that are conducting and scoring the assessment. A well designed rubric will describe the definitions of each characteristic being assessed and descriptions of the best, worst and unacceptable characteristics of the identified criteria. A rubric is an authentic assessment tool used to measure students' work. It is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. A rubric is a working guide for students and teachers, usually distributed before the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be analytic or holistic, and they can be created for any content area including math, science, history, writing, foreign languages, drama, art, music, etc.

= Three common features of rubrics

Rubrics can be created in a variety of forms and levels of complexity, however, they all contain three common features which:
- Focus on measuring a stated objective (performance, behaviour, or quality).
- Use a range to rate performance.
- Contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

= Rubrics offer several advantages

- Rubrics improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Rubrics help students become better judges of the quality of their own work.
- Rubrics allow assessment to be more objective and consistent.
- Rubrics force the teacher to clarify his/her criteria in specific terms.
- Rubrics reduce the amount of time teachers spend evaluating student work.
- Rubrics promote student awareness about the criteria to use in assessing peer performance.
- Rubrics provide useful feedback to the teacher regarding the effectiveness of the instruction.
- Rubrics provide students with more informative feedback about their strengths and areas in need of improvement.
- Rubrics accommodate heterogeneous classes by offering a range of quality levels.
- Rubrics are easy to use and easy to explain.
References

- Jabbarifar, T. (2009). The importance of classroom assessment and evaluation in educational system. Retrieved June 26, 2019, from https://my.laureate.net/Faculty/docs/Faculty%20Documents/INTI%20Conferences/Parallel%20Sessions%204C/4C-03-P142%20(Iran).pdf
Day (1999) defined continuous professional development as "the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives."

Continuous Professional Development ensures that both teachers' academic and practical qualifications do not become outdated or obsolete. It also allows individuals to continually 'up skill' or 're-skill' themselves.

**The need for CPD**

Continuing Professional Development is essential in helping individuals, organizations or entire industries to keep skills and knowledge up to date. CPD accredited training courses, workshops and events allow professionals to use the learning time towards individual CPD requirements. David Megginson and Vivien Whitaker (2007) stated that “the need for CPD arises because security for individuals no longer lies in the job or organization they work for but in the skills, knowledge and experience they have within themselves.”

**The benefits of CPD**

**The benefits of CPD for individuals:**

Peter Earley (2000) mentioned that Sadler Smith, highlighted in his book (Exploring Continuing Professional Development), three main benefits of CPD for individuals: updating (maintenance), competence (survival) and enhanced mobility.

**The benefits of CPD for employers**

CPD contributes to staff keeping their skills, knowledge and experience up to date. It also provides the envelop in which a diverse range of development strands may be held together and leveraged for maximum benefit. In addition, CPD helps with succession planning. It increases employee competency, resulting in greater efficiency in the workplace. Finally, it boosts morale and motivation in the workforce.

**Core concept of CPD**

**What makes CPD different from other types of training and development?**

David Megginson and Vivien Whitaker (2007) highlighted four main characteristics of CPD:

1. The learner is in control – CPD starts from the learner's dream or need.
2. CPD is a holistic and systematic process and can address all aspects of life and balance between them.
3. Regularly looking forward to how we want to be, reflecting on how we are, and working from our present position towards the future direction, help in achieving CPD's purposes and add zest and direction to work and learning.

4. CPD works if you have the support and financial backing of your employer. CPD is not a panacea—like anything else it must be looked at in relation to the rest of the individual's life, the organizational context, and the wider work environment.

**Key principles of CPD**

Professional standards are important for every employee. Listed below key principles of CPD to explore why it is so important:

- Professional development is a continuous process that applies throughout a practitioner's working life.
- Individuals are responsible for controlling and managing their own development.
- Individuals should decide for themselves their learning needs and how to fulfill them.
- Learning targets should be clearly articulated and should reflect the needs of employers and clients as well as the practitioner's individual goals.
- Learning is most effective when it is acknowledged as an integral part of all work activity rather than additional burden.

**The training and development cycle**

Peter Earley and Sara Bubb (2004) mentioned in their book “Leading and Managing Continuing Professional Development” the cycle of training and managing. Managing CPD in any organization requires an understanding and knowledge of many things. These include the processes by which adults best learn and devising of plans and policies to underpin affective practice. It is also crucially important to understand the training and development cycle which has five stages:

- Identifying and analyzing training and development needs
- Planning and designing training and development programs
- The implementation or delivery of training and development
- Monitoring training and development
- Evaluation training and development and its impact
Alan Brine (2005) stated that any professional, in any field of expertise, should be aware of their own strengths and weaknesses. These can be separated into the skills the individual currently possesses and those that they wish, or need, to acquire. To ensure that skills are acquired to the appropriate level, individuals should follow an appropriate path of continuing professional development that analyzes their existing skills, including their strengths and weaknesses; builds on these and leads the individual to an increased and improved set of skills that will support their chosen career.

**SWOT Analysis**

Commonly strengths and weaknesses should be analysed in what is known as a SWOT analysis as described by Boydell and Learly D.A. Schon (1982). The SWOT acronym is defined under the headings:

- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

Alan Brine (2005) also mentioned that performing a SWOT analysis on one's own skills is a commonsense approach that will form the cornerstone of the individual's continuing professional development. The process has a slightly different context when used in a personal capacity. Strengths and weaknesses can be discovered by analyzing training needs. Opportunities and threats have a different perspective for the individual. Opportunities may simply be a list of possibilities or wishes that one has created, while threats may be a series of barriers that need to be overcome to attain the training or skills that have been identified.
Planning and designing training and development

Michael Williamson (1993) stated that a general statement of aims and objectives of a plan might be as follows " The purpose of the plan is to provide advice and facilities to enable members of staff to acquire the necessary skills and knowledge to perform effectively the duties for which they were employed, and to develop themselves in order to meet the future needs of both the organization and the profession ". He also mentioned that the main body of the plan should list identified training needs clearly set against individuals or levels of staff to be trained and should specify the agreed method of training and where the responsibility for this training lies. Priorities and timescale may be defined.

The implementation or delivery of training and development

Anna Craft (1996) listed a wide range of methods of professional development. They include:
- Action research
- Self-directed study
- Using distant-learning materials for receiving and / or giving on – the – job coaching, monitoring or tutoring
- School-based and off-site courses of various lengths
- Job shadowing and rotation
- Peer networks
- Membership of a work party or task group
- School cluster projects involving collaboration, development and sharing of experience/skills
- Teacher placement including those in business and those in other schools.
- Personal reflection
- Experimental assignments
- Collaborative learning

Monitoring training and development

The process of mentoring can be utilized using different methods. Alan Brine (2005) suggests that there are five styles that will support the development of the individuals:
- Coaching
- Counselling
- Networking;
- Guiding
- Mentoring

Coaching is described as a “directive” method of helping someone, especially if its is something with which they are having difficulty, going so far as to even demonstrate the process or technique.
Counselling is a supportive process where the mentor listens to the individuals and helps them to analyze their own decisions on how to develop their skills or career.

Networking is essential to developing the skills of the individuals and helping them achieve their goals, whether in adding them to discover what they need to know, or how to influence others, over whom they may not have direct control.

Guiding is a more direct approach for mentors and often requires giving advice to the mentee.

Lastly mentoring is an amalgam of the other four. It draws on the other style and a good mentor will use them all, at different times and in different circumstances to provide the individual with the best mentoring experience.

**Evaluating your training program**

As trainers and learners participate in the program, evaluation should occur of the quality of the activities and the extent of achievement of the objectives. After the program, evaluation should occur to assess the extent of achievement of the overall goals of the program. Evaluation might focus on short-term, intermediate and long-term outcomes.

**Evaluation of CPD has two forms**

*Formative assessment. (How can the program be improved?)*

Scriven (1967) mentioned that formative evaluation occurs during the operation of a program or activity. Its purpose is to provide those responsible for the program with ongoing information about whether things are going as planned and whether expected progress is being made. If not, this same information can be used to guide necessary improvements." To keep formative evaluations efficient and avoid expectations that will be disappointing, Scriven (1991) recommends using them as "early warning" evaluations. In other words, use formative evaluations as an early version of the final, overall evaluation. As development and implementation proceed, formative evaluation can consider intermediate benchmarks of success to determine what is working as expected and what difficulties must be overcome.

*Summative evaluation. (Does the program improve outcomes?)*

In the book (Developing Teachers and Developing Schools in Changing Context, Chi-Kinee (2008) mentioned that Scannell (1996) stated that summative evaluation is conducted at the completion of a program or activity. Its purpose is to provide program developers and decision-makers with judgments about the program's overall merit or worth. Summative
evaluation describes what was accomplished, what the consequences were (positive and negative), what the results were (intended and unintended), and, in some cases, if the benefits justified the cost. "These two goals can best be served by collecting data in different ways, test scores for example often being used combatively while interview and survey data can be used to guide formative evaluation."

For evaluation to be most effective in contributing to CPD as well as evaluating it, the following points should be put into consideration:

- Alma Harris (2006) mentioned that Knight (2002) stated: evaluation at best will provide not just an overview of whether CPD itself has been successful but will also have strong positive learning benefits to teachers in the school.

- Schwartz, et al, (1977) recommended that feedback on evaluation should be provided to participants wherever possible. Providing continuous feedback is one way of reducing excessive evaluation anxiety which has been found as a problem in many evaluations. It often results from negative past experience of evaluation, and fear of negative consequences.

Donaldson and others (2002) mentioned that:

- Evaluation anxiety is characterized by
  - conflict with evaluators.
  - refusal to cooperate.
  - stalling and resistance.
  - trying to hide program weaknesses.

- Evaluation anxiety can be reduced by
  - stressing positive as well as negative outcomes.
  - involving stakeholders in evaluation.
  - explaining and discussing the purpose of the evaluation.

Conclusion:

Continuing Professional Development is essential in helping individuals and organizations to keep skills and knowledge up to date. Providing CPD enables organizations to become a knowledge bank to key stakeholders of any organization. CPD accredited training courses, workshops and events allow professionals to use the learning time towards individual CPD requirements.
References


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ELT GENERAL SUPERVISION (2019 – 2020)
Many individuals realize the overall importance of having highly achieving leaders with a favourable perspective, self-conscious and some degree of emotional intelligence capacity. “But now there’s proof that developing several of emotional intelligence’s so-called “soft” skills can not only help leaders manage any team but also encourage team members—as many as 70%, in fact—to stay five years or longer,” says (Paula Kerr, 2018)

**Leadership Competencies**

**Introduction**

Leaders high in emotional self-awareness can see the big picture in a complex situation. Emotionally self-aware leaders can speak openly about their emotions or with conviction about their guiding vision. (Goleman, n.d)

**Accurate self-assessment:** Leaders with high self-awareness display gracefulness in teaching where they need to enhance (Goleman, n.d). Accurate self-assessment allows a leader to know when to ask for assistance and where to focus in cultivating new leadership strength.

**Self-confidence:** Leaders can play to their strengths by knowing their skills with precision. Such leaders often have a feeling of presence, an assurance of themselves that allows them to stand out in a group. (Goleman, n.d)

**Self-control:** (Goleman, n.d) believes that emotionally self-controlled leaders discover ways to handle and even channel their disturbing feelings and impulses in helpful ways. They have the ability to keep disruptive emotions in check and maintain effectiveness under stressful conditions.

**Transparency:** Transparency - a genuine openness of one’s emotions, views, and behaviour to others (Goleman, n.d). Such leaders openly acknowledge mistakes or faults and confront other people with unethical behaviour rather than turn a blind eye.

**Adaptability:** Adaptable leaders can juggle various requirements without losing their focus or energy. Such leaders can be flexible in adapting to new challenges, flexible in adjusting to fluid change, and limber in thinking when faced with new information or realities. (Goleman, n.d)

**Achievement:** (Goleman, n.d) explains leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements - both for themselves and those they lead. They can calculate risk in order to make their objectives worthy and achievable.

**Initiative:** Leaders with a sense of effectiveness take advantage of opportunities - or create them - rather than simply waiting. Such a leader does not hesitate to cut through red tape,
or even bend the rules, when necessary to create better possibilities for the future. (Goleman, n.d)

- **Optimism**: An optimistic leader can roll with the punches, seeing a chance in a setback rather than a danger. Such leaders see others positively, expecting the best of them. And their "half-full glass" perspective leads them to expect changes to be better in the future. (Goleman, n.d)

- **Empathy**: Leaders with empathy can attune to a wide range of emotional signals, allowing them to sense the feelings in an individual or group that are felt but unspoken. Such leaders listen carefully and can understand the viewpoint of the other person. (Goleman, n.d)

- **Organizational awareness**: A leader with a keen social awareness can be politically sharp, capable of detecting crucial social networks and reading key power interactions. Such leaders can comprehend the organization’s political forces at work, as well as the guiding principles and unspoken rules that work among individuals there. (Goleman, n.d)

- **Inspiration**: (Lisa Gardner, n.d) Believes that such leaders embody what they ask of others and can articulate a shared task in such a manner as to inspire others to follow. Beyond the daily duties, they give a feeling of common purpose, making work enjoyable.

- **Influence**: Indicators of the power of impact of a leader range from finding the correct attraction for a specified listener to understanding how to construct buy-in from important individuals and an initiative support network. Influential leaders are persuasive and engaging when addressing a group. (Lisa Gardner, n.d)

- **Developing others**: Leaders who are skilled in cultivating the skills of people demonstrate real interest in those they help along, understanding their goals, strengths, and weaknesses (Lisa Gardner, n.d). Such leaders are natural mentors or trainers that can provide timely and constructive feedback.

- **Conflict management**: Leaders who best handle conflicts attract all parties, comprehend the different views, and then discover a common ideal that can be endorsed by everyone. They surface the conflict, recognize all sides’ emotions and opinions, and then redirect the energy to a shared ideal. (Lisa Gardner, n.d)

- **Teamwork and collaboration**: Leaders capable of team players create an atmosphere of friendly collegiality and are models of respect and helpfulness. They bring others into the collective effort’s active, passionate commitment and create spirit. (Lisa Gardner, n.d)

**Introduction**

Most teachers are aware of the fact that different types of learning environments require different types of leadership. The choices for constructing a career in the learning sector depends entirely on this type of leadership. As (Elmore 2016) explained firstly, a teacher should be thinking about where he/she would ideally like to work in the short term, mid-term,
and over the course of a career. Secondly, a teacher should be thinking about their own personal disposition and theory of learning; what kind of learning matters to him/ her?

What constitutes high level learning? And where might it happen? Thirdly, a teacher should be thinking about the kind of learners and colleagues they want to work with. Finally, a teacher should also be thinking about the way they want to live their life, that is does he/ she want his/her job to be all consuming? All of these choices will be consequential to a teacher in terms of thinking about how he/ she fits into the learning sector.

As (Elmore 2016) suggested the Modes of Leadership framework is built along the same axes as the Modes of Learning (Hierarchical to Distributed, Individual to Collective). Here, however, the focus is specifically on leadership styles. In this section, we’ll explore different Modes of Leadership.

**What are The Modes of Leadership Framework?**

As (Elmore 2016) suggested the Modes of Leadership framework is built along the same axes as the Modes of Learning (Hierarchical to Distributed, Individual to Collective). Here, however, the focus is specifically on leadership styles. In this section, we’ll explore different Modes of Leadership.

**What is Hierarchical Individual Leadership?**

The hierarchical individual quadrant is the quadrant where knowledge is organized into discrete pieces and occurs hierarchically over time through an age grade structure. There is a clear status distinction among different types of jobs in the organization and there is a clear career structure. Well-defined content areas, well-defined positional authority within content areas and well-defined responsibilities in terms of the grade level in the structure are clear features of that structure. The knowledge and skills base that goes with the hierarchical individual quadrant is basically learning how to work effectively in a well-established, well-defined hierarchical organization (Elmore 2016).

**Expectations**

(Houghton and Neck 2002) showed that being a successful leader in a Hierarchical Individual learning environment means bringing the external requirements of a governing institution into the work and practices of the organization.

**What is Hierarchical Collective Leadership?**

The hierarchical collective quadrant reflects a regular school that still has these ordered relationships and clear distinctions between role and authority. But the organizing principle is less distinctions among different types of roles and more creating a community of interests. The kind of skills and knowledge that are important are the kind of skills that relate to creating an ordered community (Grown 2000). To know, for example, how you build norms in an organization, how you understand status distinctions in an organization where people have to work together collaboratively, how you create a set of beliefs about what the purpose of
the organization is and how you handle issues of difference within those things. In a sports’
team, for example, there is clearly someone who is in charge, someone who has to make
consequential decisions about the nature of the work and ask questions like; who is going to
play?
Who is on the field or who is on the floor at any given time? At the same time, people who
play the game have to develop very strong commitments towards each other. The
hierarchical collective quadrant is mainly about how to lead a community.

**Expectations**

Being a successful leader in a Hierarchical Collective learning environment means leading
according to the requirements of an external authorizing environment, while also
encouraging and enforcing the norms, values, principles, and practices specific to the learning
community (Elmore 2016).

### What is Distributed Individual Leadership?

The distributed individual quadrant is, in some ways for educators, the least familiar. But in
terms of the learning sector at large, it's fast becoming one of the most common. You recall
from the modes of learning framework that learning in this quadrant is individual. It's the
pursuit of knowledge for its own sake or for its value to the individual. It's heavily based on
the individual learner’s disposition and qualities. It’s often not mediated at all by someone
called a teacher. (Elmore 2016) also explained the kind of skills it takes to operate in this
quadrant heavily value entrepreneurship as, creative thinking, thinking of alternatives,
thinking of new ways of connecting with learners, thinking of new ways of organizing learning
and content, but also thinking of what the learner wants and how to create a connection and
some sense of value and satisfaction in that connection. Another thing that is valued in this
quadrant is the ability handle risk and uncertainty; will people actually come to the learning
opportunities you offer them? Will they understand what you're trying to do? Do you have
the kind of capital that's necessary to make an enterprise like this work?
So as (Gronn 2000) suggested, in the distributed individual quadrant, the individual makes
consequential choices about learning based on their own dispositions and preferences. The
leader’s job here, is to create an alternative or a structure that attracts people to do those
things and to invent modes and patterns of learning that are appealing to people who want
to exercise control over their learning.

**Expectations**

Being a successful leader in a Distributed Individual learning environment with reference to
(Elmore 2016) means articulating an appealing vision of learning that is shaped by the needs,
preferences, and dispositions of individual learners.

### What is Distributed Collective Leadership?

It is stated in the modes of learning framework that the distributed collective quadrant is
really about learning that occurs through social networks. There are clear differences
between social networks and other forms of learning. Firstly, they are collective as they
involve high degrees of collaboration and cooperation. Secondly, they are organized around mutual interests. Leading in this sector involves understanding what draws people together into a common understanding of the work, what creates a sense of purpose among these folks and how to sustain that sense of purpose over time as the participants develop their interests.

It operates according to agreed-upon norms and understandings about what is important to learn and how learning occurs.

People who participate in the network control the learning as they exercise individual and collective choices about what is to be learned and how it’s to be learned. They sustain themselves in a networked relationship by making social commitments to each other. This kind of learning requires enormous skill in understanding how social networks work, in developing the kind of leadership that’s widely dispersed in an organization. People have to take responsibility for making organizational decisions but they have to do it in an environment in which there is no clear hierarchy. The other really important leadership skill in this quadrant is being able to develop powerful, recognizable, understandable, believable social norms that hold a network together over time (Elmore 2016).

**Expectations**

(Leith wood and Mascall 2008) showed that being a successful leader in a Distributed Collective learning environment means identifying and supporting the common values, beliefs, and goals that bind the learning community together. It means openness to sharing ownership of an educational vision with the community.

### References

- Daniel Goleman (n.d) Primal Leadership.
- Kenneth Leithwood and Blair Mascall (2008) Quarterly Educational Administration: Collective Leadership Effects on Student Achievement
- Richard Elmore (2016) Modes of leadership
In its simplest definition, curriculum is a system of learning experiences and opportunities planned and implemented for the development of children and young people through their education.

The new 2015 National Curriculum represents a highly organized body of knowledge, skills and attitudes/values that learners are offered by the Kuwaiti educational system and that are useful for personal fulfilment and development as well as for future social inclusion and employment.

The Kuwait National Curriculum defines what Kuwait learners are expected to know, be able to do, and how they should behave as values-oriented human beings and citizens forged as a result of their education. (KNC P.8)

**Competence-based Curriculum**

Like most current-day curricula in the world, the Kuwait National Curriculum is based on the competences children and learners are expected to acquire after completing their programme of education. In a competence-based curriculum, the aims of education are achieved by gradually developing a coherent system of key, general and specific competences. A curriculum that explains and plans the learning process in terms of developing learners’ competences is called “competence-based curriculum”. (KNC P.8)

**What are competences?**

Competences are defined as integrated systems of knowledge, skills and attitudes, values and beliefs developed through formal and informal education. They allow individuals to become responsible and autonomous persons, able to solve a diversity of problems and perform satisfactorily in everyday life-settings at the quality level expressed by the standards. Through the new Kuwait National Curriculum one develops three types of competences:

- Key competences.
- General competences.
- Specific competences.

**Key competences**

Key competences represent a package (a system) of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire by the end of their Secondary Education, i.e. at the end of Grade 12.

These competences are not generated by one of the subjects (e.g. Mathematics or Arabic). On the contrary, they are developed by the joint and simultaneous contribution of all subjects that learners learn over their schooling. This cross-curricular (i.e. non-subject specific) nature of the key competences is self-explanatory when it comes to some of their main features, such as: high level generality (synthetic character), consistency and sustainability over time. (KNC P.8)
These competences (e.g. Islamic and Ethical Competences, Communicative competence in Arabic Language, etc.) are the foundation of successful personal and social lifelong development, including further employability and career advancement. (KNC P.9)

**General Competences**

General competences, in contrast to key competences, are subject-specific. They define the most general subject-based knowledge, skills and attitudes/values integrated in learners’ expected outcomes by the end of grade 12, when a certain subject is taught (see the system of general competences of English taught in Kuwait education. (KNC P.9)

**Specific Competences**

Specific competences are sub-divisions of the above defined general competences and represent lower level, underlying stages in the development of the general competences related to a certain subject. The specific competences are structured and acquired by learners during a school year in the limits of certain subjects displayed in the Teaching Plan. Under each subject, the specific competences cover specialized, topic-based competences (knowledge, skills and values/attitudes) which learners are expected to demonstrate by the end of each Grade. (KNC P.9)

Within the curriculum, the specific competences are clustered in the following four areas (ranges):

- A range of realities specific to the subject (i.e. a cluster of knowledge, facts, and information related to the subject).
- A range of operations specific to the subject (i.e., a cluster of skills and strategies related to the subject);
- A range of attitudes, somehow related to the subject (a cluster of attitudes, values, beliefs of all sorts, mobilized by the knowledge and skills acquired in a certain subject);
- A range of connections with other subjects and domains of knowledge (a cluster of associations of knowledge, skills, etc. from other areas of study and experience). (KNC P.9)

**Standards to be attained through the new Kuwait National Curriculum**

As a competence-based curriculum, the new Kuwait National Curriculum resorts to the concept of ‘standards’. The standards define the quality levels that learners achieve in developing their competences at different stages of the learning process.

The Kuwait National Curriculum refers to two types of standards: Curriculum Standards and Performance Standards. The curriculum standards refer to the quality level to be achieved by learners in attaining the specific competences by the end of each grade. As they describe learners’ progress in learning, the curriculum standards are basic for all types of formative and summative classroom assessment. The performance standards are a measuring tool that defines the quality level to be achieved by learners in attaining general competences by the end of each of the school stages, Primary, Intermediate and Secondary. The measurement of
the performance standards is basic for different types of national assessments and examinations. (KNC P.9)

Teaching and learning in a competence-based, learner- and learning-centered curriculum environment

1. Undertaking effective teaching
The new Kuwait National Curriculum is, first and foremost, learner and learning-centered. This means that the focus of the educational process is on the student and her/his learning. (KNC P.32)

Effective teaching strategies within a competence-based curriculum need to consider:
• the characteristics of the situation, the learner and prior learning,
• the student's internal motivation, interest, relevance and attitude.
• the learning environment created by the teacher (motivation, interest, relevance, attitude of the student). (KNC P.32)

Thus, a teacher needs to:
• realize that learning should start from the students’ previous knowledge. This means it starts from what the student already knows and from what is relevant for the student’s personal development and the development of what may be considered agreeable social relationships.
• recognize that education takes place through individual study by students and group activities, both of major importance, depending on the context of the process.
• appreciate the importance of the curriculum standards (what the students are expected to achieve). This gives the teacher a better understanding of students’ gradual learning progression. It also allows the teachers to take the best measures in order to enhance every student’s individual performance, even going beyond the curriculum standard where appropriate.
• develop a clear plan of action, indicating, step by step, how the students will concretely achieve these curriculum standards. With this in mind, teachers need to apply effective techniques to enhance students' on-going learning.
• apply teaching approaches that proved to be effective. (KNC P.32)

Successful learning frequently takes place when the teacher:
• enhances student learning by employing different learning styles at different speeds of presentation and also at different dynamic levels.
• promotes learning via constant inquiry, effort and self-discipline.
• recognizes that learning develops relationships and abilities and contributes to acquiring competences (knowledge, skills and attitudes/values).
Most recent teaching approaches aim at developing the students’ competences through gaining a combination of knowledge, skills, attitudes and values. This ensures that students can meet the challenges of today’s rapidly evolving world both in terms of functionality and employability.
Learners need to acquire skills, process, analyse and interpret new knowledge independently in a flexible and creative manner, think critically, reflect on ideas, etc.

Experience demonstrates that the learner-centered teaching approach and active/interactive teaching methods effectively provide learners with these skills and abilities. (KNC P.32)

2. **Key principles underlying learner-centered teaching**

Learner-centered teaching is an approach that shifts the focus of the activity from the teacher to the learner: it stresses how the students are to learn rather than what the teacher does to promote the learning. Key principles of learning-centered teaching are:

- Learners discover and construct the meaning from information and experience based on their unique perceptions, thoughts and feelings. Learning does not occur in a vacuum.
- More information does not necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity of the information presented.
- Learners link new knowledge to existing information in ways that make sense to them. The remembering of new knowledge is facilitated when it can be tied to a learner’s current knowledge.
- A learner’s ‘personality’ influences his/her learning. Learners have varying degrees of self-confidence and differ in the clarity of their personal goals and expectations for success and failure and this affects their learning levels.
- Learners want to learn but personal insecurities and fear of failure often get in the way of learning. Individuals are naturally curious and enjoy learning.
- Learners like challenges and are most creative when the learning is challenging.
- Learners are individuals and not all learners are at the same stage of physical, intellectual, emotional, and social development. Learners also differ in their cultural backgrounds. Although the basic principles of learning apply to all learners regardless of these differences, teachers must take into account such differences between learners.
- The learning environment is important. Learners learn best in a friendly, socially interactive and diverse environment.
- Learners like positive reinforcement. Learning environments that support the self-esteem and respect of the individual learner tend to be more successful.
- Past experiences affect learning. Personal beliefs and impressions from prior learning color the learners’ world views and their approach to learning. (KNC P.33)

3. **Active learning within a learner-centered teaching**

Active-learning describes the learning as a process based on the lively and dynamic cognitive activity of students in collaboration with other students.

The essence of this approach is that learning is not based on the memorization of new scientific knowledge or information, but on the systematic development of thinking, self-acquisition and learning skills. Under the guidance and facilitation of the effective teacher, students learn how to access, analyse and interpret information and draw logical and coherent conclusions by themselves. (KNC P.33)
Faced with a challenge, students use problem solving and learning through dialogue ways to address the challenge and seek solutions. Very often, “problem-based learning” and “an interactive teaching method” are used as synonyms for the “active-learning approach”.

The main features of active/interactive learning are:
- an active cognitive attitude of students throughout the lesson, based on the activation of thinking;
- students are considered as discoverers and researchers: self-discovery and mastery of knowledge in the process of problem solving;
- the role of the teacher is a facilitator, creating the conditions for self-discovery and learning;
- the collaboration of students and teachers and thus joint problem solving, group interaction and feedback are significant;
- the challenge or problem-issue put forward at the beginning of the lesson forms the focus of learning;
- a tendency to emphasize inquiry-based learning (lessons are presented as “research” problems);
- students are guided to undertake different types of thinking, for example logical, critical, and creative thinking;
- stimulation of student’s autonomy and independence of thought are stimulated by the teacher;
- a focus on the creative application of knowledge for a meaningful and useful purpose;
- Extensive use of group work (not necessarily of one type), for example work in large groups, in pairs, in groups of intentionally selected diverse individuals etc.);
- a respectful and trusting style of relationship between students and teacher;
- Use of effective methods of organization and indicators of success of the learning activities; (for example, worksheets and handouts; forms of organizing the learning environment; various methods of determined achievement, etc.) (KNC P.34)

The outcomes expected by students when successfully employing active learning include:
- Short-term mastery of information,
- Long-term retention of what has been studied,
- Depth of understanding of material learned,
- Acquisition of critical thinking or creative problem-solving skills,
- Development of positive attitudes toward learning, as well as
- Increase in learner engagement with the subject being taught, or level of confidence in knowledge or skills. (KNC P.34)

4. Making teaching effective by engaging students in active learning
Engaging students and supporting them to develop knowledge, insights, problem solving skills, self-confidence, self-efficiency, and a passion for learning are common expectations associated with effective teaching. (KNC P.34)
As teachers, you may ask, “When do children learn best?”
According to current theories and practices, the learning will be motivated (“learning engagement”) best if:

- learners see a worthwhile end-product to the process;
- learning content is relevant to personal interest and choices;
- learners learn by doing. Understanding is essential to effective performance and only through doing one can obtain true understanding.
- learners have a freedom to make mistakes safely. Learning by doing means that people run the risk of failure. Learning events or experiences must therefore ensure that individuals know that it is safe and permitted to fail, but teachers have to help them learn from their mistakes.
- learners receive feedback on their work and their educational progress. Learners need feedback on how they are doing but this is best provided by giving learners the means to evaluate their own progress, i.e. self-checking.
- learners have a freedom to learn in their own time and at their own pace. Learning will be more effective if trainees can manage their learning themselves in accordance with their own preferences as to how it should progress. (KNC P.34)

Effective teaching needs to include learning approaches and activities in the three domains of learning: knowledge, skills and attitudes/values. These are also termed as cognitive, psychomotor, and affective domains of learning. This can be considered as:

- cognitive (thinking) or ‘minds-on’
- psychomotor (doing) but rarely doing without thinking leading to ‘hands-on, minds-on’
- affective (feeling) or ‘hearts-on’. (KNC P.35)

The possible difficulties in an active-learning environment and how they could be diminished Educational experiences for students should be challenging and enriching. Too-easy learning activities and too-easy assignments are not as effective at engaging students as activities and assignments that challenge them. When students are reflecting, questioning, conjecturing, evaluating, and making connections between ideas, they are generally engaged.

The challenge here is to give a lesson that has an “inquiry character”/a problem/a challenge, as well as a change in the traditional, dominant role of the teacher... and allows students to become equal participants in the educational process. This becomes possible by altering traditional roles of student and teacher in the educational process.

The student’s position is that of “a discoverer” and “a researcher”. The students are placed in a learning context in which they should face a number of challenges, questions and issues that need to resort to inquiry and micro-inquiry in order to get to a solution. However, it is very important that the students clearly understand the purpose of the learning exercise as being a cognitive one; one that answers what, why and how s/he is performing and what kind of final result the students should achieve. (KNC P.35)

The teacher’s position is a guide or facilitator. The teacher must create the conditions necessary for the students to be able to conduct their inquiry, help them to define their inquiry goals and facilitate their learning process by asking relevant questions and guiding the learners to, or in the direction of sources of information.
This is a new type of leadership in teaching where the learning process is based on the joint activity of the teacher and the students which is oriented to the achievement of the learning objectives. In this case, the teacher doesn't dominate the class as a strong authority, and does not distance himself/herself from the students. The teacher systematically and purposefully works with the class, organizes the problem situations, promotes development of research tasks by students, provides technical assistance in solving them, and points the way forward to the acquisition of knowledge. The teacher cooperates with the students, and guides them towards what they must learn and how to learn. (KNC P.35)

To encourage learners’ active cognitive participation in active/interactive learning, it is necessary that:
- the teacher demonstrates special respect, trust and individual approach to each student;
- the teacher must demonstrate a high level of sensitivity to the classroom climate.

During the active/interactive learning, a teacher should:
- have attitudes of mutual respect, trust and kindness with the learners;
- support learners and accept them as they are;
- motivate and stimulate learners by believing in their capability;
- avoid direct criticism of the learners, refuse to evaluate the answers as good or bad so the student should believe and be sure that any attempt to solve the problem will be discussed, evaluated as a creative idea and that the learners' ideas and abilities deserve serious and respectful attention.

These attitudes expressed above will help to build confidence of each individual learner and create a feasible learning environment in the class. These are the keys to full participation of students in the educational process and the learners’ possibility to openly share their viewpoints. Through adherence to the above suggested teacher attitudes, students’ fear of failure or fear of ridicule will disappear --- and as a result, the cognitive activity of students will be maintained throughout the learning process. (KNC P.36)

References

- Kuwait NationalCurriculum (KNC); a guide for effective teaching of English language in grade one. Kuwait 2015
- Kuwait NationalCurriculum (KNC); a guide for effective teaching of English language in grade one ANNEXES. Kuwait 2015
Personalization, differentiation and individualization are different terms with just enough in common to cause a lot of confusion in the education field. Bray & McClaskey (2014) declared that the first is learner-centered; the others are teacher-centered.

The U.S. Department of Education defined the terms: personalization, differentiation, and individualization in the 2010 Education Technology Plan:

- **Individualization** refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

- **Differentiation** refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

- **Personalization** refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

### Personalization vs Differentiation vs Individualization Chart

<table>
<thead>
<tr>
<th>Personalization</th>
<th>Differentiation</th>
<th>Individualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>starts with the learner</td>
<td>starts with groups of learners</td>
<td>starts with the need of an individual learner</td>
</tr>
<tr>
<td>connects with interests, passions, and aspirations</td>
<td>adjusts to learning needs of groups of learners</td>
<td>accommodates learning needs of the individual</td>
</tr>
<tr>
<td>learners actively participate in the design of their learning</td>
<td>explicit instruction based upon the learning needs of groups of learners</td>
<td>explicit instruction based upon the learning needs of an individual learner</td>
</tr>
<tr>
<td>learners have a voice and choice on what they learn</td>
<td>teachers create or adapt instruction and choose roles for learners based on different needs of learners</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>different objectives for each learner</td>
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</tr>
<tr>
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<td>technology and resources are selected to support the learning needs of groups of learner</td>
<td>technology and resources are selected to support the learning needs of an individual learner</td>
</tr>
<tr>
<td>learners build a network of peers, experts, teachers, and paraprofessionals to guide and support their learning</td>
<td>learners are reliant on the guidance of teachers to support their learning</td>
<td>learners are dependent on individual teachers or paraprofessionals to support their learning</td>
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<td>based on Carnegie unit (seat time) and grade level</td>
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</tr>
<tr>
<td>assessment AS learning</td>
<td>assessment FOR learning</td>
<td>assessment OF learning</td>
</tr>
<tr>
<td>teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning and summative assessments based on student mastery</td>
<td>assessment involves time-based testing and teachers provide feedback to advance learning</td>
<td>summative assessment is grade-based and involves time-based testing which confirms what learners know and don’t know</td>
</tr>
</tbody>
</table>

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**Chart Explained:**

As Barbara Bray and Kathleen McClaskey in 2014 tried to explain this chart they spurred discussions from educators around the world about the term, personalized learning. Not only were there thousands of daily hits and multiple requests for the chart, we were asked many questions to clarify different elements of the chart. We used some of these questions to expand on the chart for schools and organizations to have background information and resources to support their discussions. The questions we focused on for clarification purposes include:

- What does teaching and learning look like as it relates to these terms?
- How does the learner participate in their learning?
- How are objectives determined for the learner?
- How do learners support their learning?
- What is learning based on?
- How do you assess learning?
Barbara Bray and Kathleen McClaskey in 2014 answered the guide questions as following:

**What does teaching and learning look like as it relates to these terms?**

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In an individualized learning environment, the learner’s needs are identified through evaluations based on their challenges or disabilities. The teacher reviews the findings and recommendations from the evaluations with other professionals to adapt materials and instruction for an individual learner with cognitive or physical challenges.

In a differentiated learning environment, learners are identified based upon their challenges in a specific content area and skill levels. The teacher uses existing differentiated curriculum or adapts instruction to meet the needs of different groups of learners.

In a personalized learning environment, learning starts with the learner. The learner understands how they learn best so they can become an active participant in designing their learning goals along with the teacher.

**How does a learner participate in their learning?**

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In an individualized learning environment, learning is passive. Teachers or para-professionals deliver instruction to individual learners. The learner has no voice in the design of their instruction or choice in what they learn in this environment. The instruction is based on each learner’s needs.

In a differentiated classroom, learners can be passive participants in their learning. Teachers use direct instruction that they differentiated based upon the learning needs of different groups of learners in their classroom. Some teachers may set up learning stations or flip the classroom with multiple ways of showing the same content to different types of learners. This confuses educators into thinking that if they flip the classroom, some teachers consider that learners are personalizing their learning. But, actually, learners are still passively receiving content and directions on what to learn.
When learners have choices to interact with the content, discuss what they watched, read, or learned the night before, they are actively participating as learners. However, this is still not personalizing learning. The teacher still chose the topics and how learners demonstrate understanding.

When a learner personalizes their learning, learners actively participate and drive their learning. They have a voice in what they are learning based on how they learn best. Learners have a choice in how they demonstrate evidence of their learning. Learners own and co-design their learning. The teacher is their guide on their personal journey.

How are objectives determined for the learner?

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When you individualize learning, learners may have the same objectives as all the learners in the class. However, there can be specific objectives for learners who may need one-on-one support. Teachers or para-professionals then support and provide accommodations for individual learners to meet these specific objectives.

To differentiate learning, a teacher identifies the same objectives for different groups of learners. Teachers use and analyze data to identify the different learners in their classroom. From this data, they can use, adapt, or create different lessons or resources on a concept around the same objectives based on the different group of learners.

To personalize learning, teachers and learners are co-designing objectives based on each learner’s learning goals. There are different objectives for each learner. The learner drives their learning and owns their learning. The learner follows the objectives, monitors their progress in meeting the objectives, and reflects on their progress.

How do learners support their learning?

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learners build a network of peers, experts, teachers, and paraprofessionals to guide and support their learning

learners are reliant on the guidance of teachers to support their learning

learners are dependent on individual teachers or para-professionals to support their learning

In an individualized learning environment, tools and resources are selected by the teacher and are sometimes recommended by an evaluator, special education professional or consultant. The tools could include specialized software and/or hardware that supports the specific IEP goals agreed to by the IEP Team. In the best cases, teachers or para-professionals learn how to use these specialized tools so that they can instruct students in the use of these tools to support their learning. If these tools are used consistently, the learner then adopts them as part of their toolkit.

In a differentiated learning environment, the teacher selects the tools and resources for the groups of learners based upon the activities or products that are included in the lesson. The teacher also considers how appropriate a tool or resource is for the different groups of learners. The learner may be able to choose content or a resource based upon their reading or skill level.

In a personalized learning environment, learners can access appropriate tools to support their learning. They have critical thinking skills so they can self select the tools they need to support any learning task, whether at a school or home. ICT (Information and Communication Technology) literacy would be an essential skill in a personalized learning environment. As 21st century learners, they collaborate, share, and learn with their peers, experts, and other learners around the world.

What is learning based on?

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In individualized and differentiated learning environments, learners are awarded credit for classes on the basis of the Carnegie unit that plays a powerful role in managing transactions within the education system. First, it provides a unit of exchange to allow different schools and institutions to relate to each other, especially the transition from high school to college. Second, the Carnegie unit is based upon the amount of time that a teacher is in front of a classroom and the time learners are in school. It doesn’t take into account how effective the teacher is, how much time and effort the teacher contributes outside the classroom, or how much time and effort learners contribute.

Competency-based pathways are based on mastery not on seat time which expects teachers to help all learners succeed in mastering skills.
iNACOL (International Association for K-12 Online Learning) developed a website on “Competency-Based Pathways” that describes five design principles.

**Design Principle 1:** Students (Learners) Advance upon Mastery

**Design Principle 2:** Explicit and Measurable Learning Objectives Empower Students (Learners)

**Design Principle 3:** Assessment Is Meaningful and a Positive Learning Experience for Students (Learners)

**Design Principle 4:** Students (Learners) Receive Rapid, Differentiated Support

**Design Principle 5:** Learning Outcomes Emphasize Include Application and Creation of Knowledge.

**How do you assess learning?**

<table>
<thead>
<tr>
<th>Personalization</th>
<th>Differentiation</th>
<th>Individualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>assessment AS learning</td>
<td>assessment FOR learning</td>
<td>assessment OF learning</td>
</tr>
<tr>
<td>teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning and summative assessments based on student mastery</td>
<td>assessment involves time-based testing and teachers provide feedback to advance learning</td>
<td>summative assessment is grade-based and involves time-based testing which confirms what learners know and don’t know</td>
</tr>
</tbody>
</table>

British Columbia created an interactive discussion guide on Personalized Learning. On page 18 of the PDF guide, they state that “student assessment is the process of gathering evidence of what a student knows, understands and is able to do and determines how well they are achieving the learning outcomes.”

**Assessment of learning** (Individualization) refers to strategies designed to confirm what learners know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about learners’ future programs or placements.

**Effective assessment of learning requires that teachers provide:**

- a rationale for undertaking a particular assessment of learning at a particular point in time.
- clear descriptions of the intended learning.
- processes that make it possible for students to demonstrate their competence and skill.
- a range of alternative mechanisms for assessing the same outcomes.
- public and defensible reference points for making judgments.
- transparent approaches to interpretation.
- descriptions of the assessment process.
- strategies for recourse in the event of disagreement about the decisions.
Assessment for learning (Differentiation) occurs throughout the learning process. It is interactive, with teachers:
1. aligning instruction with the targeted outcomes.
2. identifying particular learning needs of learners or groups.
3. selecting and adapting materials and resources.
4. creating differentiated teaching strategies and learning opportunities for helping individual learners move forward in their learning.
5. providing immediate feedback and direction to learners.

Assessment for learning provides information about what learners already know and can do, so that teachers can design the most appropriate next steps in instruction.

Assessment as learning (Personalization) is based in research about how learning happens, and is characterized by learners reflecting on their own learning and making adjustments so that they achieve deeper understanding. The teacher’s role in promoting the development of independent learners through assessment as learning is to:
1. model and teach the skills of self-assessment.
2. guide learners in setting goals, and monitoring their progress toward them.
3. provide exemplars and models of good practice and quality work that reflect curriculum outcomes.
4. work with learners to develop clear criteria of good practice.
5. guide learners in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new.
6. provide regular and challenging opportunities to practise, so that learners can become confident, competent self-assessors.
7. monitor learners’ meta-cognitive processes as well as their learning, and provide descriptive feedback.
8. create an environment where it is safe for learners to take chances and where support is readily available.

Reporting in assessment as learning is the responsibility of learners, who must learn to articulate and defend the nature and quality of their learning. When learners reflect on their own learning and must communicate it to others, they are intensifying their understanding about a topic, their own learning strengths, and the areas in which they need to develop further.
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The Personalized Learning Chart and all derivatives of the chart along with adaptations of the in this report by Barbara Bray and Kathleen McClaskey are licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.
Teacher evaluation is a vital element in improving student learning outcomes. It is concerned with gathering evidence from a range of sources that inform on teacher performance and using this to support improvements in practice. This is sometimes referred to as performance review, teacher appraisal or teacher assessment. A good teacher evaluation system is a powerful tool to:

- help schools improve
- identify opportunities for teachers of all levels to develop further
- deliver accountability for learner progress.

So, “Teacher Effectiveness” is often defined as the ability to produce gains in Ss' achievement scores. There is increased consensus that highly qualified and effective teachers are necessary to improve Ss’ performance. In addition, there is a growing interest in identifying individual teachers’ impact on Ss’ achievement. The No Child Left behind (NCLB) ACT mandates that all teachers should be highly qualified.

A research Synthesis presents a five-point definition of T E developed through an analysis of research, policy and standards that addressed teacher effectiveness.

The Five-Point definition of Teacher Effectiveness consists of the following:

- Effective teachers have high expectations for all Ss and help Ss Learn.
- Effective teachers contribute to positive academic attitudinal and social outcomes for Ss.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor Ss' progress, adapt instruction as needed and evaluate learning.
- Effective teachers contribute to the development of classrooms and schools that value diversity.
- Effective teachers collaborate with other Ts., administration, parents and education professionals to ensure Ss' success. (Geo, Bell and Little, 2008)

Methods of evaluating teacher effectiveness:

1] Value-added Models:
Value-added Models are relatively new measures of teacher effectiveness. They provide a summary score of the contribution of various factors toward growth in Ss' achievement. They provide an objective means of determining which teachers are successful at improving Ss' learning.
When most Ss in a particular classroom perform better than predicted on standardized achievement tests, the teacher is credited with being effective (Geo, Bell and Little, 2009). But when most of them perform worse than predicted, the teacher may be deemed less effective. Value-added Models are efficient and nonintrusive; they require no classroom visits.

2] Classroom Observation:
Classroom observation is a process which includes three stages that specify what to observe, the actual events or behaviors that are recorded and the post observation discussions. Observation is important at every stage of a teacher’s career. It is an essential tool for professional development. Classroom observation has many valid and important educational purposes. It has been widely used for the description of instructional practices, the investigation of educational discriminations for different groups of students and the improvement of teachers' classroom instructions.

Phases of Observation:
There are three stages in the process of classroom observation: The pre-observation stage, the during-observation stage and the post observation stage. Each one has its own purposes and procedures as follows:

1. Pre-Observation stage:
At this stage both the observee and the observer meet to discuss the plan of the lesson, agree on the purposes of the classroom visit, the lesson goals, objectives, used strategies/methodology, and form of assessment. Both of them may agree upon the observation procedures to be used during this session and arrange a schedule for that.

2. While (during)-observation stage:
Here, the observer uses the procedures which have been agreed upon with the observee in the pre-observation stage. The observer doesn't usually interfere with the performance of the teacher, or in the teaching/learning process in progress. The main task of the observer here is to point out the defects and strengths in teacher's performance and to provide recommendations in his/her feedback to benefit the teacher. Usually the observer has a ready designed checklist with space for comments and recommendations.

Things to observe in classrooms:
- Organization of the lesson
- Students’ performance on tasks
- Teacher’s questions & students’ responses
- Classroom interaction
- Teacher’s action zone
- Students’ performance during pair/group work activities
- Time management
- Time on task
- Teacher’s explanation
- Use of textbook
3. Post Observation Conferencing Guidelines:
The post observation session comes after the visit to the class. Usually, both the observer and observee sit together for data presentation and analysis. They discuss all the procedures of the lesson and other related items. They raise questions and try to reach mutual understanding, reinforcing and suggesting different alternatives. At this point, the observer should not give any judgment or evaluation on teacher’s performance. His/her role is merely to highlight the strongest points, activities, strategies, and techniques used by the performing teacher; besides, he/she may inquire about the reasons and justifications of unclear situations then may proceed to recommendations and suggestions of some alternatives.

Considerations for Effective Classroom Observation:
- Keeping balance between strengths/areas for development.
- Keeping balance between talking and listening.
- Ensuring privacy.
- Avoiding interruptions.
- Using positive body language.
- Clear guidance for future action.
- Being objective not subjective.
- Being supportive not judgmental.
- Being sensitive and aware of the potentials of the observee.
- There shouldn't be any feeling of threat or intimidation.
- High level trust should be established.
- Positive interpersonal relationships.

Principal Evaluation:
Principal Evaluation is one of the most common forms of teacher evaluation. It can vary widely from a formal process using validated observation instruments for both formative and summative purposes to an informal, unannounced or infrequent classroom visits to develop a quick impression of what a teacher is doing in the classroom. Because principals must attend to several areas simultaneously, any evaluation used for decision-making purposes should minimize subjectivity and potential bias. (Geo, Bell and Little, 2009)

Analysis of Classroom Artifacts:
Another method that has been introduced to the area of teacher evaluation is the analysis of classroom artifacts. This method considers lesson plans, teacher assignments, assessments, scoring rubrics, Ss' work and other artifacts to determine the quality of instruction in a classroom. The idea is that by analyzing classroom artifacts, evaluators can glean a better understanding of how a teacher creates learning opportunities for Ss on a day-to-day basis.

Portfolios:
Portfolios are a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities and student progress.
Portfolios are distinct from analyses of instructional artifacts in that materials are collected and created by the teacher for the purpose of evaluation. They may contain exemplary work as well as an evidence the teacher is able to reflect on a lesson, identify problems in the lesson, make appropriate modifications and use that information to plan future lessons.

**Self-report of practice**

Here, teachers are asked to report on what they are doing in the classroom and this may take the form of surveys, instructional logs or interviews. Self-report measures may focus on the aspects of teaching that are thought to be important in all contexts. They may focus on specific subject matter, content areas, grade levels or techniques. They may consist of straightforward checklists of easily observable behaviors and practices.

**Student’s Evaluation**

Student’s Evaluation most often comes in the form of a questionnaire that asks Ss to rate teachers on a Liker-type scale (usually a four-point or five-point scale). Ss may assess various aspects of teaching from course content to specific teaching practices and behaviors. It seems that valuable information can be obtained from evaluations of their experience. Ss’ ratings of teachers are sometimes not considered a valid source of information, because Ss lack knowledge about the full context of teaching, and their ratings may be susceptible to bias. There is a concern that Ss may rate teachers on personality characteristics rather than instructional quality.

**Teacher’s Evaluation**

**Effective Feedback - The better key for teachers' Evaluations**

Effective feedback is about reinforcing a desired behavior which by nature encourages more of the same behavior. However, effective feedback is also about identifying the areas in which a staff member’s performance is lacking, and for many, this can create uncomfortable situations for both the evaluator and teacher. But it doesn’t have to be that way. Similarly, when skill and performance gaps are identified, specific examples give the teachers an opportunity to learn from their experience, and make the required adjustments in the future. When the feedback is specific and actionable and delivered in a constructive, non-confrontational manner, the individual comes away from the performance evaluation feeling valued and appreciated, which in turn results in a higher level of engagement in the classroom, and satisfaction in their work—all of which contribute to higher quality academic performance. Consistent feedback can be delivered formally, or informally, as there are benefits to be realized from both. Formal, regular feedback sessions should occur as frequently as possible. A report from The New Teacher Project asserts that all teachers should be evaluated at least once a year to provide "ongoing feedback on their performance that all professionals deserve." This gives school leaders and staff an opportunity to revisit academic and personal goals, and identify professional development needs.
Informal feedback can be as simple as a "thank you" or a "great job" delivered in the hallway or in a public forum in front of peers, perhaps during a faculty meeting. When delivered in a staff group environment, a spin off benefit can result, as others within the group may be inspired by the praise and therefore, attempt to emulate the behaviour of their peer. Of course, any feedback that one might possibly interpret as negative should be delivered confidentially. If delivered regularly, it will help teachers identify the link between their teaching goals and their teaching methods. Furthermore, everyone will know where they stand, helping remove a significant amount of stress from year end processes.

When this is compared in contrast with performance evaluation feedback delivered only at the end of the school year, you soon realize that neither of the parties invested in the process has an opportunity to truly benefit. Effective feedback delivered throughout the year will help you identify any pain points for your staff that may be holding them back. Similarly, consistent feedback will reveal the environment in which your school excels, affording you the opportunity to recreate those conditions whenever possible.

**Feedback takes many different forms:**
- It can be corrective or reinforcing
- It helps to increase accountability
- It is used for improvement
- It is to provide a balance between positive and negative comments

**Estep (2004) recommends the following approach in order to ensure that feedback is effective:**
- The evaluator should show consideration and describe specific behaviors without belittling the receiver.
- The timing of the feedback is critical and must be provided as close to the time of the behavior as possible.
- The evaluator should recognize that the receiver is not obligated to change in response to the feedback, and should check on the emotional and physically readiness of the receiver if at all possible prior to providing feedback.
- The feedback should be provided with as much clarity as possible.

Departments are required to establish a system of performance evaluations for teachers that reflect an impartial rating of each staff member’s performance and potential for further advancement. Teacher performance evaluations should be conducted on a periodic basis (at least annually) and should not reflect personal prejudice, bias, or favoritism on the part of the supervisor for the rating or review. It is important to be positive in all evaluation meetings.

**Teacher Evaluation Form Instructions:**
- Both the teacher and the supervisor should have a copy of the current job expectations.
If you wish to have the teacher participate in self-evaluation, provide a copy for the employee to use as a worksheet. Self-evaluation is helpful in stimulating discussion of ways in which supervisor and teacher can work together to increase effectiveness.

Use one of the following ratings to describe the performance of the individual in each of the categories.

- **Performs Exemplary**: Performance consistently exceeds expectations for the job.
- **Performs Superior**: Performance often exceeds expectations for the job.
- **Performs Satisfactory**: Performance consistently meets expectations for the job.
- **Unsatisfactory**: Performance does not meet expectations for the job.

The Evaluator must provide an explanation for that rating when score Unsatisfactory in the comments section for that category.

All ratings in each category should be averaged together and listed in the comments section for that category.

Supervisor and teacher must discuss the evaluation, progress made in performance, and progress toward objectives and goals for the coming year.

All ratings are reviewed and approved by the next-higher-level supervisor than the one who prepared the rating.

The original teacher evaluation form with the final ratings, comments and signatures is retained in the teacher’s file in the department.

The teacher has a right to make a written statement or rebuttal on the form at the time of the evaluation and/or within ten working days. Supervisors should make teachers aware of this opportunity.

A copy of the signed teacher evaluation form shall be provided to the teacher within 30 days of the date of the evaluation or upon request.

### Planning and Preparation:

Teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. This section will address knowledge of content and pedagogy, knowledge of students, selecting instructional goals, designing coherent instruction, assessing student learning, knowledge of resources, materials and technology.
Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. This helps to assess Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

Teachers engage students in learning by using a variety of instructional strategies. This covers communications, questioning, discussion techniques, engaging students in learning, providing feedback, demonstrating flexibility and responsiveness.

Professionalism refers to the aspects of teaching that occur in and beyond the classroom/building. This section addresses Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families and Demonstrating Professionalism.

There are several challenges with having an accurate Teachers Evaluation:

1. **Current systems for evaluating teachers** too often fail to improve teacher practice and enhance student growth and learning. Annual observations are often performed by school principals who are not adequately trained to conduct classroom observation and unable to give technical remarks to different subjects taught in the school.

2. **The use of evaluation checklists** is often meaningless when the checklists are not designed to depict good practice. Evaluation systems should identify teachers’ professional growth needs and provide the support and professional learning opportunities required to meet those needs.

3. **Evaluating teachers from their learning effectiveness:** Teachers are not exclusively responsible for students’ learning. An individual teacher can make a huge impact; however, students learning cannot reasonably be attributed to the activities of just one teacher – it is influenced by a host of different factors. Other teachers, peers, family, home environment, school resources, community support, leadership, and school climate all play a role in how students learn. (Geo, Bell and Little, 2009)

4. **Teachers’ evaluation measured by learners’ achievements:** It is possible that the increase in data linking student achievement to individual teachers and new statistical techniques to analyze these data are contributing to an emphasis on measuring teacher effectiveness using student achievement gains (Drury & Duran, 2003; Hershberg, Simon, & Lea-Kruger, 2004; The Teaching Commission, 2004). This, in turn, may result in a narrowed definition of teacher effectiveness. Instead, important aspects and outcomes of teaching should be defined first; then, methods should be used or created to measure what has been identified. In other words, define the problem; then choose the tools.
5. **Evaluating teachers using scores:** Test scores are limited in the information they can provide. Student achievement gains do not indicate how successful a teacher is at keeping at-risk students in school or providing a caring environment where diversity is valued. This method does not provide any additional information on student learning growth beyond the data gleaned through standardized testing. Standardized testing cannot provide information about those who teach early elementary school, special education, or untested subject (e.g., art and music). It cannot evaluate the effectiveness of teachers who co-teach and does not capture teachers’ out-of-classroom contributions to making the school more effective as a whole.

6. **Concrete teachers’ evaluation** requires time and periodical observation visits to the classroom would establish a good Teachers Evaluation. In the system there is little room for follow-up and support after feedback is given.

## Conclusion

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers’ performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.

## References

Thinking Skills for Effective Learning

Introduction

No matter how hard we crave to learn, it is impossible to master all the information we come across every day. The output of education is mainly the thought processes which result from the study of a subject and not the information itself. As a matter of fact, teachers' essential task is to help learners acquire the ability to think critically, to solve problems and to make right decisions. The Education Department in the Curriculum Development Institute (1995, p.3) referring to Hong Kong Education and Manpower Branch, Hong Kong Aim (9) stated that: "Schools should help students to think logically, independently and creatively; to make rational decisions; to solve problems independently and in cooperation with others; and to cope with stress and change." Teachers' role should not be only teaching students factual knowledge, but also the skills to think and learn.

I. Thinking Processes

During the thinking process, learners work on identifying the problem, its nature, and ways of deciphering the problem. To achieve the right solutions and to solve problems, learners have to implement a series of thinking skills like classifying, organizing, analyzing, evaluating, etc. When learners get used to apply thinking skills in solving problems, they obtain useful experience and skills in finding remedies to different issues. There are four main types of thinking processes as suggested by The Education Department in the Curriculum Development Institute (1995, p.7) in the following example:

- Critical Thinking: Critical thinking includes interpretation, evaluation and logical reasoning to deduce meaning from given information or statements.
- Creative Thinking: Creative thinking involves the development of new ideas or products, basing on given data or statements.
- Problem Solving: Problem solving necessitates the use of thinking skills to resolve a difficulty. It gathers findings about the problem and defines the right action.
- Decision Making: Decision making is taking the right response from different choices.

Decision Making: Decision making is taking the right response from different choices.

Remark: Critical thinking and logical thinking are closely associated. In his article, (Cline, 2018, p.1) stated, "Logic is the science of how to evaluate arguments and reasoning. Critical thinking is a process of evaluation which uses logic to separate truth from falsehood, reasonable from unreasonable beliefs."

II. Core Thinking Skills

Based on the Association for Supervision and Curriculum Development (ASCD), U.S.A. research, in its publication entitled Dimension of Thinking (1988) and The Education Department in the Curriculum Development Institute (1995, p.8) indicated that there are twenty-one thinking skills grouped into eight categories, as follows:

Table of Contents
### Thinking Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing</td>
<td>Choosing the right information and ignoring others.</td>
</tr>
<tr>
<td>Gathering Information</td>
<td>Collecting information for further processing.</td>
</tr>
<tr>
<td>Remembering</td>
<td>Storing information in long-term memory to use it back.</td>
</tr>
<tr>
<td>Organizing</td>
<td>Reorder data so that it can be presented more effectively.</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Explaining the selected information.</td>
</tr>
<tr>
<td>Generating</td>
<td>Adding information beyond what is given.</td>
</tr>
<tr>
<td>Integrating</td>
<td>Assembling the relevant parts or aspects of a solution.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Evaluating the similarity and quality of ideas.</td>
</tr>
</tbody>
</table>

### III. Action Plan

The Inner London Education Authority (ILEA) stated in its publication Effective Learning Skills: A Teacher Guide (1983), "The greatest occurrence of skill transfer and continuity of learning experience is achieved when skills are embedded in the subject curriculum and treated as a normal component of teaching and learning."

Teachers have to believe that learners reach the highest level of thinking when teachers use the right activities that stimulate their learners to think and to apply their strategies in a critical way.

An action plan should be taken into consideration to carry out the teaching programme. Therefore, teachers have to take into account the following procedures which help to improve effectively learners' thinking skills:

- Suggest a problem to be presented to learners. The difficulty and nature of the problem should be within learners’ ability and level.
- Encourage learners to ask as many questions as possible about the issue under discussion, and apply different thinking skills in various situations.
- Teachers’ role should be merely a facilitator. Learners have to draw the conclusions. Teachers should make sure that learners get instant feedback on the observations they make.
- Let learners suggest and test their own hypothesis.
- Greet learners who respond properly and make sure learners receive prompt feedback on how to implement the skill.

To support learners' ability in implementing their thinking skills, teachers should provide instructions to practise thinking skills properly on a variety of issues and contents.

To conclude, the main targets of the implementation of thinking skills are for learners to comprehend their subjects, to be able to perform independently, and to face problems and difficulties confidently making use of the appropriate thinking skills. Teaching thinking skills should shape a key element in the school's curriculum.
IV. Reading, Writing and Thinking Skills

Language and thought are inter-dependent processes. Various thinking skills are included in generating ideas logically and critically. In this context, teachers often use different kinds of reading and writing activities to develop learners’ thinking skills.

The Education Department in the Curriculum Development Institute (1995, p.17) presented some directive terms used in reading and written assignments to help learners develop their critical thinking. Some of the suggested directive terms are shown in the following table:

<table>
<thead>
<tr>
<th>Directive Terms</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>To consider the passage in detail to make out its meaning</td>
</tr>
<tr>
<td>assess</td>
<td>To consider all available facts to arrive at a judgement</td>
</tr>
<tr>
<td>categorize</td>
<td>To arrange items in a certain manner into groups</td>
</tr>
<tr>
<td>classify</td>
<td>To sort into groups according to their common elements, factors or characteristics</td>
</tr>
<tr>
<td>Compare &amp; Contrast</td>
<td>To study the attributes that show similarities or differences</td>
</tr>
<tr>
<td>conclude</td>
<td>To make an inference based on the given statements</td>
</tr>
<tr>
<td>criticize</td>
<td>To express opinion about a passage</td>
</tr>
<tr>
<td>deduce</td>
<td>To draw conclusions from given statement</td>
</tr>
<tr>
<td>discriminate</td>
<td>To identify a word, phrase or statement by stating its precise meaning or significance</td>
</tr>
<tr>
<td>elaborate</td>
<td>To expand concepts or ideas</td>
</tr>
<tr>
<td>evaluate</td>
<td>To make a judgement based on the given set of criteria</td>
</tr>
<tr>
<td>hypothesize</td>
<td>To develop or generate an assumption</td>
</tr>
<tr>
<td>identify</td>
<td>To determine, assess, recognize, or to point out the essential elements</td>
</tr>
<tr>
<td>synthesize</td>
<td>To unite different elements to formulate a whole picture</td>
</tr>
</tbody>
</table>

V. Learning strategies and thinking skills:

The following materials, adapted from the “Local History Package for S3” and published by the Curriculum Development Institute, E. D. (1992), presented some reading and writing tasks that help enhance and implement critical thinking skills:

<table>
<thead>
<tr>
<th>Tasks to be performed</th>
<th>Thinking Skills Involved in Completing These Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Firstly, learners could be asked to read a passage.</td>
<td>In reading through the text, learners have to apply the essential comprehension skills such as: identifying the main issues/ideas raised in the text; summarizing and taking notes of the main points from the text.</td>
</tr>
</tbody>
</table>
In answering the questions, learners have to use the skills of: recognizing the views of the commentators; making inferences from the statements and background of the commentators; comparing and contrasting the viewpoints of the commentators; detecting any over-simplification or generalization and biases made by the commentators; determining the strength of the arguments/interpretations put forth by the commentators; identifying any significant information missing from the comments which can affect any assessment; applying source materials to answer questions.

In writing the essay, learners have to use a lot of thinking skills such as: identifying the issue(s) involved; summarizing the achievements suggested in the texts; distinguishing facts from opinions; judging whether the statements made by other people are fair, valid and balanced; evaluating on the overall performance; developing own hypotheses/theses with reference to the information collected; arguing for own hypotheses/thesis with support of adequate evidence; communicating ideas and arguments in an appropriate way.

To promote thinking skills, an interactive classroom atmosphere is essential. Teachers should create plenty of opportunities for learners to effectively apply the art of thinking skills. Learners will be more trustful and skilful in their own thinking when their ideas are appreciated and respected by others. Teachers' role is vital in improving learners' thinking skills. That's why the designed activities and the suggested strategies should be well selected to build up learners' trust, and to provide learners with more chances to develop their thinking skills. The following are some criteria suggested by The Education Department in the Curriculum Development Institute (1995, p.20) to facilitate setting up a stimulating learning environment:

- Teachers should perform the role of facilitators to promote active participation by students.
- Teachers have to help students develop analytical thinking and to make sense of the available information.
Questioning in the classroom is a prominent teaching technique that can be effectively applied to enhance thinking skills. Through questioning, learners become active learners rather than merely recipients. Questions used at the end of the lesson as a concluding process are very important in evaluating learners level of achievement. Questioning techniques should be arranged from simple to the most challenging ones. The Education Department in the Curriculum Development Institute (1995, p.22) considered Benjamin Bloom's taxonomy educational objectives of the cognitive domain as a very suitable illustration:

<table>
<thead>
<tr>
<th>Open-mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers should maintain a two-way communication so that students could freely express their views which may not necessarily agree with those of the teacher.</td>
</tr>
<tr>
<td>• Both the teacher and student should be receptive to each other's view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emphasizing on problem-solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers nurture students' problem-solving abilities by encouraging them to ask questions, not just to answer them.</td>
</tr>
<tr>
<td>• Teachers should give immediate feedback and clarify students' faulty responses.</td>
</tr>
<tr>
<td>• When the central issues and problems are identified, appropriate data or information can be selected to exemplify and clarify these issues and problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allowing adequate time</th>
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</thead>
<tbody>
<tr>
<td>• Students need time to ponder, analyze, and respond to questions posed to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving appropriate encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers should build up students' confidence in their abilities, reinforce their confidence and provide chances for students to develop their own critical thinking and ability to analyze and solve problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employing various strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To make the classroom atmosphere lively, teachers have to resort to various teaching strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting students' level of ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers should ensure that their questions or assignments will meet students' level of ability.</td>
</tr>
<tr>
<td>• While it is necessary to ask thought-provoking questions, care must be taken not to begin with too abstract concepts or demanding problems beyond students' experience or their existing mental structures.</td>
</tr>
</tbody>
</table>

VII. Effective Questioning to Enhance Students' Thinking:

Questioning in the classroom is a prominent teaching technique that can be effectively applied to enhance thinking skills. Through questioning, learners become active learners rather than merely recipients. Questions used at the end of the lesson as a concluding process are very important in evaluating learners level of achievement. Questioning techniques should be arranged from simple to the most challenging ones. The Education Department in the Curriculum Development Institute (1995, p.22) considered Benjamin Bloom's taxonomy educational objectives of the cognitive domain as a very suitable illustration:
The implementation of thinking skills is crucial for the sake of promoting learner's mental mechanism through effective questioning and extending his oral responses in classrooms as well as the possible contribution to evaluation for learning. Exercising thinking skills help learners plan, describe and assess their thinking and learning. As it is described by the Science Research Unit, Institute of Education, University of London, (2004) p.1, "A thinking skills approach therefore not only specifies what is to be taught but also how it is taught: the content of lessons and the teaching approach form an integral part of thinking skills approaches to teaching and learning."

All the educational board whether teachers, school leaders, supervisors, or educators have a shared goal which is developing learners thinking skills to get a learner who is able to solve problems and find solutions to any difficulties.

### References

Universal Design for Learning (UDL) is a “set of principles for curriculum development that give all individuals equal opportunities to learn” (CAST, 2014). This means that a diverse amount of students in education, incorporating learners with special needs, get adaptable instructional strategies, materials, and appraisals to meet their novel needs. UDL is established in neuroscience research and unequivocally lines up with Vygotsky’s hypothesis of constructivism and Piaget’s theory for cognitive thinking.

UDL isn’t a framework, it lives in each choice you make, and will influence your learning environment on each level. Despite the fact that numerous educators as of now utilize a portion of the UDL Guidelines, using the UDL requires patience and continued practice to eliminate academic and social emotional hurdles that prevent all students from learning at high levels. The flow chart below which was constructed by Dr. Katie Novak, Ed., is a visual that encourages you to envision what a lesson would resemble once you eliminate all hurdles that may prevent learning. “Novak Educational Consulting is the premier organization for designing and delivering high-quality, evidence-based professional development on multi-tiered systems of support, evidence-based tiered interventions, evidence-based literacy models, Universal Design for Learning (UDL), and effective leadership practices.” (Novak Educational Consulting, 2019). Now, obviously you might exercise some aspects of the structure constantly. But if you’re looking where to grow, consider this instrument as your guide to UDL.

### UDL flowchart

(Novak Educational Consulting, 2019)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a clear goal, aligned to state standards, for the lesson?</td>
<td>NO</td>
<td>You’re not quite there yet! UDL is all about “firm goals, flexible means,” and requires a clear goal to design options and choices.</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before the lesson begins, do students have options to self-reflect on</td>
<td>NO</td>
<td>You’re not quite there yet! UDL requires students to self-reflect to foster strategic planning so you need to build an opportunity for students to reflect on goal/standard and consider what they already know and how they learn best, so they can make appropriate choices to personalize their learning as they work to meet/exceed the standard.</td>
</tr>
<tr>
<td>the standard and their background knowledge; take a diagnostic assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or view exemplars, rubrics, etc... to help foster self-reflection and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>goal-setting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Do students have options of the methods and materials they will use to</td>
<td>NO</td>
<td>You’re not quite there yet! UDL curriculum is focused on providing multiple pathways in to meet firm goals through multiple methods. If all students are expected to learn the same material in the same way, without options for them to build background knowledge, access additional resources for support/challenge/etc... it would be considered “one-size-fits-all.”</td>
</tr>
<tr>
<td>learn the content and/or skills? For example, through multiple means (</td>
<td></td>
<td></td>
</tr>
<tr>
<td>books, digital tools, teacher instruction, collaboration, etc...),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multiple scaffolds (exemplars, reference sheets, peer-review, rubrics),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and tech materials (assistive tech).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there numerous opportunities for students to monitor their progress</td>
<td>NO</td>
<td>You’re not quite there yet! The goal of UDL is to help all students become expert learners, or purposeful, strategic, resourceful students. They need numerous opportunities to reflect on their progress, set goals for their improvement, and monitor the effectiveness of their choices on their ability to meet the standard.</td>
</tr>
<tr>
<td>so they can self-reflect and make better choices, optimize challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or receive additional support as necessary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do students have options and choices for how they will demonstrate</td>
<td>NO</td>
<td>You’re not quite there yet! UDL curriculum is focused on providing multiple pathways so students can demonstrate competency using multiple means of action and expression. Without options for scaffolds and supports and/or more rigorous challenges, not all students will be equally engaged.</td>
</tr>
<tr>
<td>that they met the standard? (Note: ALL options have to demonstrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>standards are met, so if the standard is that students will SOLVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quadratic equations, all options/choices/tools need to align to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>standard.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did all students meet/exceed the standard set forth at the beginning</td>
<td>NO</td>
<td>It’s time to look at data and determine which students may need intervention and/or enrichment and consider which barriers prevented them from meeting the standard. This will support you in incorporating additional options and choices on the next lesson. Don’t worry – you’re getting close!</td>
</tr>
<tr>
<td>of the process?</td>
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</tbody>
</table>
UDL empowers both teachers and students by putting students in charge of their own learning. Yet, there continue to be many misunderstandings about what UDL is and is not. Here's an infographic created by Dr. Katie Novak Ed. (Novak, 2019) to help spread the word about UDL and provide some practical tips for implementing UDL. UDL can’t be learned by just looking at an infographic, but with the help of teachers, the word can be spread about this education framework that has the ability to shape the future success of all students.

**Woohoo! It looks like you universally designed a lesson toward a specific standard.** Next, maximize generalization and transfer to determine if students can apply the skill on a more standardized measure. If they know the content and can apply the skill, and they understand themselves as learners, they should be able to transfer that knowledge! If not, consider which barriers prevented the transfer and design a lesson with a goal to eliminate that barrier!

The goal of UDL is to create learners who are

- Purposeful & Motivated
- Resourceful & knowledgeable
- Strategic & Goal-directed

<table>
<thead>
<tr>
<th>Multiple means of Engagement</th>
<th>Multiple means of Representation</th>
<th>Multiple means of Action &amp; Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “why” of learning</td>
<td>The “what” of learning</td>
<td>The “how” of learning</td>
</tr>
</tbody>
</table>

**Implementation Tips**

<table>
<thead>
<tr>
<th>Allow students to make choices so they remain invested and engaged.</th>
<th>Provide visual, auditory, and digital materials for each lesson</th>
<th>Allow students to use technology, resources, and tools to express knowledge, such as speech recognition software, dictionaries, calculators, exemplars and so on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly tell students why a lesson is relevant.</td>
<td>Provide scaffold to support students with reading materials.</td>
<td>Give students a choice in how they express what they know or what they can meet or exceed a standard.</td>
</tr>
<tr>
<td>Offer students tips on how to stay motivated.</td>
<td>Simplify complicated instructions and provide visuals to facilitate understanding.</td>
<td>Provide feedback while students work.</td>
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<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Provide a variety of resources to prevent frustration.</td>
<td>Offer visuals like charts, pictures, movies, audio clips, and resources students can touch and manipulate.</td>
<td>Have students reflect on their own learning and evaluate the choices they made to express knowledge.</td>
</tr>
<tr>
<td>Encourage students to assess their own learning using checklists and rubrics.</td>
<td>Model comprehension strategies like note-taking, highlighting, monitoring, and asking questions.</td>
<td>Provide tips on how to stay organized.</td>
</tr>
<tr>
<td>Provide varying levels of challenge.</td>
<td>Help students see how the information is transferable to other classes and lessons.</td>
<td></td>
</tr>
<tr>
<td>Offer opportunities for consistent feedback like self-reflection, peer review, and teacher feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**References**