



**Managing Directorate of Educational
Training and Supervision**

**National Charter
of the Education Profession**

**National Standards
Teacher's Professional Development**

**Part 3
National Standards of the Foreign
Language Teacher**

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Introduction

Teachers' First priority is the education of their students and they are accountable for achieving the highest possible standards at work. Teachers have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical. They also work with parents in the best interests of the students. In order to define the minimum level of knowledge and values expected of the teachers from the time of being appointed, the need emerged for the Jordanian teacher Standards.

The primary purpose of the Jordanian Teacher Standards is to define the range of teacher characteristics needed (knowledge, values, etc.) in order to effectively provide the teachers with professional development programs. The Standards provide a benchmark against these characteristics, and can be used by the teachers to confirm successful teaching practices and help determine the areas and priorities of their own professional development.

The Jordanian Teacher Standards are meant to introduce some significant changes in terms of the structure, content and application of education. This document is designed to assist those who will be using the Standards to understand these changes and implement the standards effectively.

Teachers aspiring to develop and further their career will find the Standards a helpful guide to the scope of the teaching role and the areas they want to develop.

Chapter One

**The Theoretical Framework of the Foreign Language
Teacher's Professional Development**

The Theoretical Framework of the Foreign Language Teacher's Professional Development

The need for learning activities to identify the teacher's identity is necessary since they reflect the qualities, abilities and skills required by the teacher. These activities in turn, play the role of a career passport, which includes a social, political, psychological and educational system. They also include specific conceptual needs of the teacher's identity.

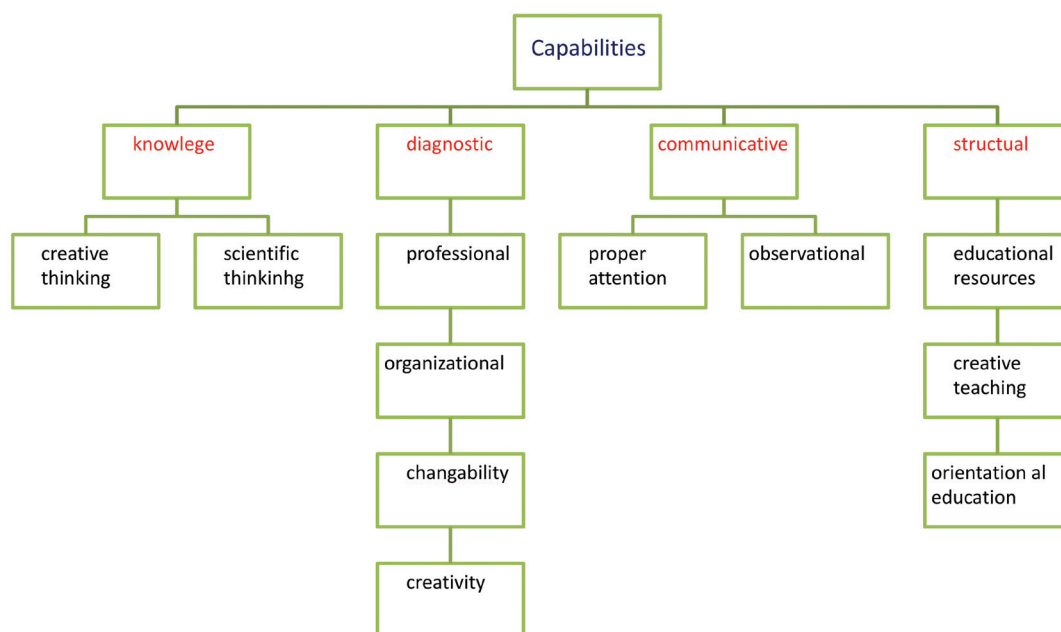
Consequently, it is necessary to map the teacher's training needs in all the key areas; professional identity, educational, psychological and conceptual training needs. This will provide the foundation of relevant training development. This can be illustrated by the following points:

- General needs (in order to meet the needs of the teacher's identity), in the following areas:
 - Ideological approach : the worldview and socio-political activity, respect of the state laws and social responsibility, dignity and patriotism, and the conscious support of religion and society.
 - Professional / educational approach: attitudes towards the profession, ability to work in a team, respect for learners, respect for principles, good morals, development of aesthetics and imagination, justice, determination, patience and endurance, determination towards themselves and students' stability, emotional balance, self-control and a healthy lifestyle.
 - Mental approach: mental activity, scientific performance, interests and incorporeal needs, moral culture, and the teacher's readiness for self-learning.
- Cognitive needs: psychological, educational and cognitive training needs (knowledge, skills, abilities) for the teacher.
- Special needs: knowledge of the physiological development of students at different age levels, knowledge of psychology and pedagogy, patterns of formation and methods, and matters affecting the development of personality to transfer the specialized knowledge and the soft skills of the teacher (related to the subject) to students.
- Accordingly, the teacher should have knowledge and awareness of the following aspects:

- The ideological aspect: the educational policies of the state, and the importance of forming well- established beliefs.
- The social aspect: the culture of work, the social basis of the educational orientation, team work, the personality of the teacher, and cooperation.
- The ethical aspect: the ideological and moral qualities of the younger generation, the role of ethics in the development of societies, and the ethics of the teacher.
- Psychological aspect: the main provisions of general psychology, psychology of growth, and psychological characteristics of children, adolescents and youth at different ages.
- Educational aspect: the educational system and continuous learning, theories of teaching and learning.
- The economic aspect: the economic policies of the state, the structure of the national economy, the economics of education
- Health and physiological aspect: health and physiological needs, security and safety standards in organizing and delivering guidance and education.
- Environmental aspect: scientific and technological growth and their effects on the environment, environmental balance, environmental protection, and ways to achieve environmental learning among students.
- The legal aspect : the constitution and legislations, laws, regulations, rules of work discipline, the basics of legal learning among students.
- The aesthetic aspect: the aesthetic role in human activity, aesthetic sides in the teacher's work, ways to achieve aesthetic learning among students' opportunities to create educational and aesthetic situations through classroom and extracurricular activities
- The general cultural aspect: ideas related to professional culture, teaching skills, and teacher ethics and politeness.
- Digital information (knowledge) aspect : data collection, presentation of knowledge, combinations of scientific studies, periodic and reference literature, data preparation and documentation.
- Organizational aspect: Scientific planning and organization of activities.

The teacher should also be able to utilize knowledge and specialized skills in a creative and a productive way to achieve advanced results in teaching students within a moral framework.

The capabilities that the teacher should demonstrate are illustrated in the figure below:



It should be noted that the structural, communicative, diagnostic and cognitive capabilities play a major role in achieving the capabilities that were presented above.

- **Structural Capabilities:** Include the ability to select and adapt teaching materials and knowledge in order to suit the students' abilities, levels and models of planning, develop individual and team personality, analyze and evaluate educational and social events, plan students' mental -activity, predict the challenges that students may face and expected consequences to establish a rational and logical educational structure for educational activities.
- **Communicative Capabilities:** Include the ability to identify changes in the students' mentality based on changes in form and behavior; to create a common language; establish a truly interactive and practical relationship among students' and to create effective educational methods that

influence the students' educational positive physiological, behavioral and cognitive development.

- **Organizational Capabilities:** Include the ability to plan, lead students' education, organize classroom and extracurricular activities, provide an educational environment that develops students practical and moral readiness for work, simulate an environment similar to the work environment within working groups of students; engage in productive relationships with the community, establish cooperative relationships with the parents and hold periodic meetings with them to evaluate the results obtained and identify the required steps to achieve the appropriate organization and implementation of activities.
- **Cognitive Capabilities:** Include the ability to analyze and summarize colleagues' experiences, and to utilize personal experiences; encourage innovative practices and create self-exploratory tasks consistent with the curriculum.

Cognitive Capabilities also refer to the qualities of the teacher, which can ensure a careful analysis of events on the one hand, and the successful use of images (tags, symbols, concepts, ideas, and arts), reflecting reality on the other hand.

Diagnostic and creative Capabilities: The diagnostic capabilities lead to the creation of specific and rapid performance indicators on general regulating issues, access to general conclusions based on the different Performance Indicators and Means of verification, and then conducting diagnostics. It enables the discovery of new solutions that may not be known before, by developing the ability to imagine new solutions.

In addition to setting lesson objectives, choosing learning materials, and identifying key Performance indicators necessary to develop core competencies, teachers must be able to develop content based on the concepts of educational materials according to students' age, mental capacities and skills.

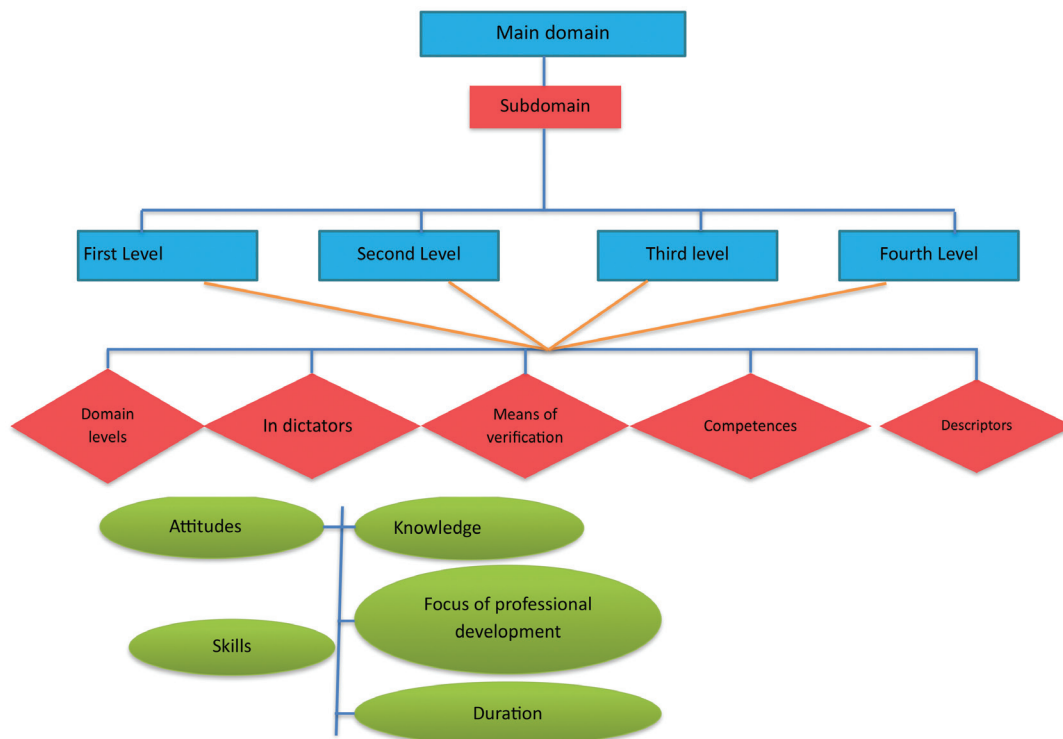
Teachers have the following professional training needs:

- Knowledge of the content they teach.
- Exploring innovations related to the subject area.
- Mastering teaching strategies.
- Acquiring advanced experiences in the subject area.

- Mastering teaching and assessment strategies.
- Carry out continuous professional self- development.

Structuring National Standards for professional teacher development

The structure of the National Professional Standards of the teacher for each criterion can be illustrated as follows:



The document includes two main domains which are analyzed later. Each main domains and consists of subdomains that are described as minor criteria.

The minor professional standards have been prepared and organized into four levels, including professional practices that fit the levels of the proposed professional license for the teacher. Then, Performance indicators which include suggested Means of Verification have been developed for each criterion to help in the creation of evaluation tools later.

Professional development competencies are included to guarantee the implementation of each professional development criteria and to achieve the required standards. In the case of the cognitive professional compe-

tencies, training and direct mentoring should be relied upon, while in the case of emotional and professional skills ,competences and records of the school should be used without ignoring the importance of school achievements and school records

In addition, it includes the competencies, the suggested hours and the methods of how to gain these competencies with the teachers to contribute in building a comprehensive program for the qualification and the professional development of the teachers.

The following three basic components have been adopted in the preparation of the main competencies:

- Professional knowledge / perception and understanding.
- Professional skills / practice and experience.
- Professional participation / transfer of values and attitudes to students (through the teaching process), to colleagues and the community through learning communities, and direct encounters.

The descriptors of the teacher's performance (which describe what the teacher performance should be in each domain and level) are listed in order to build rubric scales to measure the overall performance of the teacher.

The national professional standards document of the teacher deals with the most important criteria to be fulfilled by the teacher within the framework of their career. The document includes seven main areas aimed to develop the professional competencies of the teacher.

Chapter Two

**(Domains, Subdomains, Performance Indicators and
Means of Verification)**

The Jordanian Professional Standards for Foreign Languages Teachers comprises 13 standards that outline what teachers should know and be able to do. The standards, which are aligned with a global accredited model, are interconnected, interdependent and overlapping.

The standards are divided into two domains of teaching

1- Knowledge.

2- Teaching and Learning.

Within each domain the focus areas provide further illustration of knowledge, teaching and learning. These are then separated into categories based on the four professional career stages; Beginner, Proficient, Highly Accomplished and Lead. The thirteen standards identify what is expected from the teachers within the two domains of teaching. Teacher's demonstration of the standards will occur within their teaching context at their stage of expertise and will reflect the learning requirements of the students they teach.

No.	Main Domain	Subdomain
1.	Knowledge	1.1 Knowledge of students' linguistic competencies. 1.2 knowledge of the assessment strategies of students' language learning progress. 1.3 Linguistic Fluency. 1.4 Knowledge of the content and how to teach it. 1.5 Knowledge of the culture and the history of the foreign language (FL). 1.6 Knowledge of the theories and the strategies of FL teaching and learning. 1.7 Knowledge of literary genres. 1.8 Knowledge of supporting students with special needs.
2.	Teaching and learning	2.1 Transfer of the linguistic knowledge into real life situations (pragmatics). 2.2 Teaching based on the most effective strategies and theories of foreign language and literacy learning. 2.3 The effective use of ICT and English language resources. 2.4 The Integration of the language skills. 2.5 Instilling and promoting positive values and attitudes.

Main Domain: Knowledge

Subdomain:

Knowledge of students' linguistic competencies.

Description:

This subdomain includes what the FL teacher knows about students' competencies in the following fields (phonological awareness and phonological processing, syntactic awareness, semantic processing, lexical knowledge and memory, orthographic processing and pragmatics).

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.1 Knowledge of students' linguistic competencies	<ul style="list-style-type: none"> Demonstrates basic knowledge of students' competencies in the linguistic fields including; <ul style="list-style-type: none"> -phonological -awareness and phonological processing -syntactic awareness -semantic processing -lexical knowledge and memory -orthographic processing -pragmatics. 	<ul style="list-style-type: none"> Owens sufficient knowledge about students' linguistic competencies and applies varied instructional strategies to meet the students' needs. 	<ul style="list-style-type: none"> Applies the comprehensive knowledge of students' competencies to lead colleagues in skillfully selecting the most appropriate teaching strategies. 	<ul style="list-style-type: none"> Works with colleagues and experts to design creative activities based on students' competencies. Expands own knowledge of how to invest the innovative practices in order to create the optimal learning environment, that accelerates students' innovation.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Applies appropriate pedagogical practices. 	<ul style="list-style-type: none"> - Uses a variety of strategies that align with the learning outcomes. - Engages students in authentic linguistic activities constantly. 	<ul style="list-style-type: none"> - Models the functional use of the language to colleagues through classroom observations. - Shows colleagues how to employ various instructional activities in a well-structured community of practice. 	<ul style="list-style-type: none"> - Takes part in conducting research that aims to implement instructional activities in ways that facilitate higher order thinking.
Means of verification	<ul style="list-style-type: none"> - Classroom observation records - Planning records - Teacher's portfolio 	<ul style="list-style-type: none"> - Classroom observation records - Planning records 	<ul style="list-style-type: none"> - Classroom observation records - Language used in written plans and other documents 	<ul style="list-style-type: none"> - Professional development training certificates - Certificates of achievement and appreciation

Main Domain: Knowledge

Subdomain:

knowledge of the assessment strategies of students' language learning progress.

Description:

This subdomain includes the assessment strategies and tools of FL learning and the Interpretation of students' assessment data.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.2 knowledge of the assessment strategies of students' language learning progress	<ul style="list-style-type: none"> - Demonstrates basic understanding of the assessment strategies and the assessment tools of the productive and the receptive skills. These include (formal and informal assessment, diagnostic assessment, formative and summative assessment). - Interprets students' assessment data to evaluate their learning. 	<ul style="list-style-type: none"> - Uses various assessment tools to provide appropriate feedback on students' progress. - Uses students' assessment data to analyze students' results in order to modify the teaching practices. 	<ul style="list-style-type: none"> - Develops and applies a comprehensive and creative range of assessment strategies and tools to raise and maintain students' progress. - Shares assessment experience with colleagues at the school. - Uses statistical methods cooperatively to draw conclusions about the best teaching-learning practices for the specific learning needs of the students across the full range of abilities. 	<ul style="list-style-type: none"> - Participates in the evaluation of the school's assessment strategies. - Supports colleagues in applying a range of timely, effective and appropriate feedback. - Participates in creating comparable assessment of students' learning in the district to meet the requirements of the curriculum and the local system. - Uses students' assessment data to identify interventions. - Meets the internal needs of students and the external expectations of the (parents and community) to improve the teaching practices.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Applies diagnostic assessment, formative assessment and summative assessment. 	<ul style="list-style-type: none"> - Describes and analyzes students' performance in well-organized records and provides a reflection to the school and the parents. 	<ul style="list-style-type: none"> - Evaluates students' overall performance - and communicates learning results to the directorate superintends. - Identifies areas of collaboration with colleagues through focus groups and reflective meetings. 	<ul style="list-style-type: none"> - Modifies teaching practices at the school and the directorate community according to the statistical and the qualitative results of the assessments.
Means of verification	<ul style="list-style-type: none"> - Students' assessment records - Students' portfolios. - Classroom observation records 	<ul style="list-style-type: none"> - Students' portfolios - Students' assignments - Teacher's portfolio 	<ul style="list-style-type: none"> - Student's Portfolio - Teacher's portfolio - School Portfolio - Parental satisfaction surveys 	<ul style="list-style-type: none"> - National tests results. - Success stories - Certificates of achievement and appreciation

Main Domain: Knowledge

Subdomain:

Linguistic Fluency.

Description:

This subdomain includes the teacher's ability to: speak, perform, produce, decode and use the foreign language fluently using the three- modes of communication : *interpersonal; (engagement in conversation)* interpretive; (reading and listening) and *pre-sentational, (presenting in speaking or writing).

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.3 Linguistic Fluency	<ul style="list-style-type: none"> - Produces language fluently and reads simple texts that match the basic abilities of students within the grade/s they teach. - Reads and comprehends textual materials Has basic knowledge of the three modes of communication that students must exercise. 	<ul style="list-style-type: none"> - Possesses linguistic fluency. - Decodes and comprehends complex texts which match the content of the grade/s they teach - Uses FL clearly in instruction and teaching strategies to effectively communicate messages to students. 	<ul style="list-style-type: none"> - Applies linguistic fluency that matches the content of several grades to both colleagues and students. - Develops linguistic practices including the three modes of communication in the school community. 	<ul style="list-style-type: none"> - Accomplishes a high level of linguistic fluency at national and international events. - Designs creative activities that address the three modes of communication and mentors colleagues in doing so.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Provides students with opportunities to practice the language through variety of activities using different resources. 	<ul style="list-style-type: none"> - Makes topics relevant to students' life. - Shows continuous improvement in performance. 	<ul style="list-style-type: none"> - Models best practices of the language use through authentic activities and authentic resources. 	<ul style="list-style-type: none"> - Organizes and participates in conferences that lead teachers of the FL to create realistic educational situations.
Means of verification	<ul style="list-style-type: none"> - Classroom observation records - Planning records - Student's portfolio 	<ul style="list-style-type: none"> - Classroom observation records - Planning records - Student's portfolio 	<ul style="list-style-type: none"> - Oral and written feedback - Professional register in formal and informal documents - Principal and colleagues testimonials 	<ul style="list-style-type: none"> - Oral and written feedback - Professional register in formal and informal documents - Parents & professional community testimonials

Main Domain: Knowledge

Subdomain:

Knowledge of the content, how to teach it.

Description:

This subdomain includes the teacher's knowledge of the subject area they teach, the related teaching strategies, the content of the text book/s, the connections between the subject they teach and other subjects (horizontal integration), and the teacher's knowledge of the general guidelines and the general and the specific outcomes of the grade/s they teach (Vertical integration).

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.4 Knowledge of the content, how to teach it	<ul style="list-style-type: none"> - Demonstrates basic knowledge of the concepts, the structures and the outcomes of the subject area and the related teaching strategies. - Demonstrates a basic knowledge of teaching the four skills (listening, reading, writing & speaking). 	<ul style="list-style-type: none"> - Applies wide knowledge of the content to vary teaching strategies. - Organizes the delivery of the content to achieve the set of the desired outcomes. - Integrates the four skills in a simple manner when teaching the required content. 	<ul style="list-style-type: none"> - Enriches the content using different educational resources. - Shares knowledge models and documents with colleagues. - Designs extracurricular, engaging activities to expand the focus of the content. - Creates real- life situations where students can integrate the four skills skillfully. 	<ul style="list-style-type: none"> - Provides evaluation of the national educational content and constructive feedback about the learning outcomes. - Leads initiatives at the national level to improve the comprehension of the content and the related teaching strategies.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	- Demonstrates basic knowledge of the content and pedagogy.	- Demonstrates appropriate knowledge of the content and pedagogy.	- Engages students in generating knowledge.	- Creates interdisciplinary learning experiences.
Means of verification	<ul style="list-style-type: none"> - Students' Assignments - Classroom observation (to observe knowledge and teacher's reflection) - Planning record.Students feedback - School resources records 	<ul style="list-style-type: none"> - Students' Assignments - Lesson observation notes - Planning records - Classroom observation (to observe knowledge and teacher's reflection) - Students feedback - School resources records 	<ul style="list-style-type: none"> - Students' Assignments. - Lesson observation notes - Planning records - Classroom observation (Knowledge, reflection and incorporation of students' feedback) - School resources records 	<ul style="list-style-type: none"> - Students' Assignments. - Lesson observation notes - Planning records - Classroom observation (Knowledge, reflection and incorporation of students' feedback - Students' feedback - School resources records

Main Domain: Knowledge

Subdomain:

Knowledge of the culture and the history of the foreign language.

Description:

This subdomain includes the integration between language and culture to broaden, enhance and showcase the skills of the students. It also includes the incorporation of technology for better understanding of languages, cultures and perspectives to make learning interesting and meaningful.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.5 Knowledge of the culture and the history of the foreign language	<ul style="list-style-type: none"> - Demonstrates understanding of the relationship between the (FL) and the practices and perspectives of the culture. - Has basic knowledge of how to access realia and incorporates it in teaching. 	<ul style="list-style-type: none"> - Transmits knowledge of the culture subtly taking into account the authenticity of the FL and the culture. - Uses Educational Resources effectively to assist language acquisition and to build understanding of both context and culture. 	<ul style="list-style-type: none"> - Guides colleagues to compare and contrast between students' native culture and the FL culture to increase students' appreciation of cultural aspects of the Foreign language. - Designs and shares activities that encourage students to integrate multiple cultural resources to increase students' autonomy in learning. 	<ul style="list-style-type: none"> - Supports other colleagues on allocating and using authentic sources` (poetry, films, audio, newspaper) in order to foster students' appreciation of the cultural and historical dimensions of the FL and to make learning meaningful.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Uses learning resources to make learning the foreign language and culture more interesting and meaningful. 	<ul style="list-style-type: none"> - Uses learning resources to implement instructions that facilitate the integration of the educational content with the language and culture. 	<ul style="list-style-type: none"> - Uses learning resources to assess and communicate students' learning of the cultural aspects of the FL language and enriches students' learning experience. 	<ul style="list-style-type: none"> - Promotes ethical and legal use of the resources among students and peers in order to foster appreciation of other cultures and the historical dimensions of the FL.
Means of verification	<ul style="list-style-type: none"> - Classroom observation records - Planning records - Students' portfolio - Students' feedback - Language use in instructions - School Resource records 	<ul style="list-style-type: none"> - Classroom observation records - Lesson plans - Students' portfolio - Students' feedback - Language use in instructions - School Resource records 	<ul style="list-style-type: none"> - Classroom observation records - Lesson plans - Peers' testimony - Use of extra resources 	<ul style="list-style-type: none"> - Classroom observation records - Lesson plans - Students' assignments - Students' feedback - Use of extra resources

Main Domain: Knowledge

Subdomain:

knowledge of the theories and the strategies of teaching and learning FL.

Description:

This subdomain includes the: teacher's knowledge of the common theories of FL teaching and learning, Knowledge of common instructional strategies and their subdomains, 21st century skills and the integration of the three modes of communication.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.6 Knowledge of the theories and the strategies of teaching and learning FL	<ul style="list-style-type: none"> -Demonstrates basic knowledge of the theories, approaches and methods of teaching the FL. -Practices simple specific teaching activities based on FL teaching theories to achieve the desired outcomes. 	<ul style="list-style-type: none"> - Has comprehensive knowledge of the theories, approaches and methods of teaching the FL. - Practices various strategies of FL teaching to enhance students' learning. 	<ul style="list-style-type: none"> -Compares theories and approaches of FL teaching and skillfully applies the suitable strategy in the right context. -Shares wide knowledge of the FL teaching theories through communities of practice within the school. 	<ul style="list-style-type: none"> -Exhibits exemplary teaching practices and leads colleagues in reviewing the effectiveness of their teaching strategies to develop the overall performance of students at the school. -Identifies areas of improvement in the performance of other teachers of the subject area through the effective participation in national studies and surveys.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Demonstrates the specific instructional strategies that enable collaboration, participation and a positive experience for teaching and learning. - Self –assesses performance relative to the Jordan's Teacher's Standards. 	<ul style="list-style-type: none"> - Provides students with opportunities to practice the language through authentic activities using different and authentic resources. - Identifies priorities for professional development based on data from self-assessment, students' performance and feedback from colleagues. 	<ul style="list-style-type: none"> - Implements well-structured activities that enhance students' learning and engage all types of learners. - Designs a professional self-development plan for addressing identified priorities and shares innovative practices with colleagues. 	<ul style="list-style-type: none"> - Engages with on-site and district, networks for support and feedback on FL teaching strategies. - Participates in national and international surveys and studies them with the aim to enhance foreign language learning.
Means of verification	<ul style="list-style-type: none"> - Classroom observation - Planning records - Classroom activities - Students' portfolios - Physical environment of the classroom 	<ul style="list-style-type: none"> - Classroom observation - Planning records - Classroom activities - Students' portfolio - Physical environment of the classroom 	<ul style="list-style-type: none"> - Planning records - Classroom activities - Students' portfolios - School community of practice record - Colleagues testimonials 	<ul style="list-style-type: none"> - Certificates of achievement - Surveys and research papers

Main Domain: Knowledge

Subdomain:

Knowledge of literary genres and how to teach them.

Description:

This includes the teacher's knowledge of the different forms of literary genres and their teaching and assessment strategies.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.7 Knowledge of literary genres and how to teach them	<ul style="list-style-type: none"> - Demonstrates basic knowledge and basic understanding of the different literary genres. and uses traditional teaching strategies to introduce them to the students. 	<ul style="list-style-type: none"> - Provides students with diverse opportunities to develop their understanding of the structure and the elements of the literary genres. - Raises students' appreciation of different literary pieces. - Varies the teaching and the assessment strategies according to the genres to enhance students' understanding of them. 	<ul style="list-style-type: none"> - Increases students' understanding of the figurative language and encourages students to infer values and morals from the literary pieces to develop positive attitudes. - Exhibits students' literary work. - Supports colleagues to select and implement the innovative teaching strategies when teaching literary genres and models exemplary practices. 	<ul style="list-style-type: none"> - Fosters students' creativity by encouraging them to produce literary pieces that represent their culture. - Enhances students' abilities to critically analyze different pieces. - Motivates colleagues and students to participate in local and international literary competitions.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Assists students in using existing knowledge and prior experience of literary genres to make connections and recognize relationships and differences between the literary forms. 	<ul style="list-style-type: none"> - Assists students in exploring literary genres to make connections and recognize relationships between the literary forms and cultures. 	<ul style="list-style-type: none"> - Fosters students' literary creativity through exhibitions, clubs, weekly meetings, and school broadcasts. - encourages peers to exchange classroom observational visits and collaborative journals. 	<ul style="list-style-type: none"> - Participates in the evaluation of students' creative literary work in local and international competitions. - Creates learning logs or journals that exhibits teachers' and students innovative work.
Means of verification	<ul style="list-style-type: none"> - Classroom observation - Planning records - Students' assignments - Records of school activities 	<ul style="list-style-type: none"> - Classroom observation - Planning records - Students' assignments - Records of school activities 	<ul style="list-style-type: none"> - Classroom observation - Students' assignments - Certificates of appreciation - Records of directorate's Activities 	<ul style="list-style-type: none"> - Classroom observation - Language of instruction and feedback - planning records - Classroom activities - Students' assignments - Records of national meetings ,clubs, competitions - awards and certificates of achievement

Main Domain: Knowledge

Subdomain:

Knowledge of supporting students with special needs.

Description:

This subdomain includes teachers' knowledge of the characteristics of different groups of students' the activities, the instructional and assessment strategies and tools which are suitable for them.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.8 Knowledge of supporting students with special needs	<ul style="list-style-type: none"> - Demonstrates basic knowledge and understanding of the impact of students' developmental characteristics on their achievement. - Knows instructional and assessment strategies/ tools in teaching and in assessing each group e.g. (high achievers, & low achievers). 	<ul style="list-style-type: none"> - Varies the teaching strategies according to the different levels of the students. - Understands how to challenge and motivate the students. - Develops activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. - Uses different assessment strategies/tools to assess students' progress. 	<ul style="list-style-type: none"> - Leads colleagues in documenting students' progress continuously in well-organized records. - Differentiates teaching to meet the specific learning needs of the students. - Works collaboratively with colleagues to plan, evaluate and modify teaching and assessment strategies. - Creates a suitable and a challenging learning environment that meets the needs of each group of students. 	<ul style="list-style-type: none"> - Promotes partnership among the school, parents and community institutes to maintain sustainable cooperation and overcome the challenges that affect the learning process. - Evaluates national initiatives and programs for students with special needs and provides constructive feedback for improvement. - Addresses physical, social, emotional, moral and cognitive needs of the students in instructional decision making.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Identifies students whose learning could be enhanced by collaboration. - Establishes a positive learning environment. - Achieves significant outcomes aligned with the content of instruction. - Demonstrates respect for the diverse talent of all learners. 	<ul style="list-style-type: none"> - Designs remedial plans to enhance students' learning in the collaborative way. - Values and supports students' diversity. - Addresses individual needs. - Plans assessment to guide instruction and to measure learning progress. - Encourages students to take responsibility of their own learning. 	<ul style="list-style-type: none"> - Plans instructional strategies and activities that address learning outcomes. - Fosters mutual respects among students and between students and teachers. - Analyzes data to evaluate the outcomes of the collaborative efforts. - Links new ideas and experiences to already familiar ones. 	<ul style="list-style-type: none"> - Plans instructional strategies that facilitate multiple levels of learning. - Creates and maintains a caring and supportive learning environment. - Conducts research for school development and/or personal development purposes. - Provides students with different opportunities for engagement both, inside and outside the schools.
Means of verification	<ul style="list-style-type: none"> - Classroom observation - Planning records - School achievement records - Enrichment & remedial activities - Educational resources - professional development training (lectures and training courses..etc) - Students' portfolio 	<ul style="list-style-type: none"> - Planning records - School achievement records - Enrichment and Remedial activities - Educational resources - Professional development training (lectures and training courses..etc) - students' portfolio 	<ul style="list-style-type: none"> - Planning records - School achievement records - Enrichment and remedial activities - Educational resources - Records of partnership with parents and society - Professional development training (lectures and training courses..etc) 	<ul style="list-style-type: none"> - Planning records - School achievement records - Enrichment and remedial activities - Educational resources. - Records of partnership with parents and society - Professional development training (lectures and training courses..etc)

Teaching and learning

Teachers apply the most recent strategies and theories relevant to language learning while focusing on teaching the language, teaching through the language and teaching about the language. Additionally, they are responsible for instilling language that students can use to express their ideas, feelings and emotions in real life situations. Teachers use diverse educational resources in the learning process efficiently. They integrate the language skills through appropriate language instructions to enable learners to communicate effectively. Moreover they promote positive values and attitudes through modeling exemplary behavior and creating a safe learning environment.

Main Domain: Teaching and Learning

Subdomain:

Transfer of linguistic knowledge into real life situations

Description:

This subdomain includes using the foreign language both within and beyond the school setting and engaging in conversations to express functions, ideas, feelings, emotions and to exchange opinions in social contexts. It also includes the application of language through several lenses of communication, culture, comparisons and communities.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.1 Transfer of the linguistic knowledge into real life situations	<ul style="list-style-type: none">- Uses simple language for academic and social purposes in specific and simple communicative settings.- Applies certain structures of language through specific lenses of communication and culture.	<ul style="list-style-type: none">- Uses advanced language for various academic and social purposes in different and complex communicative settings.- Creates a cooperative and a motivating learning environment where students can express themselves freely and confidently.	<ul style="list-style-type: none">- Uses a wide variety of communicative tools including: (the available educational resources and e- learning) to recognize the similarities and the differences between languages and cultures.- Guides colleagues to build connections between reality-based scenarios to enable students to comprehend the subject and apply it in real life situations.	<ul style="list-style-type: none">- Leads colleagues in creatively designing a variety of goals, plans and real life scenarios.- Encourages partnership between the school, local and international institutions where students can enhance their communicative skills.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Teaches the foreign language using basic techniques within its literary and cultural contexts. - Conveys accurate information and concepts. 	<ul style="list-style-type: none"> - Teaches the foreign language using complex techniques within its literary and cultural contexts. - Shows awareness of the Jordanian core standards. - Supports students in learning and using academic language accurately. - Uses multiple representations of concepts that capture the key ideas. 	<ul style="list-style-type: none"> - Teaches the foreign language within its literary and cultural context so students would correctly acquire it through explicit and/or implicit instruction. - Models to colleagues the practical use of the FL in methods of inquiry and the standards of means of verification of the subject area. 	<ul style="list-style-type: none"> - Supports colleagues in devising real-life learning experiences that enable students to practice language within its cultural and literary contexts. - Uses multiple representations of concepts that capture the key ideas.
Means of verification	<ul style="list-style-type: none"> - Participation in competitions at schools - Simple authentic activities - Students` / supervisors` feedback - Assessment records 	<ul style="list-style-type: none"> - Participation in competitions at schools - simple authentic activities - Students` / peers` feedback - Assessment records 	<ul style="list-style-type: none"> - Participation in local competitions at the district level - Advanced authentic activities - Students` / peers` / supervisors` and principals` feedback - Assessment records 	<ul style="list-style-type: none"> - Participation in national and international competitions - Advanced authentic activities - Certificates of appreciation/ achievement - Community reports - assessment records

Main Domain: Teaching and Learning

Subdomain:

Teaching through the most effective strategies and theories of foreign language and literacy learning.

Description:

This subdomain includes the application of broad knowledge of teaching theories and FL instructional methods to adopt the best practices and activities, and to address the three modes of communication;

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.2 Teaching through the most effective strategies and theories of foreign language and literacy learning	<ul style="list-style-type: none"> - Implements limited FL and literacy teaching strategies to enhance the learning process. 	<ul style="list-style-type: none"> - Employs various FL teaching strategies effectively. - Develops “FL literacy” teaching strategies. - Shows profound coherence in changing teaching strategies. - Practices various strategies to tackle the different abilities of the students. 	<ul style="list-style-type: none"> - Chooses the best FL teaching strategies that correspond to the outcomes, content, students’ different abilities and the available resources. - Invests the high classroom management skills, skills in scientific inquiry, critical thinking and problem solving to promote Student -Centered instructional activities and guides colleagues in practicing the best teaching strategies constantly. 	<ul style="list-style-type: none"> - seeks opportunities for professional development through: <ul style="list-style-type: none"> • educational events. • participating in national and international conferences. • conducting educational researches. • attending conferences and seminars. • Joining specialized training courses (face to face- or on-line)etc. - Builds communities of practice locally and internationally. - Develops the FL teaching and learning practices and connects them with the international FL best teaching practices.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Works as a team member while adhering to the school system. - Demonstrates catering for students with different learning needs. - Possesses good classroom management skills. 	<ul style="list-style-type: none"> - Refines continually the professional development and learning plan based on the teaching standards. - Makes connections between teaching strategies and the setting of learning outcomes. - Designs differentiated learning plans and activities. 	<ul style="list-style-type: none"> - Collaborates with colleagues to contribute to more effective teaching and learning practices. - Assumes the different roles of a teacher from a transmitter of knowledge to a resource person, a facilitator, a consultant, a counselor and /or an assessor. 	<ul style="list-style-type: none"> - Adapts higher- level thinking and metacognitive skills in the content areas. - Provides challenging learning opportunities for students with different potentials and talents. - Establishes collaboration with various stakeholders (parents, community members, related professionals) within and outside the school setting to provide a supportive environment and various resources.
Means of verification	<ul style="list-style-type: none"> - Students' portfolio - Students' feedback - Students' assignments - Planning records - Classroom observation report 	<ul style="list-style-type: none"> - Students' portfolio - Students' / peers' / supervisors' feedback - Students' assignments - Planning records - Classroom observation report 	<ul style="list-style-type: none"> - Community of practice records - Peers' and supervisor's feedback - Students' assignments - Students' results in national exams 	<ul style="list-style-type: none"> - National and international certificates of appreciation/ achievement or participation - Research papers - Success Stories

Main Domain: Teaching and Learning

Subdomain:

The effective use of ICT and Foreign language educational resources.

Description:

This subdomain includes the effective application of Information and Communication Technology (ICT) and the various educational resources.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.3 The effective use of ICT and foreign language educational resources	- Uses specific educational resources and ICT related to the content of the lesson.	- Uses various educational resources and ICT to enrich the presentation of the lesson and clarify the concepts of the FL to the students.	- Designs educational aids. - Encourages students to navigate safe educational sites to produce new models of the language and to pursue further knowledge. - Shares best practices and updates colleagues with the latest ICT applications and educational resources.	- Shares knowledge about innovative applications of educational resources in and outside of the school settings to promote FL teaching practices and to develop students' learning autonomy.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Uses the available learning resources in simple applications. 	<ul style="list-style-type: none"> - Develops a range of innovative teaching strategies and resources to support students' achievement of the learning outcomes. 	<ul style="list-style-type: none"> - Collaborates with peers and participates in professional development activities. - Tries out new teaching methodologies. 	<ul style="list-style-type: none"> - Employs ICTs and new media to foster independent learning to support students' autonomy.
Means of verification	<ul style="list-style-type: none"> - School ICT records - Students' portfolio 	<ul style="list-style-type: none"> - School ICT records - Students' Portfolio 	<ul style="list-style-type: none"> - School ICT records - Students' portfolio 	<ul style="list-style-type: none"> - School ICT records - Students' portfolio

Main Domain: Teaching and Learning

Subdomain:

The Integration of foreign language skills.

Description:

This subdomain includes content-based language instruction (i.e. learning the content through the optimal use of the language skills i.e. listening reading, speaking and writing and also, Task –based instruction (e.g. doing tasks that require communicative language use).

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.4 The Integration of the foreign language skills	<ul style="list-style-type: none">- Teaches the content through simple activities and integrates the language skills in a simple manner.	<ul style="list-style-type: none">- Uses the instructional materials through for advanced activities.- uses learning resources that promote the integration of the language skills.- Elaborates on the associated skills (syntax, vocabulary) when needed.	<ul style="list-style-type: none">- Creates advanced task-based language activities to integrate the four language skills.- Urges students to express themselves freely and confidently in different communicative situations.	<ul style="list-style-type: none">- Examines and evaluates the FL teaching techniques and the classroom practices within the school communities.- Provides constructive feedback to enhance students' linguistic competence and performance.- Models exemplary educational situations to insure the implementation of the best pedagogical practices

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Adapts the textbook's grammatical explanations and practices as a vehicle for communication in context. - Empowers students to acquire adequate language skills. 	<ul style="list-style-type: none"> - Facilitates pair/ group activities. - Promotes collaboration and interaction in the classroom. - Broadens and deepens students' competencies in the foreign language skills. 	<ul style="list-style-type: none"> - Integrates the interpersonal ,interpretive and presentational modes of communication in order to meet students' needs. - Develops students' capabilities for critical thinking, creativity, self -expression, personal growth, empathy and cultural understanding. 	<ul style="list-style-type: none"> - conducts appropriate engaging and meaningful follow- up tasks. - Maximizes opportunities to widen learners exposure to the authentic use of the foreign language.
Means of verification	<ul style="list-style-type: none"> - Planning records. - Classroom observation records - Classroom activities - Students' assignments - Assessment tools 	<ul style="list-style-type: none"> - Planning records - Classroom observation records - Classroom activities - Students' assignments - assessment tools 	<ul style="list-style-type: none"> - Planning records class-room observation records - Classroom activities - Students' assignments - Varied assessment tools 	<ul style="list-style-type: none"> - Planning records - Classroom observation records - Classroom activities - Students' assignments - Varied task assessment tools

Main Domain: Teaching and Learning

Subdomain:

Instilling and promoting positive values and attitudes through the instructional content.

Description:

This subdomain includes -Individual values, (enthusiasm, creativity, honesty, Integrity humanity and personal fulfillment), relationship values, (openness ,trust, generosity and caring) organizational values, (teamwork ,productivity and strategic alliances) social values (environmental awareness, ecology and sustainability) and management of behavior to insure a positive and a safe learning environment.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.5 Instilling and promoting positive values and attitudes through the Instructional content	<ul style="list-style-type: none"> - Demonstrates a commitment to the principals of equality, equity fairness... etc. while presenting the instructional content and when dealing with students and colleagues. 	<ul style="list-style-type: none"> - Has clear vocabulary related to morals and reinforces students` comprehension and practice of the positive values in the educational context. - Models positive values and attitudes while teaching. - Encourages students to identify morals, values and attitudes in different literary genres and relate them to the Arab Islamic culture. 	<ul style="list-style-type: none"> - Creates various lists of values to be practiced within and beyond school settings. - Works collaboratively with colleagues to fosters students` acquisition of morals and designs cultural activities that match these values and morals. 	<ul style="list-style-type: none"> - Creates inclusive, caring, challenging, and stimulating learning environment at the school that contributes to students` social and emotional development. - Leads students and colleagues in representing their Arab Islamic morals and attitudes locally and internationally. - Creates a local awareness of the importance of learning FL to create harmony and tolerance among cultures. - Leads colleagues in actively participating in the different national occasions.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
Performance indicators	<ul style="list-style-type: none"> - Recognizes students' efforts by giving encouragement and reinforcement. - Helps students to realize their abilities and increase their confidence. 	<ul style="list-style-type: none"> - Values and affirms students' potentials. - Encourages students to develop upon their strengths. - Adopts a pro- active attitude towards learning. 	<ul style="list-style-type: none"> - Provides positive influence on students' life- long learning and their moral and ethical development. - Creates and maintains communities of practice to promote students use of the positive values. 	<ul style="list-style-type: none"> - Encourages students to respect individual differences and to care and to support each other through harmonious cultural activities at the school and the local community. - Contributes to building trust among students' teachers and the community.
Means of verification	<ul style="list-style-type: none"> - Students' behavior - Classroom observation records - Classroom environment - Classroom practices and routines - Planning records 	<ul style="list-style-type: none"> - Students' behavior - classroom observation records - Classroom environment. - planning records 	<ul style="list-style-type: none"> - Teachers' manner - School environment - School records 	<ul style="list-style-type: none"> - Students' behavior in a social context - School environment - International initiatives

Chapter Three

Foreign Language Teacher's Competencies

Foreign Language Teacher's Competencies

The teacher's competencies are defined as the knowledge, values and attitudes, and skills that enable the teacher to be successful and to maximize students' learning. Competencies are essential to the teacher's pursuit of excellence and to face the complex challenges of today's world. Thus, the success of the training and education received by the students depends on specifying the key competency areas in the professional development programs that can help the teacher advance in their career and the professional development hierarchy.

1.1 Knowledge of students' linguistic competencies

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	-general knowledge of students' linguistic competencies	-care about students' different levels	-communication skills	-Evaluation of students' linguistic competencies -Designing suitable instructional activities that meet all students' needs	4
Proficient	-detailed knowledge of students' linguistic competencies	-respect of students' different levels	-communication skills -Assessment skills	-Evaluation of students' linguistic competencies -Designing suitable instructional activities that meet all students' needs	4
Highly-Accomplished	-comprehensive knowledge of students' competencies at the grade level in the school	-desire for continuous learning -collaboration -team work	-communication skills -Assessment skills -pedagogical skills -creativity in designing suitable activities	-Evaluation of students' linguistic competencies -Designing suitable instructional activities that meet all students' needs	4
Lead	-comprehensive knowledge of the students' linguistic competencies at the school level	-appreciation of team work in expanding the collective knowledge	-communication skills -Assessment skills -Pedagogical skills -Training and guiding colleagues	-Evaluation of students' linguistic competencies -Designing suitable instructional activities that meet all students' needs	4

1.2 Knowledge of assessment strategies of students' language learning progress

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	- application of the assessment strategies and tools	- appreciation of student's skills	- application of formal assessment	- assessment strategies and tools - data discussion - remedial and enrichment plans	6
Proficient	- applications of the different types of assessment strategies and tools	- caring about students' needs	- implementation of formal and informal assessment - organized documentation	- assessment strategies and tools - data discussion - remedial and enrichment plans	6
Highly-Accomplished	- application of the different types of assessment strategies and tools - Interpretation of students' results at the school level - to evaluate the learning process	- appreciation of students' different needs - team work - collaboration	- implementation of formal and informal assessments - organized documentation - analysis of students' data - data discussion	- building active communities of practices on data analysis - Creating remedial plans and enrichment activities	6
Lead	- application of the effective types of assessment strategies and tools - Interpretation of students results - to evaluate the learning process - modification of the teaching practices at the school level	- team work - and collaboration - continuous inquiry and research - self- reflection	- training colleagues on creating their own assessment tools - providing constructive feedback based on national and international assessments	- conducting researches that aim to compare students' results at the school level	6

1.3 Linguistic Fluency

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -adequate knowledge of the language skills -adequate linguistic competence in decoding ,and encoding the language 	<ul style="list-style-type: none"> - appreciation of the foreign language as a tool of communication 	<ul style="list-style-type: none"> - communicative skills - self - expression using FL. 	<ul style="list-style-type: none"> - language practice for instructional purposes and classroom functions 	4
Proficient	<ul style="list-style-type: none"> -comprehensive knowledge of the language skills. -adequate linguistic competence in decoding and encoding language 	<ul style="list-style-type: none"> - appreciation of the foreign language as a tool of communication. 	<ul style="list-style-type: none"> - communicative skills - self - expression 	<ul style="list-style-type: none"> - language practice for instructional purposes and a wide range of classroom functions 	4

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -comprehensive knowledge of the language skills -adequate linguistic competence in decoding and encoding language -Integration of the three modes of communication -adequate linguistic competence in decoding, encoding language 	<ul style="list-style-type: none"> - appreciation of the foreign language - team work 	<ul style="list-style-type: none"> -communicative skills -self -expression. -analysis of different modes of communication - Interpretation skills 	<ul style="list-style-type: none"> -designing integrative communicative activities 	4
Lead	<ul style="list-style-type: none"> -comprehensive knowledge of the four language skills. (listening reading writing speaking) -Integration of the three modes of communications (interpersonal, interpretive, and presentational) -following up to date researches on the three modes of communication -group work strategies 	<ul style="list-style-type: none"> - appreciation of foreign language as a tool of research -Appreciation of Team work with the international learning community 	<ul style="list-style-type: none"> - self – reflection skills - leadership skills. - innovative productive/ receptive skills 	<ul style="list-style-type: none"> - mentors colleagues in designing integrative communicative activities -leading colleagues in creating attractive and engaging learning environment 	4

1.4 knowledge of the content and how to teach it

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -general knowledge of the content at the class level (scope and sequence) -classroom management 	<ul style="list-style-type: none"> - Team work - motivation 	<ul style="list-style-type: none"> - planning - pedagogical skills - classroom management skills 	<ul style="list-style-type: none"> -classroom management -planning -instructional strategies -Use of ICT and educational resources 	6
Proficient	<ul style="list-style-type: none"> -extensive Knowledge of the content of the taught class level (scope and sequence) -discipline and participation -adequate knowledge of the ICT and other educational resources 	<ul style="list-style-type: none"> - appreciation of self- reflection in educational practices 	<ul style="list-style-type: none"> - planning - pedagogical skills -classroom management -management of resources ICT and other educational resources 	<ul style="list-style-type: none"> -instructional strategies -Use of ICT and educational resources -Building remedial and enrichment plans 	6

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -integration of the language skills -vertical and horizontal integration -promotion of the 21st century skills -strategies of error correction -professional development of language teaching skills 	<ul style="list-style-type: none"> -team work -motivation -self- reflection -professional development -innovations 	<ul style="list-style-type: none"> -critical thinking -problem solving -creativity and innovation -life- long learning -ICT skills -self- autonomy 	<ul style="list-style-type: none"> -practical application of the 21st century skills in the FL teaching 	6
Lead	<ul style="list-style-type: none"> -integration of the language skills -vertical and horizontal integration -promotion of 21st century skills -strategies of error correction -professional development of language teaching skills 	<ul style="list-style-type: none"> -self- reflection -professional development -innovation -Team work -motivation -disciplinary behavior -responsibility for learning 	<ul style="list-style-type: none"> -critical thinking -problem solving -creativity and innovation -life -long learning -leading communities practice -ICT skills -self- reliance -research skills 	<ul style="list-style-type: none"> -up-to date ICT programs -conducting qualitative and quantitative research 	6

1.5 Knowledge of the culture and the history of the foreign language

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	-general knowledge of the history and the culture of the FL	- appreciation of the history & culture of the FL	- implementation of the four language skills in textbook activities	- exposure to the FL history and culture - adequate usage of search engines - effective usage of Educational resources	4
Proficient	-general knowledge of the history and the culture of the FL	- appreciation of the history & culture of the FL - raising cultural awareness	- implementation of the language skills in textbook activities - usage of the foreign language in its cultural context	- blending the cultural aspects of the FL with the language skills - exposure to the FL history and culture - adequate usage of search engines - effective usage of educational resource	4

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	-comprehensive knowledge of the relationship between the culture and the FL	- appreciation of the history and the culture of the FL - respect of the historical background and events	- application of authentic materials - application of simulations of the senses using various educational resources	- exposure to the FL history and culture - active participation in national meetings with native speakers - effective usage of advanced resources	4
Lead	- knowledge of the customs, traditions and values of the FL - profound understanding of the history of the FL and the relationship between the culture and the FL	- team work - mutual respect - accepting the other - appreciation of one's culture and history as well as those of the FL - autonomy in learning	- cross-cultural based communication - comparisons of students' own language, history and culture with that of the FL - application of simulations of the senses using advanced resources	- active participation in national meetings/ conferences with native speakers - and networking with foreign schools for project collaboration - effective usage of advanced education resources	4

1.6 Knowledge of the theories and the strategies of teaching and learning FL

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -general knowledge of theories of learning -knowledge of FL teaching and learning strategies and tools 	<ul style="list-style-type: none"> - motivation to use the best teaching practices - caring for students' progress 	<ul style="list-style-type: none"> - cooperative learning - use of graphic organizers 	<ul style="list-style-type: none"> -effective implementation of language theories and approaches -adequate implementation of teaching /learning and strategies and tools 	8
Proficient	<ul style="list-style-type: none"> -general knowledge of theories of learning -knowledge of FL teaching and learning strategies and tools 	<ul style="list-style-type: none"> -giving equal opportunities to enhance students learning -Fostering students' motivation 	<ul style="list-style-type: none"> - cooperative learning -graphic organizers 	<ul style="list-style-type: none"> -effective implementation of language theories and approaches. -Adequate implementation of teaching /learning strategies and tools 	5

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	-comprehensive knowledge of the theories, the approaches and the strategies of teaching and learning the FL	- appreciation of students' Responsibility for their own learning - appreciation of teaching FL as an interdisciplinary topic	- differentiation skills - incorporation of technology - critical thinking - problem solving - integration of the three modes of communication	- conducting researches to decide on the best pedagogical practices	5
Lead	-comprehensive knowledge of the theories, the approaches and the strategies of teaching and learning the FL	- life-long learning. - Making learning an interesting process - appreciation of teaching FL as an interdisciplinary topic	- inquiry – based instruction - Incorporation of technology - involving all learners' styles - integration of the three modes of communication	- conducting researches on the best pedagogical practices - participating in an online professional development courses	5

1.7 Knowledge of literary genres

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> - literary genres - strategies of teaching different genres - genre and literary analysis 	<ul style="list-style-type: none"> - appreciation of the importance of literature as a tool for transmitting ideas 	<ul style="list-style-type: none"> - interpreting and analyzing simple literary genres - providing reflection - implementing direct instructional strategies - Communication skills 	<ul style="list-style-type: none"> - teaching - figurative language - teaching genres - criticism of literary pieces - varying learning resources - creating an attractive learning environment 	6
Proficient	<ul style="list-style-type: none"> - literary genres - rhetorical devices - literary genres teaching strategies - literary genres assessment strategies 	<ul style="list-style-type: none"> - appreciation of the importance of literature as a tool of transmitting ideas - respect of cultural diversity 	<ul style="list-style-type: none"> - interpreting and analyzing simple literary genres - reflection skills - implementing direct instructional strategies - Communication skills 	<ul style="list-style-type: none"> - teaching - figurative language - literary genres teaching strategies - criticism of literary pieces - application of Educational resources in genre teaching - judging students' literary work 	6

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> - literary genres. - rhetorical devices - literary genres teaching strategies - literary genres - knowledge of literature teaching resources 	<ul style="list-style-type: none"> - appreciation of the importance of literature as a tool for teaching the language and the cultural aspects - Showing respect of cultural diversity and appreciation of aesthetic concepts and values 	<ul style="list-style-type: none"> - interpreting and analyzing different literary genres - reflection skills - application of instructional strategies - ICT skills - assimilation of different characters 	<ul style="list-style-type: none"> - fostering students' motivation. - acceleration of student's literary innovation 	6
Lead	<ul style="list-style-type: none"> - literary genres - figurative language - teaching genres - literary genres - standards of literary criticism - knowledge of literature educational resources 	<ul style="list-style-type: none"> - appreciation of literature - Showing respect to cultural diversity - self-motivation and creativity - cross-cultural understanding - sympathy appreciation of different cultural perspectives 	<ul style="list-style-type: none"> - interpreting and analyzing different literary genres - reflection skills - promoting - the usage of the appropriate instructional strategies - creative thinking - communication skills - assimilation of different characters - judging students' literary work 	<ul style="list-style-type: none"> - literary writing and literary criticism and preparing papers for participation in seminars, local and international conferences concerning literature - publishing literary work in journal 	6

1.8 knowledge of supporting students with special needs

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -limited knowledge of the main characteristics of students' development -appropriate knowledge of instructional strategies of each group -knowledge of formal assessment 	<ul style="list-style-type: none"> -acceptance and respect of diversity -appreciation of equal and equitable opportunity for learning -appreciation of team work and collaboration 	<ul style="list-style-type: none"> -application of clear and simple instructional strategies -application of formal assessment. -communication skills 	<ul style="list-style-type: none"> -diagnosis of students' needs and building suitable plans -instructional strategies for students with special needs -using the available educational resources 	10
Proficient	<ul style="list-style-type: none"> -adequate knowledge of the characteristics of each group of students -knowledge of (individual – based) learning plans -(differentiated- based) activities. -assessment of students' progress 	<ul style="list-style-type: none"> -acceptance and respect of diversity and giving equal and equitable opportunities -appreciation of the importance of supporting students with special needs 	<ul style="list-style-type: none"> -implementation formal and informal assessment -documentation skills -communication skills -designing simple differentiated activities 	<ul style="list-style-type: none"> -creating remedial and enrichment activities based on students' needs -using the available educational resources 	8

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -comprehensive knowledge of the characteristics of each group of students -knowledge of (individual – based) learning plans -differentiated - based activities. -assessment of students' progress. -optimum use of the available educational resources -comprehensive knowledge of the characteristics of each group of students. -knowledge of individual – based learning plans -differentiated - based activities. -assessment of students' progress. -elements and tools of supportive learning environment 	<ul style="list-style-type: none"> -acceptance and respect of diversity and giving equal and equitable opportunities -appreciation of the importance of supporting students with special needs 	<ul style="list-style-type: none"> -implementation of formal and informal assessment -documentation skills -communication -skills -varying instructional strategies -analyzing students' data 	<ul style="list-style-type: none"> -building communities of practice on how to improve students' performance 	6
Lead	<ul style="list-style-type: none"> -comprehensive knowledge of the characteristics of each group of students -knowledge of individual – based learning plans -Differentiated- based activities. -assessment of students' progress 	<ul style="list-style-type: none"> -continuous inquiry and research to cater for students different needs -self- reflection to enhance own performance -values of tolerance acceptance of the other 	<ul style="list-style-type: none"> -communication skills -varying instructional strategies -Making decision 	<ul style="list-style-type: none"> -creative application of the educational resources to modify students learning practices -Sharing success stories (locally and nationally) 	6

2.1 Transfer of the linguistic knowledge into real life situations

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	-limited Knowledge of using FL in simple communication settings for academic and social purposes	<ul style="list-style-type: none"> - Promoting positivity and motivating attitudes - Appreciation of cooperation and sharing knowledge 	<ul style="list-style-type: none"> - communication skills - application of simple educational resources 	-designing activities to address real life situations pragmatically	6
Proficient	-adequate Knowledge of the application of FL in different and complex communication settings for academic and social purposes	- appreciation of the role of the FL as a tool for gaining knowledge and learning	<ul style="list-style-type: none"> - communication skills - creating educational settings that mimic simple real-life situations 	-applying Linguistic knowledge in designing various communicative and advanced real- life situations	4

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	-comprehensive Knowledge of employing various communicative approaches of FL	- appreciation of the importance of using different linguistic resources to communicate effectively	-communication skills -Creating real life situations -critical thinking	-building students skills in debate and dialogue	4
Lead	-comprehensive Knowledge of creating real life context through different lenses of communication	- promoting the independent learning through available resources - creating and nurturing Self-esteem among students. -promoting Open-mindedness in communication	- communication skills -critical thinking -creating complex real life situations	-leading Communities of practice in applying Linguistic knowledge through several lenses of Communication	4

2.2 Teaching through the most effective strategies and theories of foreign language and literacy learning

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	-limited Knowledge of applying teaching strategies and theories of learning and literacy	- caring about individual differences - appreciation of team work	- application of teaching strategies and theories of learning and literacy	- applying theories of FL learning and teaching strategies of FL	8
Proficient	-adequate Knowledge of applying teaching theories and FL instructional strategies	- promoting and showing motivation - appreciation of collaboration with colleagues - exhibition of self-reliance	- using educational resources - classroom management - varying instructional strategies	- creating instructional practice and application of literacy and teaching strategies	8

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	-comprehensive knowledge of applying best practices and activities through classroom instruction	-promoting and showing motivation -appreciation of collaboration with colleagues -exhibition of self-reliance	- ICT skills -integration of language skills -critical thinking -varying instructional strategies	-differentiated instruction -creating Communities of practice for applying the most effective teaching strategies	4
Lead	-comprehensive knowledge of applying best practices and activities through classroom instruction -comprehensive knowledge of addressing the three modes of communication	-appreciation of caring for individual differences and needs -promoting self-discovery and research to create the optimal learning environment	-critical thinking. -varying instructional strategies -creating suitable educational activities	-promoting 21st century skills in classroom on daily basis practices -conducting research on recent theories of learning	6

2.3 The effective use of ICT and English language resources

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -limited knowledge of using use ICT tools -limited knowledge of digital literacy 	<ul style="list-style-type: none"> - equitable access for all students - Ethical use of ICT content. - Integrity 	<ul style="list-style-type: none"> - application of ICT tools - navigation skills 	<ul style="list-style-type: none"> -basic computer skills -managing documents and students' records 	4
Proficient	<ul style="list-style-type: none"> -comprehensive knowledge of using ICT tools -adequate knowledge of the integration of ICT resources -comprehensive knowledge of digital literacy 	<ul style="list-style-type: none"> -promoting equitable access of knowledge for all students - ethical use of ICT content - Integrity and Innovation 	<ul style="list-style-type: none"> - application of ICT tools - data collection and analysis -files management - selection and organization of digital content 	<ul style="list-style-type: none"> -ICT resources management 	4

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -comprehensive knowledge of using ICT tools -advanced knowledge of the integration of ICT resources -advanced knowledge of digital literacy -the influence of ICT use on students' social and intellectual development. 	<ul style="list-style-type: none"> -promoting providing equitable access of knowledge for all students -ethical use of ICT content and Integrity 	<ul style="list-style-type: none"> -application of advanced ICT tools -data collection and analysis -files management -selection and organization of digital -creation of effective and aesthetic presentation 	-blended learning strategies	4
Lead	<ul style="list-style-type: none"> -advanced knowledge of the integration of ICT resources -advanced knowledge of digital literacy -the influence of ICT use on students' social and intellectual development -sufficient knowledge of digital resources and tools, including adaptive and assistive technologies 	<ul style="list-style-type: none"> - values providing equitable access of knowledge for all students -ethical use of technology -Innovation in implementing the best pedagogical practices -appreciation of the importance of research to adopt the best practices 	<ul style="list-style-type: none"> -implementation of ICT tools for teaching purposes -data collection and analysis -file management -Selecting appropriate digital content in relation to relevant curriculum. -creation of effective and aesthetic presentation 	- modern trends of blending and ICT-based assessment	10

2.4 The Integration of the language skills

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> - a good command of the language skills - communicative language teaching methodology 	<ul style="list-style-type: none"> - appreciation of autonomy in learning - cooperation with other colleagues to achieve the desired outcomes 	<ul style="list-style-type: none"> - communication skills - classroom management 	<ul style="list-style-type: none"> - FL teaching strategies - task based - oriented instruction 	10
Proficient	<ul style="list-style-type: none"> - a very good command of the language skills - communicative language teaching methodology - linguistic development and the schematic aspects of language learner - task – based instruction - skill- oriented activities 	<ul style="list-style-type: none"> - promoting autonomy in learning - promoting Lifelong learning - encouragement of students to reach self -esteem 	<ul style="list-style-type: none"> - communication skills - classroom management - designing content based activities. - assessment and evaluation of students overall performance 	<ul style="list-style-type: none"> - student- centered and task based activities and assessment 	6

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -excellent command of the FL Language -communicative language teaching methodology. -linguistic development and the schematic aspects of the language learner development. -task – based instruction -skill - oriented activities -student – centered task based instruction 	<ul style="list-style-type: none"> - appreciation of autonomy in learning - promoting Life-long learning - values raising student's enthusiasm - promoting Inquiry and research 	<ul style="list-style-type: none"> -communication skills -classroom management - pedagogical skills. -designing differentiated and integrated tasks -evaluation of students overall performance 	<ul style="list-style-type: none"> -deductive and inductive Integration of the language skills based on intercultural situations 	6
Lead	<ul style="list-style-type: none"> -deep knowledge of the types of instructional models: <ul style="list-style-type: none"> • content based model. • standards based model • community based model • literacy based model. -access to technical, educational and professional opportunities -knowledge of new trends in educational practices 	<ul style="list-style-type: none"> - promoting autonomy in learning - promoting life - long learning - appreciation of scientific Inquiry 	<ul style="list-style-type: none"> - communication skills -conducting independent research. -evaluating student progress -interpretive skills 	<ul style="list-style-type: none"> - new trends and approaches in effective FL instruction 	6

2.5 Instilling and promoting positive values and attitudes

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Beginner	<ul style="list-style-type: none"> -Islamic Arabic Values -moral and ethical foundation of the Jordanian culture -education -specific codes of behavior -classroom code of behavior 	<ul style="list-style-type: none"> -practicing honesty, equality, equity, integrity -promoting national values and patriotism 	<ul style="list-style-type: none"> - modeling positive values in educational settings while teaching the FL -establishing and maintaining positive rapport with students 	<ul style="list-style-type: none"> -increasing students' engagement in social and cultural practices to promote positivity, social engagement and initiations -promoting the concept of sharing through cooperative and collaborative learning 	8
Proficient	<ul style="list-style-type: none"> -Islamic Arabic Values -moral and ethical foundation of the Jordanian culture -education -specific codes of behavior -classroom disciplined behavior -outline values to be integrated in the national curriculum 	<ul style="list-style-type: none"> -practicing honesty, equality, equity, integrity -promoting national values and patriotism -showing a sense of responsibility 	<ul style="list-style-type: none"> - modeling positive values in educational setting while teaching the FL -establishing and maintaining positive rapport with students -encouraging students and rewarding positive behaviors and achievements -linking activities to real life situations 	<ul style="list-style-type: none"> -value –based instruction and integration of values in FL teaching 	4

Level	knowledge	Values and Attitudes	Skills	Focus of Professional Development Program	HOURS
Highly-Accomplished	<ul style="list-style-type: none"> -islamic arabic values -moral and ethical foundation of the Jordanian culture -education -specific codes of behavior -classroom disciplined behavior -Thriving through diversity 	<ul style="list-style-type: none"> -promoting supreme values such as: honesty, equality and equity in professional context. -promoting tolerance and openness towards the other cultures. -encouraging students and rewarding positive behaviors and achievements. 	<ul style="list-style-type: none"> - modeling positive values in educational settings while dealing with students' colleagues and members of community -creating engaging environment and practices -promotes moral human values within the activity – based instruction -linking activities to real life situations 	<ul style="list-style-type: none"> -national and international partnership programs to create an optimal learning environment and share knowledge locally and globally 	6
Lead	<ul style="list-style-type: none"> -islamic Arabic Values -moral and ethical foundations of the Jordanian culture -education -specific codes of behavior -national and universal norms and humanitarian ethics -attitudes required for democracy, citizenship, intercultural dialogue and personal development” -islamic Arabic Values 	<ul style="list-style-type: none"> -promoting supreme values such as: honesty, equality and equity in a professional context -promoting tolerance and openness to the other cultures -sharing knowledge in the wider context and coaching colleagues 	<ul style="list-style-type: none"> -promoting and maintaining an educational environment where ethical and moral foundations of the Arab Islamic values are observed and practiced -modifying and improving the content- based activities in accordance with the values and the attitudes of the wide spectrum of human values 	<ul style="list-style-type: none"> -educational and professional leadership and advocacy of students' rights regarding equal access to FL resources -exchange programs to build a wider professional community of practice 	6

Chapter Four

Descriptors of “Teacher’s Performance” Assessment Levels”

Descriptors of “Teacher’s performance” assessment” levels

The teacher’s descriptors are guidelines for each criterion. Their function is to illustrate and provide examples, thus enabling teachers and administrators to develop a common understanding of the expectations, and providing a common language for discussing performance.

First Domain (knowledge)

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.1 Knowledge of students’ linguistic competencies	- Demonstrates awareness of students’ competencies in the FL.	- Applies awareness of students’ competencies in the FL to cater for students’ individual differences and students’ different learning styles. - Corrects students’ linguistic errors and provides suitable feedback and enforcement.	- Shares knowledge of students’ competencies through communities of practice in the school. - Selects the most appropriate teaching strategies to improve students’ performance.	- Examines the results of the students in the national exams, and gives informative feedback to improve students’ linguistic competences. - Designs creative activities (remedial or enrichment activities) and shares them with colleagues.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.2 knowledge of the assessment strategies of students’ language learning progress	<ul style="list-style-type: none"> - Demonstrates knowledge of the assessment approaches, strategies and tools. - Interprets students’ assessment data. 	<ul style="list-style-type: none"> - Employs assessment strategies and tools to modify the teaching practices. - Provides appropriate feedback about students’ progress. 	<ul style="list-style-type: none"> - Shares experience of assessment with colleagues. - Attends parents meetings and communicates learning results objectively and transparently. 	<ul style="list-style-type: none"> - Trains students on self/ peer-assessment. - Conducts surveys on students’ results.
1.3 Linguistic Fluency	<ul style="list-style-type: none"> - Uses simple and clear language to communicate with students. - Applies simple activities that match the basic abilities of students. - Demonstrates basic knowledge of the three modes of communication. 	<ul style="list-style-type: none"> - Models linguistic fluency in oral and written work when teaching. - Connects teaching practices to student’s real life situations. - Implements activities where the three modes of communication are clearly presented and practiced in the class. 	<ul style="list-style-type: none"> - Provides students with different opportunities to practice complex language activities. - Integrates the three modes of communication in classroom practices. 	<ul style="list-style-type: none"> - Designs extracurricular activities that address several modes of communication. - Leads colleagues to evaluate the effectiveness of their linguistic fluency.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.4 Knowledge of the content and how to teach it	<ul style="list-style-type: none"> - Demonstrates basic knowledge of the content they teach, the outcomes of the subject area and the related teaching strategies. 	<ul style="list-style-type: none"> - Varies teaching strategies based on the wider knowledge of the content. - Integrates the language skills appropriately while teaching the textbook activities. 	<ul style="list-style-type: none"> - Models the best practices for the integration of the language skills. - Enriches the content using different educational resources. - Creates engaging real-life situations where the language skills are effectively practiced. 	<ul style="list-style-type: none"> - Monitors and evaluates the implementation of teaching strategies within the school. - Evaluates the existing content, and provides constructive feedback for improvement via (reports, surveys , national forumsetc.).
1.5 Knowledge of the culture and the history of the foreign language	<ul style="list-style-type: none"> - Shows awareness of culturally appropriate vocabularies, expressions and gestures in classroom interactions. - Uses the available educational resources to facilitate teaching the cultural and historical content. 	<ul style="list-style-type: none"> - Recognizes the cultural and the behavioral differences and can perform similar situations. - Organizes the Educational resources to present the cultural historical content in a logical manner. 	<ul style="list-style-type: none"> - Shows conscious awareness of significant cultural differences and attempts to adjust accordingly. - Clarifies the cultural and the historical issues in lesson smoothly using a variety of methods and advanced educational resources. 	<ul style="list-style-type: none"> - Uses historical and cultural knowledge to act in many social and work related situations. - Collaborates with students /peers to skillfully integrate the positive cultural and historical aspects of the content.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.6 Knowledge of the theories and the strategies of teaching and learning FL	<ul style="list-style-type: none"> - Demonstrates knowledge and understanding of how students learn and how this impacts on teaching. - Employs specific teaching strategies. - Sets appropriate tasks. 	<ul style="list-style-type: none"> - Applies comprehensive knowledge of FL teaching theories, approaches and strategies in daily practices. - Varies instructional strategies to create a supportive engaging FL learning environment. - Reviews and reflects on their teaching to prepare future activities. 	<ul style="list-style-type: none"> - Compares and contrasts FL learning theories and skillfully applies the most effective strategy in the right setting. - Tries out a range of strategies to ensure effective teaching and learning. - Matches teaching and learning activities and resources to support learners. 	<ul style="list-style-type: none"> - Reflects on the teaching practices and guides peers to evaluate theirs. - Uses creative strategies that match learners' needs and interests. - Makes positive contribution to the development of the curriculum and resources in their sittings.
1.7 Knowledge of literary genres and how to teach them	<ul style="list-style-type: none"> - Demonstrates understanding of the literary genres and their teaching strategies. 	<ul style="list-style-type: none"> - Develops students' understanding of the elements of literary genres through using the suitable teaching strategies. 	<ul style="list-style-type: none"> - Increases students' understanding of the rhetorical devices in different literary genres. - Develops students' positive attitudes through teaching the literary genres. 	<ul style="list-style-type: none"> - Develops students' abilities to produce their own literary pieces. - Evaluates student's literary work in local and international competitions.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
1.8 Knowledge of supporting students with special needs	<ul style="list-style-type: none"> - Knows students' developmental characteristics and needs. - Applies simple instructional strategies. 	<ul style="list-style-type: none"> - Applies various teaching strategies. - Involves all students in collaborative work and address individual needs. 	<ul style="list-style-type: none"> - Models effective pedagogical practices. - Works with colleagues to create and modify pedagogical practices to meet the needs of all students. 	<ul style="list-style-type: none"> - Cooperates with parents and community institutes and evaluates national initiatives of students.
2.1 Transfer of the linguistic knowledge into real life situations	<ul style="list-style-type: none"> - Communicates in ways that are clearly understood by the students. 	<ul style="list-style-type: none"> - Encourages students to communicate their ideas and thoughts using the FL.. - links instructional content to cultural context and real life situations. 	<ul style="list-style-type: none"> - Uses authentic texts and encourages students to express their opinions confidently using FL. 	<ul style="list-style-type: none"> - Cooperates with colleagues to simulate foreign language environment in the school. - Initiates partnerships between the students and the community where the FL is used to facilitate communication and knowledge exchange.

Descriptors of the second Domain

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.2 Teaching through the most effective strategies and theories of foreign language and literacy learning	<ul style="list-style-type: none"> - Applies recommended FL teaching theories and strategies while teaching. 	<ul style="list-style-type: none"> - Implements various FL teaching theories and strategies effectively. - Modifies teaching practices to meet the students' different needs. 	<ul style="list-style-type: none"> - Designs activities that correspond to the outcomes, content, and the available resources. - Models effective teaching practices. 	<ul style="list-style-type: none"> - Works with colleagues to review, modify and expand their repertoire of teaching strategies. - Conducts researches on FL teaching strategies. - Attends local or national conferences and seminars.
2.3 The effective use of ICT and Foreign language resources	<ul style="list-style-type: none"> - Uses software to support the delivery of the content and monitors the step-by step completion of tasks. - Directs students to work alone on content-oriented tasks involving technology. 	<ul style="list-style-type: none"> - Controls the type of technology and how it is used. - Directs students in the conventional use of technology tools for working with others. - Provides opportunities for students to use technology and relate it to the instructional setting. 	<ul style="list-style-type: none"> - Applies the best technology tools and resources for the right setting. - Acts as a facilitator of learning. - Encourages students to begin exploring the use of technology tools and resources collaboratively. - Encourages students to make connections between the world outside to their lives and interests. 	<ul style="list-style-type: none"> - Guides peers to use technology tools and resources efficiently to enable students to monitor their own learning. - Seeks partnerships outside the school setting to enable students to access experts and peers in other locations. - Encourages students to explore the use of technology tools and resources in unconventional ways.

Subdomain	Beginner Teacher	Proficient Teacher	Highly–Accomplished Teacher	Lead Teacher
2.4 The integration of the language skills	<ul style="list-style-type: none"> - Integrates the language skills through teaching activities in a simple way. 	<ul style="list-style-type: none"> - Integrates the language skills through teaching advanced activities. - Employs learning resources to improve student's communicative ability. 	<ul style="list-style-type: none"> - Develops learner-centered activities that address the three modes of communication. - Motivates students to communicate in real life situations and use their language skills confidently. 	<ul style="list-style-type: none"> - Creates communities of practices to Model the best pedagogical practices that integrate the three modes of communication. - Seeks partnership with local and international institutes to ensure the maintenance of the best practices in the integration of the language skills.
2.5 Instilling and promoting positive values and attitudes	<ul style="list-style-type: none"> - Practices consistently positive attitudes and values. - Shows tolerance and respect for the rights of others. - Models Islamic attitudes through appropriate and appropriate behaviors. 	<ul style="list-style-type: none"> - Models exemplary practices of positive behavior with students. - Establishes a safe and a stimulating environment for students' rooted in mutual respect and Islamic values. - Encourages students to infer values of honesty, tolerance, dedication and loyalty...etc, in the material they study. 	<ul style="list-style-type: none"> - Makes a positive contribution to the wider life and the ethos of the school - Develops effective ethical and professional relationships with colleagues. 	<ul style="list-style-type: none"> - Establishes a framework for discipline using praise, sanctions and rewards consistently and fairly at the school and in the district. - Participates in the national efforts in promoting the moral and spiritual aspects of the curriculum. - Promotes a culture of value-based instruction among peers within the schools network.

Appendices

Appendix 1 Glossary

Term	Definition
Attitudes	The established ways of responding to people and situations that have been learnt based on the held beliefs, values, and assumptions.
Autonomy	A situation in which the learner is totally responsible for all the decisions concerning his [or her] learning and the implementation of those decisions.
A community of practice:	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.
Diagnostic assessment	A form of pre assessment that allows a teacher to determine students' strength weaknesses, knowledge and skills prior to instruction. It is primarily used to diagnose students' difficulties and to guide lesson and curricular planning
Formative assessment	A range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve student attainment
Horizontal integration	The integration of contents from different knowledge domains (subjects) within a grade level.
ICT	A diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information.
Innovative practices	The new mindset or a new way with value in it. In Education context, it refers to the creative teaching by the teacher.
Interpretive modes of communication	Ways in which learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.
Interpersonal modes of communication	Ways in which learners interact and negotiate meaning in spoken, sign, or written conversations to share information, reactions, feelings and opinions.
Lexical Knowledge	A continuum consisting of several levels of knowledge, starting with superficial familiarity with the word and ending with the ability to use the word correctly in free production.
linguistic competence	knowledge of a language represented by the mental grammar that accounts for speaker's linguistic ability and creativity. For the most part linguistic competence is an unconscious knowledge.

Literary Genre	A distinctive type or category of literary composition, such as the epic, tragedy, comedy, novel, and short story.
Orthographic processing	Using memory for letter, letter cluster or whole word to identify a familiar word measured by irregular/ exception words , or homophones.
Pedagogy:	The method and practice of teaching, especially as an academic subject or theoretical concept.
Presentational modes of communication	A way in which learners create messages and facilitate interpretation where no direct opportunity for active negotiation exists and where the intended audience is successful in its interpretation.
The productive skills	The ability to produce a language through speaking and writing skills.(active skills).
The receptive skills	The ability to receive and understand a language through reading and listening skills (passive skills).
Semantic processing	The processing that occurs after hearing a word and encoding its meaning. Semantic processing allows the listener to relate the word to other words with similar meaning. Once a word is perceived, it is placed in a context mentally that allows for a deeper processing.
Students of Special needs	Students of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) who require additional or specialized education and support.
Summative assessment:	Type of evaluation used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period; typically at the end of a project, unit, course, semester, program, or school year.
Syntactic awareness:	Is a metalinguistic skill that is defined as the conscious ability to manipulate or judge word –order within a context of a sentence based on the application of grammatical rules.
Vertical integration	Locating integration areas within the same subject area.

Appendix 2

Guidelines for the use of FL Teacher Standards Document.

The Standards document is considered as one of the most important documents of the educational system. This section clarifies the objectives and sets the guidelines on how to use this document.

First area:

Setting the basis for teacher selection and professional development licensing tests

This includes establishing the criteria for appointing teachers by the human resources administration through the following procedures:

- Determining the admission conditions.
- Building tests for (FL teachers) based on FL Teacher standards.
- Build professional license tests for the different categories and levels.
- The second area:

Professional Development Programs for FL teachers

The process of teachers' professional development - whether centralized (as determined by the Ministry of Education within the curriculum of professional development) or as a response to the needs of the teacher – should adhere to professional standards of reference to ensure consistency and coherence . Therefore, the professional competencies of each standard are included.

The following procedure could insure employment of standards in the professional development of teachers:

- Building an integrative professional development curriculum, by linking (levels, training programs, standards levels and professional development policy) and to identifying compulsory and voluntary programs.
- conducting needs analysis studies, where needs-based collection tools are built on certain criteria.
- Accreditation of the various training programs (pre/ in service).

Third area: Evaluation and review of professional performance and accountability

The Standards can also be utilized for evaluation and review of teachers' performance. This can be achieved by building an integrated evaluation methodology, and specific tools based on performance benchmarks that are built at the end of each standard.

With this respect, the following procedures can be carried out:

- Building the teacher's professional evaluation methodology and tools (standards-based evaluation).
- Performance evaluation for promotion and for professional licensing.
- Accountability of teachers based on standards-based performance evaluation results.

The fourth Area: Self-reflection and professional development plans

The focus is on building a model for the reflection (self-reflection) and professional development of the teachers.

The Fourth Area.

Self Reflection and Professional Development plans.

The teacher in this area must take the following steps:

- Study the criteria in detail.
- Identify strengths and areas of improvement in relation to the main domains of the FL standards (teachers give themselves points in each main domain).
- Identify development priorities, (areas of strength or areas for improvement) choosing at least three subdomains to be the focus of the self- professional development plan.
- I identify areas of improvement, locate current level and decide the desired level.
- Select development priorities at the subdomain level, with at least five criteria as priorities for action and define the levels at which they wish to work.
- Build a professional development plan by transforming development priorities into development goals, determining the planned professional development activities, the procedures and the time of implementation.

It is recommended that the self-reflection and the professional development plans are done in partnership between the teacher, the principal, the Supervisor and the colleagues through learning communities of practice .It is also preferred to build self-review process on trust and fellowship, and to use the results of self-revision to build.

profession development programs rather than accountability.

All parties involved will be trained to carry out their responsibility.

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