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Planning Teacher Professional Development

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Overview of the session

- Overview of the Cambridge English Teaching Framework
- Teacher Development Tracker
- Preparing a professional development plan
- Ideas and resources to use for professional development

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What makes a good English teacher?

What makes a good English teacher?

A good knowledge of a variety of teaching techniques and activities

A good knowledge and use of the English language

An awareness of one's own strengths and weaknesses

An ability to motivate the students and to create a positive learning environment

???

A love of one's work

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What makes a good English teacher?

A good knowledge of a variety of teaching techniques and activities

A good knowledge and use of the English language

An awareness of one's own strengths and weaknesses

An ability to motivate the students and to create a positive learning environment

Being committed to learning and developing as a teacher

A love of one's work

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The Cambridge English Teaching Framework

The Cambridge English Teaching Framework

The framework has been designed:

1) to help you identify where you are in your professional career
2) to help you think about where you want to go next.

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Identifying the components of effective teaching

- What is your greatest strength as a teacher?
- Which area of your teaching do you think you need to develop more?

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The five categories of the framework

- Learning and the Learner
- Teaching, Learning and Assessment
- Language Ability
- Language Knowledge and Awareness
- Professional Development and Values

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The five categories of the framework

- Learning and the Learner
- Teaching, Learning and Assessment
  - Planning language learning
  - Using language learning materials and resources
  - Managing language learning
  - Teaching language systems
  - Teaching language skills
  - Assessing language learning
- Language Ability
- Language Knowledge and Awareness
- Professional Development and Values

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The four stages of the framework

- **Foundation**
- **Developing**
- **Proficient**
- **Expert**

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Teaching Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, Learning and Assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning.	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language Ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1–C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
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Professional Development and Values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

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Has a sophisticated understanding of language-learning concepts.

Consistently demonstrates this understanding when planning and teaching.

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The Teacher Development Tracker

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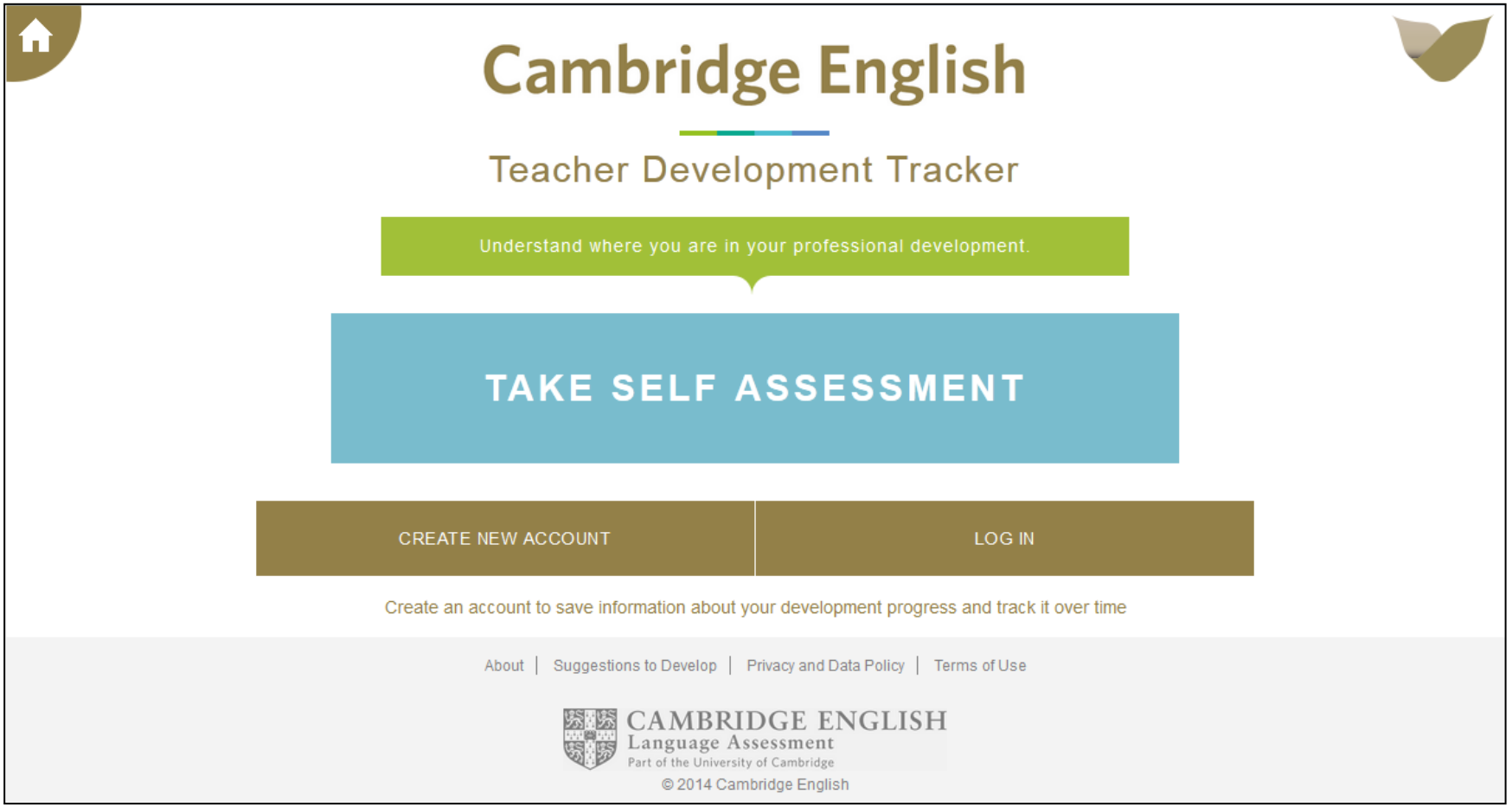

tracker.cambridgeenglish.org

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Assessment Categories

There are five Categories, representing areas of skill and ability.
Please select a Category in which to assess yourself.

■	Learning and the Learner	QUESTIONS 0 OF 8
■	Teaching, Learning and Assessment	QUESTIONS 0 OF 39
■	Language Ability	QUESTIONS 0 OF 4
■	Language Knowledge and Awareness	QUESTIONS 0 OF 7
■	Professional Development and Values	QUESTIONS 0 OF 14

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Learning and the Learner

STEP *1* OF *4* 1.1

1. How much do you understand about the theories of how people learn languages?

(e.g. critical period, implicit/explicit learning, immersion, comprehensible input, L1 transfer, individual differences)

ⓘ

For example, do you know about 'language transfer'? (This language learning theory is about how learners sometimes use what they know about their own language to understand how English works.) Do you know other language learning theories? How well do you understand them? Do you know the terms used for talking about language learning? For example, do you use terms like 'language acquisition', 'critical period' and 'comprehensible input'?

I have a **basic** understanding of them.	I have a **reasonable** understanding of them.
I have a **good** understanding of them.	I have a **sophisticated** understanding of them.

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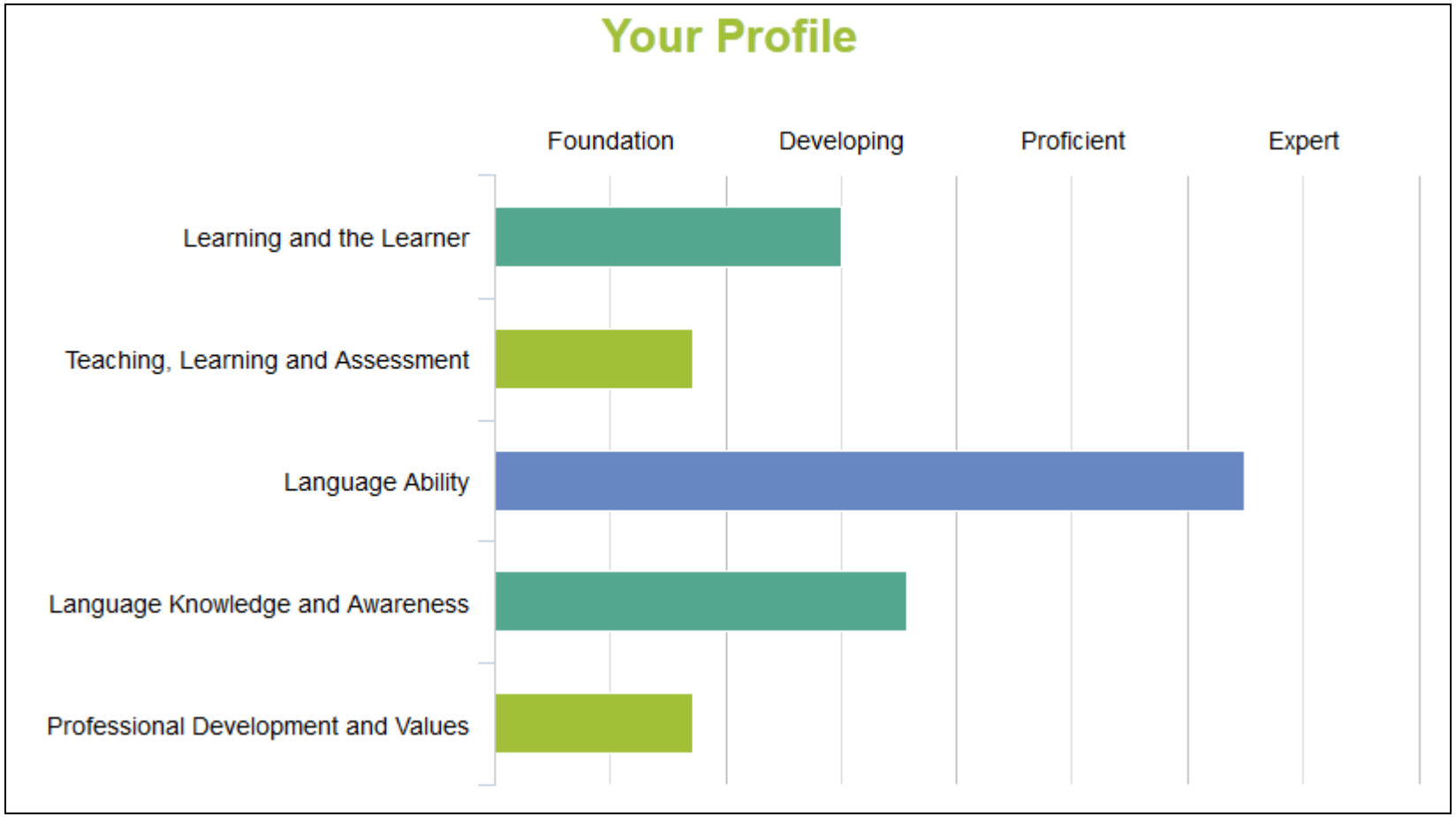

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Learning and the Learner
100% Complete +

Teaching, Learning and Assessment
100% Complete +

Language Ability
100% Complete +

Language Knowledge and Awareness
100% Complete +

Professional Development and Values
100% Complete +

ADD A REVIEWER

MANAGE REVIEWERS

PRINT

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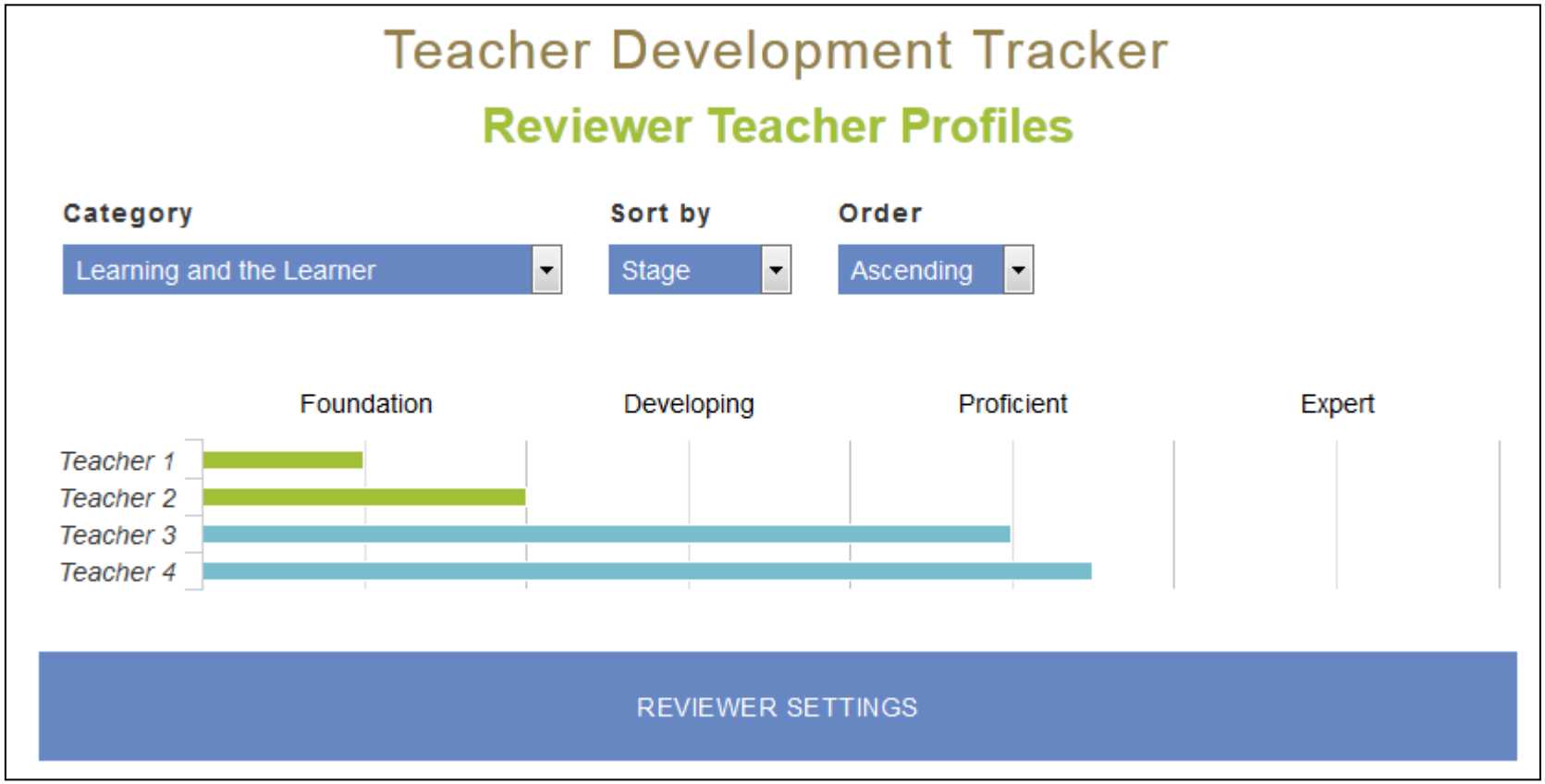

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Applications of the framework

Possible applications of the framework

Individual perspective:

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Possible applications of the framework

Individual perspective:

- Selecting appropriate conference sessions, webinars to attend, or materials to read
- Identifying training topics that are relevant or interesting (e.g. for workshops or training sessions)

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Possible applications of the framework

Individual perspective:

- Selecting appropriate conference sessions, webinars to attend, or materials to read
- Identifying training topics that are relevant or interesting (e.g. for workshops or training sessions)
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Possible applications of the framework

Individual perspective:

- Selecting appropriate conference sessions, webinars to attend, or materials to read
- Identifying training topics that are relevant or interesting (e.g. for workshops or training sessions)
- Selecting a focus for self-observation in a lesson
- Identifying and/or prioritising development needs; preparing development plans

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Possible applications of the framework

Individual perspective:

- Selecting appropriate conference sessions, webinars to attend, or materials to read
- Identifying training topics that are relevant or interesting (e.g. for workshops or training sessions)
- Selecting a focus for self-observation in a lesson
- Identifying and/or prioritising development needs; preparing development plans
- Identifying appropriate further training courses or qualifications

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Possible applications of the framework

Teacher trainer/Director of Studies perspective:

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Possible applications of the framework

Teacher trainer/Director of Studies perspective:

- Advising individual teachers on a specific development programme to follow

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Possible applications of the framework

Teacher trainer/Director of Studies perspective:

- Advising individual teachers on a specific development programme to follow
- Preparing an in-house development programme

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Possible applications of the framework

Teacher trainer/Director of Studies perspective:

- Advising individual teachers on a specific development programme to follow
- Preparing an in-house development programme
- Selecting a focus for lesson observations

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Possible applications of the framework

Teacher trainer/Director of Studies perspective:

- Advising individual teachers on a specific development programme to follow
- Preparing an in-house development programme
- Selecting a focus for lesson observations
- Finding pairs or groups of teachers who have similar needs or interests

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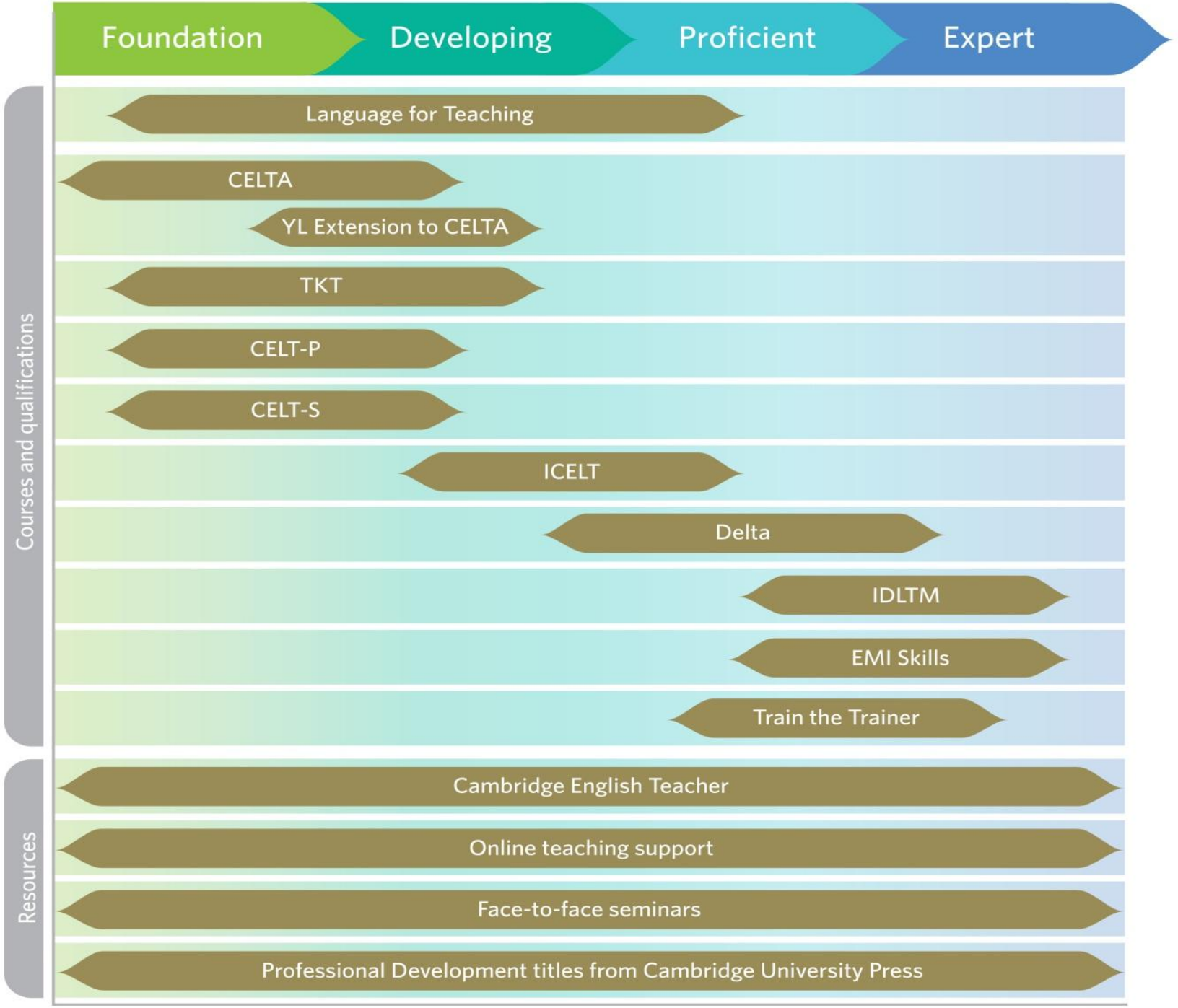

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Professional development plans

Professional development plans

Classroom experimentation

Input

- conferences
- seminars
- webinars
- reading

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Cambridge English Teacher | Online Professional Development

All

Courses | Webinars | Knowledge | Discussions | Careers | Communities | Join Now | Sign In

Knowledge > Teaching Tasks

All | Articles | Bookshelf | Teaching Tasks | Talks

Categories

- Careers (0)
- Learning and the Learner (22)
- Teaching, Learning and Assessment (110)
- Language Knowledge and Awareness for Teaching (12)
- Professional Development and Values (8)
- Contexts (21)

Tags

- Foundation (78)
- Developing (78)
- sample (48)
- Proficient (30)
- Expert (30)
- trying new approaches (17)

Listing of **121** items

10 per page

Title	Author	Published
Peer Observation Peer observation is being recognised as a key process within professional development which can benefit both the teacher being observed and the observer. These tasks can be used as a basis ... Classroom Observation and Research professional development, interaction, learning	Alex Tilbury	22 Jan 2015
Using Puppets Using puppets in the classroom can help to create a positive and welcoming learning environment for very young learners. In this task Lynn Durrant provides practical ideas for using puppets to ... Young Learners Young Learners, motivation, learning environment,	Lynn Durrant	8 Dec 2014
Multisensory Tasks Using a variety of multisensory tasks and activities in the very young learner classroom can create a positive learning environment by catering for different learning styles and reaching all the ... How Learners Learn sample, Young Learners, motivation, learning	Lynn Durrant	8 Dec 2014

Professional development plans

Input

- conferences
- seminars
- webinars
- reading

Classroom experimentation

Discussions/ meetings

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All

Courses | Webinars | Knowledge | Discussions | Careers | Communities | Join Now | Sign In

Discussions

All

Categories

- Careers (9)
- Learning and the Learner (37)
- Teaching, Learning and Assessment (94)
- Language Knowledge and Awareness for Teaching (15)
- Professional Development and Values (19)
- Contexts (25)

Tags

- consultant advice (40)
- Developing (33)
- Foundation (30)
- technology (22)

Listing of **140** discussions

10 per page

	Discussions	Post date	Replies	Views
	Integrating Technology (Consultant) Dear Members, How do you use technology in your class? How does it fit into the syllabus? I'm Nicky Hockly, your Consultant for Technology. This week we'll be discussing how you ... Teaching, Learning and Assessment, Selecting and adapting resources, Syllabus Design, Lessons and Materials Developing, Foundation, consultant advice,	**Nicky Hockly** 16 Mar 2015 09:43	30	219
	Textbooks (Consultant) Dear Members, What is the role of textbooks in your teaching context or in one you are familiar with? What are some advantages in using commercial textbooks in a language course? What are some... Selecting and adapting resources, Lessons and Materials, Evaluating Lessons and Materials Developing, Foundation, consultant advice, lesson	**Jack Richards** 2 Mar 2015 11:20	66	328

Professional development plans

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Input

- conferences
- seminars
- webinars
- reading

Classroom experimentation

Discussions/ meetings

Observation

Professional development plans

Cambridge English

Classroom experimentation

Input

- conferences
- seminars
- webinars
- reading

Discussions/ meetings

Reflection journal

Observation

Professional development plans

Professional development log

Input
- conferences
- seminars
- webinars
- reading

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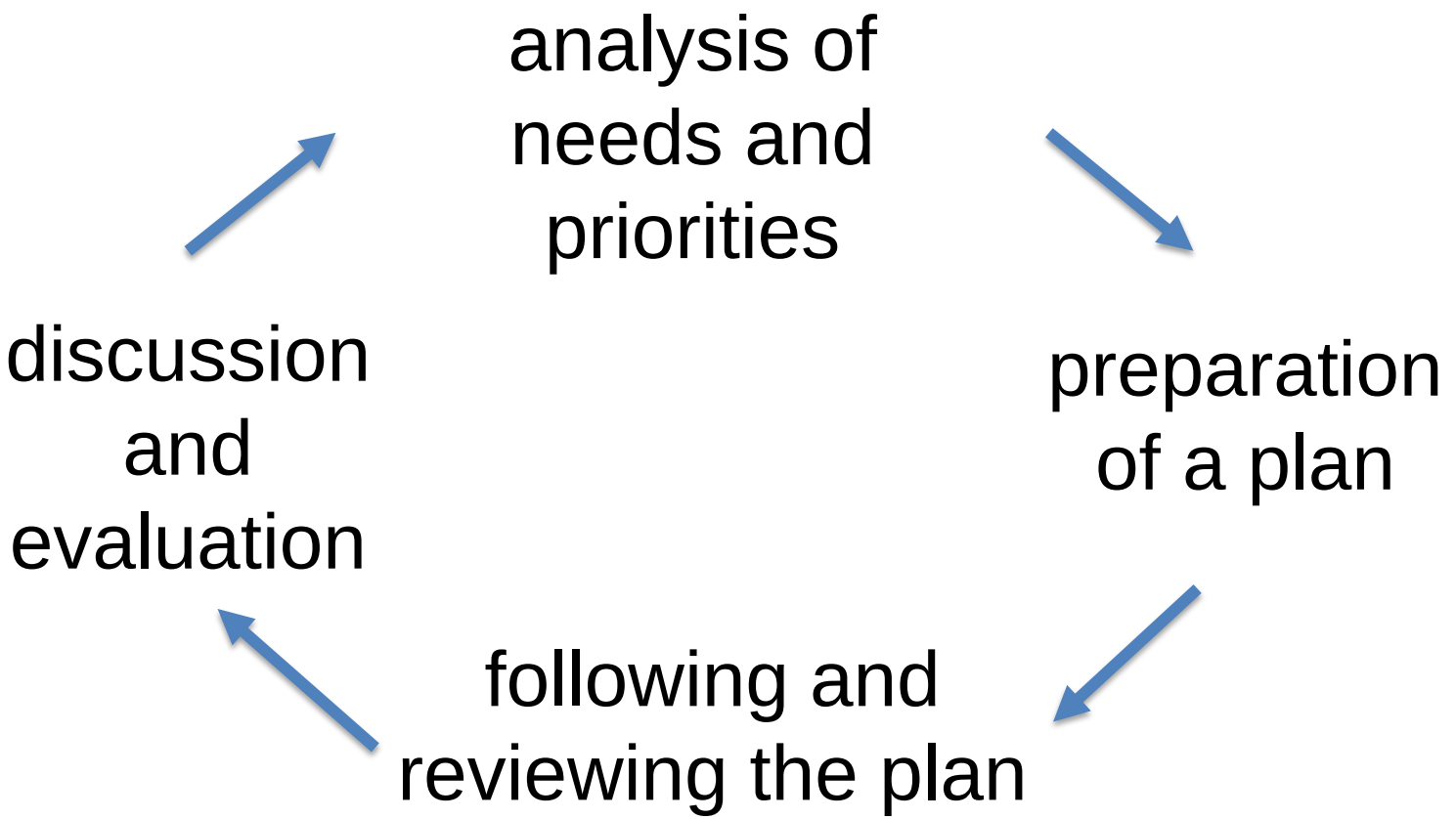
The cycle of professional development



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Create a professional development plan that works for you

Continuing Professional Development (CPD) is about improving your teaching knowledge and developing your teaching skills. In this Challenge, you will learn more about professional development, your strengths as a teacher and identify areas you want to work on.

Sign up

www.cambridgeenglish.org/teaching-challenges

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Resources for professional development

Recommendations for every Category and Stage

– Ways to develop further

Watch

- Fun and Achievement in the Young Learner Classroom
- Second Language Learners – Overview (Consultant) (Jack Richards, Cambridge English Teacher)
- All in the Same Boat – A Realistic Approach to Learner Autonomy (Urs Kalberer, Cambridge English Teacher)
- What Does It Mean to Learn a Language? – Overview (Consultant) (Jack Richards, Cambridge English Teacher)

Read

- The Fundamentals of Critical Thinking: what does it involve and why is it important? (Carolyn Westbrook, Cambridge English Teacher)
- To Use or Not to Use the Students' Own Language (Silvana Richardson, Cambridge English Teacher)

Do

- Find a source of new methodology ideas, and identify some key language learning concepts you wish to explore.
- Attend a conference, workshop or webinar, and identify some classroom activities which exemplify key learning concepts.
- Download free, practical resources
  - Lesson plans for exams
  - Handbooks for exams
  - Activity ideas

Study

Achieve a qualification

- CELTA
- CELT-P
- CELT-S
- TKT

www.cambridgeenglish.org/teaching-framework

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Resources for professional development

- Print and online resources, e.g. blogs
- Cambridge University Press methodology titles
- Cambridge English TV (YouTube)– webinars
- Cambridge English lesson plans and free resources
- Cambridge English Teacher

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Cambridge English Teacher | Online Professional Development

Courses | Webinars | Knowledge | Discussions

23 | 78 | 357 | 135

Live | Replays

Articles | Bookshelf | Teaching Tasks | Talks

Cambridge English Teacher resources

Mike McCarthy
Nicky Hockly
Scott Thornbury
Jack Richards
Herbert Puchta
Penny Ur

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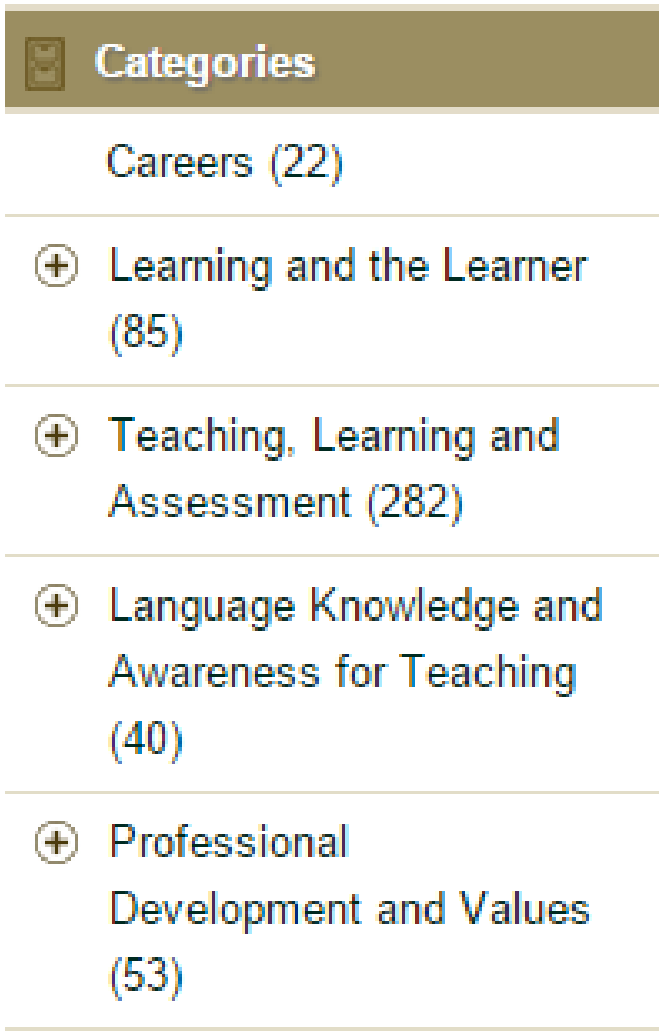
Finding the right resource



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Understand your development path

The Cambridge English Teaching Framework helps you understand where you are in the development of your skills and abilities as an English teacher. There are 5 categories each with 4 stages of development.

Cambridge English Teacher materials are tagged with the stages and categories of the Framework that they are appropriate for. So if you know where you are, you can find what's most relevant to you.

	Foundation	Developing	Proficient	Expert
Learning and the Learner	Browse	Browse	Browse	Browse
Teaching, Learning and Assessment	Browse	Browse	Browse	Browse
Language Ability	This category is about your own level of English Cambridge English Teacher isn't designed to help improve your English			
Language Knowledge and Awareness	Browse	Browse	Browse	Browse
Professional Development and Values	Browse	Browse	Browse	Browse

Where am I on the Framework?

To work out which stage you're at in each category, read the descriptions of what teachers "can do" at each stage, and decide which best describes you.

See video

Where Do I Go From Here? Strategies for Professional Development

Webinar - Replay

Jack C. Richards

Professional Development and Values

Download

File type: mp4
29 Aug 2012 15:00

What is your next career step? Jack C. Richards examined the nature of professional development, both from the perspective of an institution, and that of the classroom teacher, as well as exploring a number of strategies for teacher-initiated professional development.

Join the discussion here: http://www.cambridgeenglishteacher.org/discussions/thread/654

Developing, Foundation, Proficient, Expert, sample, Recommended by Framework, professional development, career

See video

Professional Development That Works for You

Webinar - Replay

Silvana Richardson

Professional Development and Values, Careers

Download

File type: mp4
28 Jan 2015 15:00

Not all teacher development activities are equally effective. While some are really useful, helping teachers transform their practice and improve their learners' learning, many others have little or no real impact on teaching and learning.

It's time to stop wasting your precious time taking part in activities that will contribute little to your growth as a teacher. This webinar explores personalised, relevant and evidence-based approaches that put you, the teacher, in the driving seat of your own professional development and equip you with what you need to be the best teacher you can be.

Silvana Richardson is Head of Teacher Development at Bell Educational Services. She has worked in English Language Teaching for over 25 years as teacher and academic manager, and has trained EFL, MFL, ESOL, EAL, CLIL and subject teachers and trainers in the state and private sectors both in the UK and abroad. She has been Director of the Bell Delta Online and Director of Studies at Bell Teacher Campus, Cambridge. Silvana is a speaker in international conferences as well as a webinar presenter, and has written professional development materials for Cambridge English Teacher. She holds an MA in Teacher Education, is PGCE and Delta qualified.

Join the discussion with likeminded teachers after this discussion.

Peer Observation

Teaching Task

Alex Tilbury

Classroom Observation and Research

Peer observation is being recognised as a key process within professional development which can benefit both the teacher being observed and the observer. These tasks can be used as a basis for a peer observation process or incorporated into an existing programme. Using these tasks will help to create a collaborative environment for a useful exchange of ideas, approaches and methods to further develop teacher skills.

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Further information

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For information on Cambridge English webinars for teachers:
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