

ENGLISH LANGUAGE PROGRAMS

Faculty Development



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FACULTY SELECTION RESOURCES

Members of the Cintana Alliance have access to specialized advice in the creation of job descriptions and interview process when hiring new teachers of English as a Foreign Language.

[Download the Sample Job Description](#)



FACULTY ASSESSMENT

Members of the Cintana Alliance have access to:

- Specialized advice in the interview process when hiring new teachers of English as a Foreign Language
- Professional support for the English Program Director, as needed, as well as the possibility of participating in ASU-Cintana events and trainings, such as the ACE Conference.
- A framework for faculty peer-observations, detailed below, which strengthens a culture of sharing and collaboration while contributing to performance improvement.

Faculty Peer-Observations Framework

Goals

The main goal of the Faculty Peer-Observation Framework is to provide professional development for faculty members by means of:

- Knowledge sharing and collaboration between faculty members
- Exposure to real, inspiring practices
- Enhancement of team spirit

In addition, applying the framework will contribute to the continuous improvement of performance and to creating a positive impact on students' learning experience.



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How to apply the framework

The guidelines below are meant as recommendations and suggestions on what to do before, during, and after conduction classroom observations.

Before...

- Prepare observations: meet your colleague beforehand, set expectations, revise observation guide together, add or modify it if convenient
- Agree on classes to be observed: You may prefer to attend in person, or watch a recording after the class
- Become familiar with program and course contents and goals
- Identify 3-5 particular aspects that should be observed:
 - Class design
 - Engagement/interaction with students
 - Use of announcements/discussion boards
 - Use of feedback
 - Integration of tools
 - Assignments
 - Authenticity of assessment
 - Collaboration between students
 - Positive leadership
 - Others
- Modify the observation guide as needed

During...

- Faculty member should inform students that an observer is present or that the recording will be observed
- If in person, the observer should take an unobtrusive position in the class/LMS and not intervene
- The observer must try to feel what a student would feel
- Complete the Observation Guide Checklist and write open comments

After...

- Provide your peer with constructive, meaningful observations, mentioning what worked best and suggesting what could perhaps be improved
- Be objective, remain descriptive and not judgmental
- Respect confidentiality
- Write notes to yourself and draw your personal improvement plan!



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Observation Guide

Use the rubric below to complete your peer observations. Attribute a rating to each item, ranging from 1 to 4, where:

- 1 = not applicable or non-existent
- 2 = needs improvement
- 3 = meets expectation
- 4 = exceeds expectation

Criteria	1	2	3	4
Class preparation				
Class introduction and goals for the session				
Clarity of contents and structure				
Class contents linked to professional world and future opportunities for students				
Class contents linked to other courses of the program				
Clarity of explanations and communication skills of instructor				
Incorporation of active learning approaches: case studies, experiential learning, etc.				
Ability to create an inspiring learning atmosphere for students				
Ability to engage students and facilitate their participation				
Ability to make students interact among themselves and work in teams				
Ability to create a positive attitude and response of students				
Feedback to students during class				
Variety of learning resources utilized				
Use of technology for educational purposes				
Other aspects (please insert as many rows as necessary)				

Overall Assessment (1-2-3-4)

Major Strengths

General Comments / Suggestions



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TOOLS FOR FACULTY DEVELOPMENT

In addition to the general faculty development program offered by Cintana, faculty members who teach English to speakers of other languages also have access to faculty development courses and certifications especially tailored to their needs.

English Program Best Practices & Training

The course showcases the teaching philosophy of the Global Digital English Courses, implementation models available for Cintana member institutions, and the teaching and learning best practices for an effective implementation of the curriculum in the classroom.

It is geared towards the specific needs of English Language teachers at Cintana Alliance member institutions who are implementing the ASU Global Digital English courses in their curricular or extracurricular degrees or programs. Access to the course is provided on demand.

ASU TESOL Professional Certificate

Online faculty development opportunity for English language faculty, facilitated by Cintana and based on ASU's TESOL Professional Certificate Program offered on Coursera. English faculty members can enjoy a truly international learning community with participants from Cintana Alliance universities.

This program is designed for anyone who wants to enhance their English teaching skills. English teachers will be internationally and professionally certified to teach English to any categories of learners, to add credentials to their resume by creating a professional teaching portfolio, as well as to join the Cintana Community of English Professionals. Upon the completion of the program, the learners will receive the Arizona State University 150-hour TESOL Certificate.

The first and only
completely online TESOL
Certification program
provided by a major
American university on
Coursera

