

# Cambridge English

Teaching Framework

## Full level descriptors

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## Introduction

The following level descriptors are intended to be representative of a specific range of abilities under each category, and as such are intended to be relative rather than absolute. It is expected that each teacher will progress through the levels in individual and unique ways/speeds, although it is also recognised that for teachers in some teaching contexts the goal may be to become a good 'foundation' teacher. It is also likely that teachers may demonstrate aspects of two adjacent levels at any one time, and that it may not always be possible to place oneself neatly within one distinct level.

While factors such as specific qualifications obtained, training undertaken, number of hours/years of formal teaching experience, or degree of language proficiency are all important, they may not necessarily be related directly to specific levels and are, therefore, not specified in the framework as such. It is acknowledged that a certain level of language proficiency is required in order to teach language effectively, however any minimum language level required of the teacher is likely to vary, depending on the teaching context and language levels of the group of learners being taught. See [CEFR levels<sup>1</sup>](#) for guidance on language proficiency.

The detailed descriptions below are intended to capture the notion that gradual development of teachers' expertise over time involves growing understanding of teaching and learning, growing aware of strengths, weaknesses and potential as a teacher, increasing sophistication in planning, decision-making, teaching skills and reflection, as well as the ability to respond to a more complex range of classroom situations. Each of the four paragraphs at each level refers to the four categories of the CPD framework ('Learning and the Learner'; 'Language Knowledge and Awareness for Teaching'; 'Teaching, Learning and Assessment'; 'Professional Development and Values').

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<sup>1</sup> [www.cambridgeenglish.org/cefr](http://www.cambridgeenglish.org/cefr)

	Foundation	Developing	Proficient	Expert
<b>1. Learning and the Learner</b>				
<b>Learning theories</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of general learning theories and language learning concepts, and is aware of some key terms.</li> <li>Lesson plans and classroom practice demonstrate a little of this understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of general learning theories and many of the key language learning concepts, and has started to use some of the key terms.</li> <li>Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of general learning theories and many of the key language learning concepts, and often uses many of the key terms.</li> <li>Lesson plans and classroom practice demonstrate frequent use of this understanding and the link between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of general learning theories and most of the key language learning concepts, and regularly uses most of the key terms.</li> <li>Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.</li> </ul>
<b>First Language Acquisition (FLA) and Second Language Acquisition (SLA)</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of theories of first and second language learning, key language learning concepts, and classroom SLA research findings, and is aware of some key terms.</li> <li>Lesson plans and classroom practice do not yet demonstrate much of this understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of theories of first and second language learning, key language learning concepts, and classroom SLA research findings, and has started to use some of the key terms.</li> <li>Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of theories of first and second language learning, key language learning concepts, and classroom SLA research findings, and often uses many of the key terms.</li> <li>Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of theories of first and second language learning, key language learning concepts, and classroom SLA research findings, and regularly uses most of the key terms.</li> <li>Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.</li> </ul>
<b>Language teaching methodologies</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of approaches and methods for language teaching and language learning concepts, and is aware of some key terms.</li> <li>Lesson plans and classroom practice do not yet demonstrate much of this understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of approaches and methods for language teaching and language learning concepts, and has started to use some of the key terms.</li> <li>Lesson plans and classroom practice demonstrate some grasp of the connection between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of approaches and methods for language teaching and language learning concepts, and often uses many of the key terms.</li> <li>Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the theories and concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of approaches and methods for language teaching and language learning concepts, and regularly uses most of the key terms.</li> <li>Lesson plans and classroom practice consistently demonstrate a high level of understanding of the theories and concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.</li> </ul>
<b>Understanding learners</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of concepts such as learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and is aware of some key terms.</li> <li>Lesson plans and classroom practice do not yet demonstrate much of this understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of concepts such as learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and has started to use some of the key terms.</li> <li>Lesson plans and classroom practice demonstrate some grasp of the connection between the concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of concepts such as learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and often uses many of the key terms.</li> <li>Lesson plans and classroom practice demonstrate frequent use of this understanding and links between the concepts and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of concepts such as learning styles, multiple intelligences, learning strategies, special needs, affect and differences in types of learners and teaching contexts, and regularly uses most of the key terms.</li> <li>Lesson plans and classroom practice consistently demonstrate a high level of understanding of the concepts and how they relate to student learning, and reflect the personal theories developed as a result of observing learners and reflecting on teaching.</li> </ul>

	Foundation	Developing	Proficient	Expert
<b>2. Language Knowledge and Awareness for Teaching</b>				
<b>Language awareness and use</b>	<ul style="list-style-type: none"> <li>Has not yet developed strategies to check and develop their own language awareness and use.</li> <li>Lesson plans and classroom practice have started to demonstrate the ability to analyse common language points, choose very simple models of language usage and answer simple learner questions about language, with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has started to develop strategies to check and develop their own language awareness and use.</li> <li>Lesson plans and classroom practice demonstrate the ability to analyse most language points, provide accurate models of usage for many language points, and answer most learner questions, with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Uses strategies to regularly check and develop their own language awareness and use.</li> <li>Lesson plans and classroom practice demonstrate the ability to correctly analyse most language points, provide accurate models of usage for most language points, and answer most learner questions, with minimal use of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses strategies to effectively check and develop their own language awareness and use.</li> <li>Lesson plans and classroom practice demonstrate the ability to correctly analyse all language points, provide consistently accurate models of usage for all language points, and answer all learner questions accurately, confidently and comprehensively, with minimal use of reference materials.</li> </ul>
<b>Terminology for describing language</b>	<ul style="list-style-type: none"> <li>Is aware of some key terms for describing language.</li> <li>Lesson plans and classroom practice have started to demonstrate some knowledge of key terms for describing language.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable awareness of many key terms for describing language, and has started to use some of the key terms.</li> <li>Lesson plans and classroom practice demonstrate some knowledge of key terms for describing language.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good awareness of key terms for describing language, and often uses many of the key terms.</li> <li>Lesson plans and classroom practice demonstrate good knowledge and accurate use of key terms for describing language.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated awareness of key terms for describing language, and regularly uses most of the key terms.</li> <li>Lesson plans and classroom practice consistently demonstrate a high level of knowledge and accurate use of key terms for describing language.</li> </ul>
<b>Reference materials</b>	<ul style="list-style-type: none"> <li>Is aware of some available reference materials.</li> <li>Lesson plans and classroom practice do not yet demonstrate much use of these materials.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of many available reference materials.</li> <li>Lesson plans and classroom practice demonstrate some use of these materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of available reference materials.</li> <li>Lesson plans and classroom practice demonstrate use of a variety of these materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has sophisticated knowledge of available reference materials.</li> <li>Lesson plans and classroom practice consistently demonstrate sophisticated and creative use of a wide range of materials.</li> </ul>
<b>3. Teaching, Learning and Assessment</b>				
<b>3.1 Planning Language Learning</b>				
<b>Lesson planning</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of lesson planning, and uses this understanding to plan basic systems and skills lessons according to a given template, with basic awareness of learners' needs and difficulties and some linking of activities within a lesson.</li> <li>Usually follows the lesson plan without much adaptation, may not yet be able to respond to unforeseen classroom events, and does not yet see a clear link between planning and teaching choices and subsequent student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of lesson planning and uses this understanding to plan reasonably detailed systems and skills lessons, according to a given template with some awareness of learners' needs and difficulties and some linking of activities within one/more lessons.</li> <li>Sometimes adapts the lesson plan according to the flow of the lesson, is able to respond to some unforeseen classroom events, and has started to see a link between planning and teaching choices and subsequent student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of many key principles of lesson planning, and uses this understanding to plan detailed systems, skills and integrated lessons, according to their own template, with good awareness of learners' needs and difficulties and linking of activities within/across a series of lessons.</li> <li>Adapts the lesson plan where necessary, is able to respond appropriately to most unforeseen classroom events, and can see clear links between planning and teaching choices and subsequent student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of lesson planning and uses this understanding to plan detailed and sophisticated systems, skills and integrated lessons (often unconsciously, without the need for detailed plans and has internalised sufficient routines and resources), with a clear rationale and thorough understanding of learners' needs and difficulties and ability to link activities across a number of lessons to support learners and their learning.</li> <li>Adapts the lesson plan where necessary, is able to respond appropriately, confidently and automatically to almost all unforeseen classroom events and has developed a sophisticated understanding of the link between planning and teaching choices and subsequent student learning.</li> </ul>

	Foundation	Developing	Proficient	Expert
<b>Course planning and syllabus design</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of course planning and syllabus design.</li> <li>Is able to plan a short series of lessons with simple links between them.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of course planning and syllabus design.</li> <li>Is able to plan a series of lessons with clear links between them.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of many key principles of course planning and syllabus design.</li> <li>Is able to plan a series of lessons and/or a whole course which meet the requirements of a prescribed syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of course planning and syllabus design.</li> <li>Is able to plan a series of lessons and/or whole course in a creative and sophisticated way, and is able to work creatively within the constraints of a prescribed syllabus.</li> </ul>
<b>3.2 Using Language Learning Resources and Materials</b>				
<b>Selecting, adapting, supplementing and using learning materials</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of how to select and exploit coursebook and supplementary materials.</li> <li>Lesson plans and classroom practice demonstrate selection of reasonably appropriate materials, without much improvisation and with basic awareness of learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of a variety of ways of selecting and exploiting coursebook and supplementary materials.</li> <li>Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, with some improvisation and with some awareness of learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of how to select, adapt and exploit coursebook and supplementary materials.</li> <li>Lesson plans and classroom practice demonstrate selection of appropriate materials, including web-based materials, improvising and supplementing where necessary and with good awareness of learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of how to select, adapt and exploit coursebook and supplementary materials.</li> <li>Lesson plans and classroom practice demonstrate selection of appropriate and engaging materials, including web-based materials, improvising and supplementing consistently with a clear rationale and detailed understanding of learners' needs.</li> </ul>
<b>Using teaching aids</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of some key techniques for using teaching aids.</li> <li>Lesson plans and classroom practice demonstrate simple use of the board and other equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key techniques for using teaching aids.</li> <li>Lesson plans and classroom practice demonstrate reasonably effective use of the board and other equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of many key techniques for using teaching aids.</li> <li>Lesson plans and classroom practice demonstrate effective use of a variety of teaching aids to motivate and engage learners.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key techniques for using teaching aids.</li> <li>Lesson plans and classroom practice demonstrate consistently effective use of a wide range of teaching aids to motivate and engage learners.</li> </ul>
<b>Using digital resources</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of digital teaching/learning.</li> <li>Lesson plans and classroom practice demonstrate use of some digital resources if they are available, but may not yet demonstrate detailed understanding of how to integrate them into day-to-day teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of key concepts of digital teaching/learning.</li> <li>Lesson plans and classroom practice demonstrate occasional use of digital resources where available, and have started to demonstrate understanding of how to integrate them into day-to-day teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of key concepts of digital teaching/learning.</li> <li>Lesson plans and classroom practice demonstrate regular use of digital resources, and demonstrate good understanding of how to integrate them effectively into day-to-day teaching, as well as improvisation when digital resources are unavailable.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key concepts of digital teaching/learning.</li> <li>Lesson plans and classroom practice demonstrate regular use of digital resources, and demonstrate sophisticated understanding of how to integrate them effectively and purposefully into day-to-day teaching to promote learner autonomy, as well as confident improvisation when digital resources are unavailable.</li> </ul>

	Foundation	Developing	Proficient	Expert
<b>3.3 Managing Language Learning</b>				
<b>Creating and maintaining a constructive learning environment</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of classroom management techniques.</li> <li>Lesson plans and classroom practice demonstrate basic effective classroom management techniques to maintain discipline and keep learners on task.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many classroom management techniques and ways of motivating learners.</li> <li>Lesson plans and classroom practice demonstrate reasonably effective classroom management techniques, and some learner-centred activities, to maintain discipline, keep learners on task and motivate them.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of classroom management techniques and ways of motivating/engaging learners.</li> <li>Lesson plans and classroom practice demonstrate effective classroom management techniques, and learner-centred teaching, to maintain discipline, and to engage/motivate learners.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of classroom management techniques and ways of motivating/engaging learners.</li> <li>Lesson plans and classroom practice demonstrate consistently effective classroom management techniques and learner-centred teaching to maintain discipline and engage/motivate learners in a variety of sophisticated ways.</li> </ul>
<b>Responding to learners</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of key techniques for responding to learners.</li> <li>Lesson plans and classroom practice demonstrate basic techniques for responding to learners with some understanding of learner differences.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key techniques for responding to learners.</li> <li>Lesson plans and classroom practice demonstrate a reasonable variety of techniques for responding to learners with reasonable understanding of learner differences.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of a wide range of techniques for responding to learners.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for effectively responding to learners with good understanding of learner differences.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of a wide range of techniques for responding to learners.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques for effectively responding to learners with sophisticated understanding of learner differences.</li> </ul>
<b>Setting up and managing classroom activities</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of key techniques for setting up and managing classroom activities.</li> <li>Lesson plans and classroom practice demonstrate simple clear instructions and basic techniques for setting up and managing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key techniques for setting up and managing classroom activities.</li> <li>Lesson plans and classroom practice demonstrate clear instructions and a number of techniques for setting up/managing activities, supporting and monitoring learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of a wide range of techniques for setting up and managing classroom activities.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for effectively setting up/managing activities, supporting groups and individuals within the class, monitoring learner performance and encouraging interaction between learners.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of a wide range of techniques for setting up and managing classroom activities.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques for consistently and effectively setting up and managing activities, supporting groups and individuals at different levels within the class, monitoring learner performance and encouraging interaction between learners.</li> </ul>
<b>Providing feedback on learner language</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of key techniques for providing feedback on learners' written and spoken language.</li> <li>Lesson plans and classroom practice demonstrate basic techniques for providing feedback on learners' written and spoken language with some understanding of learner differences.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key techniques for providing feedback on learners' written and spoken language.</li> <li>Lesson plans and classroom practice demonstrate a reasonable variety of techniques for providing clear and accurate feedback on learners' written and spoken language with reasonable understanding of learner differences.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of key techniques for providing feedback on learners' written and spoken language.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for providing clear and accurate feedback on learners' written and spoken language, with good understanding of learner differences, and using the feedback to design follow-up activities/lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key techniques for providing feedback on learners' written and spoken language.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques for providing consistently clear and accurate feedback on learners' written and spoken language, with a sophisticated understanding of learner differences, using the feedback to further consolidate learning.</li> </ul>

	Foundation	Developing	Proficient	Expert
<b>3.4 Teaching Language Systems</b>				
<b>Teaching vocabulary</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of key principles and techniques for vocabulary teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching vocabulary activities.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles and techniques for vocabulary teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques for teaching vocabulary activities and lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of key principles and techniques for vocabulary teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for teaching vocabulary, and strategies to encourage learner autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles and techniques for vocabulary teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching vocabulary and strategies to encourage learner autonomy.</li> </ul>
<b>Teaching grammar</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for grammar teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching grammar, using a fixed lesson shape.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for grammar teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques for teaching grammar, and an awareness of different lesson shapes to support learners and their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for grammar teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for teaching grammar, using appropriate lesson shapes to support learners and their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for grammar teaching and learning.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching grammar and using different lesson shapes to support learners and their learning.</li> </ul>
<b>Teaching phonology</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for phonology teaching and learning, and the phonemic script.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching sounds and word stress when teaching vocabulary and/or grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for phonology teaching and learning, and phonemic script.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques for teaching sounds, word and sentence stress through isolated and integrated phonology activities.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for phonology teaching and learning, and phonemic script.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for teaching sounds, word/sentence stress, and intonation through isolated and integrated phonology activities.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for phonology teaching and learning, and phonemic script.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching sounds, word/sentence stress, connected speech and intonation through isolated and integrated phonology activities.</li> </ul>
<b>Teaching discourse</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching discourse.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques for teaching simple discourse features in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for teaching discourse.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques for teaching simple discourse features in writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching discourse.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for teaching different discourse features in writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching discourse.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for teaching many different discourse features in writing and speaking.</li> </ul>
<b>3.5 Teaching Language Skills</b>				
<b>Teaching listening</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching listening.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing listening skills using a fixed lesson shape.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for teaching listening.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques and activities for developing listening skills, with an awareness of pre/while/post stages.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching listening.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing listening skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching listening.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing listening skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>

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<b>Teaching speaking</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing speaking skills using a simple template.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques and activities for developing speaking skills, with an awareness of pre/while/post stages.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing speaking skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching speaking.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing speaking skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>
<b>Teaching reading</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing reading skills using a simple template.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a number of techniques and activities for developing reading skills, with an awareness of pre/while/post stages.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing reading skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching reading.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing reading skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>
<b>Teaching writing</b>	<ul style="list-style-type: none"> <li>Has a basic understanding of principles and techniques for teaching writing.</li> <li>Lesson plans and classroom practice demonstrate a basic repertoire of techniques and activities for developing writing skills using a simple template.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many principles and techniques for teaching writing.</li> <li>Lesson plans and classroom practice demonstrate number of techniques and activities for developing writing skills, with an awareness of pre/while/post stages.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of principles and techniques for teaching writing.</li> <li>Lesson plans and classroom practice demonstrate a variety of techniques for developing writing skills using appropriate staging, often integrating with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of principles and techniques for teaching writing.</li> <li>Lesson plans and classroom practice demonstrate a wide range of techniques, used consistently, for developing writing skills using different stages in a principled way according to learner needs, frequently integrating with other skills.</li> </ul>
<b>3.6 Assessing Language Learning</b>				
<b>Assessment principles</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of assessment principles and different types of assessment.</li> <li>Uses simple tests and quizzes, although is not yet able to design their own tests.</li> </ul>	<ul style="list-style-type: none"> <li>Has some understanding of assessment principles and different types of assessment.</li> <li>Selects and designs simple tests and quizzes, and conducts tests with materials provided.</li> </ul>	<ul style="list-style-type: none"> <li>Has good understanding of assessment principles and different types of assessment, is aware of different levels, and also understands the role of external exams in the wider world.</li> <li>Selects and designs tests and quizzes to regularly assess learners' progress applying external criteria, and prepares own oral test materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has a detailed understanding of assessment principles and different types of assessment, has a thorough understanding of different levels, and also clearly understands the role of external exams in the wider world.</li> <li>Designs tests and quizzes to consistently and regularly assess learners' progress at all levels applying external criteria.</li> </ul>
<b>Using assessment to inform learning</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of the role of assessment in learning.</li> <li>Provides simple feedback to learners on their performance in class and after assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Has some understanding of the role of assessment in learning.</li> <li>Provides clear feedback to learners on their performance in class and after assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Has good understanding of the role of assessment in learning and of the importance of learning-oriented assessment.</li> <li>Regularly provides clear and useful feedback to learners on their strengths and weaknesses, both in class and after assessment, and uses the feedback to design further activities/lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Has a detailed understanding of the role of assessment in learning and of the importance of learning-oriented assessment.</li> <li>Regularly provides consistently clear and useful individualised feedback to learners on their strengths and weaknesses, both assessing learning in class and after more formal assessment, and uses the knowledge gained to set priorities for individuals and the class.</li> </ul>



	Foundation	Developing	Proficient	Expert
<b>4. Professional Development and Values</b>				
<b>Classroom observation</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of the value of classroom observation and receiving feedback.</li> <li>Has started to learn from observation feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of the importance of classroom observation and receiving feedback.</li> <li>Actively seeks observation and feedback on their own teaching, and responds constructively to feedback after being observed.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the importance of classroom observation and receiving feedback.</li> <li>Actively seeks observation and feedback on their own teaching, responds constructively to feedback after being observed, identifies many of their own strengths and weaknesses as a teacher, and is willing to be observed by colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Fully appreciates the importance of classroom observation and receiving feedback and is highly committed to self-improvement.</li> <li>Actively seek observation and feedback on their own teaching, responds constructively to feedback after being observed, regularly re-assesses their own strengths and weaknesses as a teacher, and is often involved in formally supporting the development of other teachers through workshops, observations and/or career guidance.</li> </ul>
<b>Reflecting on teaching and learning</b>	<ul style="list-style-type: none"> <li>Has started to develop a basic understanding of the importance of reflecting on their own teaching, but has limited awareness of their own beliefs about teaching and learning and their strengths/weaknesses as a teacher.</li> <li>Has started to do simple reflection on a lesson with guidance, but may not automatically recognise where there is a mismatch between their own beliefs and good practice.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of the importance of reflecting on teaching, and has some awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher.</li> <li>Does simple reflection on a lesson even without guidance, and is able to recognise some areas where there is a mismatch between their own beliefs and good practice.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the importance of reflecting on teaching, and has good awareness of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher.</li> <li>Does critical reflection on a lesson leading to action, and recognises areas where there is a mismatch between their own beliefs and good practice, and actively seeks answers to questions they have.</li> </ul>	<ul style="list-style-type: none"> <li>Fully appreciates the importance of reflecting on teaching, and is highly aware of their own beliefs about teaching and learning and their strengths and weaknesses as a teacher.</li> <li>Consistently reflects critically on teaching, regularly taking action as a result, and actively seeks feedback from a range of sources, is highly aware of their own beliefs about teaching and learning, recognises areas where there is a mismatch between their own beliefs and good practice, and has a good understanding of the theoretical rationale for their pedagogical decisions.</li> </ul>
<b>Planning own development</b>	<ul style="list-style-type: none"> <li>May be aware of some available professional development options/activities.</li> <li>Requires guidance in self-assessing their needs, and may participate in professional development opportunities if and when encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of available professional development options and activities.</li> <li>Is able to self-assess their needs, and participates in professional development activities often with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Is very aware of available professional development options and activities.</li> <li>Is able to self-assess their needs and plan how to achieve their goals, and actively seeks the most appropriate professional development activities in line with their career goals.</li> </ul>	<ul style="list-style-type: none"> <li>Is constantly aware of available professional development options and activities.</li> <li>Regularly re-assesses their own strengths and weaknesses as a teacher, identifies their needs and makes detailed plans for how best to achieve their goals, and has a good understanding of how best to participate in professional development activities they have chosen in order to meet specific career goals.</li> </ul>
<b>Teacher research</b>	<ul style="list-style-type: none"> <li>Has some understanding of teacher research and how it can help to better understand teaching.</li> <li>Is unlikely to have conducted any teacher research.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of different types of teacher research and how they can be used to help better understand and improve teaching.</li> <li>May have done some informal research on their own class or teaching, as requirement for a training course taken.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of different types of teacher research and how they can be used to help better understand and improve own teaching and that of colleagues.</li> <li>Has carried out some small-scale informal research on their own class or teaching, not necessarily as requirement for a course taken.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of different types of teacher research and how they can be used to improve own teaching and that of colleagues, and to contribute to the profession.</li> <li>Often carries out informal classroom research and shares the findings with colleagues, and may have engaged in more formal research as part of an academic qualification.</li> </ul>

	Foundation	Developing	Proficient	Expert
Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Has some awareness of the need for collaboration and teamwork.</li> <li>• Seeks advice from colleagues when lesson planning and discussing learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the benefits of collaboration and teamwork.</li> <li>• Liaises with colleagues when lesson planning and discussing learners, and sometimes seeks support/guidance from more-experienced colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly understand the importance of collaboration and teamwork.</li> <li>• Initiates collaboration and teamwork, actively seeks support/guidance from more-experienced colleagues, and provides informal guidance to other colleagues when approached.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sophisticated understanding of how teams work and why this is important.</li> <li>• Facilitates collaboration and teamwork, often by leading teams, and provides support/guidance for less-experienced colleagues when needed.</li> </ul>
Professional roles and responsibilities	<ul style="list-style-type: none"> <li>• May have some awareness of institutional issues and of different roles within their institution.</li> <li>• Meets deadlines and fulfils job-related responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Has started to develop understanding of institutional issues, and awareness of different roles and responsibilities within their institution.</li> <li>• Responds positively to feedback on professional performance, and seeks ways to improve professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is aware of different roles within the institution and opportunities within the wider profession.</li> <li>• Demonstrates good professional conduct, has taken on different positions of responsibility within their place of work, is involved in supporting the development of other teachers, either formally or informally, contributes to the development of the institution, and reacts positively to changes and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sophisticated understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is highly aware of different roles within the institution and opportunities within the wider profession.</li> <li>• Consistently demonstrates good professional conduct, has often taken on different positions of responsibility within their place of work, is involved in formally supporting the development of other teachers through workshops, observations and/or career guidance, and contributes actively to the institution and the wider profession.</li> </ul>