

**State of Israel
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**Professional Framework
for English Teachers 2020**

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Prepared by the Professional Standards Subcommittee of the English Inspectorate

Tziona Levi, Chief Inspector for English Language Education, Ministry of Education

Elana Spector-Cohen, Tel Aviv University, Chair of the Professional Standards

Subcommittee, Ministry of Education

Lisa Amdur, Tel Aviv University

Elisheva Barkon, Oranim Academic College of Education, Chair of Advisory Committee for English Language Education, Ministry of Education

Orly Haim, Beit Berl College, Tel Aviv University

Beverley Topaz, Kibbutzim College of Education, Technology and Arts

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Foreword

The *Professional Framework for English Teachers 2020* presents a detailed and carefully-organized list of the kinds of skills and knowledge that English teachers need in order to function competently in professional practice. It supersedes the previous document *Professional Standards for English Teachers*, and is far more comprehensive and up-to-date.

It will be found useful and helpful for various stakeholders: the individual teacher, as a basis for self-assessment and development; those who plan teacher courses, whether initial teacher-training programs, or in-service courses organized by public or private institutions; those who assess and advise teachers in the field, such as inspectors and counsellors.

Initiated and funded by the Ministry of Education in Israel, the *Framework* is clearly intended to be implemented within the Israeli education system, including higher education. However, its value goes beyond this: in my view the content and organization of the document are potentially relevant to English teachers anywhere in the world, and will hopefully in the future be used to inform similar initiatives elsewhere.

Penny Ur, August 2019

Abstract

Capable teachers and effective teaching are critical in addressing today's educational challenges. Central to enhancing teacher quality is the setting of high standards for teachers. To this end the *Professional Framework for English Teachers 2020* (the Framework) has been developed. This Framework is based on contemporary beliefs and understandings of language teaching and learning and is designed to provide support to language teachers in their professional development as they gain knowledge and competences through pre-service and in-service training and from experience in the field. It includes clear descriptions of knowledge and skills for language teachers at all levels of their professional growth, from novice/emerging to expert. It consists of seven domains that reflect the major aspects of language teaching. Each domain is further divided into dimensions, which highlight the multi-faceted nature of teacher practice. Each dimension comprises performance indicators that describe relevant behaviors. The Framework also includes suggestions of evidence that may highlight aspects of teaching practice along with recommended questions for teacher reflection. Finally, the document offers a checklist for self-evaluation.

Introduction

Good teachers and effective teaching are critical in addressing today's educational challenges and in promoting lifelong learning opportunities for both teachers and learners. Emphasizing the centrality of teachers in contributing to learner success, the Organization for Economic Cooperation and Development (OECD, 2005) explicitly states that "many factors contribute to a learner's academic performance, including individual characteristics and family and community experiences." Yet research suggests that, among school-related factors, teachers matter most (RAND, 2011). Indeed, quality teaching, among all other school-related factors, may have the most impact on learner achievement and growth (Hattie, 2012; Marzano, 1998). Of critical importance in enhancing teacher quality is the setting of high standards for teachers (Darling-Hammond, 2000). Indeed, standards for English teachers were outlined in the publication *Professional Standards for English Teachers* (Ministry of Education, 2003). To keep up with the rapid changes that characterize today's society, and align with contemporary research in language education, it was decided to revisit and revise this document. The *Professional Framework for English Teachers 2020*, (henceforth: the Framework) is based on contemporary beliefs and understandings of language teaching and learning and includes clear descriptions of knowledge, understandings and competences for language teachers at all levels of their professional growth, from novice/emerging to expert. Though based on the original document, this Framework constitutes a reconceptualization of the domains and standards, and includes extensive additional content such as descriptors of performance levels, examples of evidence to determine their achievement, suggestions for teacher reflection, and a checklist for self-evaluation.

The adoption of standards as set out in this Framework contributes to the professionalization of the field of English teaching in Israel. Similar to its predecessor, the main purpose of this Framework is to support and guide English language teachers in their professional growth as they develop as teachers, setting goals and determining their individual paths of professional development. It may also serve as a guide for teacher training and professional development programs and as a complementary document to the *Tool for Teacher Evaluation* [in Hebrew] (Ministry of Education, 2011).

Rationale

The wide range of challenges faced by teachers in general are delineated by the OECD (2011) thus:

Teachers "are being asked to equip learners with the competencies they need to become active citizens and workers in the 21st century. They need to personalize learning experiences to ensure that every learner has a chance to succeed and to deal with increasing cultural diversity in their classrooms... They also need to keep up with innovations in curricula, pedagogy and the development of digital resources" (p. 3).

Teachers face a rapidly changing context characterized by mobility, migration and diversity. To successfully address these challenges teachers should be equipped with the necessary knowledge, skills and competences. Thus, **teacher training** and **ongoing professional development** are crucial (European Commission, 2013). Guskey (2000) pointed out that “one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development” (p. 4). Another point to keep in mind is that teachers who pursue professional development and enhance their own knowledge and skills serve as models for their learners as lifelong learners (Zuzovsky, 2017). Teacher professional development can create and contribute to a culture of learning in schools (Marzano, 2012).

Professional development is defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999, p. 1). Research suggests that professional development that effectively enhances what teachers know and how they teach focuses on deepening content knowledge and pedagogical content knowledge, as well as on how it best be mediated for learners based on an understanding of how learners learn and the specific difficulties they may encounter (Darling-Hammond, Wei, Richardson, Andree, & Orphanos, 2009). Contemporary literature on education indicates that high-quality professional development should promote currently accepted and effective curricular and instructional models and be based on valid theories of teacher learning (Richardson & Placier, 2001). Characteristics of the effective teacher may be impacted by a number of factors such as educational and cultural context, type of class being taught, institution in which the teacher works and learner profile. Teachers should be provided with the tools to successfully meet the myriad of challenges they face. In various educational frameworks, the concept of communities of practice has been implemented successfully in teacher development (Wenger, 1998). Professional learning communities (PLCs) refer to a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. PLCs can be institutionally based or initiated by a group of professionals.

Teacher evaluation necessarily feeds into teacher training and professional development. Warring (2015) argues that “...evaluation systems have an important role to play in assisting teachers to be more effective” (p. 708). Evaluating teachers on all aspects of their teaching and interactions provides a more valid picture of the contributions teachers make to the learner’s educational experiences (Pianta & Hamre, 2008). A robust teacher evaluation model helps teachers improve instruction over time, leading to higher learner achievements (Marzano, 2016). Furthermore, teacher evaluation contributes to teacher efficacy (Hattie, 2012) and enables teachers to further improve their practice. Teacher evaluation may be used for the enhancement of teaching and learning (formative purposes) on the one hand, and for accountability (summative purposes) on the other.

As the process of developing an evaluation system is contextualized, systems will exhibit differences and commonalities (Aspen Institute, 2011). In general, well-designed and well-implemented evaluation systems delineate and define professional teaching standards aligned with learning standards, which describe the performances, knowledge and dispositions that

comprise excellence in teaching (Goe, Holdheide, & Miller, 2011). To guarantee equity and common understandings in teacher evaluation, mutually agreed upon standards must be set to coordinate expectations in quality teaching (Goe, Biggers & Croft, 2012). With the increasing acknowledgement of the importance of defining what teachers are expected to know and be able to do (European Commission, 2013) there have been various initiatives to define teaching practice, such as the influential “Measures of Effective Teaching” project funded by the Bill and Melinda Gates Foundation and encompassing approximately 3,000 teachers (Kane, Kerr, & Pianta, 2014; MET, 2013) and the first International Summit on the Teaching Profession held in 2011 with 26 participating countries.

Professional teaching frameworks seek to describe teaching excellence in all of its facets and complexity and provide high but achievable goals for teacher practice. In setting standards, it is beneficial to “build on what is known about effective teaching practices, describe what exemplary performance looks like, and serve as a guide for developing the related components” (Goe, Biggers & Croft, 2012, p. 7). Standards provide a common language for teachers and leaders to talk about instruction so that all stakeholders have a shared understanding of what effective practice entails (Danielson, 2013). The Israeli Ministry of Education, in the context of the performance evaluation tool developed under its auspices, clearly states that “...performance evaluation tools...help to improve the quality of teaching, promote learning, education and the welfare of the learners, and develop teachers’ professional identity” (translated from Hebrew, Ministry of Education, 2011).

Performance indicators are central to standards and should be based on national consensus as they describe what society can expect from its teaching staff (European Commission, 2013). Performance indicators focus on the positive: what teachers actually **can do**. They also provide the basis for beneficial, constructive and fair feedback. In an international study focusing on teaching and learning, teachers perceived feedback to be helpful for professional development (OECD, 2014).

The Framework also takes into account current theories and approaches to teaching English as a foreign language. Language teaching is a complex pursuit and therefore difficult to breakdown into components. Nonetheless, doing so affords the opportunity to examine and evaluate the development of teaching practice and understand language as a system of communication. Teachers should recognize the ways language varies as a function of purpose, social, cultural and academic contexts as well as medium of communication. They should know how to plan and deliver instruction and assessment that will enable learners to successfully use language in and outside school (Fillmore & Snow, 2002). Furthermore, teachers should not only be autonomous and self-regulated lifelong learners themselves but should foster this in their learners as well.

This document aims to support and encourage ongoing teaching development. Teacher development is enhanced when teachers participate in training courses; attend workshops; are observed by and observe a teacher trainer, mentor or colleague; receive and provide feedback and discuss performance with a trainer or peers; exchange ideas; read professional literature

and reflect on and research their own practice. Furthermore, the Framework establishes a common professional language and thus facilitates discourse among inspectors, counselors, principals, coordinators, teacher trainers and teachers. It aims to complement existing teacher preparation and ongoing professional development programs with contemporary insights into effective practice. It addresses the needs of all involved in English teacher training and professional training programs both pre and in-service as well as English teachers, school principals, inspectors and policymakers in the Ministry of Education.

The Framework can be exploited for a range of purposes in a variety of contexts. In teacher training programs it can be used as an aid in designing courses and curricula, evaluation and certification, setting and reviewing goals and syllabi and ensuring that all domains are covered in the program. In in-service professional development programs, it can serve as a diagnostic tool for determining the topics and issues that require further study and development. In self-evaluation, it offers novice and veteran teachers a set of criteria to track individual professional progress and strengthen practice throughout their careers. Teachers can use the descriptions as indications of the competences they wish to develop in the future, by charting where they are at a given point in and across time. It enables teachers to autonomously manage their own professional development.

Organization

The Framework is divided into seven **domains** listed below. These reflect the complexity of foreign language teaching and the multiplicity of teacher responsibilities. Due to the organic nature of the learning-to-teach process, the domains are interrelated and may overlap. Each domain has been further subdivided into **dimensions** that relate to its relevant aspects. Each dimension includes **performance indicators** that describe performance at three **stages of developing competence: emerging, skilled and expert**. **Emerging** describes a teacher at the beginning of his/her career, before gaining experience. **Skilled** refers to the level at which a teacher has accumulated experience and is gaining greater confidence and autonomy. **Expert** relates to teachers with broad experience who are competent and creative, and can serve as role models and mentors to other teachers. As these stages reflect a teacher's professional growth they are additive: "skilled" assumes that any given competence under "emerging" has been met, and "expert" assumes that a given competence under "skilled" has been met. The competences specified in the Framework are descriptive and illustrative. It is important to note that a teacher may be at different levels of performance for different competences.

The seven domains covered in the Framework are: (1) Teachers' language and disciplinary knowledge, (2) Learning theories and the language learner, (3) Language teaching pedagogy, (4) Assessment, (5) The language learning context, (6) Global competences and (7) Professionalism. Detailed descriptions of the seven domains are found on pages 16-34 of this document. Detailed performance indicators for the seven domains are presented on pages 35-48, and a checklist for self-evaluation on pages 53-63.

Resources consulted in the development process

Leading organizations and national governments have developed a variety of frameworks for language teaching over the years. Professional teaching frameworks are formal documents designed to describe professional expectations for teachers and are often used to plan and evaluate teaching. They usually include standards / benchmarks / performance indicators / can-do statements and descriptors of levels or stages of developing competence.

The following frameworks, organized alphabetically, were studied prior to the revision of the original document *Professional Standards for English Teachers* (Ministry of Education, 2003).

Australian Federation of Modern Language Teachers' Association (AFMLTA, 2005): This framework comprises eight dimensions and relates to standards for accomplished teaching. It was principally designed as a tool for understanding teachers' professionalism, but, additionally, it recognizes the benefits of developing portfolios for promotion or professional evaluation. Each domain includes standards and questions for reflection.

The British Council Continued Professional Development (CPD) Framework (British Council, n.d.): This framework comprises 12 professional practices covering a range of essential knowledge areas and teaching skills. Each practice is described by a list of 'elements'. Teachers evaluate themselves according to four generic developmental stages: awareness, understanding, engagement and integration.

The Cambridge English Teaching Framework (Cambridge, 2014): This framework includes five main categories, each broken down further making a sum of 36 components. It describes four stages of teacher competency: foundation, developing, proficient, and expert. The development of this framework was based on lesson observations of pre-service and in-service courses and work portfolios.

The Equals Framework for Language Teacher Training and Development (European Commission, 2013): This framework describes key competences across three "phases of professional development". It includes five main areas each including sub-sections, 25 in all. For each sub-section detailed descriptors are given for knowledge and skills.

The European Profiling Grid (EPG, 2011): This grid lists sets of descriptors organized over six stages of professional language teaching experience (from novice to very experienced) and summarizes the main competences of language teachers and the background in training and experience that would be expected at each stage. To date, it has been published in nine languages and includes four domains: structure, knowledge and understanding, strategies and skills, and values.

Teachers of English to Speakers of Other Languages (TESOL, 2017): This document, a standards-based framework, was first published in 2009 and revised in 2017. It includes a total of five standards and 24 components. Standards include: language content, instruction,

planning and implementation, assessment and evaluation, English language learners in context, and professionalism and leadership.

We also reviewed two instruments designed for evaluating teaching in general:

Tool for Teacher Evaluation [in Hebrew] (Ministry of Education, 2011): This tool, developed by the Ministry of Education and the National Authority for Measurement and Evaluation (RAMA), is used by the former for evaluating teachers in all disciplines from pre-service through first year and in-service. It has been translated into Arabic and English. It comprises four domains: role perception and professional ethics, disciplinary expertise, educational and instructional processes, and collaboration in the professional community.

The Framework for Teaching: Evaluation Instrument (Danielson, 2013): This generic instrument identifies aspects of teachers' responsibilities that promote learning. This instrument applies to all disciplines and is composed of four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities.

Glossary of terms

This glossary relates to the terms used in the introduction and throughout the document.

Activities

As stipulated in the Common European Framework of Reference for Languages, or CEFR, (Council of Europe, 2001), language activities involve the exercise of one's communicative language competence in the processing (receptively and/or productively) of one or more texts in order to carry out a task. These activities can be divided into four kinds: reception, production, interaction and mediation:

- *Reception* - including silent reading, following the media, understanding course content, etc.
- *Production* - including oral presentations and written papers.
- *Interaction* - at least two individuals participate in an oral and/or written exchange in which production and reception alternate and sometimes overlap.
- *Mediation* - enabling communication between persons who are unable to communicate directly, through translation, paraphrase, summary, or providing for a third party (re)formulation of a source text to which this third party does not have direct access.

CLIL

Content and Language Integrated Learning: teaching school subjects such as history and art through a foreign language, where language is used to learn as well as to communicate, and it is the subject matter that determines the language needed.

Competency

Competency is the mobilization of knowledge, skills, attitudes and values when faced with complex demands (OECD, 2018a).

Creative texts

A creative text is one that exploits the possibilities of arranging the forms of language, imagery, design and performance to enhance, clarify, or make more salient to its audience their interest in the work's assertion and communication.

Domain

The Framework is divided into seven domains. The domains are: teachers' language and disciplinary knowledge, learning theories and the language learner, language teaching pedagogy, assessment, the language learning context, global competences, and professionalism.

Differentiated instruction

Differentiated instruction relates to the tailoring of instruction to meet learners' individual needs based on their linguistic and cultural backgrounds, readiness, skills, interests, motivations and attitudes (Tomlinson & Imbeau, 2010). Teachers may differentiate content

(what is taught), process (how it is taught and assessed) and product (how learners demonstrate learning).

Digital literacies

Digital literacies include the knowledge, skills and behaviors involved in the effective use of digital tools and media for communication and collaboration, and competences relating to the critical consumption and synthesis of information in a knowledge society.

Dimension

A dimension is a particular aspect of a domain. For example, the domain of language teaching pedagogy includes the following dimensions: language teaching approaches and principles, concepts and methodologies, unit and lesson planning, managing the lesson, and managing materials and resources. The distinction between domains and dimensions may at times overlap.

Evidence

Evidence refers to data and information used to support an evaluation, conclusion or decision. In the dimension of Unit and lesson planning, evidence, for example, may include written lesson plans and their evaluation.

Global competence

Global competence is the ability to function in a global world, understanding different perspectives and successfully interacting with people from other cultures (OECD PISA, 2018b).

Instructional method

Instructional or teaching method refers to the principles and strategies used by teachers to enable learning. Many factors impact the choice of method, among them the subject matter taught, the nature of the learners, teacher characteristics, and the educational context.

Learner autonomy

Learner autonomy refers to the principle that learners take a maximum amount of responsibility for what they learn and how they learn it. Learners set their own goals for learning, plan strategies for achieving those goals and monitor their success. Thus, learner autonomy is essential for lifelong learning.

Metacognition

Metacognition involves reflective thinking processes. These processes include planning for learning and choosing learning strategies before performing a task; monitoring and orchestrating ongoing strategy use; and evaluating strategy use and learning upon completion of the task.

Multilingualism

Multilingualism (compare with *Plurilingualism*) refers to the use of more than one language by a community of speakers; a society in which different languages coexist side by side. Some

people may speak only one language and others more than one, but there are several languages spoken in this context.

Multimodal literacies

The concept of multimodal literacies extends traditional notions of literacy to include various modes of representation such as visual, auditory, spatial, and behavioral, which differ as a function of culture and context and have specific cognitive, social and cultural features (Sanders & Albers, 2010).

Ongoing professional development

This term refers to the process of growing as a teacher: developing skills, enhancing knowledge, and gaining and reflecting on experience. Growth may take place both in formal settings (e.g., in-service workshops and courses) and informal settings (e.g., a conversation with a coordinator/mentor) beyond initial teacher training and may involve tracking and documentation.

Performance indicators

Performance indicators are descriptions of performance for the three stages of developing competence: emerging, skilled and expert. They describe performance on a particular aspect of teacher practice and thus serve as a benchmark for assessing the extent to which a given objective is achieved. Performance indicators are relative rather than absolute and may involve a value judgment.

Plurilingualism

Plurilingualism (compare with *Multilingualism*) refers to an individual's ability to communicate in a number of languages and switch among them to suit given circumstances, taking into account the trajectories and dynamic nature of language acquisition and use (Council of Europe, 2001). In language education, the notion of plurilingualism particularly highlights the relevance of learners' language repertoires and the necessity to take these into account in teaching and assessment.

Stages of developing competence - emerging, skilled and expert

The Framework distinguishes among three stages of developing competence: **emerging**, which defines the competence level of teachers on completion of their teacher training; **skilled**, which defines the expected competence level of in-service teachers with several years' experience; and **expert**, which defines the level of highly competent teachers who often serve as lead teachers and mentors. The different stages are additive; in other words, a given competence subsumes the previous level. It should be noted that the competences specified in the Framework are descriptive and illustrative, not prescriptive. Furthermore, a teacher may be at different stages of development across the range of competences described in the Framework.

Teacher training

In this document this term relates to formal teacher training, which involves theoretical, academic and professional study together with guided practical teaching. It includes pre-service and in-service training.

Teacher evaluation

Teacher evaluation refers to an evaluation or appraisal of a teacher's work, often used for the purpose of providing constructive feedback and promoting professional growth or for administrative purposes (such as provision of incentives, granting tenure and promotion).

The Framework

This section provides detailed descriptions of the various components of the Framework. Each domain includes a description of its relevant dimensions (summarized in Table 1 below), examples of evidence and selected questions for reflection.

Table 1: Domains and dimensions

Domain	Teacher's language and disciplinary knowledge	Learning theories	Language teaching pedagogy	Assessment	The language learning context	Global competences	Professionalism
Dimensions	Language proficiency	Theories of learning	Language teaching approaches and methods	Assessment principles and concepts	Physical and virtual environments	Digital literacies	Response to feedback and reflection on practice
	Knowledge of language	Theories of learning an additional language	Unit and lesson planning	Systematic assessment	Classroom management and climate	Critical thinking, problem solving, metacognition and creativity	Planning and implementing professional development
	Knowledge about multimodal literacies	Understanding learners	Managing the lesson	Assessment to inform learning and engage learners		Teamwork and collaboration	Consultation and mentoring
			Managing materials and resources			Intercultural competence	

Description of components

Domain 1:

Teachers' language and disciplinary knowledge

This domain focuses on teachers' language proficiency and disciplinary knowledge essential for language teaching. The domain includes three dimensions: language proficiency, knowledge about language, and knowledge about multimodal literacies. These are described below:

Language proficiency

Language proficiency encompasses general proficiency (knowledge of the English language) and specific communicative skills including discourse competence, required for effectively teaching content to diverse learner populations. Teachers of English are expected to be proficient in oral, written, social and academic aspects of the English language and serve as language models for learners. Proficiency will be measured according to the proficiency levels described in the *CEFR-Aligned Framework for English in Higher Education in Israel* (2017).

Examples of evidence:

- Score on an English proficiency exam such as AMIR, TOEFL, and IELTS
- Score on a college/university proficiency exam
- Successful completion of a C1 level language proficiency course
- A portfolio of writing samples

Selected questions for reflection:

- Am I able to evaluate my own English proficiency? What resources can I use for this evaluation (e.g., available tests, mentor observation and discussion)?
- What steps should I take to continually improve my language proficiency?
- What are my strengths in this area? Which aspects of proficiency, skills and knowledge should I develop and improve? How should I go about that?

Knowledge about language

This dimension encompasses knowledge of the linguistic properties of language essential for teaching English. It includes six performance indicators. The first relates to teachers' knowledge and understanding of the main fields of inquiry in linguistics and applied linguistics (e.g., phonology, orthography, lexicon, semantics, morphology, syntax, discourse, pragmatics and sociolinguistics) and how they relate to each other, and to English language teaching. The second addresses familiarity with resources (e.g., linguistic corpora, vocabulary profilers, dictionaries, online resources for checking grammar) for research, professional development and for language teaching. The third pertains to the knowledge and accurate use of key terms for describing and analyzing language points as well as selecting and applying accurate models of usage in classroom practice. The fourth applies to identifying sources and types of language errors and providing appropriate explanations/feedback suited to the learners' level of English knowledge. The fifth indicator relates to the fostering of English language awareness among learners. The last indicator refers to multilingual awareness, the understanding of the

relationships within and across languages and disciplines; e.g., through collaboration with other language and knowledge area teachers.

Examples of evidence:

- Explanations of the systematicity and irregularities that exist in English spelling
- Providing examples/explanations of varieties of contemporary English, including English for global communication
- Instructional activities that foster language awareness by comparing and contrasting different languages
- Demonstrating how language choices depend on context
- Contextual instructional and practice activities (rather than mere manipulations of language patterns) that enhance language acquisition
- Identifying linguistic sources of errors and providing appropriate feedback that contributes to learners' language acquisition
- Lesson plans that include use of key terms for describing language points
- Discussion with colleagues regarding methods and strategies for developing learners' language awareness
- Providing explanations that are based on learners' knowledge of additional languages

Selected questions for reflection:

- How confident am I in my knowledge of orthography, phonology, phonetics, syntax, lexis, morphology, semantics, pragmatics, register, genre, multilingualism, and plurilingualism? In which of these areas should I gain better mastery and how?
- How well do I apply linguistic knowledge in my teaching? How could I better harness my knowledge of linguistics to enhance instruction?
- How well can I recognize and account for learners' errors and explain to them what they got wrong? How can error analysis be used to enhance language learning?
- How can I develop learners' language awareness?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Knowledge about multimodal literacies

This dimension addresses teachers' knowledge of the concept of multimodal literacies, viewing literacy as a sociocultural activity involving multimodal text formats and practices (e.g., audio, visual, spatial). This dimension involves two indicators. The first pertains to knowledge about the continually expanding nature of literacy including the impact of communication technologies and multimedia on the nature of texts. This indicator also addresses the skills associated with processing, producing and distributing those texts. The second relates to knowledge of and familiarity with the variety of discourses, text types and formats characterizing a global, multicultural and multilingual world, and their relevance to language teaching and teachers' choices of texts based on differences in knowledge, interests and confidence.

Examples of evidence:

- Lesson plans that include a variety of informative, interactive text types and formats
- Lesson plans that include a variety of creative texts that encompass literature as well as other creative media (e.g., poetry, short stories, song lyrics, and plays)
- Multimodal texts created by students (e.g., blogs and vlogs)
- Implementing strategies that encourage students to engage in various literacy practices and to convey meanings in different modalities

Selected questions for reflection:

- To what extent am I familiar with the expanding nature of literacy and its relevance to language learning and teaching?
- How well do I incorporate multimodal texts in my teaching?
- To what extent do I encourage my students to create their own multimodal texts?
- How familiar am I with discourses, text types and formats characterizing a multicultural society? How can I make this relevant to my language learners?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 2: Learning theories and the language learner

Language teaching involves an understanding of general learning theories and theories of learning an additional language (including theories of second language acquisition). These theories relate to cognitive, metacognitive and affective factors that together contribute to learning. Teaching practice should be grounded in an understanding of language learner characteristics such as age; motivation to learn; educational, social, intellectual, cultural and linguistic background; special needs; and other individual characteristics. Teachers should apply their knowledge of language learning and learner diversity (differentiated instruction) in teaching. The domain of learning theories and the language learner includes three dimensions: theories of learning, theories of learning an additional language, and understanding learners.

Theories of learning

This dimension relates to the knowledge and understanding of general learning theories, particularly constructivist theories. This dimension includes two performance indicators. The first relates to an understanding of general learning theories to capitalize on this understanding for instruction and assessment. The second refers to taking into account affective factors (e.g., attitude, self-efficacy, self-esteem, motivation) that impact learning by providing challenging and success-oriented activities and ensuring a climate of trust, support and inclusion.

Examples of evidence:

- Actively participating in a discussion of the theoretical underpinnings of teaching approaches and methods
- Instructional activities that show that affective factors such as interest, self-efficacy and motivation have been taken into account
- Differentiated instructional activities that ensure success for all students
- Reframing failure as a learning opportunity

Selected questions for reflection:

- How well do I understand theories of learning?
- What actions should I take to enhance my understanding of the theoretical underpinnings of teaching? Should I read more on these topics, or should I enroll in a course?
- What are my strengths in this area? What skills and/or knowledge should I develop and improve? How should I go about that?

Theories of learning an additional language

This dimension relates to the knowledge and understanding of theories of acquiring and learning an additional language, and the ways these theories guide best practice. This dimension comprises two performance indicators. One pertains to the understanding of the importance of L1 mastery in the acquisition of an additional language. This includes awareness of the similarities and differences between first and additional language acquisition based on current theories and research. The second concerns factors that impact language acquisition (e.g., individual, affective, social and cultural factors).

Examples of evidence:

- Documenting a case study of a learner's language development anchored in theories of acquiring additional languages
- Developing a rationale for the planning of a unit/lesson that is grounded in developmental and incremental aspects of language acquisition
- Providing explanations that rely on cross-linguistic comparisons

Selected questions for reflection:

- How well do I understand theories of learning additional languages?
- What actions should I take to enhance my understanding of the theoretical underpinnings of teaching? Should I read more on these topics, or should I enroll in a course?
- What are my strengths in this area? What skills and/or knowledge should I develop and improve? How should I go about that?

Understanding learners

This dimension pertains to the recognition that both commonalities and differences exist among learners and that these affect teaching and learning. The dimension includes four performance indicators. The first relates to the equitable and respectful treatment of learners. The second applies to supporting learners by identifying and addressing realistic learning goals for individuals and groups of learners. The third refers to taking into account learners' commonalities in making decisions about teaching. All learners tend to benefit, for example, from clear learning goals/objectives, modeling, opportunities to practice and consolidate new learning, and well-timed and effective feedback. The fourth refers to learner characteristics that reflect diversity and the need to incorporate differentiated strategies to address their needs (e.g.,

level of English; age; gender; disability; academic ability; socio-economic, intellectual, cultural and language background as well as affective factors such as interests and motivation).

Examples of evidence:

- Actively participating in a discussion of learner commonalities and differences and their impact on instructional decisions
- A differentiated instructional plan that caters for learner diversity
- Adapting materials to suit different learners
- Assessment tools that address learner commonalities as well as cater for the needs of diverse learner populations (e.g., immigrant learners, pupils with special needs)

Selected questions for reflection:

- To what extent is my repertoire of teaching methods and strategies suited to learner commonalities and diversity?
- How well can I plan for, teach and assess heterogeneous learner populations? Have I mastered a wide range of instructional techniques to suit different learners (e.g., immigrants, learners with special needs, gifted learners, learners with a range of linguistic competences)? What can I do to enhance my ability to address the needs of heterogeneous learner populations?
- How well have I mastered differentiated teaching? What type of professional development should I seek to further enhance work with diverse learners?
- Do I have a sufficient understanding or awareness of the impact of affective factors on learning and how is this reflected in my planning, teaching and assessment?
- How skilled am I in the evaluation of the needs of diverse learner populations? What tools are available to help me do this?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 3: Language teaching pedagogy

In this Framework, language teaching pedagogy encompasses teaching English as a foreign/second/global/international/additional language. It refers to short- and long-term planning, adapting instruction to learners and educational settings, and lesson implementation. This domain includes four dimensions: language teaching approaches and methods, unit and lesson planning, managing the lesson, and managing materials and resources.

Language teaching approaches and methods

This dimension applies to the knowledge and understanding of a range of teaching approaches, methods, procedures and strategies, and the ability to select those whose implementation will result in optimal learning outcomes in a particular context. The dimension includes three performance indicators. The first describes an understanding of teaching approaches, methods, procedures, strategies and the curriculum that guide teaching practice. The second relates to the recognition of the multilingual nature of societies, schools and classrooms, harnessing these to enhance learning, especially the judicious use of L1 in the classroom. The third pertains to teachers' pedagogical choices to cater for learner linguistic commonalities and differences.

Examples of evidence:

- Rationale for choosing a particular set of procedures and strategies for teaching a language point or discourse to a specific learner population in a given context
- Critique of a certain methodology (advantages, disadvantages, appropriateness and suitability) applied in a given context with a specific learner population
- Documented examples or anecdotes of instances in which opportunities to use home languages to support comprehension were used or missed

Selected questions for reflection:

- How confident am I in my understanding and implementation of a range of teaching principles and methods?
- How well do I select and apply various procedures and strategies to cater for learners' needs?
- How well do I evaluate various methods and consider their suitability to learners and context? How do I translate the evaluation findings into practice?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Unit and lesson planning

Unit and lesson planning is a central aspect of teaching, and many consider it the heart of effective teaching. Unit and lesson planning requires the synthesis of a teacher's understanding of additional language acquisition and language teaching pedagogy with knowledge of the curriculum, learners and teaching context. In planning a unit or lesson, a teacher sets the objectives of the lesson and determines ways to achieve them. This dimension includes six performance indicators. The first applies to the knowledge and understanding of key principles of unit and lesson planning and using these as a guide in the planning of coherent and integrated lessons that contribute to the flow of a unit. The second refers to setting explicit and achievable goals aligned with the English Curriculum 2020. The third pertains to providing for differentiated teaching and learning and reflecting on the outcomes of practice. The fourth relates to the individual components of a lesson plan including appropriate timing estimates. The fifth concerns selecting appropriate interaction patterns for different activities and planning the grouping of learners to enhance engagement. The final indicator addresses the flexibility of a lesson plan that includes provisions for unexpected situations and events.

Examples of evidence:

- Providing a rationale for the selection of procedures and strategies for a particular language point/discourse in a given context, taking into account constraints such as resources and availability of technology
- Incorporating backward design in unit and lesson planning
- Detailed unit plans containing lessons plans that contribute to unit goals
- Including provision for the unexpected in lesson plans
- Lesson plans for raising learners' awareness of different text types (including creative texts that encompass literature as well as other creative media)

- Instructional activities that develop and reflect learners' ability to respond to creative texts that encompass literature as well as other creative media
- Rationale for the selection of interaction patterns for different activities and grouping of learners
- Reflection on the implementation of lesson plans

Selected questions for reflection:

- Are my lesson plans based on the curriculum and contemporary instructional approaches, procedures and techniques?
- Do my lesson plans fit within and contribute to unit goals? If so how?
- How well do I incorporate principles of differentiated instruction?
- How successful am I in designing lessons for diverse learners and different teaching contexts?
- How well and how consistently do I manage to set explicit and achievable learning goals for all my learners? How do I plan to assess achievement of these goals?
- Do I implement a wide range of instructional techniques to teach creative texts within their cultural contexts? What should I do to extend this range?
- How do I feel about my own knowledge of creative texts that encompass literature as well as other creative media?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Managing the lesson

This dimension refers to putting the lesson plan into action, i.e., the actual delivery of the lesson, and includes four performance indicators. The first addresses the timing of a lesson, setting and maintaining an appropriate pace, as well as smooth transitions between activities. The second relates to ensuring that learners understand what they are expected to do and why (e.g., sharing the goals of the lesson and rationale of the activities with learners, providing clear and coherent instructions, and planning closure to the lesson). The third indicator relates to responding appropriately and effectively to unexpected and unforeseen situations and events and taking advantage of learning opportunities that arise during the lesson.

Examples of evidence:

- Consulting a mentor on lesson planning prior to teaching and discussion on execution following instruction
- Analysis of lesson delivery in relation to a lesson plan (objectives made clear to students, activities contribute to students achieving objectives, transitions, checking for student understanding and closure/reflection/evaluation related to objectives)
- Documented reflection on the implementation of a lesson plan following delivery
- Student feedback (oral or written) after a lesson, documented by the teacher

Selected questions for reflection:

- Was I teaching with explicit objectives that clarified what I expected students to be able to demonstrate by the lesson's end? Did I make sure students were aware of and

understood the objectives? Did all parts of the lesson contribute to students achieving the objectives?

- If a student made a comment that seemed to be off topic, did I try to understand from the student's perspective how the comment was related? Did I try to maintain a good (but often challenging) balance between keeping a good pace and being responsive to student questions, concerns or difficulties?
- Are my lessons well-paced and are the transitions between activities smooth? What can I do to improve timing and transitions?
- What did and didn't work well in the delivery of my lesson and why? What insights have I gained based on the evaluation?
- Do the lessons I teach include various types of activities (e.g., whole class, pair/group work)? Do the tasks and activities relate to the aims and operative goals of the lessons?
- Do I respond appropriately and effectively to unexpected events and situations? How flexible is my teaching? What can I do to be more flexible?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Managing materials and resources

This dimension covers the selection, management and evaluation of materials and resources and includes three performance indicators. The first refers to the choice, adaptation and creation of materials and resources aligned with the English Curriculum 2020 and learners' needs. The second relates to the evaluation of the effectiveness of materials and resources upon implementation, and the third applies to the use of multilingual and multimodal materials and resources.

Examples of evidence:

- Providing a dynamic, print rich environment in the classroom
- Materials that engage different modalities and learning channels (e.g., pictures, graphic displays, video, audio)
- Documented rationale for choice of materials and resources
- Samples of adapted or self-made material
- Documented evaluation and critique of commercial materials and resources, both paper and digital

Selected questions for reflection:

- How compatible are the materials I select with my teaching goals and my learners' characteristics?
- What can I do to adapt/extend the materials and resources I use in class? Should I be learning more about adapting materials and resources?
- Have I considered the effectiveness of the materials and resources I have chosen? Should I be learning more about evaluating materials and resources, and if so, how should I go about it?

- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 4: Assessment

Assessment serves a variety of goals, which include measurement of academic achievement, monitoring learner progress, diagnosis of individual strengths and needs, evaluation of proficiency, engagement of learners through self-assessment and peer assessment and evaluation of the teaching process. Effective assessment should be developmentally appropriate, authentic, dynamic, ongoing and closely linked to instructional goals. This domain includes three dimensions: assessment principles and concepts, systematic assessment and assessment to inform learning and engage learners.

Assessment principles and concepts

This dimension relates to the knowledge, understanding and application of key principles and concepts in assessment planning, administration, documentation, interpretation and feedback (e.g., validity, reliability, practicality, authenticity, formative versus summative assessment, formal versus informal assessment, assessment evidence, bias).

Examples of evidence:

- Using formative and ongoing assessment during lessons and over larger units of instruction
- Using summative assessments to evaluate student achievement and progress over a unit or larger portion of instruction
- Incorporating assessment principles and concepts in describing the types of assessment used in class
- Providing comprehensible and adequate feedback (including focused and/or coded feedback when appropriate) that matches the level and ability of the learners
- Documenting assessment using professional terminology
- Documenting the rationale for choice of assessment methods
- Justifying a given interpretation of assessment data and feedback provided on learner or group performance

Selected questions for reflection:

- To what extent am I familiar with a range of assessment concepts and principles?
- Am I confident in my understanding of the principles and concepts of assessment? To what extent have I mastered most of the key principles and concepts of assessment?
- How well do I base my assessment practice on the principles and concepts of assessment?
- To what extent do I incorporate principles and concepts in planning and administering assessment in the classroom?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Systematic assessment

This domain refers to the systematic planning and implementation of formal classroom assessment and includes three performance indicators. The first describes an understanding of assessment purposes (e.g., achievement, proficiency, diagnosis) and the ability to select, design and implement a range of appropriate assessment tools to suit a given purpose in a specific context. The second relates to the ability to utilize different types of assessment, evidence and feedback at different points in the learning process to monitor learners' progress and achievement and inform subsequent teaching. The third refers to grading procedures, keeping accurate and reliable records of assessment, reporting and sharing the assessment information with a variety of stakeholders (e.g., parents/caretakers, learners, administration).

Examples of evidence:

- Assessment plans that address objectives of the unit/lesson and that are based on sound assessment practices
- Adapted or developed assessment tools (including tests, tasks, projects, rating scales, rubrics and checklists)
- Up-to-date assessment records for each learner that can facilitate reporting
- Preparation for parent-teacher interviews comprising plans and records, including a comparison of assessment results prior to and following instruction
- Samples of learners' work gleaned from various assessments and showing teacher feedback
- Description of intervention techniques compiled following assessment of learning

Selected questions for reflection:

- How well does my repertoire of assessment tools suit the range of assessment purposes that are critical for my teaching?
- To what extent have I managed to master the wide range of assessment methods and techniques and how appropriately and judiciously do I use these?
- To what extent do I have the knowledge and skills to critically evaluate assessment tools and their implementation in my classroom? What have I learned from evaluating assessment systems and tools?
- How have I collaborated with colleagues, mentors and other stakeholders in designing assessment plans and analyzing learner performance and how has this collaboration impacted my assessment practice to date?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Assessment to inform learning and engage learners

This dimension refers mainly to assessment *for* learning or learning-oriented assessment rather than assessment *of* learning and relates to four performance indicators. The first describes an understanding of the role of assessment in learning and the implementation of learning-oriented assessment in classroom practice. The second addresses the analysis of errors and performance and provision of timely, effective and appropriate feedback, as well as tools for learners to improve performance. The third pertains to providing opportunities for self and peer

assessment and reflection. The fourth indicator covers the incorporation of multilingual assessment approaches and tools that take learners' linguistic and cultural backgrounds into consideration.

Examples of evidence:

- Analyzing learners' assessment data identifying strengths and weaknesses in language skills and proficiency
- Samples of feedback provided to different learners that contribute to learning
- Samples of learners' self and peer assessments
- Guidelines for learner reflection and samples of learners' reflections
- Assessment tools incorporating the learners' linguistic background

Selected questions for reflection:

- How do I provide my learners with timely, effective and appropriate feedback? What can I do to improve the feedback I give my learners?
- Does my classroom practice reflect a deep understanding of learning-oriented assessment?
- Do I have the confidence to implement learning-oriented assessment? If not, how can I develop that? Should I involve other school personnel in learning more about learning-oriented assessment?
- How does my assessment cater to my learners' diverse academic, linguistic and cultural backgrounds?
- How effective are my error corrections and feedback in promoting learners' language development?
- Does my school promote or hinder my implementation of learning-oriented assessment? How can I contribute to the promotion of learning-oriented assessment in my school?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 5: The language learning context

For effective learning to take place, the language learning environment should be suited to the target audience and the educational context, and, in particular, should be conducive to and support language learning. This domain includes two dimensions, the physical and virtual environments, and classroom management and climate.

Physical and virtual environments

The physical and virtual environments encourage learning; therefore, this dimension covers two performance indicators. The first describes the need for the provision, in cooperation with learners, of stimulating, motivating and dynamic environments including self-access materials and digital tools that cater for learner diversity and interests. The second refers to the creation of conditions conducive to learning; for example, encouragement of daily reading/viewing,

monitoring of learners' progress from easier to more difficult writing tasks and creating opportunities for speaking in a non-threatening atmosphere.

Examples of evidence:

- A description/picture of the physical environment
- Documenting and/or including bulletin boards and learner centers
- Documenting the process of establishing a learner center
- Establishing a designated library area with books and appropriate materials that encourage learners to read, audio recordings that students can listen to and online resources (e.g., YouTube and platforms and tools where students can record and then hear themselves)
- An individualized extensive reading/listening/viewing program

Selected questions for reflection:

- Have I created a physical/virtual environment conducive to learning? Does it contain resources I need on a regular basis that are easily accessible and in working order?
- Is the physical and virtual environment stimulating, motivating, engaging, attractive, and dynamic?
- Have I created a learning culture in which students are encouraged to take risks?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Classroom management and climate

Classroom management refers to the skills and techniques used to keep students attentive, focused, orderly and on task. It relates not only to the enforcement of rules and strategies, but extends to include all the actions that contribute to the creation and maintenance of an environment and climate conducive to learning. This dimension encompasses three performance indicators. The first describes the creation of a framework for classroom procedures, and the implementation of proactive and reactive effective classroom management techniques. These include establishing mutually agreed upon expectations for appropriate behaviors and implementing positive classroom routines. The second addresses the reinforcement of appropriate classroom behaviors through various means. The third relates to the skills and strategies needed to effectively, appropriately and consistently respond to disruptive and problematic behavior in the classroom as well as developing tools and competences for dealing with discipline-related issues as they arise (e.g., class disturbances, disobedience, conflicts).

Examples of evidence:

- Describing how a framework for classroom procedures was designed
- Developing a code of conduct jointly with learners
- Description of a critical classroom management incident and how it was handled
- Describing parental involvement procedures

- Describing classroom routines that have been successfully implemented, such as entry into the classroom, turn-taking and transitions between different parts of a lesson

Selected questions for reflection:

- Is my approach to classroom management proactive or mainly reactive? How effective is it?
- Have my learners been actively involved in preparing a code of conduct?
- What insights have I and my learners gained from preparing a code of conduct? What would I do differently?
- How well do I match interaction patterns to the learners and the task?
- How appropriately do I respond to disruptive behaviors in class?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 6: Global competences

Effective communication, study, work and cultural mobility (physical or virtual) comprise essential skills in a globalized world. Technology has greatly altered many aspects of our lives and teachers and learners need evolving sets of skills to keep up and adapt to an ever changing learning environment where both face-to-face and virtual communication are vital. To be effective we must access, manage, store, create, critically evaluate and use information media and technologies competently. Since English functions as the *lingua franca* in academic and professional spheres, global competences should be integrated into English language teaching. This domain includes four dimensions: digital literacies; critical thinking, problem solving, metacognition, and creativity; teamwork and collaboration; and intercultural competence.

Digital literacies

Digital literacies are considered critical to function and fully participate in today's society. This dimension relates to four performance indicators. The first pertains to locating, critically evaluating and managing digital content tools and platforms, as well as incorporating them in teaching and learning activities to enhance learning. The second refers to promoting collaborative and participatory learning by exploiting online communities, tools and platforms while following the rules of netiquette. The third indicator addresses compliance with the notions of intellectual property, issues related to security and confidentiality and guidelines for e-safety. The fourth covers the use of technology for carrying out administrative tasks in accordance with the Ministry of Education's data protection guidelines.

Examples of evidence:

- Describing an instance of collaboration among staff and colleagues
- A lesson plan integrating technology and demonstrating the use of technological tools in English lessons
- Monitoring and tracking learner progress using digital tools
- Planning of, participating in and documenting virtual exchange projects

- Critical evaluation of digital content (e.g., detecting ‘fake news’, advertisements disguised as information)

Selected questions for reflection:

- How confident am I about my knowledge and use of technology in general and my ability to incorporate technology into teaching to promote learning and develop skills?
- How confident am I about my ability to develop digital literacy among learners and critically evaluate digital content? Does the use of technology in my lessons promote learning and language skills?
- Do I critically evaluate the integration of digital tools in my teaching? What types of criteria do I use for evaluating digital tools and how effective are they?
- Do I teach my students to critically evaluate digital content?
- Have I introduced the notion of netiquette to my students and developed their sensitivity to how other cultures might work differently in digital spaces?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Critical thinking, problem solving, metacognition and creativity

Aside from digital literacies, abilities related to critical thinking, problem solving, metacognition and creativity are considered increasingly relevant to global competences. This dimension relates to two performance indicators. The first describes the implementation of appropriate methodologies and activities for language learning that also address and incorporate these abilities among learners. The second relates to the critical thinking, problem-solving and metacognition of the teacher and the consistent reflection on teaching practice.

Examples of evidence:

- Unit plan for teaching debating skills and feedback provided to learners on their performance in the debate
- Creating activities that provide learners with opportunities to implement problem-solving skills
- Creating activities that provide learners with explicit instruction of metacognitive skills and strategies
- Creating opportunities for learners to engage in reflection and develop their metacognitive skills and strategies in multiple contexts
- Creating activities to develop interpretation, analytical skills and creativity
- Changes of teaching practice based on reflections

Selected questions for reflection:

- Do I model critical thinking, problem solving skills, metacognition and creativity in my teaching?
- Do I explicitly encourage learners to apply critical thinking, problem solving, metacognition and creativity in language learning? To what extent do activities designed to develop learners’ skills in critical thinking, problem solving, metacognition and creativity achieve their goals?

- Do I seek opportunities for enhancing my problem-solving and critical thinking skills?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Teamwork and collaboration

The ability to cooperate with others and work effectively in groups is a cornerstone of global competences. It should be noted that while acknowledging the importance of getting students to work together, there may be contexts in which individual work is preferred to group work. This dimension includes three performance indicators. The first refers to the harnessing of the benefits of collaboration and teamwork and the willingness to compromise to accomplish a common goal. The second addresses the understanding of how teams operate effectively, the contribution of the individual to teamwork, the sharing of responsibility for collaborative work and how to develop this competence among learners. The third encompasses participation in professional collaborative initiatives and the engagement of learners in collaborative projects (e.g., projects focusing on local and global issues).

Examples of evidence:

- Initiatives for sharing ideas, lesson plans and materials
- Documentation of working effectively and respectfully with diverse teams
- Participating in professional learning communities, making frequent and significant contributions to discussions
- Flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assuming shared responsibility for collaborative work, and valuing the individual contributions made by each team member

Selected questions for reflection:

- Do I collaborate with colleagues? How well do I work in teams?
- How can I harness collaborative work to enhance teaching and promote learning?
- How successful am I in promoting collaboration among my learners? What additional steps should I take to enhance my learners' collaboration skills?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Intercultural competence

This dimension applies to the ability to interact effectively and appropriately with people from other cultures and backgrounds, within Israel and abroad. Teachers must develop intercultural competence for themselves and promote this competence in learners. This dimension includes three performance indicators. The first pertains to openness toward and interest in learning about and learning from other cultures and enhancing familiarity with a range of cultures. The second refers to the understanding of multiple perspectives in intercultural interactions and covers knowledge about similarities, differences and relations among cultures. The third covers

the ability to engage in culturally appropriate behaviors and tailor language to effectively communicate with people in different contexts and situations.

Examples of evidence:

- Incorporating instructional materials that encourage learners to become aware of their and others' cultural backgrounds and heritage
- Exposing learners to a diversity of cultures and promoting the curiosity and desire to learn more
- Designing lesson plans to develop learners' ability to recognize and analyze the various perspectives from which texts are produced in a foreign language
- Highlighting the perspectives of a spoken or written text, and taking a cultural point of view other than one's own
- Designing activities that simulate situations in which intercultural sensitivity is required
- Activities designed to uncover misrepresentation and/or negative images and values of non-Western groups that may be conveyed unintentionally in texts

Selected questions for reflection:

- Am I competent in communicating and working with people from other cultures?
- What efforts have I made to promote my learners' intercultural competence?
- How can I learn to recognize misrepresentation and/or negative images and values of non-Western groups that may be conveyed unintentionally in texts?
- What opportunities are available and what actions can I take to develop my own and my learners' intercultural competence?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domain 7: Professionalism

Effective and accomplished teachers take responsibility for their ongoing professional development, can verbalize their beliefs, seek feedback and engage in critical reflection. Professional development may be accomplished through consultation with colleagues, conducting action research, reading professional literature, attending in-service workshops, participating in professional learning communities and conferences. When reaching an expert level, teachers could initiate and/or facilitate professional learning communities and mentor colleagues and other teachers. This domain includes three dimensions: response to feedback and reflection on practice, planning and implementing professional development, consultation and mentoring.

Response to feedback and reflection on practice

This dimension describes the extent to which feedback is sought and acted upon and includes two performance indicators. The first relates to seeking out and responding to feedback and engaging in ongoing professional development and action research. The second refers to verbalizing beliefs about teaching and engaging in critical reflection to align these with effective teaching practice.

Examples of evidence:

- Describing how feedback was implemented in class
- Documenting participation in action research projects
- Entries in a reflective journal

Selected questions for reflection:

- Do I take responsibility for my students' learning?
- Do I appreciate the value of feedback? Do I seek feedback? How do I feel after receiving feedback? How do I act on the feedback I receive?
- Have I engaged in peer observation? If not, should I initiate and participate in peer observation?
- How might action research contribute to my professional development in general and my teaching in particular?
- How well do I translate research findings into teaching practice, including action research?
- Do I read articles in professional publications and attend national/international conferences (e.g. ETAI conferences)?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Planning and implementing professional development

The planning and implementation of personalized professional development are essential for teacher growth. This dimension includes one performance indicator. It relates to independently identifying areas in need of professional development as well as seeking out opportunities to address them, including participation in professional learning communities, study days and conferences.

Examples of evidence:

- Entries in a reflective journal addressing areas in need of professional development
- Participating in in-service training workshops and conferences
- Participating in professional learning communities
- A list of professional literature read during a given period

Selected questions for reflection:

- To what extent do I reflect on my teaching practices to determine areas in need of development and professional growth?
- Have I sought out and participated in in-service courses, professional learning communities, workshops or professional conferences this year? Did they contribute to my professional development?
- Do I implement new ideas/strategies in my classes? How well do these contribute to my professional development?

- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Consultation and mentoring

Consultation and mentoring contribute to teachers' development and growth. This dimension includes one performance indicator that describes the identification of teachers' own individual needs for support and the appropriate mentors and colleagues who can provide it, monitoring progress and then acting on the advice/feedback received.

Examples of evidence:

- Consulting with others about lesson planning
- Documenting initiatives for collaboration with other language teachers
- Providing advice and support to colleagues
- Serving as a mentor to other teachers

Selected questions for reflection:

- What value do I perceive in sharing my dilemmas with peers and mentors? How often do I share my dilemmas with others? Is this practice beneficial to my professional development and teaching?
- Have I considered being a host teacher in a pre-service program? What are my deliberations regarding this aspect of professionalism?
- How have I grown as a result of mentoring others and how have they progressed in their teaching/professionalism?
- What are my strengths in this area? What skills should I develop and improve? How should I go about that?

Domains, dimensions, performance indicators and descriptors for three levels of performance

Domains and dimensions	Performance indicators		
	Emerging	Skilled	Expert
Domain 1 Teachers' language and disciplinary knowledge			
Language proficiency	CEFR-Aligned Framework for English in Higher Education in Israel: B2/B2+/C1	CEFR-Aligned Framework for English in Higher Education in Israel: B2+/C1	CEFR-Aligned Framework for English in Higher Education in Israel: C1/C2
Knowledge about language	Demonstrates a general familiarity with the main concepts in the fields of English linguistics and applied linguistics (e.g., orthography, phonology and phonetics, lexicon, morphology, semantics, pragmatics, grammar, discourse, sociolinguistics, language policy, multilingualism), and an initial understanding of how they relate to each other.	Demonstrates knowledge and a good understanding of the main concepts in the fields of English linguistics and applied linguistics (e.g., orthography, phonology and phonetics, lexicon, morphology, semantics, pragmatics, grammar, discourse, sociolinguistics, language policy, multilingualism), and how they relate to each other, and to language teaching.	Has a deep understanding and appreciation of the main concepts in the fields of English linguistics and applied linguistics and can explain this to others (e.g., orthography, phonology and phonetics, lexicon, morphology, semantics, pragmatics, grammar, discourse, sociolinguistics, language policy, multilingualism), how they relate to each other, to language teaching and to other disciplines.
	Is aware of how the methods and resources selected for introducing and practicing language components and skills are related to each other and that they should be appropriate to the learner and the context. These include orthography, phonology, phonetics, grammar, pedagogical grammar, lexis, morphology, semantics, pragmatics, register, genre, communication strategies, learning strategies, varieties and standards of English, multilingualism, plurilingualism and contrastive analysis.	Understands how the methods and resources selected for introducing and practicing language components and skills are related to each other and adapts them to the learner and the context. These include orthography, phonology, phonetics, grammar, pedagogical grammar, lexis, morphology, semantics, pragmatics, register, genre, communication strategies, learning strategies, varieties and standards of English, multilingualism, plurilingualism and contrastive analysis.	Has a deep understanding of how the methods and resources selected for introducing and practicing language components and skills are related to each other and consistently and effectively adapts them to the learner and the context, and can explain this to others. These include orthography, phonology, phonetics, grammar, pedagogical grammar, lexis, morphology, semantics, pragmatics, register, genre, communication strategies, learning strategies, varieties and standards of English, multilingualism, plurilingualism and contrastive analysis.
	Lesson plans and classroom practice demonstrate both some knowledge of key terms for describing and analyzing common language points and the selection of simple models of language usage.	Lesson plans and classroom practice demonstrate both good knowledge and generally accurate use of key terms for describing and correctly analyzing many language points as well as selecting and applying accurate models of usage.	Lesson plans and classroom practice consistently demonstrate expert knowledge and accurate use of key terms for describing and correctly analyzing a broad range of language points and applying accurate models of usage. Guides other teachers in doing the same.

	Demonstrates basic knowledge of linguistics to identify sources of language errors and occasionally provides remediation/suggestions for repair based on that knowledge; is aware of some available reference materials.	Demonstrates a solid knowledge of linguistics to identify sources of language errors, gives clear and accurate answers to learners' questions about language-related issues and provides feedback that contributes to language acquisition; has a good knowledge of available reference materials.	Demonstrates expert knowledge in linguistics and metalinguistics to identify sources of language errors, gives clear answers to learners' questions about language-related issues, provides feedback as well as offers suggestions for remediation/repair that greatly enhance language acquisition; has extensive and expert knowledge of available reference material. Guides other teachers in doing the same.
	Is aware of the importance of fostering language awareness among learners (e.g., form and function relationships within the English language, similarities and differences between English and learners' additional languages).	Fosters language awareness among learners (e.g., form and function relationships within the English language, by comparing and contrasting English with learners' additional languages).	Is adept at increasing and fostering language awareness among learners by exploiting various cross-lingual methods to enrich their linguistic and cultural understanding of languages. Guides other teachers in doing the same.
	Displays awareness of relationships within and across languages and disciplines through collaboration with other language and knowledge area teachers (e.g., Hebrew, Arabic, French, History, Biology, Art).	Demonstrates knowledge and understanding of relationships within and across languages and disciplines through collaboration with other language and knowledge area teachers (e.g., Hebrew, Arabic, French History, Biology, Art) and participates in school-based multilingual/CLIL projects.	Demonstrates expert knowledge of relationships within and across languages through collaboration with other language and knowledge area teachers (e.g., Hebrew, Arabic, French, History, Biology, Art) and initiates the design and implementation of school-based multilingual/CLIL projects. Guides other teachers in doing the same.
Knowledge about multimodal literacies	Is aware of the expanding nature of literacy as impacted by communication technologies and multimedia and the need to support students in developing their multimodal literacy skills.	Demonstrates knowledge and understanding of the expanding nature of literacy as impacted by communication technologies and harnesses this knowledge to support students in developing their multimodal literacy skills.	Has a sophisticated knowledge of the expanding nature of literacy as impacted by communication technologies and serves as a resource and mentor to teachers to implement this knowledge in classroom teaching.
	Is familiar with a variety of spoken and written discourses, text types and formats and the need to incorporate them in teaching.	Demonstrates knowledge of a variety of spoken and written discourses, text types and formats and incorporates multiple text types in teaching.	Has a deep understanding of a variety of spoken and written discourses, text types and formats, consistently incorporates diverse texts and formats in teaching. Guides other teachers in doing the same.

Domain 2 Learning theories and the language learner

Theories of learning	Is familiar with and has a preliminary understanding of general learning theories and concepts and how they relate to specific teaching contexts.	Has a good understanding of general learning theories and concepts and capitalizes on this understanding for lesson planning and instruction.	Has a sophisticated understanding of general learning theories and concepts, consistently applies this understanding in lesson planning and instruction and can articulate the interrelations between theory and practice also when mentoring others.
	Takes affective factors (e.g., attitude, self-efficacy/self-esteem, and motivation) that impact learning into account by providing stimulating and success-oriented activities and ensuring a climate of trust, support and inclusion	Consistently takes affective factors (e.g., attitude, self-efficacy/self-esteem, and motivation) that impact learning into account by providing stimulating and success-oriented activities and ensuring a climate of trust, support and inclusion. Can explain the significance of these factors to students for their learning.	Has a sophisticated understanding of affective factors (e.g., attitude, self-efficacy/self-esteem, motivation) that impact learning, considers them consistently in lesson planning and instruction and can articulate the interrelations between theory and practice also when mentoring others.
Theories of learning an additional language	Is familiar with and has a preliminary understanding of theories of acquiring and learning an additional language and the importance of L1 mastery in this process.	Has a good understanding of theories of acquiring and learning an additional language and the importance of L1 mastery in this process and bases lesson planning and instruction on this understanding.	Has a sophisticated understanding of theories of acquiring and learning an additional language and the importance of L1 mastery in this process, and consistently capitalizes on this understanding for lesson planning and instruction. Can demonstrate and clarify the application when mentoring other teachers.
	Is familiar with and has a preliminary understanding of factors that impact language acquisition (e.g., individual, affective, social and cultural).	Has a good understanding of factors that impact language acquisition (e.g., individual, affective, social and cultural), and capitalizes on this understanding for lesson planning, instruction and assessment.	Has a sophisticated understanding of factors that impact language acquisition (e.g., individual, affective, social and cultural), and consistently capitalizes on this understanding for lesson planning, instruction and assessment. Can clearly articulate these factors and clarify their implications and applications when mentoring other teachers.

Understanding learners	Treats all learners equitably, with respect and attempts to encourage the same among learners. Is aware of the need to ensure learners' well-being.	Treats all learners equitably, with respect and consistently encourages the same among learners. Ensures learners' well-being and takes steps to meet the needs of individual students.	Treats all learners equitably, with respect and successfully ensures that all learners do the same with the understanding that fairness means that all learners receive what they need and not necessarily the same treatment. Guides other teachers in doing the same.
	Attempts to support learners through identifying, addressing and assessing realistic learning goals for individuals and groups.	Supports learners through identifying, addressing and assessing realistic learning goals for individuals and groups. Develops students' abilities to independently set realistic goals for themselves.	Consistently supports and empowers learners through identifying, addressing and assessing realistic learning goals for individuals and groups of learners. Develops students' abilities to independently set realistic goals for themselves. Guides other teachers in doing the same.
	Understands that all learners tend to benefit from clear learning goals/objectives, modeling, opportunities to practice and consolidate new learning through well-timed and effective feedback.	Bases teaching on the understanding that all learners tend to benefit from clear learning goals/objectives, modeling, opportunities to practice and consolidate new learning through well-timed and effective feedback.	Consistently bases teaching on the understanding that learners tend to benefit from clear learning goals/objectives, modeling, opportunities to practice and consolidate new learning through well-timed and effective feedback. Can demonstrate to others how this can be planned and implemented.
	Understands that characteristics (such as age; gender; disability; academic ability; interests; motivation; and socio-economic, intellectual, cultural and language background) should be taken into account in making decisions about teaching.	Takes into account learner characteristics (such as age; gender; disability; academic ability; interests; motivation; and socio-economic, intellectual, cultural and language background) in making decisions about teaching and incorporates some differentiated strategies to address common and diverse learner needs.	Consistently takes into account learner characteristics (such as age; gender; disability; academic ability; interests; motivation; and socio-economic, intellectual, cultural and language background) to tailor instruction and assessment to effectively address the common and diverse learner needs. Disseminates this practice to other teachers in the school and community.
Domain 3 Language teaching pedagogy			
Language teaching approaches	Understands approaches and methods and how they serve as a basis in teaching practice.	Integrates language teaching approaches and methods in teaching practice.	Effectively integrates a variety of approaches and methods for best teaching practice; shares the rationale with the learners and other teachers to raise metacognitive awareness of their importance.

and methods	Recognizes the multilingual nature of societies, schools and classrooms and is aware of the importance of recognizing home languages to support comprehension, learning in general, as well as the acquisition of additional languages.	Understands the multilingual nature of societies, schools and classrooms and provides learners ample opportunities to use home languages to support comprehension, learning in general, as well as the acquisition of additional languages. Can explain when this use may be helpful and when not.	Understands the multilingual nature of societies and its implications for schools and classrooms and consistently and effectively affords learners ample opportunities to use home languages to support comprehension, learning in general as well as the acquisition of additional languages. Disseminates the importance of this practice to other teachers and the community.
	Makes pedagogical choices that acknowledge, respect and capitalize on learners' linguistic diversity.	Consistently makes pedagogical choices that acknowledge, respect and capitalize on learners' linguistic diversity, highlighting the role of linguistic diversity in their own learning and in multilingual societies.	Makes pedagogical choices that acknowledge, respect and celebrate learners' linguistic diversity and shares these and their rationale with other teachers at school and in the community.
Unit and lesson planning	Is familiar with key principles of unit and lesson planning. Units and lesson plans show some evidence of the application of these principles.	Has a good understanding of key principles of unit and lesson planning. These principles guide the planning of coherent and integrated lessons that together contribute to the flow of a unit.	Has a sophisticated understanding of key principles of unit and lesson planning and uses this understanding to plan coherent, well-balanced, motivating, flexible lessons that together enhance the flow of a unit. Guides other teachers in doing the same.
	Attempts to set explicit and achievable learning goals for all learners that are aligned with the English Curriculum 2020; recognizes how the lesson links to those before and after it within the unit.	Sets explicit and achievable learning goals for all learners that are aligned with the English Curriculum 2020; clarifies to the learners how the lesson links to those before and after it within the unit.	Consistently sets explicit, challenging and achievable learning goals for all learners that are aligned with the English Curriculum 2020; clarifies to learners how the lessons and unit link to others in the teaching/learning continuum. Guides other teachers in doing the same.
	Recognizes the need for differentiated teaching and learning and demonstrates an attempt to translate this recognition into practice.	Provides differentiated teaching and learning, evaluates its effectiveness, and makes adjustments accordingly.	Consistently and effectively provides for differentiated teaching and learning, evaluates its effectiveness for all learners, and makes adjustments accordingly. Guides other teachers in doing the same.

	Attempts to break up the lesson into clear/transparent components with realistic timing estimates.	Breaks up the lesson into clear and distinct components with realistic timing estimates.	Consistently breaks up the lesson into clear and distinct components with realistic and accurate time estimates. Guides other teachers in doing the same.
	Recognizes the need for a variety of interaction patterns suited to learning activities and the importance of grouping learners with a view to learning goals, the nature of the activities and affective factors.	Selects and regularly tries to suit interaction patterns for different activities during the lesson, and plans the grouping of learners with a view to learning goals, the nature of the activities and affective factors.	Consistently selects and suits interaction patterns for a wide range of activities during the lesson, and effectively plans the grouping of learners with a view to learning goals, activities and affective factors. Guides other teachers in doing the same.
	Recognizes that a lesson plan may require flexibility in implementation.	Designs a flexible lesson plan that includes provisions to suit changing circumstances during implementation.	Consistently, designs a flexible lesson plan that includes provisions to suit changing circumstances during implementation. Guides other teachers in doing the same.
Managing the lesson	Attempts to create a productive learning environment through managing time, materials and the physical environment to actively engage students.	Consistently creates and maintains a productive learning environment through managing time, materials and the physical environment to actively engage students.	Effectively and consistently creates and maintains a productive learning environment through managing time, materials and the physical environment to actively engage students. Guides other teachers in doing the same.
	Attempts to set a suitable learning/teaching pace, appropriately times activities and provides smooth transitions between the different components of the lesson.	Sets a suitable learning/teaching pace, times activities appropriately and generally incorporates smooth transitions between the different components of the lesson.	Effectively controls pace and timing of activities and smooth transitions; enhances learners' abilities to independently set, monitor and adapt processing pace. Guides other teachers in doing the same.

	Shares the significance and goals of activities with learners, mostly provides clear and coherent instructions and checks learners' ability to carry them out. Where necessary, can reword instructions to ensure students understand the activity/task.	Consistently shares the significance and goals of activities with learners, provides clear and coherent instructions and checks learners' ability to carry them out. Where necessary, can reword instructions to suit the needs of a diverse student population to ensure that all students understand the activity/task.	Consistently shares the significance and goals of activities with learners, provides clear and coherent instructions, monitors comprehension, and where necessary can reword instructions to suit the needs of a diverse student population to ensure that all students understand the activity/task. Can guide others in assessing the knowledge gap necessary to phrase instructions to suit different learner levels.
	Attempts to adapt teaching to unforeseen situations and events appropriately.	Adapts teaching to unexpected and unforeseen situations and events, adjusts plans to take advantage of learning opportunities that arise during lessons and manages the change of plan effectively.	Has a repertoire of strategies to effectively orchestrate unexpected and unforeseen situations and events; adjusts plans to take advantage of opportunities for learning that arise during lessons. Can guide other teachers in managing similar situations appropriately.
Managing materials and resources	Chooses mainly commercial materials and resources in accordance with the English Curriculum 2020, learning goals and learners; exploits existing resources without adaptations.	Chooses and adapts commercial materials and resources from a range of sources/media in accordance with the English Curriculum 2020, learning goals, and learners; creates and develops materials for specific purposes and contexts.	Chooses, adapts and develops multimodal materials and resources ensuring they are suited to the English Curriculum 2020, learning goals and learners; collaborates with learners and colleagues on ways to create and adapt materials for different learners, purposes and contexts.
	Considers how some of the materials and resources can be used in the classroom to enhance language learning skills and strategies.	Evaluates the effectiveness of the materials and resources used to enhance language learning skills and strategies and adapts when necessary.	Evaluates the effectiveness of commercial and self-prepared materials and resources; provides meaningful and constructive feedback and guidance to learners and teachers to implement when planning and preparing new materials.
	Is aware of the benefits of using multilingual and multimodal materials and resources and the need to encourage learners to do the same (e.g., subtitles on video clips, bilingual dictionaries).	Regularly uses multilingual and multimodal materials and resources and encourages learners to do the same (e.g., subtitles on video clips, bilingual dictionaries).	Capitalizes on multilingual and multimodal materials and resources, encourages learners to do the same inside and outside the classroom and guides other teachers in the judicious use of these resources.

Domain 4 Assessment

Assessment principles and concepts	Is familiar with and has a general understanding of basic principles and concepts of assessment (e.g., validity, reliability, washback, formative versus summative assessment).	Has a good understanding of most key principles and concepts of assessment (e.g., validity, reliability, washback, formative versus summative assessment) and generally applies theory in assessment planning, administration, documentation, interpretation and feedback.	Has a deep understanding of all the key principles and concepts of assessment (e.g., validity, reliability, washback, formative versus summative assessment, assessment evidence, bias), applies theory in developing and analyzing assessment tools. Guides other teachers in doing the same.
Systematic assessment	Is familiar with assessment purposes (e.g., achievement, proficiency) and can select some assessment tools.	Has a good understanding of assessment purposes (e.g., achievement, proficiency). Selects, designs and implements a range of assessment tools to suit most given purposes.	Has a deep understanding of assessment purposes (e.g., achievement, proficiency). Selects, designs and implements a range of appropriate assessment tools to suit purposes and learner populations, in specific contexts. Guides other teachers in doing the same.
	Utilizes some types of assessment and feedback at different points in the learning process.	Utilizes different types of assessment, evidence and feedback at various points in the learning process to monitor learners' progress and achievement and inform subsequent teaching.	Utilizes and interprets a range of different types of assessment, evidence and feedback at various points in the learning process to monitor learners' progress and achievement and inform subsequent teaching. Guides other teachers in doing the same.
	Attempts to interpret external assessment data (e.g., Meitzav and district exams).	Interprets external assessment data (e.g., Meitzav and district exams) and incorporates this understanding into future teaching and assessment.	Interprets and consistently utilizes external assessment data (e.g., Meitzav and district exams) and effectively incorporates this understanding into future teaching and assessment. Guides other teachers in doing the same.
	Is familiar with certain grading procedures and the need to keep assessment records. Reports assessment data to learners, parents/carers, administration and other stakeholders.	Selects grading procedures to match purpose and task and keeps assessment records. Clearly and respectfully reports and shares assessment data with learners, parents/carers, administration and other stakeholders.	Selects grading procedures to match purpose and task, keeps accurate and reliable records of assessment and shares these with learners, parents/carers, administration and other stakeholders. Can guide other teachers in the use of assessment procedures documentation, administration and feedback.

Assessment to inform learning and engage learners

Is familiar with learning-oriented assessment.

Has an understanding of learning-oriented assessment and its role in learning and attempts to translate this understanding into classroom practice.

Has a deep understanding of the role of assessment in learning and implements learning-oriented assessment regularly and systematically. Guides other teachers in doing the same.

Attempts to analyze errors and other aspects of learner performance and to provide learners with constructive feedback.

Regularly, analyzes learner errors and performance and provides timely, constructive, effective and appropriate feedback as well as tools and strategies for learners to improve performance.

Consistently and systematically analyzes learner errors and performance, provides timely, constructive, effective and appropriate feedback as well as tools and strategies for learners to improve performance. Guides other teachers in doing the same.

Is familiar with the benefits of self and peer assessment and attempts to incorporate them where and when appropriate.

Provides opportunities when appropriate for self and peer assessment and reflection, and encourages learners' self-reflection to enhance language acquisition.

Consistently engages learners in self and peer assessment and systematically encourages learners' self-reflection to enhance language acquisition. Guides other teachers in doing the same.

Recognizes the need to incorporate multilingual assessment approaches and tools when teaching learners from multilingual/plurilingual and diverse cultural backgrounds.

Sometimes incorporates multilingual assessment approaches and tools when teaching learners from multilingual/plurilingual and diverse cultural backgrounds.

Implements multilingual/plurilingual assessment approaches and tools efficiently and systematically when teaching learners from multilingual/plurilingual and diverse cultural backgrounds and facilitates the process for other teachers.

Domain 5 The language learning context

Physical and virtual environments

Understands the importance of creating a stimulating, attractive, and dynamic language learning environment that includes teacher/learner generated materials displayed on the classroom walls, interactive bulletin boards and access to digital tools. Attempts to create such an environment together with learners.

In full cooperation with learners, provides a stimulating, attractive, and dynamic environment including self-access materials that cater for learner diversity and interests and access to digital tools. Materials are displayed in the classroom and on the school walls.

Initiates, designs, and maintains a dynamic print-rich English 'linguistic landscape', which has stimulating, attractive and self-access materials to cater for learner diversity and interests and access to digital tools. Shares materials with and guides other teachers in creating a similar environment conducive to fostering motivation and engagement with English to enhance language acquisition and other languages learned in school.

		Recognizes the importance of establishing conditions conducive to promoting the four activities as specified in the English Curriculum 2020 – reception, production, interaction and mediation (e.g., an extensive reading program in which time is dedicated to autonomous silent reading; availability of digital platforms and tools for engagement with language).	Creates conditions conducive to promoting the four activities as specified in the English Curriculum 2020 –reception, production, interaction and mediation (e.g., establishing an individualized extensive reading/listening program, curating digital tasks and resources with learners, and creating opportunities for speaking in a non-threatening atmosphere).	Consistently creates conditions conducive to promoting the four activities as specified in the English Curriculum 2020 -- reception, production, interaction and mediation. Guides teachers of other languages in doing the same (e.g., supporting teachers in developing and maintaining an extensive reading/listening program that promotes reading/listening for pleasure in the classroom, school and community, and in integrating digital tasks and resources in their teaching).
Classroom management and climate	Demonstrates basic classroom procedures and interactive patterns that are necessary for classroom management and the creation of a climate conducive to learning.	Creates a framework for classroom expectations through rules, routines and/or procedures (code of conduct) together with learners; practices various interaction patterns that are necessary for effective classroom management and the creation of a climate that maximizes student engagement and that are conducive to learning.	Creates a framework for classroom expectations through rules, routines and/or procedures (code of conduct) together with learners; selects and effectively orchestrates a range of interaction patterns compatible to task and learners in order to ensure effective classroom management over time and to maintain a climate that enhances learning, collaboration and leadership skills. Guides other teachers in doing the same.	
	Reinforces appropriate behavior (e.g., through meaningful praise).	Consistently reinforces appropriate behavior (e.g., through meaningful praise) and an appreciation of the context in which the behavior was displayed.	Consistently reinforces appropriate behavior (e.g., through meaningful praise and an appreciation of the context in which the behavior was displayed). Guides other teachers in doing the same.	
	Tries to apply classroom management techniques when faced with disruptive classroom behavior; attempts to match disciplinary action to address this misbehavior.	Effectively applies classroom management techniques when faced with disruptive classroom behavior, uses disciplinary action to address this behavior and applies a range of classroom management tools.	Effectively, appropriately and consistently applies classroom management techniques when faced with disruptive classroom behavior, uses disciplinary action to address this misbehavior and applies a range of classroom management tools. Guides other teachers in doing the same.	

Domain 6: Global competences

Digital literacies

Appreciates the importance of global competences and makes efforts to locate digital content tools and platforms suited to a specific purpose. Attempts to incorporate these in teaching and learning materials and activities.

Locates, evaluates and manages digital content tools and platforms for a variety of purposes, and regularly incorporates them in teaching and learning activities both inside and outside the formal learning environment (e.g., flipped classroom).

Locates, evaluates, adapts, creates and manages digital content tools and platforms for a wide range of purposes, and effectively incorporates them in teaching, learning and assessment activities both inside and outside the formal learning environment (e.g., flipped classroom). Guides other teachers in doing the same.

Attempts to initiate collaborative learning by exploiting online communities, tools and platforms (e.g., virtual exchange projects) and introduces learners to the rules of netiquette.

Regularly promotes collaborative learning by exploiting online communities, tools and platforms (e.g., virtual exchange projects) and ensures that learners follow the rules of netiquette.

Consistently promotes collaborative learning by modelling for learners and other teachers how to effectively exploit online communities, tools and platforms (e.g., virtual exchange projects) and ensures that all parties follow the rules of netiquette.

Recognizes the notion of intellectual property and issues related to security and confidentiality, follows guidelines for e-safety and attempts to ensure that learners do the same.

Respects the notion of intellectual property, ensures security and confidentiality, follows guidelines for e-safety and instructs learners how to do the same.

Consistently respects the notion of intellectual property, ensures security and confidentiality, follows guidelines for e-safety and effectively instructs learners and guides colleagues in doing the same.

Experiments with the use of technology for administrative tasks in accordance with data protection guidelines.

Uses technology for administrative tasks in accordance with data protection guidelines.

Consistently and effectively uses technology for a wide range of administrative tasks in accordance with data protection guidelines. Guides learners and teachers to do the same.

Critical thinking, problem

Attempts to select appropriate resources and activities for language learning that incorporate critical thinking, problem solving, metacognition and creativity.

Selects appropriate resources and activities for language learning that incorporate critical thinking, problem solving, metacognition and creativity.

Consistently and effectively integrates appropriate resources and activities that promote critical thinking, problem solving, metacognition and creativity; encourages learners to independently apply these skills in novel contexts. Guides teachers in introducing,

solving, metacognition and creativity			developing and evaluating these abilities in other school subjects and content areas.
	Appreciates the importance of critical thinking, problem-solving skills and reflection and attempts to implement these in teaching.	Pursues opportunities inside and outside the classroom for enhancing critical thinking and problem-solving skills; consistently reflects on teaching to reach higher levels of best practice.	Consistently and effectively capitalizes on opportunities for enhancing critical thinking and problem-solving skills inside and outside the classroom; consistently reflects on teaching to reach higher levels of best practice and guides other teachers in doing the same.
Teamwork and collaboration	Is aware of the benefits of collaboration and teamwork, the need for flexibility and a willingness to compromise to accomplish a common goal. Attempts to collaborate with other teachers.	Harnesses the benefits of collaboration by engaging students in teamwork. Seeks opportunities to participate in teamwork, exercises flexibility and shows a willingness to compromise to accomplish a common goal.	Initiates opportunities for collaboration and teamwork between and among learners and teachers, models a flexible mindset and exhibits the readiness and ability to compromise so as to accomplish a common goal. Guides other teachers in doing the same.
	Has a basic understanding of how teams operate, attempts to work effectively in a team and contribute as an individual, appreciates the work of others and assumes shared responsibility for collaborative work. Encourages learners do the same in groups.	Understands how teams operate, works effectively and consistently contributes as an individual, values the work of others and assumes shared responsibility for collaborative work. Develops this understanding and ability systematically among learners.	Has a deep understanding of how teams operate, works effectively with diverse teams and systematically models and develops this understanding and ability among learners. Guides other teachers in doing the same.
	Attempts to participate in professional collaborative projects.	Participates in professional collaborative initiatives and involves learners in collaborative projects.	Initiates collaboration and teamwork, participates in and involves teachers in professional collaborative projects and acts as a team leader/facilitator.
Intercultural competence	Demonstrates openness and interest in learning about other cultures, but would appreciate opportunities to enhance knowledge of and familiarity with a range of cultures.	Actively creates opportunities to enrich knowledge of and familiarity with a range of cultures.	Has a high level of interest in and extensive knowledge of a range of cultures.
	Appreciates the existence of multiple perspectives in intercultural interactions and attempts to identify stereotypical judgments and their	Understands multiple perspectives in intercultural interactions and can critically reflect on the impact of stereotypical judgments on these interactions. Strives to	Has a deep understanding of, appreciation for and ability to model and apply multiple perspectives in intercultural interactions. Guides learners and teachers in the development of intercultural competence.

	impact on these interactions.	learn and expose learners to a range of cultures.	
	Attempts to engage in culturally appropriate behaviors and tailor language to effectively communicate with people in different contexts and situations.	Engages in culturally appropriate behaviors and tailors language to effectively communicate with people in certain contexts and situations and guides learners in doing the same.	Consistently engages in culturally appropriate behaviors and tailors language to effectively communicate with people in most contexts and situations and guides and facilitates learners and teachers in doing the same.

Domain 7: Professionalism

Response to feedback and reflection on practice	Recognizes the value of receiving feedback and ongoing professional development; occasionally reads and is informed by current research.	Seeks out and responds to feedback; engages in ongoing professional development and/or action research.	Appreciates and responds constructively to feedback, is committed to ongoing professional development, regularly reassesses one's own strengths and weaknesses as a teacher, shares insights openly with others and engages in various types of teacher research. Guides other teachers in planning and carrying out action research.
	Is aware that beliefs impact teaching practices and recognizes the value of critical reflection in aligning beliefs and practice.	Can verbalize beliefs about teaching and engages in critical reflection to align these with effective teaching practice.	Articulates beliefs about teaching and consistently engages in critical reflection to align beliefs and effective teaching practice; serves as a role model/facilitator of the reflective practitioner for learners and colleagues.
Planning and implementing professional development	Requests guidance in identifying areas in need of and opportunities for professional development (e.g., taking initial steps to participate in professional learning communities, study days and conferences).	Independently identifies areas in need of professional development and seeks out opportunities to address them, including active participation in professional learning communities, study days and conferences..	Consistently identifies areas in need of professional development and makes the most of available professional development opportunities and up-to-date resources; initiates, plans and leads professional development activities in a variety of frameworks (e.g., professional learning communities, study days and professional conferences).
Consultation and mentoring	Consults with mentors and colleagues on basic aspects of teaching practice (e.g., lesson plans and delivery, classroom management and reporting learner progress and achievement).	Consults with relevant mentors and frameworks that can contribute to professional development, and acts on suggestions/feedback.	Provides guidance, advice and feedback to colleagues and serves as a mentor both within the school and in other professional development frameworks.

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Appendix: Checklist for self-evaluation in achieving emerging and skilled levels*.

* In the following checklist self-evaluation is based on a 4-point scale. The expert level, which also relates to those who are involved in guiding, mentoring and training teachers, is not included in the checklist.

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
1 Teachers’ language and disciplinary knowledge	Language proficiency	<i>CEFR-Aligned Framework for English in Higher Education in Israel</i>	B2 B2+ C1 C2	B2 B2+ C1 C2	B2 B2+ C1 C2
	Knowledge about language	Understanding main concepts in the fields of linguistics and applied linguistics and their relation to language teaching.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding how the methods and resources for introducing and practicing language components and skills are related to each other; and ability to adapt them to the learner and the context.	1 2 3 4	1 2 3 4	1 2 3 4
		Describing and accurately analyzing a broad range of language points based on knowledge and use of key terms, and applying accurate models to exemplify them.	1 2 3 4	1 2 3 4	1 2 3 4
		Identifying sources of language errors based on linguistic knowledge, providing clear and accurate answers to learners’ questions about language-related issues as well as feedback that contributes to language acquisition.	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		Fostering language awareness among learners by comparing and contrasting languages.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding relationships within and across languages and collaborating with teachers of other languages.	1 2 3 4	1 2 3 4	1 2 3 4
	Knowledge about multimodal literacies	Understanding of the expanding nature of literacy as impacted by communication technologies and harnessing this knowledge to support students in developing their multimodal literacies skills.	1 2 3 4	1 2 3 4	1 2 3 4
		Demonstrating knowledge of a variety of spoken and written discourses, text types and formats and incorporating multiple text types in teaching.	1 2 3 4	1 2 3 4	1 2 3 4
2 Learning theories and the language learner	Theories of learning	Understanding general learning theories and second language acquisition theories (SLA) and concepts; applying these to lesson planning and instruction.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding affective factors that impact learning, providing success-oriented activities and creating a climate of trust, support and inclusion.	1 2 3 4	1 2 3 4	1 2 3 4
	Theories of learning an additional	Understanding theories of acquiring and learning an additional language and the importance of L1 mastery in this process	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
	language	and capitalizing on this understanding for lesson planning and instruction.			
		Understanding of factors that impact language acquisition (e.g., individual, affective, social and cultural, and capitalizing on this understanding for lesson planning, instruction and assessment).	1 2 3 4	1 2 3 4	1 2 3 4
	Understanding learners	Treating learners equitably and respectfully and ensuring learners do the same.	1 2 3 4	1 2 3 4	1 2 3 4
		Supporting learners in identifying, addressing and assessing realistic learning goals.	1 2 3 4	1 2 3 4	1 2 3 4
		Applying understanding that learners benefit from clear goals/objectives, modeling, opportunities to practice and consolidate new learning through effective feedback.	1 2 3 4	1 2 3 4	1 2 3 4
		Applying understanding of common and diverse learner needs based on characteristics (e.g., age, gender, disability, academic ability, interests, motivation, and socioeconomic intellectual, cultural and language	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		background).			
3 Language teaching pedagogy	Language teaching approaches and methods	Integrating approaches and methods in teaching practice.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding the multilingual nature of societies, schools and classrooms; providing opportunities to use home languages to support learning and language acquisition.	1 2 3 4	1 2 3 4	1 2 3 4
		Making pedagogical choices that respect and capitalize on learners' linguistic diversity.	1 2 3 4	1 2 3 4	1 2 3 4
	Unit and lesson planning	Understanding and implementing key principles of coherent and integrated lesson planning that contribute to the flow of a unit.	1 2 3 4	1 2 3 4	1 2 3 4
		Setting explicit and achievable learning goals aligned with the English Curriculum 2020; clarifying how the lesson connects to those before and after.	1 2 3 4	1 2 3 4	1 2 3 4
		Providing differentiated teaching and learning and reflection on the outcomes of practice.	1 2 3 4	1 2 3 4	1 2 3 4
		Breaking up lessons into clear and distinct components with realistic timing	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		estimates.			
		Selecting and suiting interaction patterns for activities; planning grouping of learners with a view to learning goals, the activities and affective factors.	1 2 3 4	1 2 3 4	1 2 3 4
		Designing flexible lesson plans that include provisions to suit changing circumstances.	1 2 3 4	1 2 3 4	1 2 3 4
	Managing the lesson	Creating a productive learning environment through managing time, materials and the physical environment to actively engage students.	1 2 3 4	1 2 3 4	1 2 3 4
		Setting a suitable pace, timing activities appropriately and incorporating smooth transitions.	1 2 3 4	1 2 3 4	1 2 3 4
		Sharing significance and goals of activities with learners, giving clear and coherent instructions, and checking learners' ability to carry them out.	1 2 3 4	1 2 3 4	1 2 3 4
		Adapting teaching to unexpected and unforeseen situations and events, adjusting plans to take advantage of opportunities for learning that arise during lessons and managing changes effectively.	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
	Managing materials and resources	Choosing and adapting resources in accordance with the English Curriculum 2020, goals and learners' needs and suited to specific contexts; creating and developing materials for specific purposes and contexts.	1 2 3 4	1 2 3 4	1 2 3 4
		Evaluating the effectiveness of materials and resources and adapting when necessary.	1 2 3 4	1 2 3 4	1 2 3 4
		Making use of multilingual and multimodal materials and resources and encouraging learners to do the same.	1 2 3 4	1 2 3 4	1 2 3 4
4 Assessment	Assessment principles and concepts	Understanding principles and concepts of assessment, applying theories in assessment planning, administration, documentation, interpretation and feedback.	1 2 3 4	1 2 3 4	1 2 3 4
	Systematic assessment	Understanding assessment purposes; selecting, designing and implementing assessment tools to suit a given purpose.	1 2 3 4	1 2 3 4	1 2 3 4
		Utilizing different types of assessment, evidence and feedback at different points in the learning process to monitor learners' progress and achievement and inform teaching.	1 2 3 4	1 2 3 4	1 2 3 4
		Interpreting external assessment data (e.g., Meitzav and district exams) and	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		incorporating this understanding into future teaching and assessment.			
		Selecting grading procedures to match purpose and task and keeping records of assessment; reporting and sharing assessment data clearly and respectfully with various stakeholders.	1 2 3 4	1 2 3 4	1 2 3 4
	Assessment to inform learning and engage learners	Understanding learning-oriented assessment and its role in learning, translating this understanding into classroom practice.	1 2 3 4	1 2 3 4	1 2 3 4
		Analyzing learners' errors and performance and providing timely, constructive, effective and appropriate feedback as well as tools and strategies for learners to improve performance.	1 2 3 4	1 2 3 4	1 2 3 4
		Providing opportunities for self and peer assessment, and reflection.	1 2 3 4	1 2 3 4	1 2 3 4
		Incorporating multilingual assessment approaches and tools when teaching learners from diverse linguistic and cultural backgrounds.	1 2 3 4	1 2 3 4	1 2 3 4
5 The language learning context	Physical and virtual environments	Providing, in cooperation with learners, a stimulating, attractive and dynamic environment that includes self-access materials that cater for learner diversity	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		and interests and access to digital tools.			
		Creating conditions conducive to promoting the four activities as specified in the English Curriculum 2020 – reception, production, interaction and mediation (e.g., establishing an individualized extensive reading/listening program, curating digital tasks and resources with learners, and creating opportunities for speaking in a non-threatening atmosphere).	1 2 3 4	1 2 3 4	1 2 3 4
	Classroom management and climate	Creating a framework for classroom expectations through rules, routines and/or procedures, together with learners; practicing various interaction patterns that maximize engagement and are conducive to learning.	1 2 3 4	1 2 3 4	1 2 3 4
	Reinforcing appropriate behavior; e.g., through meaningful praise and appreciation for the context in which the behavior was displayed.	1 2 3 4	1 2 3 4	1 2 3 4	
	Effectively applying a wide range of classroom management tools in addressing a diverse range of disruptive classroom behavior.	1 2 3 4	1 2 3 4	1 2 3 4	

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
6 Global competences	Digital literacies	Locating, evaluating and managing digital content tools and platforms for different purposes and incorporating them in teaching and learning activities both inside and outside the formal learning environment.	1 2 3 4	1 2 3 4	1 2 3 4
		Promoting collaborative learning by exploiting online communities, tools and platforms; ensuring learners follow rules of netiquette.	1 2 3 4	1 2 3 4	1 2 3 4
		Respecting the notion of intellectual property, addressing issues related to security and confidentiality, following guidelines for e-safety.	1 2 3 4	1 2 3 4	1 2 3 4
		Using technology for administrative tasks in accordance with data protection guidelines.	1 2 3 4	1 2 3 4	1 2 3 4
	Critical thinking, problem solving, metacognition and creativity	Selecting methodologies, resources and activities for language learning that address and incorporate abilities related to critical thinking, problem solving, metacognition and creativity.	1 2 3 4	1 2 3 4	1 2 3 4
		Pursuing opportunities for developing critical thinking, problem solving and metacognition, consistently reflecting on teaching to reach higher levels of best practice.	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
	Teamwork and collaboration	Harnessing the benefits of collaboration and seeking opportunities to participate in teamwork, exercising flexibility and a willingness to compromise to accomplish a common goal.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding how teams operate, working effectively and respectfully with varied teams and developing this understanding and ability systematically among learners.	1 2 3 4	1 2 3 4	1 2 3 4
		Contributing to teamwork as an individual, valuing the work of others and assuming shared responsibility for most collaborative work.	1 2 3 4	1 2 3 4	1 2 3 4
		Participating in professional collaborative initiatives and involving learners in collaborative projects and initiatives.	1 2 3 4	1 2 3 4	1 2 3 4
	Intercultural competence	Pursuing the enrichment of knowledge of and familiarity with a range of cultures.	1 2 3 4	1 2 3 4	1 2 3 4
		Understanding multiple perspectives in intercultural interactions, critically reflecting on the impact of stereotypical judgements on these interactions; applying these constructs to teaching practice.	1 2 3 4	1 2 3 4	1 2 3 4

Domain	Dimension	Performance Indicator	Self-Evaluation Date: _____	Self-Evaluation Date: _____	Self-Evaluation Date: _____
			The extent to which I have achieved the performance indicator:		
		Engaging in culturally appropriate behaviors in various contexts and situations and guiding learners to do the same.	1 2 3 4	1 2 3 4	1 2 3 4
7 Professionalism	Response to feedback and reflection on practice	Seeking out and responding to feedback; engaging in ongoing professional development and/or action research.	1 2 3 4	1 2 3 4	1 2 3 4
		Verbalizing beliefs about teaching and engaging in critical reflection to align these with effective teaching practice.	1 2 3 4	1 2 3 4	1 2 3 4
	Planning and implementing professional development	Identifying areas in need of professional development, seeking opportunities to address them, including active participation in professional learning communities, study days and conferences.	1 2 3 4	1 2 3 4	1 2 3 4
	Consultation and mentoring	Consulting with relevant mentors who can contribute to professional development and acting on suggestions/feedback.	1 2 3 4	1 2 3 4	1 2 3 4