**Draft Teacher Record of Achievement**

Name of Teacher

School

District

State

ELTDP Zone

Name of Mentor

SHORT TERM PLANNING AND PREPARATION

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| **Criteria Heading** | **0** | **Stage 1 THRESHOLD** | **Stage 2 THRESHOLD PLUS** | **Stage 3** | **Stage 4** |
| **Catering for pupil progression and development** | Shows no evidence of accounting for progression and development in pupil’s learning. | Recognises the need for continuity and progression. Reads and understands relevant curriculum documents. | Integrates different elements of the curriculum to form a coherent EL programme | Consistently develops plans promoting a logical progression in learning and appropriate recognition of pupil’s development. | Identifies learning goals for pupils and provides for achievable progress in learning in short-, medium- and long-term planning. |
| **Identification of aims and objectives** | Shows no evidence of identification of aims and objectives in planning. | Plans and organises lessons based on learning outcomes | Links a series of lessons to form a coherent teaching plan. | Produces plans indicating a thorough understanding of detailed objectives and their relationship to overall aims. | Consistently identifies key teaching and general aims and learning objectives at every stage of planning. |
| **Matching of activities and work to pupils** | Provides no evidence of attempting to match activities to children’s learning needs or level of knowledge. | Uses information on learners’ background, language abilities, and learning styles to facilitate the planning of language lessons. Encourages learners to take responsibility for task completion. | Shows flexible approach in planning allowing for matching of work to class and group needs.. Provides opportunities for learners to negotiate learning goals and processes | Presents plans showing awareness of the differing needs of pupils and the ability to provide for them effectively. Pupils contribute to planning. | Consistently plans the matching of work and activities to class, groups and individuals. Routinely includes pupil’s suggestions in planning |
| **Development and adaptation of syllabus and materials** | Makes no effort to relate materials to the needs of pupils. Syllabus materials and text books treated uncritically and selectively. | Prepares lessons to cater to diverse learner needs and abilities Identifies suitable materials for a variety of teaching/ learning methods. Discusses syllabi, curriculum specifications and language policy with colleagues | Exploits learning opportunities beyond requirements of the syllabus. Adapts lessons to suit changing contexts. Discusses curriculum issues and concerns with colleagues and wider community | Consistently adapts and develops syllabus material to specific learning needs. levels of knowledge of class, groups and individuals, takes account of other curriculum areas. Includes children in making choices. | Invariably and skilfully considers, and develops material serving learner needs, curriculum demands and efficient use of teaching time. Establishes systematic participation of children in syllabus development. |
| **Classroom organisation and management of resources** | Makes no attempt to organise classroom and resources. No evidence of understanding the need for resources management. | Selects appropriate resources for language teaching. Organises the classroom to suit general purposes of lessons. | Shows ability to vary organisation of classroom to suit tasks. Increases the number of well-prepared resources utilised. | Organises pupils, resources and space in classroom to provide for and encourage optimum individual learning. | Shows imagination and flexibility in creating a classroom environment sensitive to specific demands of tasks, teacher aims & learning objectives |
| **Organisational strategies and teaching techniques** | Gives no evidence of understanding the need for varieties of technique and focus in teaching. | Can, with support, plan for an appropriate balance between teacher input and pupil activity. Maximises learner talk in the classroom. | Plans lessons exploiting settings outside the school environment to enhance language learning. To use a wider range of techniques and methods, allowing for a variety of teaching and learning strategies. | Provides evidence in planning of role as facilitator of learning. Exploits opportunities for learning beyond the classroom | Plans appropriately for each situation from a wide range of organisational and teaching strategies. |

IMPLEMENTATION

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| **Criteria Heading** | **0** | **Stage 1 THRESHOLD** | **Stage 2 THRESHOLD PLUS** | **Stage 3** | **Stage 4** |
| **Communication: verbal and non-verbal, exposition, explanation, questioning and discussion** | Avoids eye contact, uses difficult language and makes no attempt to foster or check understanding. Uses un-natural or stilted language. Does not control voice. | Uses language at appropriate level. Uses verbal and non-verbal means to encourage and enhance learning. Uses a variety of questioning strategies to facilitate higher order thinking | Uses non-verbal skills to control and encourage. Uses open-ended questions and discussion. Explains and instructs clearly and checks for understanding. | Questions and draws together pupils contributions to help learning. Effectively uses group discussion. Encourages pupils’ communication skills to facilitate learning. | Skilfully uses questioning techniques. Shows ability to interpret reflect and act upon pupil responses. Effectively uses range of communication strategies |
| **Management and control of class** | Exerts no personal control over class. Ineffective or non-existent management strategies. Uses inappropriate sanctions. | Maintains a satisfactory level of control. Develops a classroom environment that fosters learning. Uses clear instructions to direct learners and manage activities. | Sustains control using a wider range of methods e.g. by awareness of individual’s behaviour, use of voice, eye contact and praise. Shares knowledge of classroom management skills with colleagues | Anticipates and forestalls problems, handles unforeseen problems with confidence. Uses sanctions and rewards appropriately. | Manages class well in all situations, effective but covert control. Has good repertoire of sanctions and rewards but pupils generally display self-discipline. |
| **Ability to motivate children** | Makes no effort to enthuse or encourage pupils’ learning. Shows little enthusiasm. | Shows recognition of the need to motivate pupils and enthusiasm for subject. Selects content and work relevant for age group. Engages learners in meaningful classroom interaction. Elicits a variety of learner responses. | Is able to present material in a lively and attractive manner. Recognises and values individual efforts and contributions. Uses learner feedback to improve lesson planning and delivery | Is able to adjust previously planned work in response to pupil’s reactions to sustain and increase motivation. Enhances motivation by encouraging pupil participation | Consistently presents material and responds to pupils in a motivating way. Ensures all pupils are capable of positive achievement. |
| **Variety of teaching strategies** | Uses strategies limited to teacher talk, copying notes and closed questioning. | Uses a variety of methods and techniques for teaching. Informs pupils of purpose and expectations of lessons. Provides learners opportunities to learn from peers | Uses a wider range of teaching strategies, e.g. instructs, informs demonstrates, rewards, questions, manages, and encourages questioning, inquiry, responsibility and independence. | Is discerning in use of various teaching strategies including those which promote learning beyond the classroom e.g. use of school grounds, visits, artefacts, visitors. | Creates and maintains and orderly and purposeful learning environment through consistently selecting teaching strategy appropriate to the situation. |
| **Use of resources and display** | Limits resources to blackboard and text-book. | Demonstrates knowledge of integrating English language content and skills with other subjects. Uses varied media and resources. Awareness of the need for displays to support learning. | Optimises use of language teaching/learning resources. Works with children to produce learning materials and displays. Creates new resources to suit learners’ interests and abilities | Shows inventiveness and creativity and pupil participation in creating resources and displays which motivate and stimulate learning Uses other subject areas as language resource. | Utilises a wide range of resources and encourages pupil interaction with display material and making decisions about and developing displays and resources. |
| **Professional Attitude** | Behaves in a manner below minimum standards of professional behaviour. | Is punctual, well dressed, Is involved in school life. Showing an understanding of school situation. Relates well to members of staff. | Plans and manages classroom research to enhance language teaching-learning. Shares research findings. | Communicates with staff readily. Is enthusiastic, committed and willing to offer own opinions and ideas. Looks for collaborative opportunities. | Gives freely of time and effort. Demonstrates responsibility & commitment. Is a professional member of school community. Routinely prepares, implements and evaluates with colleagues. |

**EVALUATION**

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| **Criteria Heading** | **0** | **Stage 1 THRESHOLD** | **Stage 2 THRESHOLD PLUS** | **Stage 3** | **Stage 4** |
| **Assessing pupils skills and knowledge** | Proceeds with planned work without reference to what pupil’s already know. Demonstrates no knowledge and understanding of language assessment | Shows recognition of the need to relate present knowledge to new material. Demonstrates an understanding of the principles of formative approaches to language assessment. Provides opportunities for self and peer assessment techniques | Uses several techniques for eliciting pupil knowledge. Relates and adapts teaching content and material to perceived and expressed needs of groups within the class. Provides opportunities for peer feedback. Involves learners in developing learning goals and criteria for assessment. | Displays a wide range of techniques ascertaining pupil knowledge and abilities, selected appropriately and as a guide to teaching strategies for groups and individuals. | Combines record keeping, informal and formal assessment to provide a detailed profile of each pupil’s learning. Achievement and interests, |
| **Monitoring of learning** | Makes no effort to evaluate the learning achieved beyond general “Do you understand?” type questions. | Monitors learning and responds to immediate learner needs. Maintains records of learners’ language abilities. Provides constructive feedback to learners based on analysis of their performance. | Has developed several procedures for on-going monitoring of learning Provides opportunities for learners to reflect and develop their own learning. | Monitors learning through continuous interaction with children drawing on a variety of techniques and strategies. Uses data to plan follow-up. | Assesses learning as an integral part of the teaching process. Is aware of individual needs and progress and alters input accordingly. |
| **Prescribed and formal assessment procedures** | Teaches ‘to the exam’. No attempt to use formal test procedures as teaching tools. | Demonstrates an understanding of the principles of testing and evaluation. Integrates assessment activities into teaching and learning processes. | Uses formal testing as tool in teaching and learning. Teaches towards exams by extending pupils abilities, knowledge and understanding. Reflects on feedback from colleagues and learners to improve assessment practices | Provides support to pupils that extends their learning at the same time as serving requirements of exams and tests. Uses test results to inform and improve teaching. | Uses wide range of strategies to fully integrate formal requirements into a purposeful and appropriate programme of learning. |
| **Evaluation of own performance and ability to respond constructively to evaluation from others** | Is unable to express thinking about own teaching. Unreceptive to input from others. | Considers own experience and is able to make relevant comments. Willing to listen to and consider others’ observations and suggestions. | Shows evidence of reflecting on one’s own teaching. Implements change based on reflection. Shares experience of good practice with colleagues. | Constructive in relating classroom experience to thinking and practice about teaching. Actively seeks professional input and advice | Reflects on experience in continuous process of self-examination & development. Treats all input as potential learning experience. |

## Appendix 4 – Language Proficiency – Common European Framework

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| LEVELS | **Listening & Speaking** | **Reading** | **Writing** |
| C2 | CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with challenging and unexpected questions. | CAN understand documents, correspondence and reports, including the finer points of complex texts. | CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy. |
| C1 | CAN contribute effectively to meetings and group discussions within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions. | CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence. | CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate. |
| B2 | CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics. | CAN scan texts for relevant information, and understand detailed instructions or advice. | CAN make notes while someone is talking or write a letter including non-standard requests. |
| B1 | CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions. | CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area. | CAN write letters or make notes on familiar or predictable matters. |
| A2 | CAN express simple opinions or requirements in a familiar context. | CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters. | CAN complete forms and write short simple letters or postcards related to personal information. |
| A1 | CAN understand basic instructions or take part in a basic factual conversation on a predictable topic. | CAN understand basic notices, instructions or information. | CAN complete basic forms, and write notes including times, dates and places. |

Adapted from the Association of Language Testers in Europe’s Can-do project for overall general language ability.

Cross-referenced to the Council of Europe’s Common European Framework of Reference for Languages.

## Appendix 5 – Language Proficiency Planning Document

**Name: School:**

To be completed by the teacher before discussion with the mentor:

**Baseline Level of confidence in English**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (✓ - tick one box for each item) | **☺☺**  **Very confident** | **☺**  **quite confident** | **😐**  **Average**  **confidence** | **☹**  **Not very confident** | **☹☹**  **Not at all confident** |
| Speaking English with your colleagues |  |  |  |  |  |
| Speaking English in front of the GB |  |  |  |  |  |
| Speaking English in front of the children |  |  |  |  |  |
| Reading a Ministry circular or academic article in English |  |  |  |  |  |
| Listening to and understanding your mentor |  |  |  |  |  |
| Writing a lesson plan, curriculum document / report in English |  |  |  |  |  |

To be completed by the teacher during discussion with your mentor:

**Plan**

1. Look at the ‘Project teacher self-assessment chart’. What will be your targets for the coming year?

2. How will you improve your English this year? With your mentor, make a plan for the next school year. Think about your targets, different ways to improve your English and how you can share what you do with other project teachers in your group of schools.

Mentor’s comments on the development plan for next year:

To be completed by the project teacher before meeting your mentor:

**Review of level of English confidence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (✓ - tick one box for each item) | **☺☺**  **Very confident** | **☺**  **quite confident** | **😐**  **Average**  **confidence** | **☹**  **Not very confident** | **☹☹**  **Not at all confident** |
| Speaking English with your colleagues |  |  |  |  |  |
| Speaking English in front of the GB |  |  |  |  |  |
| Speaking English in front of the children |  |  |  |  |  |
| Reading a Ministry circular or academic article in English |  |  |  |  |  |
| Listening to and understanding your mentor |  |  |  |  |  |
| Writing a lesson plan, curriculum document / report in English |  |  |  |  |  |

**Assess and review your English language development**

1. Is your English getting better as a result of time spent with your mentor?

2. How satisfied are you with your progress in English over the past year?

3. In what ways has your English improved?

4. What have you done that has improved your English?

Mentor’s comments on language improvement so far:

Signed:

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Mentor Teacher