

The ministry of Education

The Educational Supervision and Training Department  
Document of the Specialized standards of the teacher

**Foreign Language (1<sup>th</sup>-12<sup>th</sup> grades)**

2018

*The foreign language teaching standards were developed with guidance from research and international models for teaching standards, including the National Board for Professional Teaching Standards (the English Language Arts standards) and the Australian Professional Standards for Teachers, in order to develop standards that are aligned with global accredited models. Certain aspects of the aforementioned models were adopted in these standards, such as concepts of teacher progression and some general content. Research also guided in the development of the standards, such as theories of language development.*

Main Domain		Sub-domain	
1.	Knowledge	1.1	Knowledge of students
		1.2	Knowledge of theories and strategies of teaching and learning the foreign language
		1.3	Linguistic fluency
		1.4	Knowledge of the culture and history of the foreign language
2.	Teaching and learning	2.1	Teaching through latest strategies and theories for foreign language and literacy learning
		2.2	Application of language learning

## First Major Domain: Knowledge

### Description:

Skillful teachers possess extensive knowledge of the characteristics of their students' cognitive development (such as shifts in reading development from sub-word decoding to automatic processing of orthographic word forms, or cognitive development related to attention and memory which influence linguistic abilities), and employ teaching strategies that address different students' needs. They understand the theoretical frameworks and approaches for language and literacy, have a solid understanding of the academic content as well as cognitive processes necessary (including phonological processing, syntactic awareness, morphological awareness, semantic processing and vocabulary knowledge, and memory) for language learning and fluency among all children across achievement levels.

Subdomain	Beginner Teacher	Specialized Teacher	First Teacher	Expert Teacher
<b>1.1</b> <b>Knowledge of students:</b> <i>Skillful foreign language teachers develop an understanding of their students to use this information in planning to cater for their students' diverse needs and abilities. Skillful teachers set high expectations for all learners and create welcoming and inclusive learning environments where all students are comfortable to try and learn a new language. Additionally, they vary their instructional</i>	A beginner teacher demonstrates basic knowledge and understanding of students' characteristics in terms of their linguistic knowledge of the target language, their cognitive, social, physical, emotional, and intellectual development in order to plan for advancing students' learning.	A specialized teacher demonstrates strong knowledge of their students and their capabilities in the foreign language and effectively varies their instructional strategies according to this knowledge.	A first teacher has deep knowledge of their students and their abilities and skillfully selects the most appropriate teaching strategies that are most suitable to students' needs.	An expert teacher has extensive knowledge of their students, guides and leads colleagues to select, develop and use the best strategies appropriate for their students' abilities, in order to mentor colleagues to build trusting relationships and advance student language learning.
	A beginner teacher demonstrates basic understanding that students' linguistic development and abilities differ (including	A specialized teacher sets high expectations for all students and creates a supportive and comfortable learning environment to	The first teacher creates a challenging and comfortable learning environment and builds trusting relationships with all students and	Expert teachers also skillfully mentor colleagues in identifying milestones for students in their

	<p><b>strategies to meet the needs of all students in the class. Skillful teachers know that language learning is structured around 3 modes of communication: 1) interpretive (listening and writing), 2) interpersonal (communication) and 3) presentational (speaking and writing). Skillful teachers can develop lessons and units that integrate and include these three modes of communication.</b></p>	<p>students with learning difficulties and high achieving students).</p>	<p>achieve those targets.</p>	<p>engages them in language learning.</p>	<p>foreign language learning.</p>
		<p>A beginning teacher is in the initial stages of cultivating a comfortable and challenging learning environment for students.</p>	<p>Specialized teachers effectively structure teaching methods and programs using research and collegial advice on how students learn language and successfully integrates the 3 modes of communication into instruction.</p>	<p>A first teacher skillfully models for colleagues how to cater to different student abilities, while maintaining high expectations across the spectrum.</p>	<p>Expert teachers continually engage in gaining knowledge about their students, to continually develop, adapt and skillfully apply their methods of instruction, challenging students or modifying the learning environment.</p>
				<p>First teachers also expand their understanding of their students and stay up to date with the latest teaching methods, through research and on-the job learning. Expert teachers are able to choose which new methods and strategies best fit the needs of their students and effectively integrate these new methods into their teaching.</p>	
<p><b>1.2</b></p>	<p><b>Knowledge of theories and</b></p>	<p>A beginner teacher</p>	<p>A specialized teacher has</p>	<p>a first teacher has deep</p>	<p>an expert teacher has</p>

<p><b>strategies of teaching and learning the foreign language:</b></p> <p><i><b>Skillful teachers have deep knowledge of the language they teach and have the necessary skills to teach that language. Skillful teachers continue to find ways to immerse themselves in the three modes of the language (interpersonal, interpretive, and presentational). Skillful teachers also continue to seek ways to imbed opportunities for their students to engage in these three modes of language: interpersonal, interpretive and presentational in whatever thematic and grammatical content they are teaching.</b></i></p>	<p>demonstrates basic knowledge and understanding of theories of teaching for foreign languages for students within the grade level they are teaching and across grade levels.</p>	<p>strong knowledge of theories in the teaching and learning of languages for the students they teach and employ this knowledge to devise appropriate strategies to support students and engage them in the teaching and learning process and tightly sequences instruction to meet the lesson and unit goals.</p>	<p>knowledge of theories and strategies for teaching the target language and adopts specific and appropriate theories in teaching.</p>	<p>extensive knowledge of theories and strategies of teaching and learning for the target language acquisition and develops a unique style in teaching based on extensive knowledge of language learning theories for foreign languages for students of varying levels of ability.</p>
	<p>A beginner teacher also demonstrates basic knowledge of the various teaching strategies that can be used, such as the explicit vocabulary instruction or scaffolding instruction.</p>	<p>For example, a specialized teacher is able to use their knowledge of various strategies to optimize student learning, such as effectively using visuals and graphics, or explicit vocabulary instruction, or acting out stories.</p>	<p>a first teacher knows the appropriate theories to use for students of varying levels of ability and carefully selects appropriate strategies to achieve effective student learning, and models to colleagues how to employ these language teaching and learning theories.</p>	<p>Expert teachers use existing strategies (scaffolding, pairing students) and devise new strategies to achieve effective student learning.</p>
	<p>Additionally, beginner teachers have basic knowledge of the theories and strategies of teaching</p>	<p>A specialized teacher appropriately employs the theories and strategies of teaching and learning for</p>	<p>a first teacher tailors the content of the curriculum to the appropriate instructional strategy to provide optimal</p>	<p>Developed strategies are based on their existing extensive knowledge of language theories, and based on the continuous</p>

	<p>and learning for students with learning difficulties and performing students.</p>	<p>students with learning difficulties that cater to the students' specific language learning needs, and tightly sequences instruction to enable students to meet the lesson goals.</p>	<p>learning and can demonstrate how to skillfully sequence instruction to meet the lesson/unit goal.</p>	<p>research and experimentation they conduct to optimize their language teaching practices and enhance student language learning outcomes.</p>
			<p>For example, a first teacher may have students write out stories using vocabulary learned from the curriculum when there is a lot of content to be learned. A first teacher then finds ways to integrate an interpersonal and presentational mode to reinforce the skills students have begun to develop through the completion of a written story.</p>	<p>Expert teachers coach colleagues in employing language learning strategies in light of world practices, and has the insight to coach each teacher accordingly and work with the teacher to pinpoint and work on specific areas of growth, by listening attentively to the needs of the teacher and working together to help the teacher advance her practice. an expert teacher can demonstrate and explain how to clearly and skillfully sequence instruction to meet a variety of lesson and unit goals. an expert teacher has a large repertoire of ideas and experience from which to draw upon, knowing that each teaching situation and</p>

					group of students are unique and thus each teacher will have to take into consideration the needs of their students.
1.3	<b>Linguistic fluency:</b>  <i>Skillful teachers can produce, decode and understand language fluently (i.e. easily and efficiently) and are able to support students in acquiring linguistic fluency, i.e. decoding, producing, reading and comprehending simple and complex language at each grade level. Skillful teachers aim to provide their students with opportunities to apply their language skills in real life situations, and build in several interactive activities for the students to practice and portray their skills (such as working in pairs or groups). Skillful teachers are also able to</i>	A beginner teacher exercises linguistic fluency of the target language and is able to produce language fluently, read different literary genres and textual material with ease and efficiency and comprehend simple and complex texts that at least match the content of the abilities of the students and grade levels they teach.	A specialized teacher possesses linguistic fluency in language production, and in the ability to read different literary genres and textual material with ease and efficiency, and in decoding and comprehending simple and complex texts, which at least match the content of the grade levels they teach and a few other grades.	A first teacher possesses and models their linguistic fluency (the ability to read and comprehend different literary genres and simple and complex textual material, which match the content of several grade levels) with ease and efficiency to both colleagues and students during and outside instruction.	an expert teacher possesses linguistic fluency (near native) of the foreign language, and practices linguistic fluency at all times, matching the content of the curriculum across all grade levels, continuously modelling these practices to their students and colleagues and supports them in acquiring the same levels of linguistic fluency through supervision, effective instruction or through sharing experience.
		A beginner teacher has basic knowledge of the 3 modes of communication, and that students must exercise each mode.	They use this language in their instruction and teaching strategies, to effectively relay and communicate messages to students at their grade	A first teacher skillfully develops lesson plans including the three modes of communication to ensure students successfully exercise and achieve	an expert teacher ensures all activities are tailored to address several modes of communication and skillfully mentors and guides fellow peers in

	<p><i>develop lessons that give students opportunities to practice the 3 modes of communication: Interpersonal (engaging in conversations), Interpretive (reading &amp; listening), and Presentational (presenting in speaking or writing).</i></p>		levels.	learning targets within all three.	doing so.
		A beginner teacher knows to use various resources that assist students in acquiring linguistic fluency, such as level-appropriate books (reading fluency) or watching basic videos in the target language (auditory fluency/comprehension).	A specialized teacher ensures that 3 the modes of communication are exercised by the students. A specialized teacher effectively uses relevant, authentic and appropriate resources, such as age-appropriate books, poetry, podcasts and documentaries to facilitate students' fluency development.	A first teacher models the use of various resources that supplement the linguistic fluency of students, and models the appropriate time to use those resources based on expected student fluency outcomes.	an expert teacher supports fellow colleagues in choosing the appropriate resources and using them in creative and effective ways in order to supplement students' acquisition of linguistic fluency.
			A specialized teacher knows when and how to use those different resources		
1.4	<p><b>Knowledge of the cultural and historical dimensions of the foreign language and literacy learning:</b></p> <p><i>A skillful teacher can successfully integrate language and culture together to make learning interesting and meaningful.</i></p>	A beginner teacher has basic knowledge of the language from cultural and historical dimensions and has basic knowledge of how to integrate technology as a resource for teaching students. A beginning teacher has basic knowledge of how to access realia and	A specialized teacher demonstrates and employs in teaching, strong understanding of the cultural and historical dimensions of the target language and transmits/teaches this knowledge directly and subtly to students in a way	A first teacher employs their deep knowledge of the cultural and historical dimensions of the target language in teaching, makes comparisons between the students' native and foreign language through texts, audios, music and films to highlight how languages	An expert teacher has extensive knowledge of the cultural and historical dimensions of the target language and models this knowledge to students and peers.



<p><b><i>A skillful teacher uses and encourages students to find culturally authentic resources and designs tasks for students that provide them the opportunity to demonstrate their learning and understanding of both language and culture. A skillful teacher knows how to incorporate technology as a resource to introduce students to other languages, cultures and perspectives, and as a resource for students to demonstrate their skills. Skillful teachers know that technology can be used as a tool for students to broaden, enhance, and showcase their skills.</i></b></p>	<p>how to develop lessons that incorporate the use of realia and technology in their teaching.</p>	<p>that highlights the authenticity of the language to students, and the culture from which it emerged.</p>	<p>differ using authentic and real-world experiences, which increases students' appreciation of the target language.</p>	
		<p>A specialized teacher also effectively uses technology as a source to increase students' awareness of other cultures, the target foreign language, and perspectives and as a resource to assist the language acquisition process. A specialized teacher successfully uses appropriate realia as a cultural tool to build understanding of both content and culture.</p>	<p>a first teacher skillfully designs tasks that allow students' independent exploration and study of the language, increasing their autonomy in learning the language and their appreciation of it.</p>	<p>The expert teacher has a deep understanding and knowledge of how to skillfully integrate technology as a resource to allocate authentic sources for students to experience the language (prose or poetry, films, music, audio, newspapers) and encourages students to do the same.</p>

				appreciation of both teachers and students to the cultural and historical dimensions of the target language.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>- Correct pronunciation, linguistic fluency, and clarity of meaning during teaching language.</li> <li>- How teacher employs or applies best practices</li> <li>- Successfully undergoes mentorship with a lead or first teacher for a specified period.</li> <li>- Shows readiness for continuous learning.</li> <li>- Utilization of various school resources by teachers and students</li> <li>- Provide students with opportunities to practice the language through authentic activities using different and authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Correct pronunciation, linguistic fluency, and clarity of meaning during teaching language.</li> <li>- Employs knowledge in instruction</li> <li>- Both students and their parents are confident in their teachers' abilities and skills.</li> <li>- Shows readiness for continuous learning</li> <li>- Shows continuous improvement in performance</li> <li>- Utilization of various school resources by teachers and students</li> <li>- Provide students with opportunities to practice the language through authentic activities using different</li> </ul>	<ul style="list-style-type: none"> <li>- Perfect language use</li> <li>- Employs knowledge in instruction of students and peers</li> <li>- Utilization of various school resources by teachers and students</li> <li>- Takes initiatives at school level and is an advocate for the language program</li> <li>- Provide students with opportunities to practice the language through authentic activities using different and authentic resources.</li> <li>- Devising realistic educational situations where students practice the language.</li> </ul>	<ul style="list-style-type: none"> <li>- Perfect language use</li> <li>- Employs knowledge in instruction of students and peers</li> <li>- Utilization of various school resources by teachers and students</li> <li>- Conducts research for school development and/or personal professional development</li> <li>- Takes initiative at school level and skillfully and effectively advocate for the language program.</li> <li>- Provide students with opportunities to practice language through authentic resources, and create realistic educational situations where students practice</li> </ul>

		and authentic resources.		language.
<b>Evidence</b>	<ul style="list-style-type: none"> <li>- University degree in the language (Bachelor's degree), or equivalent</li> <li>- Class observation report</li> <li>- Student learning outcomes over a period of time</li> <li>- Language used in written plans.</li> <li>- Language used for student feedback.</li> <li>- Classroom observation (to observe knowledge and teacher reflection, etc.)</li> <li>- Language of instruction during lessons.</li> <li>- Mentor/ coordinator/ supervisor's report.</li> <li>- Student learning outcomes over a period of time</li> <li>- Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in the language (Bachelor's degree), or equivalent</li> <li>- Class observation report</li> <li>- Professional development training certificates</li> <li>- Student learning outcomes over a period of time</li> <li>- Language used in written plans.</li> <li>- Language used for student feedback, especially written feedback.</li> <li>- Classroom observation (to observe knowledge and teacher reflection, etc.)</li> <li>- Language of instruction inside or outside of classroom.</li> <li>- Coordinator/ supervisor's report.</li> <li>- Student learning</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in the language (Bachelor's degree)</li> <li>- Class observation report</li> <li>- Professional development training certificates</li> <li>- Successfully and skillfully mentoring a beginning teacher or conducting teacher training</li> <li>- Student learning outcomes over a period of time</li> <li>- Language used in written plans and other written documents.</li> <li>- Language used for student feedback, especially written feedback.</li> <li>- Classroom observation (knowledge, reflection, incorporating of student feedback)</li> <li>- Language of instruction inside and outside</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in the language (Bachelor's degree)</li> <li>- Professional development training certificates</li> <li>- Successfully and skillfully mentoring a beginning teacher or conducting teacher training</li> <li>- Class observation report</li> <li>- Student learning outcomes over a period of time</li> <li>- Language used in written plans and other written documents.</li> <li>- Language used for student feedback, especially written feedback.</li> <li>- Classroom observation (knowledge, reflection, incorporating of student feedback)</li> <li>- Language of instruction inside and outside</li> </ul>

		outcomes over a period of time - Student feedback	lessons. - Student learning outcomes over a period of time - Student feedback	lessons, and with colleagues in different professional contexts. - Student learning outcomes over a period of time - Student and peer feedback
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## Second Major Domain: Teaching and Learning

### Description:

A skillful teacher employs the most recent strategies and theories relevant to language learning, while focusing on teaching the language, teaching through the language and teaching students about the language. Skillful teachers use a combination of approaches for optimal learning outcomes, such as using interactionist, project-based, production failure, and “arguing to learn” strategies for older grades, among other approaches teachers find impactful and appropriate for the context of their classrooms. Skillful teachers do not focus their teaching on formal grammatical structures and rules of a language only, but employ strategies that allow students to acquire language through contextual understanding, reading and interpretation of language, as well as application in spontaneous settings and within diverse topics. Skillful teachers are able to account for the learning of and teach students with learning difficulties, and apply strategies that allow students to apply their language learning during day to day experiences. Skillful teachers adopt gender sensitive and gender responsive instructional and assessment strategies that take into account the gender composition of the classroom, as well as the gender-based cultural dispositions and behavior that may affect students’ language acquisition.

### Teacher Performance Levels:

Subdomain		Beginner Teacher	Specialized Teacher	Expert Teacher	Lead Teacher
2.1	<b>Teaching through latest strategies and theories for foreign language and literacy learning:</b>	A beginner teacher has basic knowledge that different strands of language learning require to be taught using the appropriate and most	A specialized teacher employs their knowledge of the latest strategies and theories to teach language in	a first teacher skillfully models their utilization of the most recent theories and instructional strategies to colleagues, shares ideas,	an expert teacher continually seeks opportunities to cultivate their learning and to develop their teaching strategies,

<p><b><i>Skillful teachers know that theories and methods of teaching language are continually developing with new instruction methods being tested and researched. Skillful teachers know useful early theories such as the ‘affective filter’ (Krashen) and stay updated with the most recent theories and methods of language instruction, and use the theories and methods that show evidence of promise in instruction to improve student language learning, and reflect on and adapt those methods based on student engagement and learning outcomes. Skillful language teachers ensure individual learning differences are addressed using different teaching strategies.</i></b></p>	<p>recent strategies and theories, and they tailor their teaching using those strategies and theories based on the individual contexts of students, their cultures and abilities.</p>	<p>the most effective way.</p>	<p>research and strategies among other teachers, and model their practices of grounding theories based on experience and knowledge of students to other colleagues.</p>	<p>hence the learning of their students.</p>
	<p>Beginner teachers also know that students’ language learning is influenced by several factors (background, cognition, age) and adjust teaching strategies accordingly.</p>	<p>Specialized teachers’ strategies and instructional decisions are not only grounded in theories, they base their instructional strategies on their knowledge of their students, their development, and the language and content to increase student learning outcomes.</p>	<p>First teachers are attuned to the individual needs of students, and ensure to tailor their teaching strategies, or devise new strategies, that meet the needs of individual learners.</p>	<p>an expert teacher uses research to examine their practice and expand their repertoire of language teaching, deepen their knowledge of existing strategies, theories, ideas and findings, and adapt their practices accordingly, while taking into consideration the culture and nature of the language and their students’ abilities.</p>
	<p>For example, these teachers know beginning language students might understand more than they can say and the teacher invites them to draw their understanding or use their native language to explain their understanding</p>	<p>To address academic and literary language, specialized teachers might teach academic rhetorical language of argumentation and have students continue negotiation of meaning by trying to persuade through</p>	<p>Additionally, first teachers ensure that different strategies are used to target the 3 modes of communication with students, and those strategies are amended to suit the mode of</p>	<p>Expert teachers successfully collaborate with colleagues and share their findings, strategies and discuss new theories to identify ways to tailor the curriculum and content to the new strategies, while</p>

<p>of the new language they are learning.</p>	<p>oral argument, written argument, or public service announcements created with technology. Specialized teachers effectively use various strategies to address the 3 modes of communication.</p>	<p>communication.</p>	<p>continuously tackling the 3 modes of communication through appropriate strategies.</p>
<p>Beginner teachers aim to expand their knowledge of theories and strategies by reading current research, participating in professional development or watching webinars, and are members of professional learning communities.</p>	<p>Specialized teachers also address and tackle the different abilities of students through differentiated teaching strategies.</p>	<p>a first teacher knows that they must continually advance their knowledge of the language and of the teaching strategies that exist or that they develop, hence, they continually pursue trainings, courses, certifications in language teaching, read current research and share findings with their colleagues. Expert teachers are members and leaders of professional learning communities</p>	<p>Expert teachers also ensure all individual students' language learning needs are met in their classrooms and in their peers' classrooms.</p>
	<p>Specialized teachers continue working to expand their knowledge of the target language, and of teaching and learning</p>		<p>an expert teacher continually expands their knowledge of the target language, teaching strategies and theories,</p>

			strategies, by staying up to date with research and attending training courses and are members of a professional learning community with teachers who have similar teaching situations.		attends training courses and mentors their peers and other teachers.
2.2	<b>Application of language learning:</b>  <i>Skillful teachers teach with clear goal in mind, use planning to achieve these goals and scaffold their instruction to meet set targets. Skillful teachers also work together to develop sequential curriculum and activities that cultivate the use of higher-level thinking and creativity in students, and work together to design common projects and assessments. Skillful teachers are also aware of the interdisciplinary nature of language, making</i>	A beginner teacher shows basic understanding that students' application of language is important to their understanding of the language and for deepening concepts they've acquired, and includes exercises on application of language to scaffold learning outcomes in the 3 modes of communication.	A specialized teacher uses application of concepts to foster students' learning and to deepen their understanding of language, and to nurture interest in the language through practice of the language.	a first teacher knows that students should be immersed in the language they are learning, even if their abilities are not as advanced as the learning experiences they are being exposed to.	an expert teacher skillfully immerses the students in the new language entirely, knowing that their level may not be as developed as the level of language they are receiving.
		A beginner teacher also knows that they must make connections across subjects using the language, identify cultural practices of the language, and use purposeful communication with students to expound	Specialized teachers encourage and create opportunities for students to apply their knowledge of the language across the three modes of communication using real world experiences and examples, for example,	First teachers immerse their students in the new language across all three modes of communication and skillfully models this practice of allowing students to apply the language skills they gain using real-world	They immerse their students in language through 3 modes of communication and allow them to make comparisons between their native language and the language being learned.

<p><b>connections across subjects and curricula. Skillful teachers also ensure language is applied and understood through several lenses of communication, culture, comparisons and communities.</b></p>	<p>their language understanding, always teaching with a clear goal in mind that is attainable by the students.</p>	<p>students discussing the lyrics of a song in German while learning German, appreciating the language and culture.</p>	<p>applications to their colleagues.</p>	
		<p>Specialized teachers also aim to facilitate students' application of learning outcomes in daily life and to aspects that go beyond the curriculum and learning outcomes, such as in art, self-expression or culture.</p>	<p>a first teacher also skillfully models for colleagues across subject areas how to apply language within other areas of the curriculum.</p>	<p>Expert teachers identify innovative techniques and ways for students to apply their knowledge of language, to develop deeper understanding and appreciation of the language.</p>
		<p>They also aim to make connections across curricula using the target language; teachers do this by developing clear, interesting and attainable goals and sequence their instruction to meet these goals keeping in mind the level and needs of the students being taught.</p>	<p>For example, a first language teacher broadens students' learning of the language by introducing specific scientific terminology.</p>	<p>Expert teachers also collaborate with their peers to create new ways to facilitate students' application of learning outcomes.</p>
				<p>For example, expert teachers may invite a native speaker of the foreign language for students to</p>



				communicate with, and to learn more about the culture.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>- Seeing through instructional plans in terms of content and timeframe.</li> <li>- Students' academic achievement.</li> <li>- Making use of comments and experiences of more expert colleagues, particularly mentors.</li> <li>- Teaching language in application within its literary and cultural contexts for students to acquire correct language through direct instruction.</li> <li>- Engages in formal and information professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>- Seeing through instructional plans in terms of content and timeframe.</li> <li>- Students' academic achievement.</li> <li>- Making use of comments and experiences of more expert colleagues, particularly mentors.</li> <li>- Share success stories in instruction and assessment.</li> <li>- Reflecting on performance to improve.</li> <li>- Teaching language in application within its literary and cultural contexts for students to acquire correct language through direct and indirect instruction.</li> <li>- Engages in formal and</li> </ul>	<ul style="list-style-type: none"> <li>- Enriching instructional plans with co-curricular activities to enhance the planned curriculum and sharing these with colleagues.</li> <li>- Students' academic achievement and analyzing results.</li> <li>- Initiating workshop sessions to exchange success stories in instruction and assessment.</li> <li>- Initiating activities to reflect on performance and improve it.</li> <li>- Teaching language through using it within its literary and cultural context so students with correctly acquire it through direct and/or implicit instruction.</li> <li>- Employing literature in student's language</li> </ul>	<ul style="list-style-type: none"> <li>- Guiding colleagues to enrich instructional plans with co-curricular activities to enhance the planned curriculum and sharing these with colleagues.</li> <li>- Leading assessment moderation sessions, particularly with new teachers, to ensure quality, consistency, and objectivity of student assessment.</li> <li>- Leading training activities that encourage colleagues to reflect on developing assessment methods for better student learning. Provide students with opportunities to practice language through authentic sources, and create</li> </ul>

		<p>information professional development activities</p>	<p>learning through curricular, co-curricular, and extra-curricular activities that appeal to students.</p> <ul style="list-style-type: none"> <li>- Engages in formal and information professional development activities</li> </ul>	<p>realistic educational situations where students practice language.</p> <ul style="list-style-type: none"> <li>- Engages in formal and information professional development activities</li> <li>- Supporting colleagues in devising real-life learning experiences that enable students to practice language within its cultural and literary contexts.</li> <li>- Employing literature in student's language learning through curricular, co-curricular, and extra-curricular activities that appeal to students.</li> <li>- Making opportunities for teachers to practice their strategies through professional development activities and others.</li> <li>- Helps teachers receive the resources they need</li> </ul>
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to teach

- An expert teacher is an advocate and liaison for classroom teachers to ensure that they get the necessary funding and support to cultivate a thriving learning environment. Knowing that without the necessary resources, teachers are limited in employing their practice.
- an expert teacher is actively involved in making contact with all language teachers and takes the time to evaluate each teacher's situation, ensuring that there is equality of resources across schools and classrooms. Being extra careful to support those schools and teachers who work in schools that perhaps receive lesser funding and have larger classes.

				Knowing that each school and classroom are unique and have the goal to make them as equitable as possible.
<b>Evidence</b>	<ul style="list-style-type: none"> <li>- University degree in Arabic (Bachelor's degree), or equivalent</li> <li>- Instructional plans</li> <li>- Types of assessment used to evaluate student achievement and performance skills (receptive, productive, and interactive in writing, reading, speaking, and listening, visual literacy)</li> <li>- Student assessment results and student performance.</li> <li>- Supervising student participation in local and national competitions related to language practice.</li> <li>- Provide students with opportunities to practice their language through authentic activities using different sources.</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in Arabic (Bachelor's degree), or equivalent</li> <li>- Instructional plans</li> <li>- Types of assessment used to evaluate student achievement and performance skills (receptive, productive, and interactive in writing, reading, speaking, and listening)</li> <li>- Student assessment results.</li> <li>- Supervising student participation in local and national competitions related to language practice.</li> <li>- Improving plans to develop instruction for better student learning.</li> <li>- Minutes of teacher meetings.</li> <li>- Coordinator/ Principal/</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in Arabic (Bachelor's degree), or equivalent</li> <li>- Instructional plans</li> <li>- Types of assessment used to evaluate student achievement and performance skills (receptive, productive, and interactive in writing, reading, speaking, and listening)</li> <li>- Student assessment results.</li> <li>- Supervising student participation in local and national competitions related to language practice.</li> <li>- Continuous improvement of plans to develop instruction for better student learning.</li> <li>- Minutes of teacher meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- University degree in Arabic (Bachelor's degree), or equivalent</li> <li>- Instructional plans</li> <li>- Types of assessment used to evaluate student achievement and performance skills (receptive, productive, and interactive in writing, reading, speaking, and listening)</li> <li>- Student assessment results, analysis, and proposed plans/suggestions based on analysis.</li> <li>- Registering students and teachers to participate in local, national, and international competitions related to language practice.</li> <li>- Leading continuous</li> </ul>

	<ul style="list-style-type: none"> <li>- Teaching language in application within its literary and cultural contexts for students to acquire correct language through direct instruction.</li> <li>- Improving plans to develop instruction for better student learning.</li> <li>- Merit certificates for initiatives.</li> <li>- Student learning outcomes over a period of time</li> <li>- Student and teacher feedback</li> <li>- Classroom observation</li> <li>- Mentor/ coordinator/ supervisor's report.</li> </ul>	<p>Supervisor report.</p> <ul style="list-style-type: none"> <li>- Merit certificates for initiatives.</li> <li>- Student learning outcomes over a period of time</li> <li>- Student and teacher feedback</li> <li>- Classroom observation</li> <li>- Coordinator/ supervisor's report.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinator/ Principal/ Supervisor report.</li> <li>- Merit certificates for initiatives.</li> <li>- Student learning outcomes over a period of time</li> <li>- Student, teacher and principal feedback</li> <li>- Classroom observation</li> <li>- Coordinator, supervisor's and peer formative reports.</li> </ul>	<p>improvement of plans to develop instruction for better student learning.</p> <ul style="list-style-type: none"> <li>- Minutes of teacher meetings.</li> <li>- Coordinator, Principal, Supervisor and/or peer formative reports.</li> <li>- Merit certificates for initiatives.</li> <li>- Student learning outcomes over a period of time</li> <li>- Student, teacher and principal feedback</li> <li>- Classroom observation</li> <li>- Coordinator/ supervisor's report.</li> </ul>
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