



PROFILING TEACHER COMPETENCES:

THE MULTILINGUAL VALIDATION OF THE EUROPEAN PROFILING GRID

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The Aims of the EPG

- To assist self-assessment of key language teaching competences
- To create a group profiles of a teaching team
- To help identify development needs
- To help design training programmes
- To provide objective criteria for appraisals
- To provide a common metalanguage

4 main categories, 3 main phases

	DEVELOPMENT PHASE 1	DEVELOPMENT PHASE 2	DEVELOPMENT PHASE 3
Qualifications and experience			
Key teaching competences			
Enabling competences			
Professionalism			

Main Areas and Subcategories

QUALIFICATIONS & EXPERIENCE	KEY TEACHING COMPETENCES	ENABLING COMPETENCES	PROFESSIONALISM
LANGUAGE PROFICIENCY	METHODOLOGY	INTERCULTURAL COMPETENCE	PROFESSIONAL CONDUCT
EDUCATION & TRAINING	LESSON & COURSE PLANNING	LANGUAGE AWARENESS	ADMINISTRATION
ASSESSED TEACHING	INTERACTION MANAGEMENT & MONITORING	DIGITAL MEDIA	
TEACHING EXPERIENCE	ASSESSMENT		

Sample 1: KEY COMPETENCES

Interaction management and monitoring

2.1	2.2	3.1	3.2
<ul style="list-style-type: none"> ▪ can set up and manage pair and group work efficiently and can bring the class back together ▪ can monitor individual and group activities ▪ can provide clear feedback 	<ul style="list-style-type: none"> ▪ can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives ▪ can organize task-based learning ▪ can monitor learner performance effectively ▪ can provide /elicit clear feedback 	<ul style="list-style-type: none"> ▪ can set up task-based learning in which groups carry out different activities at the same time ▪ can monitor individual and group performances accurately and thoroughly ▪ can provide/ elicit individual feedback in various ways ▪ can use the monitoring and feedback in designing further activities 	<ul style="list-style-type: none"> ▪ can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks ▪ can use a wide range of techniques to provide/elicit feedback

Who is the Grid for?

- **Teachers:** self-assessment, stimulus for reflection about development needs
- **Managers:** make-up of teaching team; development needs; review meetings comparing assessment with teachers' self assessments
- **Teacher trainers:** orientation of training; source for observation criteria; raising awareness about specific competences the team need to work on

SELF ASSESSMENT - EXAMPLE

key teaching competences

DEVELOPMENT PHASE	1.1	1.2	2.1	2.2	3.1	3.2
Methodology knowledge & skills						
Interaction management						
Planning						
Assessment						



THE EPG PROJECT

Aim of the EPG Project

- Make the Grid available in 5+ languages (English, French, German, Spanish, Italian)

 Qualitative and quantitative validation

- Create a User guide
- Design an e-Grid



VALIDATION: PILOTING & FIELD-TESTING:

Sequential steps

1. Pre-pilot: qualitative only (English)



2. Translation into French, German, Spanish, Italian

3. Pilot: qualitative & quantitative (5 languages)

4. Adjustments:

- Simplification of rating scale
- Switch to “I can” from “I do”
- Adaptation of some descriptors

5. Main field testing

6. Analysis

7. Production of final version of the Grid

Translation Solutions

- Use of ALTE & EAQUALS glossaries
- Multilingual master file, like in software development:
 - Rows = descriptors
 - Columns = languageswith interactive comparison between languages
- Check on DIF (Differential Item Functioning) in Quantitative analysis



MAIN FIELD-TESTING: QUALITATIVE MANAGERS & TEACHER TRAINERS

What was involved

63 Managers; 100 Teacher trainers

- Putting descriptors in the right cells
- Commenting on wording and order
- *Managers only:*
 - Assess 4 teachers and get them to assess themselves
 - Compare the self-assessment and manager assessment
- Being interviewed about the whole experience

	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
	Preparatory phase	Experiential phase	2.1	2.2	3.1	3.2
Inter-cultural awareness	<ul style="list-style-type: none"> understands in general terms the interrelationship between language and culture is sensitive to cultural and social differences 	<ul style="list-style-type: none"> Realises the relevance of the relationship between language and culture selects materials and activities that raise awareness of stereotypes notices potential problems and seeks advice as necessary 	<ul style="list-style-type: none"> points out/raises learners' awareness of intercultural differences (e.g. proximity, punctuality, directness, politeness) promotes inclusivity and tolerance anticipates and avoids critical inter-cultural incidents 	<p>selects materials and activities that:</p> <ul style="list-style-type: none"> are well matched to the cultural background of the group help learners compare cultural behaviour, traditions, artefacts etc. and raise awareness of cultural diversity <p>helps learners to become aware of stereotypical views and prejudices, thus minimising potential problems within the group</p>	<p>develops learners' ability to analyse cultural similarities and differences and identify sensitive areas</p> <ul style="list-style-type: none"> ensures that learners understand relevant conventions regarding proximity, punctuality, politeness etc. manages intercultural disagreements productively 	<ul style="list-style-type: none"> develops learners'/colleagues' ability to identify intercultural "safe topics and situations, and avoid critical incidents suggests simple techniques to help learners and colleagues to defuse such incidents if they arise able to create or edit material so that it is culturally acceptable to learners
Methodology: knowledge and skills	<ul style="list-style-type: none"> is aware of learning theories and features of language is familiar with a limited range of techniques and materials for one or two levels 	<p>has a basic understanding of learning theories and features of language</p> <ul style="list-style-type: none"> is familiar with techniques and materials for 2+ levels selects new techniques & materials with advice from colleagues 	<ul style="list-style-type: none"> is familiar with theories of language learning and with learning styles and an expanding range of techniques and materials chooses which to apply based on the needs of a particular group evaluates techniques and materials in relation to the teaching context 	<ul style="list-style-type: none"> is familiar with learning theory, learning styles and learning strategies identifies the theoretical principles behind wide range of techniques and materials, evaluates the suitability of techniques and materials for different teaching situations 	<ul style="list-style-type: none"> has a detailed knowledge of theories of language and learning selects optimum combinations of techniques and materials to suit each type of learner and learning situation and provides clear theoretical reasons for these decisions 	<ul style="list-style-type: none"> has a full understanding of teaching approaches, learning styles, strategies provides theoretical justification for the teaching approach being used and for a very wide range of techniques and materials evaluates materials from practical and theoretical perspectives
Lesson and course planning	<ul style="list-style-type: none"> works with lesson plans taken from the teachers' notes related to published materials 	<ul style="list-style-type: none"> uses published or in-house materials to develop plans for different types of lessons plans phases and timing of different lesson types 	<ul style="list-style-type: none"> uses a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group; adjusts these plans as required takes account of lesson outcomes in planning the next lesson 	<ul style="list-style-type: none"> compares individual learners' needs and refers to these in planning main and supplementary objectives for lessons gives reasons for lesson stages selects or designs supplementary activities ensures coherence between lessons 	<ul style="list-style-type: none"> plans a balanced, varied scheme of work for a course module based on detailed needs analysis designs tasks to exploit the linguistic and communicative potential of materials designs multi-level tasks to meet individual needs & lesson objectives 	<ul style="list-style-type: none"> plans an entire course to include recycling and revision creates or selects activities for balanced course modules that include both communicative and linguistic content designs multi-level tasks to meet individual needs and lesson objectives

			DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
			1.1 Preparatory phase	1.2 Experiential phase	2.1	2.2	3.1	3.2
CORE TEACHING COMPETENCIES	7.	knowledge and skills	Methodology:					V
	8.	course planning	Lesson and					V
	9.	management and monitoring	Interaction					V
	10.		Assessment				V	
	11.		Digital Media	V				
PROFESSIONAL CONDUCT	12.		Professionalism			V		V
	13.		Administration				V	V



MAIN FIELD-TESTING: QUANTITATIVE TEACHER SURVEY

Scaling Methodology

- The EPG emulates CEFR Table 2 (Portfolio Self-assessment Grid)
- The project emulates the methodology used to scale CEFR / Swiss Portfolio descriptors:
 - Qualitative analysis in workshops with informants (Managers and Trainers)
 - Quantitative scaling with IRT (Rasch Model) with questionnaire data (c 2000 subjects)

Scaling Methodology

Why Item Response Theory (Rasch Model)?

- (1) IRT results universal to the population
- (2) IRT scales/calibrates (like a thermometer)
- (3) Because of (1) & (2) IRT can check communality:
 - Is this sector/language/sub-culture part of the same, common population – or not?

Countries

– 12 main countries:	1414
– 64 other countries: (Not one of the 403 incomplete)	403
– TOTAL usable	1817

	TOTAL
Spain	205
Turkey	183
Italy	174
Austria	156
Rumania	155
Greece	137
France	96
Germany	85
Poland	78
Bulgaria	49

	TOTAL
UK	49
Croatia	49
Netherlands	47
Czech Republic	44
Ireland	31
Serbia	20
Switzerland	20
Bosnia	17
Kosovo	16
Hungary	14

	TOTAL
Denmark	5
Indonesia	5
Iran	5
Lithuania	4
Macedonia	4
Morocco	4
Norway	4
Slovakia	4
Uruguay	4
Argentina	3
Denmark	5

	TOTAL
Belarus	3
Belgium	3
Hongkong	3
Japan	3
Mexico	3
Cyprus	2
Egypt	2
Jordan	2
Lebanon	2
Senegal	2

	TOTAL
UAE	2
Afghanistan	1
Albania	1
Azerbaijan	1
Australia	1
Bolivia	1
Cambodia	1
Canada	1
Chile	1
Estonia	1

	TOTAL
UAE	2
Afghanistan	1
Albania	1
Azerbaijan	1
Australia	1
Bolivia	1
Cambodia	1
Canada	1
Chile	1
Estonia	1
Finland	1
Iceland	1

	TOTAL
Israel	1
Kenya	1
Mali	1
Moldova	1
Nepal	1
Peru	1
Saudi Arabia	1
Slovenia	1
Sweden	1
Tanzania	1
Thailand	1
Tunesia	1
Uzbekistan	1

Data: original

Including respondents who didn't complete a full section

EPG FIELD TESTING - TEACHERS' ON-LINE QUESTIONNAIRES AS AT 01.11.12

English				French				German				Italian				Spanish			
A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
205	201	180	156	116	101	70	50	109	240	97	156	49	48	35	35	66	62	65	62
Total			742				337				602				167				255
Nb to reach			500				250				250				100				250
			148%				135%				241%				167%				102%
OVERALL TOTAL				2103															
TARGET				1350															
				156%															

Usable Questionnaires

	TOTAL
English	705
French	245
German	485
Italian	142
Spanish	241
Total:	1817

Procedure

1. Scale the descriptors (bullet-points in boxes on Grid) to help ensure that they are at the correct stage.
2. Investigate stability of interpretation of descriptors across languages, sectors, etc.
3. Set “cut-points” on the scales for the different categories to divide them into the 6 stages

Questionnaires

A	B	C	D
Intercultural Competence			Intercultural Competence
Language Awareness			Language Awareness
Methodology	Methodology		
Planning	Planning		
	Interaction Management	Interaction Management	
	Assessment	Assessment	
		Digital Media	Digital Media
		Professionalism	Professionalism

Descriptors

Competencies:

- Intercultural
- Language awareness
- Methodology and didactics
- Planning
- Interaction management
- Assessment
- Digital media
- Professionalism

This is what we
want to scale

Demographic information

1. Country
2. Target language
3. Mother tongue
4. Teaching mother-tongue (NS v NNS teachers)
5. Years experience
6. Sector / age of learners
7. Qualifications and training
8. Language proficiency

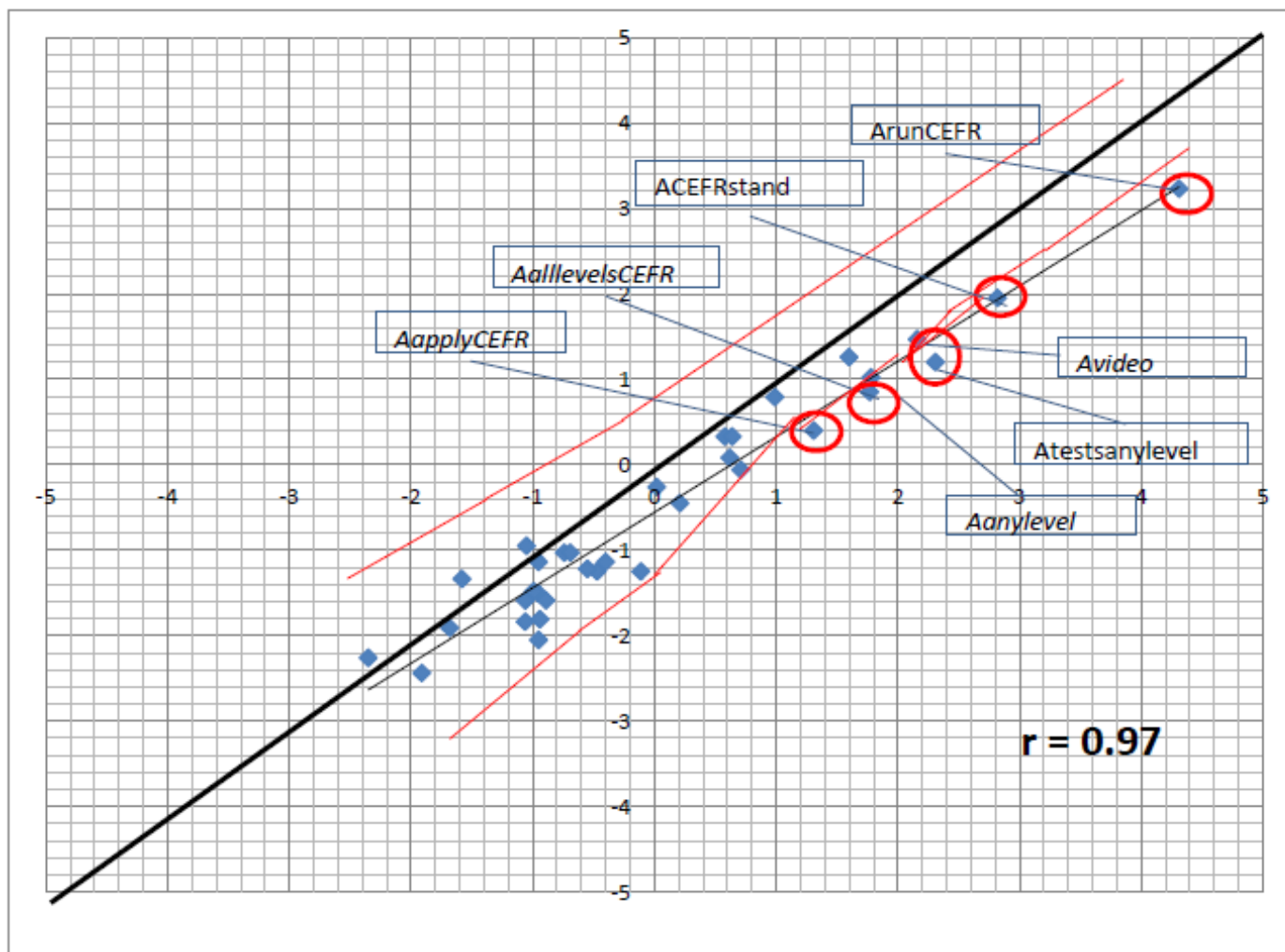
Stability of Interpretation



Between Questionnaires

2. Teaching mother-tongue (NS v NNS teachers)
3. Years experience
4. Sector / age of learners
5. Target language

Questionnaires B & C



Stability of Interpretation

1. Between Questionnaires



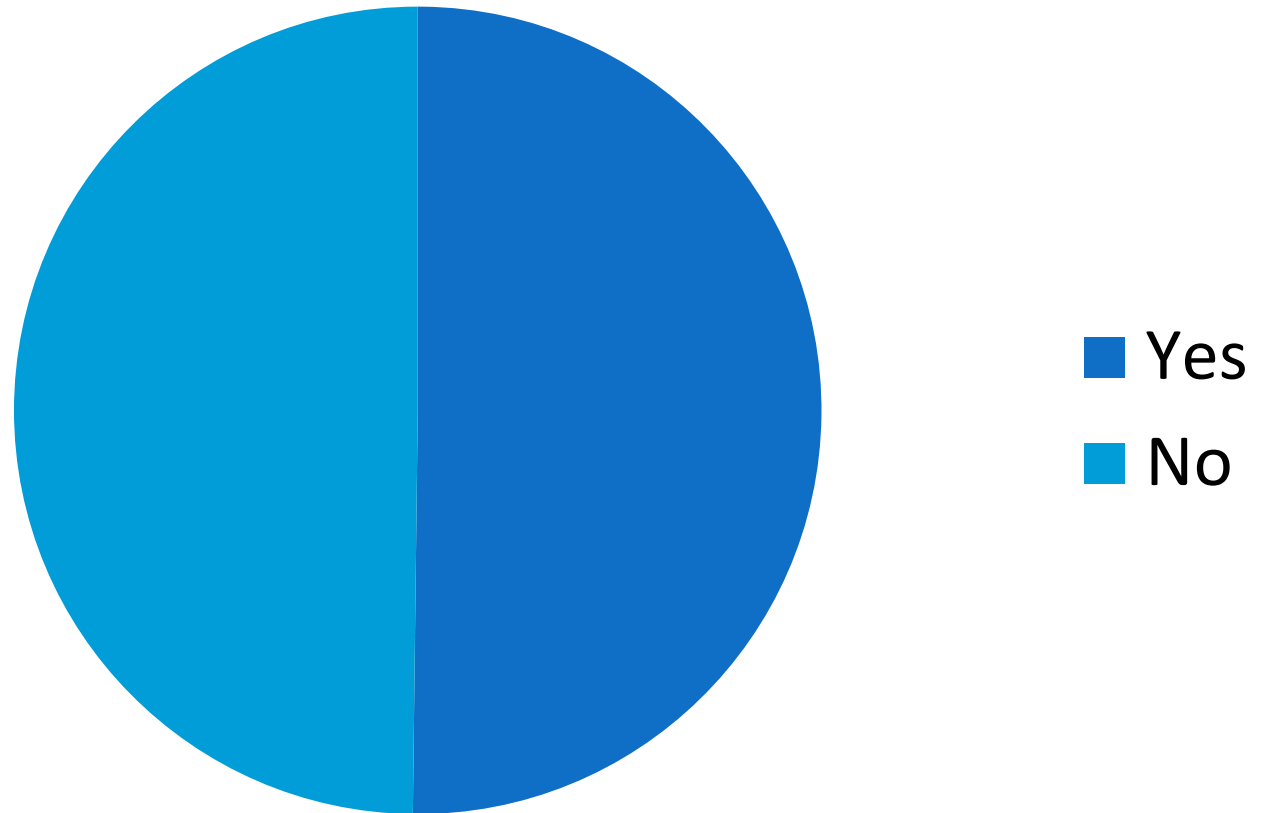
Teaching mother-tongue (NS v NNS teachers)

3. Years experience

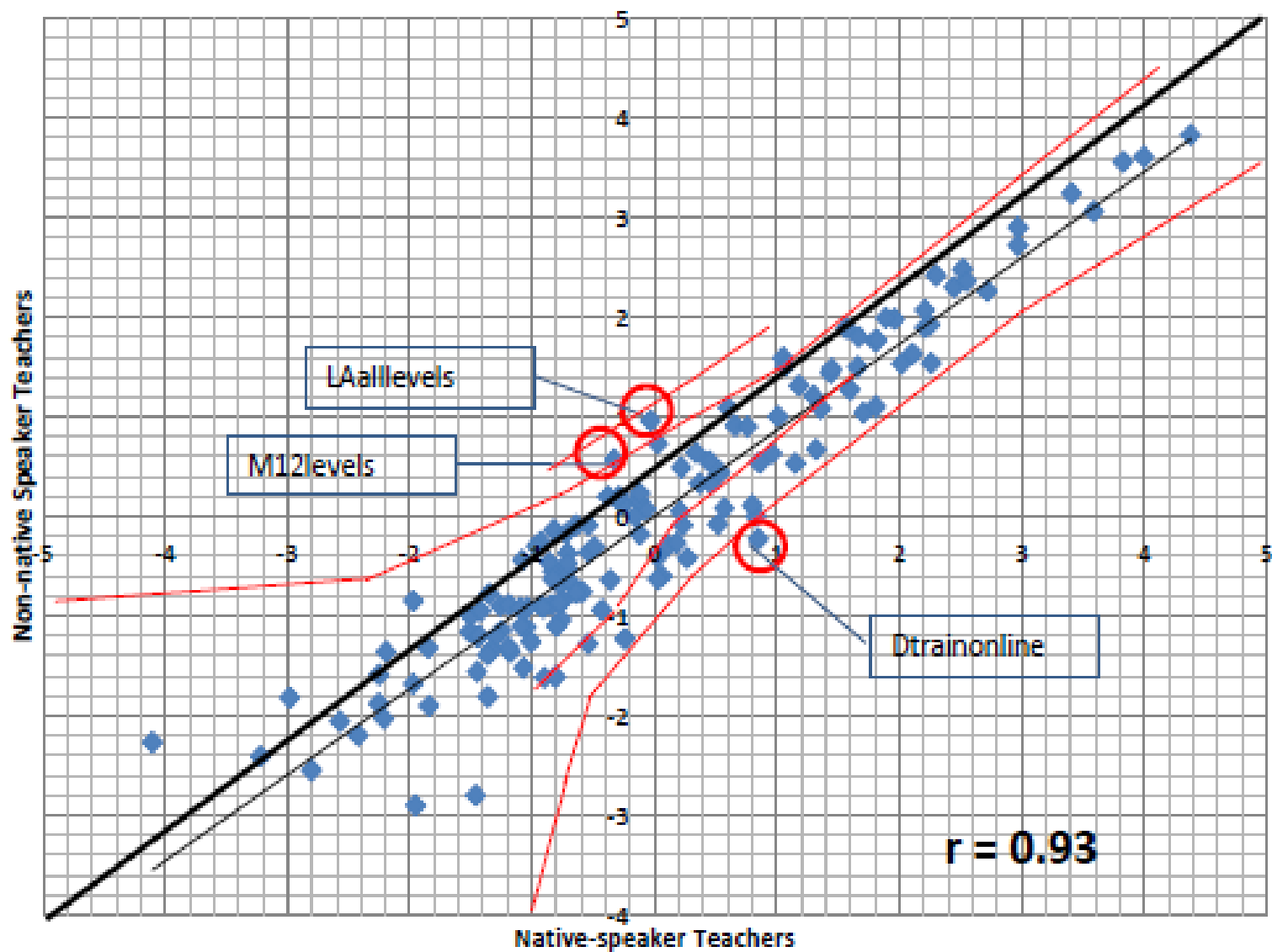
4. Sector / age of learners

5. Target language

Are you teaching your mother tongue?



Yes	912
No	905



NS / NNS Teachers

25	LAalllevels	I can teach usage & register at all levels
44	M12levels	I am familiar with teaching techniques and learning materials suitable for one or two levels
113	Dtrainonline	I can train students to select and use on-line exercises

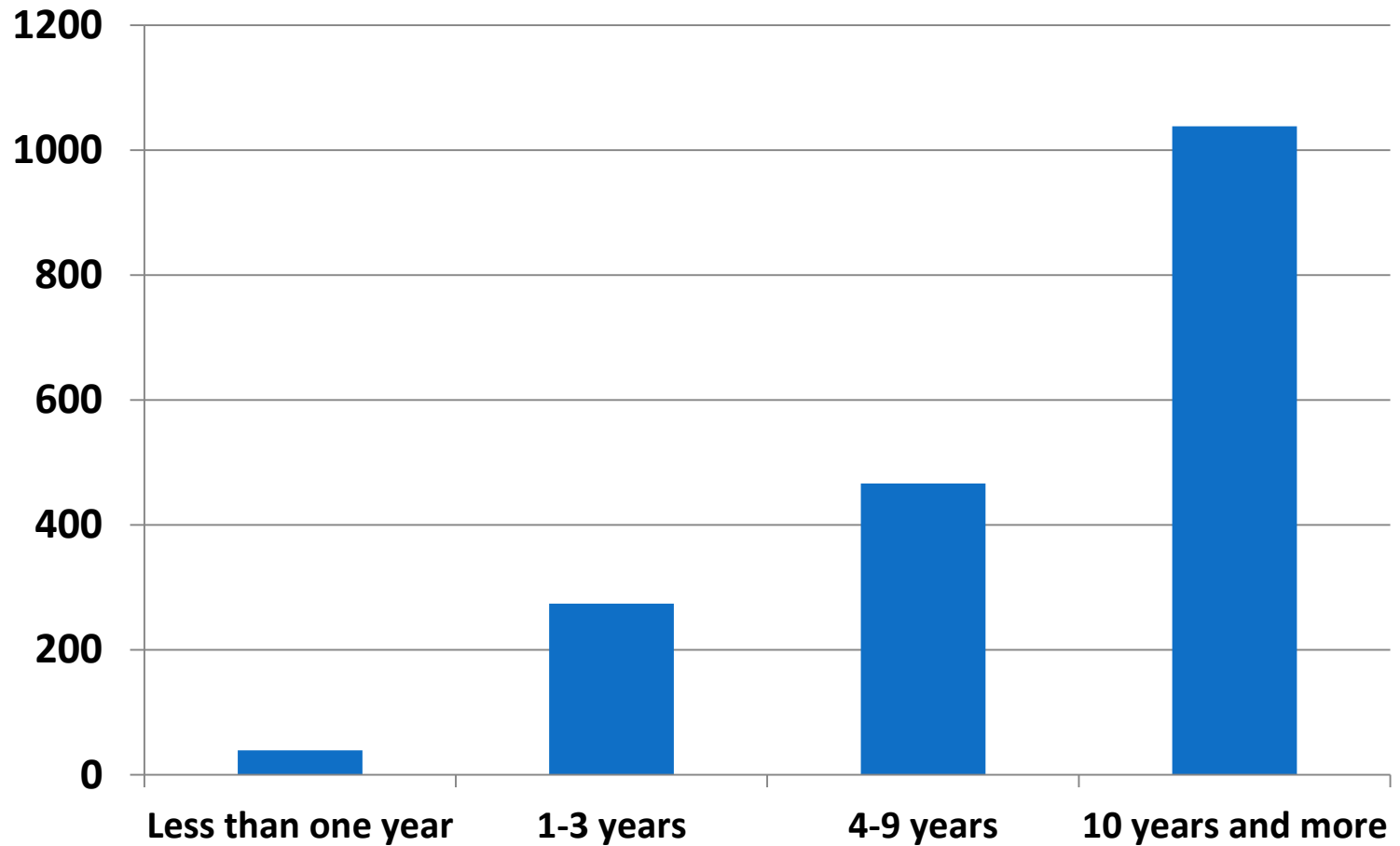


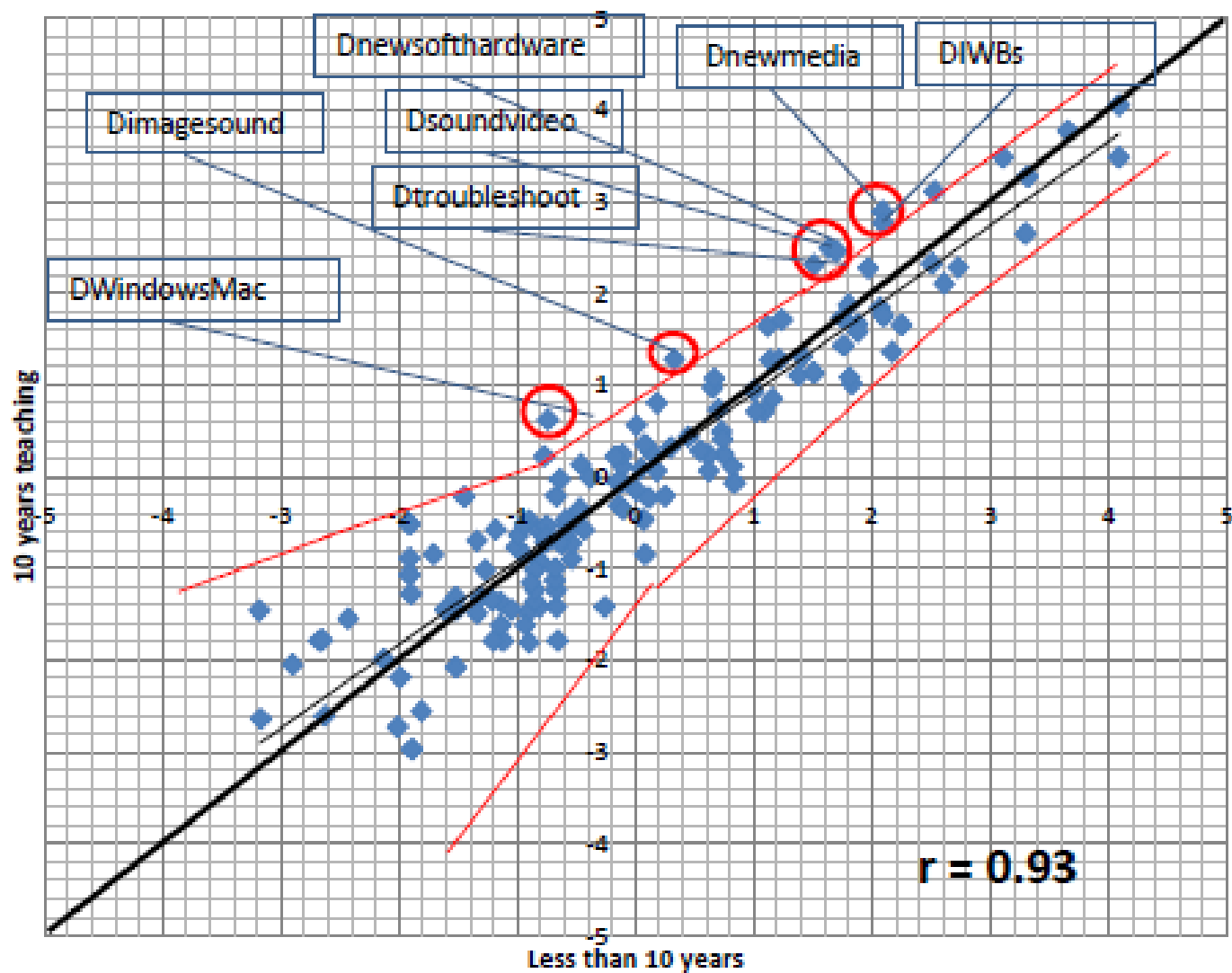
Only «misfitting»
descriptor = inconsistent
interpretation.
Excluded early in the
analysis

Stability of Interpretation

1. Between Questionnaires
2. Teaching mother-tongue (NS v NNS teachers)
- ➔ Years experience
4. Sector / age of learners
5. Target language

Years of Experience





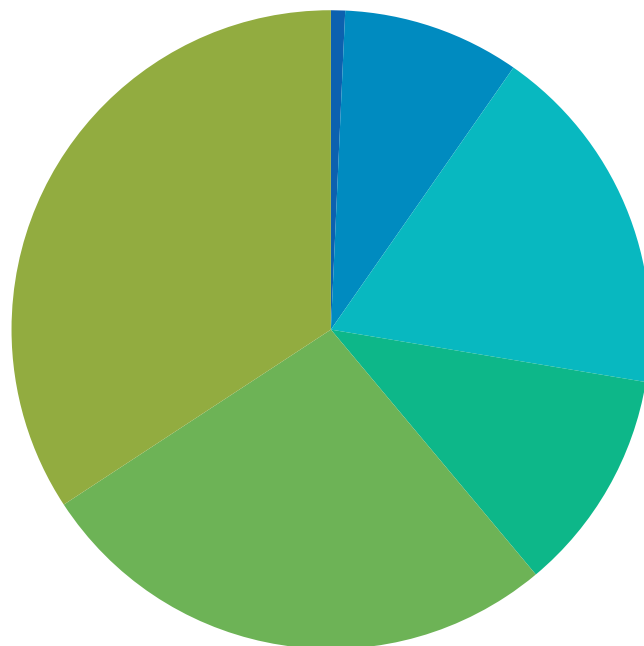
Experience: Digital Media

Dsoundvideo	I can edit and adapt sound and video files
Dnewmedia	I can show colleagues how to exploit teaching potential of new media (e.g. mobiles, interactive white boards)
Dnewsofthardware	I can show colleagues how to use new soft/hardware
Dtroubleshoot	I can troubleshoot problems with classroom digital equipment
DWindowsMac	I can use any standard web or Windows/Mac software, including media players
DIWBs	I can use interactive whiteboards (IWBs)
Dimagesound	I can use software for handling images, DVDs, and sound files

Stability of Interpretation

1. Between Questionnaires
2. Teaching mother-tongue (NS v NNS teachers)
3. Years experience
- ➡ Sector / age of learners
5. Target language

What kind of learners do you teach?



- Children under 6
- Children 6-12
- Teenagers 13-16 years old
- Teenagers 17-18 years old
- 16 + vocational training, workplace training or adult education
- 18 + higher education (university etc)

Children under 6	13
Children 6-12	163
Teenagers 13-16 years old	326
Teenagers 17-18 years old	205
16 + vocational training, workplace training or adult education	488
18 + higher education (university etc)	622

Educational Sectors

No differences:

- Primary / Lower secondary;
- Primary / Upper secondary;
- Lower secondary / Upper secondary;
- Lower secondary / Adult & Vocational;
- Upper secondary / Adult & Vocational Training sector;
- Upper secondary / Higher Education;
- Adult & Vocational Training sector / Higher Education.

Educational Sectors

Primary & Secondary / Adult & Vocational & HE

(Primary, Lower & Upper Secondary)

Adult & Vocational & HE found the following easier:

- *I can teach usage & register at all levels*
- *I give correct models of usage on almost all occasions at all levels*

Primary & Secondary found the following easier (like NNSs):

- *I can train students to select and use on-line exercises*
- *I am familiar with teaching techniques and learning materials suitable for one or two levels.*



Only «misfitting»
descriptor = inconsistent
interpretation.

Educational Sectors

Lower Secondary / Higher Education

HE found the following easier:

- *I can design specialised course modules that integrate communicative and linguistic content appropriate to the specialism*

Lower Secondary found the following easier (like NNSs):

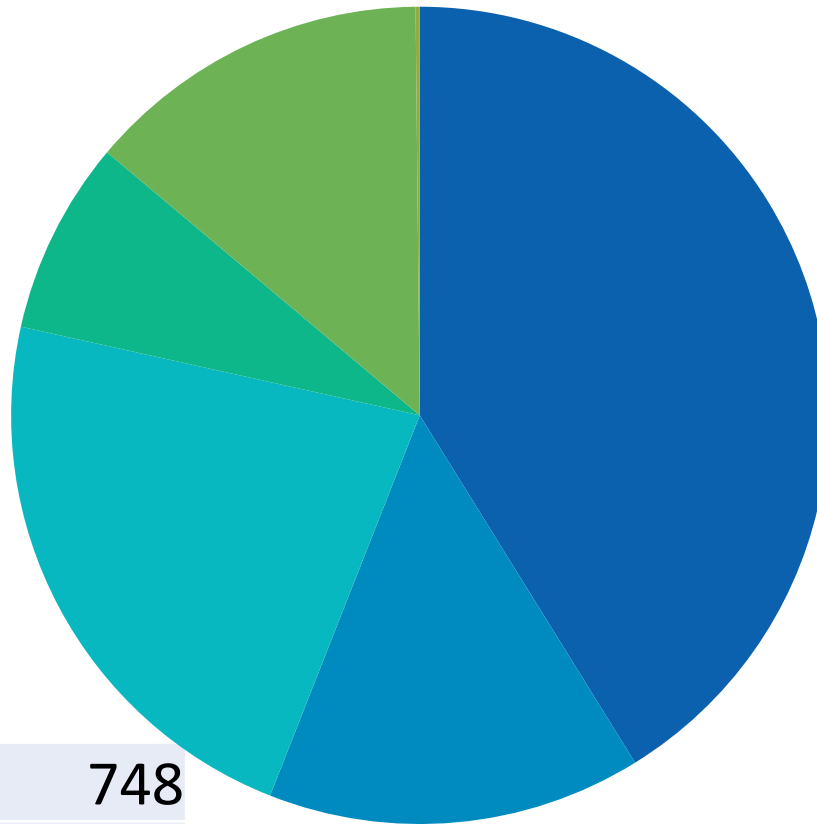
- *I can troubleshoot problems with classroom digital equipment*

Stability of Interpretation

1. Between Questionnaires
2. Teaching mother-tongue (NS v NNS teachers)
3. Years experience
4. Sector / age of learners

 Target language

Which language do you teach?



- English
- French
- German
- Italian
- Spanish
- Other

English	748
French	269
German	409
Italian	139
Spanish	249
Other	3

Target Languages

10 differences caused by Translation

English original	French translation
I act as mentor to less experienced colleagues	Je suis disponible pour conseiller des collègues moins expérimentés.

14 other differences

– of which only 4 are difficult to explain:

Target Languages

Descriptor	Comparison
I have taken part in standardisation training for assessing learner performance in terms of the levels of the CEFR	English & German -French French easier
I can use published or in-house materials to prepare plans for different types of lessons	English-German English easier
I can monitor learning activity and give clear feedback	French/ES-English English easier
I can train learners to code their errors to increase their language awareness	French-German French more difficult
I can use a homework marking code (e.g. G for grammar, V for Vocabulary) to increase language awareness	English & German -French French more difficult
I can edit and adapt sound and video files	English Italian; Italian easier (trainees = young)
I can use IWB or/and Power Point creatively	Italian more difficult
I can use software for handling images, DVDs, and sound files	French-Italian ; Italian easier (trainees = young)

Target Languages

Descriptor	Comparison
I can give clear explanations on all occasions	English-French, French-German French Easier
I can identify the theoretical principles behind techniques and materials	French-German German easier
I can show colleagues how to use new soft/hardware	French-German German easier ????
I can use interactive whiteboards (IWBs)	English-German German easier ????
I lead a training session if given materials to use and support from a colleague	English-French French Easier ????
I take an active part in group work during training	German-Spanish German easier ????

Conclusion

- 10 descriptors discarded permanently because of strange calibration/interpretation
- 10 descriptors temporarily excluded for one language because of translation problems
- 83.2% show fully stable interpretation across contexts (CEFR descriptors were 87.5% stable)



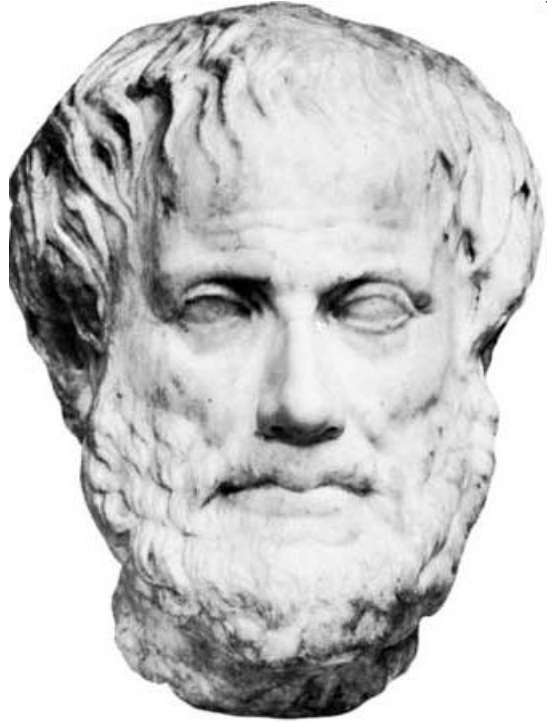
PRODUCTS

EPG Project Products

- Website in Eng, French, German, Spanish
- Interactive online Grid, which prints profile
- Paper Grid in 9 languages – with User Guide

Caveats

- Aim: it's intended is to support and encourage professional development, NOT to provide an instrument of oppression.
- Scope and detail: not everything is covered
 - Special contexts
 - Development for very experienced professionals
- Orientation: the purpose of using it has to be clear to and accepted by those being assessed
- Atomism vs. holism



Aristotle
384-322 BC

“The whole is greater than the sum
of its parts”



<http://www.epg-project.eu>
