



Project

STEPS

Standards for
Teachers of
English
at Pre-service

Standards

For Newly Qualified
Teachers of English in Egypt
with Sample Indicators



STEPS is a project under the auspices of the Center for the Development of English Language Teaching (CDELT) with participation by the following universities:

Ain Shams, Alexandria (Damanhour Campus), Cairo (Fayoum Campus), Helwan, Mansoura, Minia, Tanta, Suez Canal (Port Said, Ismailia, and El Arish Campuses) and Zagazig (Benha Campus);

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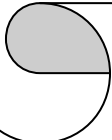
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Introduction

The STEPS project is a nationwide initiative under the auspices of the Center for the Development of English Language Teaching (CDELT) in collaboration with the Program Planning and Monitoring Unit (PPMU). It is sponsored by the Integrated English Language Project II (IELP-II). Its aim is to set standards for teachers of English at pre-service level.

The STEPS task force consists of representatives from twelve Faculties of Education from nine universities and from the Ministry of Education of the Arab Republic of Egypt. The Task Force has drafted a set of standards in five domains describing what newly qualified teachers from our Faculties of Education should know and be able to do.



Contributors to STEPS

Zeinab Ali Mohammed El Naggat, Project Coordinator.

Mary Lou McCloskey, Project Consultants.

Barbara Thornton, Project Consultants.

Nadia Ahmed Toubat, Project Manager.

Abdel Latif Al Shazly Ali, Lecturer, Faculty Of Education, Zagazig University, Benha Campus.

Amal Abou Hadid, Lecturer, Faculty Of Education, Helwan University.

Asmaa Abdel Moneim Mostafa, Lecturer, Faculty Of Education, Mansoura University.

Dalia Ibrahim Yahia, Demonstrator, Faculty Of Education, Ain Shams University.

Eman Ibrahim Mohamed Ghanim, Assistant Lecturer, Faculty Of Education, Tanta.

Heba Abdel Galil Ahmed, Demonstrator, Faculty Of Education, Alexandria University, Damanhour Campus.

Heba Sayed El Toukhy, Assistant Lecturer, Faculty Of Education, Tanta University.

Houreya Hassan Sarhan, Lecturer, FOA, Helwan University.

Hussein El Ghamry, Lecturer, Faculty Of Education, Suez University, Ismailia Campus.

Magdy El Sayed Abdel Aziz, Assistant Lecturer, Faculty Of Education, Tanta University.

Maha Mohamed El Komy, Assistant Lecturer, Faculty Of Education, Alexandria University.

Mahdi Mohamed Abdallah Ibrahim, Lecturer, Faculty Of Education, Suez Canal University, El Arish Campus.

Mahmoud Mohamed Mohasseb, Lecturer, Faculty Of Education, Suez University, Port-Said Campus.

Maysoun Saad Saleh Omar, Assistant Professor, Faculty Of Education, Alexandria University.

Mohamed Abdel Rahman, Demonstrator, Faculty Of Education, Ain Shams University.

Mona Salim Mahmoud Zaza, Lecturer, Faculty Of Education, Zagazig University, Benha Campus.

Raga Attalla Hanna, Professor Emeritus, Faculty Of Education, Cairo University, Fayoum Campus.

Ramadan Farid, Demonstrator, Faculty Of Education, Ain Shams University.

Riham Aziz, Researcher, Faculty Of Education, Minia University.

Sirvart Kevork Sahakian, Professor, Faculty Of Education, Mansoura University.

Domain 1: Classroom Management

Domain Description: *Classroom management is the process of creating an effective learning environment and a positive and challenging learning community. It includes setting up and applying structures, tools, and techniques to promote appropriate behaviors and classroom interactions that aid learning.*

Classroom Management Standard 1.1

The newly qualified teacher plans and organizes classroom interactions to provide for a non-threatening and effective learning environment for students.

Sample Indicators

1.1.A The newly qualified teacher uses questioning techniques which offer challenge, build confidence and provide students with opportunities to extend and develop their language proficiency.

1.1.B The newly qualified teacher effectively manages various grouping techniques that provide students with opportunities to use and develop language.

1.1.C The newly qualified teacher effectively manages various techniques that promote self-directed learning.

1.1.D The newly qualified teacher provides opportunities for students to learn cooperatively and collaboratively.

Classroom Management Standard 1.2

The newly qualified teacher effectively uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere.

Sample Indicators

1.2.A The newly qualified teacher relates classroom learning to students' prior knowledge, experience and interests.

1.2.B The newly qualified teacher establishes a friendly learning atmosphere through a range of strategies including using students' names, praise, and rewards.

1.2.C The newly qualified teacher helps to develop students' self-confidence and self-esteem.

1.2.D The newly qualified teacher uses various feedback strategies to motivate learners, including positive reinforcement and self-check mechanisms.

Classroom Management Standard 1.3

The newly qualified teacher structures the physical environment of the classroom, within the constraints of existing classroom layouts, to maximize learning.

Sample Indicators

1.3.A The newly qualified teacher makes effective use of classroom seating possibilities to help students work individually, in pairs, and/or in groups.

1.3.B The newly qualified teacher makes effective use of materials and equipment available in class.

1.3.C The newly qualified teacher creates audiovisual aids suitable for the environment, the lesson and the learners.

1.3.D The newly qualified teacher provides activities and opportunities for students to become autonomous language learners.

Classroom Management Standard 1.4

The newly qualified teacher effectively manages instructional time and transitions, minimizing disruptions and smoothly handling interruptions to maximize learning.

Sample Indicators

1.4.A The newly qualified teacher accomplishes the objectives of the lesson within the time allotted, ensuring that all class time is used for learning.

1.4.B The newly qualified teacher uses a range of verbal and non-verbal techniques to get and keep students' attention.

1.4.C The newly qualified teacher plans and executes the stages of the lesson so that there is a smooth progression and transition from one stage to another.

1.4.D The newly qualified teacher manages classroom behavior effectively and appropriately.

1.4.E The newly qualified teacher establishes routines and procedures to help the classroom operate smoothly.

Domain 2: Language

Domain Description: *Language includes proficiency in English, intercultural awareness, knowledge of language systems, and understanding of language development.*

Language Standard 2.1

The newly qualified teacher understands the English language systems, including syntax, phonology, semantics, morphology, and pragmatics, and applies this knowledge to teaching.

Sample Indicators

2.1.A The newly qualified teacher knows the basic structures of English and is able to explain these to others. (syntax)

2.1.B The newly qualified teacher knows the workings of the phonological system in English including phonetics, rhythm, stress and intonation. (phonology)

2.1.C The newly qualified teacher knows and is able to explain the English lexical system, including word meanings, word formations, connotations, and collocations. (semantics, syntax, morphology)

2.1.D The newly qualified teacher knows, uses, and is able to explain the basic functions of language in different contexts, situations, and media. (pragmatics)

2.1.E The newly qualified teacher uses various language resources such as dictionaries, the World Wide Web, and grammar books, to check English structure, meanings, and usage.

Language Standard 2.2

The newly qualified teacher knows about the different ways that English is used in various cultures, and applies that knowledge to the teaching of English.

Sample Indicators

2.2.A The newly qualified teacher is aware of the characteristics of various cultures including his/her own and communicates that awareness to learners.

2.2.B The newly qualified teacher uses knowledge of cross-cultural differences to communicate appropriately with a range of native and non-native English language users.

2.2.C The newly qualified teacher develops students' knowledge of other cultures and ability to communicate with English speakers from other cultures.

Language Standard 2.3

The newly qualified teacher communicates effectively and appropriately in English, both orally and in writing.

Indicator 2.3.A The newly qualified teacher uses the English language fluently and appropriately when communicating orally with other professionals in English.

Indicator 2.3.B The newly qualified teacher uses English accurately and effectively in the classroom both orally and in writing.

Language Standard 2.4

The newly qualified teacher understands principles and processes of second language acquisition and development.

Sample Indicators

2.4.A The newly qualified teacher understands processes of language learning and language acquisition and provides opportunities for both in the classroom.

2.4.B The newly qualified teacher understands main theories of second language acquisition (e.g., behaviorist, nativist, cognitivist, social interactionist) and their classroom implications.

2.4.C The newly qualified teacher takes account of differences between the language systems of L1 and L2 when planning and teaching lessons.

2.4.D The newly qualified teacher is aware of the ways in which individual learners differ (e.g., age, aptitude, personality, motivation, gender) and the effects these differences have on teachers' classroom practice.

2.4.E The newly qualified teacher is aware of the stages learners typically go through in their language development and takes account of these in the planning and implementing of instruction.

Domain 3: Instruction

Domain Description: *Instruction is the process of planning for, implementing, and reflecting upon teaching and learning in order to achieve intended educational aims.*

Instruction Standard 3.1

The newly qualified teacher plans instruction effectively, taking into account curriculum goals, students' academic needs, learning styles, learning strategies, and student backgrounds.

Sample Indicators

3.1.A The newly qualified teacher states specific and measurable objectives for the lesson.

3.1.B The newly qualified teacher designs appropriate lesson activities and provides relevant experiences to achieve objectives.

3.1.C The newly qualified teacher plans for differentiated instruction according to student needs.

3.1.D The newly qualified teacher integrates the four language skills, as appropriate, in his or her teaching, to achieve a balanced lesson.

3.1.E The newly qualified teacher selects and creates appropriate materials and resources to facilitate teaching and learning.

Instruction Standard 3.2

The newly qualified teacher has command of a range of effective teaching strategies and implements these in instruction, taking into consideration curriculum goals, students' academic needs, learning styles, learning strategies, and backgrounds.

Sample Indicators

3.2.A The newly qualified teacher uses a variety of warm up techniques to activate students' knowledge and prepare them for the lesson.

3.2.B The newly qualified teacher uses a variety of presentation techniques taking into account students' individual differences, in both cognitive and affective areas.

3.2.C The newly qualified teacher provides opportunities for students to practice and produce the new language.

3.2.D The newly qualified teacher uses different types and levels of questions and provides appropriate wait time in class to take account of individual learner differences.

3.2.E The newly qualified teacher corrects students' mistakes in an appropriate and effective way at an appropriate time.

3.2.F The newly qualified teacher uses a variety of communicative techniques to activate and promote fluency.

3.2.G. The newly qualified teacher helps students to learn and use effective learning strategies and study skills to promote autonomy.

Instruction Standard 3.3

The newly qualified teacher uses a variety of means for obtaining feedback on teaching and learning and reflects on the feedback to make effective decisions about classroom practice.

Sample Indicators

3.3.A The newly qualified teacher uses a variety of questioning techniques and other strategies to check students' understanding.

3.3.B The newly qualified teacher reflects on his or her performance and modifies his or her teaching accordingly.

3.3.C The newly qualified teacher actively seeks feedback from students and uses this feedback in making instructional decisions.

Domain 4: Assessment

Domain Description: *Assessment includes collecting, analyzing, interpreting and communicating information about students' performance using a range of tools to indicate students' problems and to determine and improve the effectiveness of instruction.*

Assessment Standard 4.1

The newly qualified teacher understands the main theoretical principles of English language assessment.

Sample Indicators

4.1.A The newly qualified teacher distinguishes between the concepts of testing, assessment, and evaluation.

4.1.B The newly qualified teacher demonstrates knowledge of different purposes of assessment (such as placement, diagnosis, achievement and proficiency) .

4.1.C The newly qualified teacher demonstrates awareness of types of assessment (summative vs. formative, formal vs. informal, oral vs. written, etc.).

Assessment Standard 4.2

The newly qualified teacher effectively selects and uses a range of practical assessment tools for assessing learners' written and oral English.

Sample Indicators

4.2.A The newly qualified teacher demonstrates knowledge of different tools for assessing learners' language performance.

4.2.B The newly qualified teacher selects appropriate tools for assessment purposes, such as diagnosing errors and measuring proficiency.

4.2.C The newly qualified teacher selects from a range of techniques for assessing learners' oral English.

4.2.D The newly qualified teacher selects from a range of techniques for assessing learners' written English.

Assessment Standard 4.3

The newly qualified teacher uses the results of assessment for planning and improving instruction and for making appropriate instructional decisions about individual students.

Sample Indicators

4.3.A The newly qualified teacher provides learners with opportunities to use feedback from the assessment process to adjust their learning.

4.3.B The newly qualified teacher documents assessment results and communicates them to stakeholders, such as parents and the school administration, as appropriate.

4.3.C The newly qualified teacher adjusts instruction in light of the results of the assessment process.

Domain 5: Professionalism

Domain Description: *Professionalism includes both continuous professional development and an ethical perspective that influences value choices and guides actions and attitudes affecting all who are involved in the educational process.*

Professionalism Standard 5.1

The newly qualified teacher demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community.

Sample Indicators

5.1.A The newly qualified teacher demonstrates personal qualities of effective teachers such as punctuality, responsibility, flexibility, courtesy and consideration.

5.1.B The newly qualified teacher demonstrates interpersonal skills (such as establishing rapport, seeking input, and providing encouragement) needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents.

5.1.C The newly qualified teacher is able to communicate effectively and positively with parents regarding students' academic progress and conduct.

5.1.D The newly qualified teacher continually strives to improve classroom performance.

Professionalism Standard 5.2

The newly qualified teacher collaborates effectively with colleagues in planning, designing, and reflecting on instruction and professional development activities to improve teaching and learning in the school.

Sample Indicators

5.2.A The newly qualified teacher develops and updates knowledge about teaching and learning through reading in the field.

5.2.B The newly qualified teacher seeks professional development opportunities e.g. seminars, workshops, conferences and additional study.

5.2.C The newly qualified teacher demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).

Professionalism Standard 5.3

The newly qualified teacher demonstrates knowledge of theories, methods, and current best practices in foreign language teaching.

Sample Indicators

5.3.A The newly qualified teacher uses principles of educational theories to make sound decisions about language teaching.

5.3.B The newly qualified teacher is aware of the characteristics of various methodologies and selects the most appropriate and useful parts to apply to the Egyptian classroom.

5.3.C The newly qualified teachers is aware of current best practices in foreign language teaching conducive to student learning and puts them to use in teaching.

Professionalism Standard 5.4

The newly qualified teacher follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles, and good self-control.

Sample Indicators

5.4. A The newly qualified teacher models the moral principles, customs, and values of the society.

5.4.B The newly qualified teacher encourages and helps students to actively participate in the community.

5.4.C The newly qualified teacher integrates concepts of civic education such as environmental awareness, human rights, and citizenship in language teaching.

Professionalism Standard 5.5

The newly qualified teacher consistently demonstrates fairness, respect and acceptance of all students in the classroom.

Sample Indicators

5.5.A The newly qualified teacher treats students equally regardless of their religion, gender, social/economic class, or level of achievement.

5.5.B The newly qualified teacher treats all students with respect.

5.5.C The newly qualified teacher is consistent and fair in dealings with students.