Overview of Domains

Domain 1: Knowledge of Language, Language Learning, & Curricular Content

Domain 1 represents subject matter knowledge for teaching. This domain includes teachers' language proficiency, as well as knowledge of the language system, how languages are learned, content and curriculum. English proficiency benchmarks (KNLNN) align with the CEFR, giving priority to communicative competence. Knowledge of tKNLNN/CEF benchmarks also guide student outcomes. Knowledge of the language system include pronunciation, grammar and vocabulary. Curricular content knowledge includes cultures of English-speaking countries; basic academic content in English; and knowledge of locally used English curriculum.

Domain 2: Knowledge of Language Teaching

Domain 2 deals primarily with pedagogical content knowledge. This knowledge includes teaching the four skills, planning effective language lessons, creating supportive learning environments, conducting effective lessons, assessing students' progress and proficiency, and using resources and technology effectively to support student learning.

Domain 3: Knowledge of Language Learners

Domain 3 relates to the knowledge of language learners, an often under-researched and under-represented domain in teacher education and development. Teachers' understanding of students' development, stages of learner language, and prior learning experiences contribute to successful student learning. Understanding their students is also necessary as teachers help to develop students' creativity and critical thinking - essential 21st Century skills.

Domain 4: Professional Attitudes and Values in Language Teaching

Professional attitudes and values are embedded throughout the other knowledge domains, as indicated by Domain 4. These attitudes and values include promoting and modeling language learning; practicing cooperation, collaboration and teamwork; demonstrating professional learning through ongoing proficiency development, reading, communities of professional practice and peer observation, and participating in professional development activities.

Domain 5: Practice and Context of Language Teaching

Domain 5 represents the importance of the teachers' understanding of context in which English is being taught, and connecting the real uses of English in Vietnam to the English .This understanding is demonstrated as teachers connect English learning to other school subjects, and relevant contextual issues related to English use; and by connecting to other English users through technology and invited speakers. It also encourages teachers to reflect on their own language learning, teaching questions, and pursuing answers to inform their teaching.

Processes: Apprenticeship
The ETCF is infused with Lortie's (1975) notion of the "apprenticeship of observation" - where teachers and students learn content, behaviors, and processes through what is modeled and experienced as well as through explicitly taught content. Therefore, competencies often include both teacher and teaching, for example, Competency 3.4 says, "*teachers practice* creativity and critical thinking... *and help their students to develop* creativity and critical thinking".

Table 1: Overview of Domains & Competencies

DOMAIN 1	Knowledge of Language & Curriculum
Competency 1.1a	Teacher's language proficiency
Competency 1.1b	Working knowledge of CEFR
Competency 1.2	Language as a system
Competency 1.3	Understanding how languages are learned
Competency 1.4	Cultures of English-speaking countries
Competency 1.5	Academic content in English
Competency 1.6	Language curriculum
DOMAIN 2	**Knowledge of Teaching**
Competency 2.1	Language teaching methodology
Competency 2.2	Lesson planning
Competency 2.3	Conducting a lesson
Competency 2.4	Assessment of language learning
Competency 2.5	Resources
Competency 2.6	Technology
DOMAIN 3	**Knowledge of Language Learners**
Competency 3.1	Understand learners' development to encourage & motivate them
Competency 3.2	Recognize developmental learner language to inform instructions
Competency 3.3	Reflect on learners' values & prior learning
Competency 3.4	Develop learners' creativity & critical thinking
DOMAIN 4	**Professional Attitudes & Values in Language Teaching**
Competency 4.1	Showing professionalism in language teaching
Competency 4.2	Practicing cooperation, collaboration & teamwork in language teaching
Competency 4.3	Professional development & life-long learning
Competency 4.4	Contributing to the language teaching profession
DOMAIN 5	**Practice & Context of Language Teaching**
Competency 5.1	Connecting learning beyond the language classroom
Competency 5.2	Reflecting on Language Learning & Teaching

DOMAIN 1
KNOWLEDGE OF LANGUAGE, LANGUAGE LEARNING, and LANGUAGE CONTENT AND CURRICULUM

Competency 1.1a Teacher's Language Proficiency

Teachers demonstrate proficiency in the target language at an appropriate level on the Common European Framework of Reference (CEF) and seek opportunities to strengthen their proficiency -- Upper secondary teachers, C1; Lower Secondary teachers, B2; Primary teachers, B1.

Primary B1 (provisional)	Primary & Lower Secondary B2	Upper Secondary C1
Can understand the main points of clear Competency input on familiar matters regularly encountered in work, school, leisuβre, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Competency 1.1b Working Knowledge of Common European Framework (CEF)

Teachers understand the Common European Framework of Reference proficiency descriptors at the levels that apply to their students, and are able to apply that understanding to their teaching practice.

Knowledge of CEF	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
A1-A2	Is familiar with A1-A2 CEF proficiency descriptors and how to use those descriptors to inform instruction.	Is familiar with A1-A2 CEF proficiency descriptors and how to use those descriptors to inform instruction.
A2-B1	Is familiar with A2-B1 CEF proficiency descriptors and how to use those descriptors to inform instruction.	Is familiar with A2-B1 CEF proficiency descriptors and how to use those descriptors to inform instruction.
B1-B2		Is familiar with B1-B2 CEF proficiency descriptors and how to use those descriptors to inform instruction.

Competency 1.2 Language as a System

Teachers adequately understand English sounds, word parts, word meanings, and word order and how teach the language system at the primary or secondary level.

knowledge about language	Primary Teacher Performance Indicator	Secondary Teacher Performance Indictor
Pronunciation	Provides model classroom listening activities to practice phonics including songs, chants, and storytelling Highlights common pronunciation difficulties for Vietnamese speakers including consonant clusters and endings.	Provides model classroom activities to practice phonics including songs, listening and speaking tasks Highlights common pronunciation difficulties for Vietnamese speakers including consonant clusters and endings Raises awareness of and provides opportunities to practice word and sentence stress, intonation patterns and use of short forms. (E.g. I am = I'm)
Grammar	Provides examples of grammatical points in meaningful contexts with priority for meaning. Provides opportunities for children to experiment with language without analysing grammatical points. Uses language chunks to help children to communicate meaning (with increasing grammatical accuracy).	Introduces grammatical items and help students to practice them through meaningful contexts. Introduces and helps students to deal with, new or unknown items of grammar in a variety of ways (e.g. teacher presentation, awareness-raising, discovery). Responds to questions learners may ask about grammar and, if necessary, refers to appropriate grammar reference books. Evaluates and selects grammar exercises and activities, which support learning and encourage spoken and written communication.
Vocabulary	Uses appropriate techniques (TPR, multi-sensory, etc.) and teaching aids (audio-visuals, pictures, gestures, etc.) to help children to memorise the meaning of new vocabulary. Uses activities that allow children to recycle the introduced vocabulary in familiar contexts.	Evaluates and selects activities which help students to acquire and use new vocabulary in oral and written contexts. Uses activities that allow students to recycle the introduced vocabulary in familiar contexts. Evaluates and selects activities which enhance students' awareness of the need for a variety of registers in different oral and written contexts.

Competency 1.3 Understanding How Languages are Learned
Teachers know and are able to apply knowledge about how languages are learned to their own language learning and to their teaching.

Knowledge of Language Learning	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
How instruction affects language learning	Uses English as much as possible (to provide a model) and encourages children to do the same. Uses Vietnamese where appropriate (particularly to reduce anxiety). Uses VNamese to give (sandwiched) instructions and check Ss' understanding.	Uses English as much as possible (to provide a model) and encourages children to do the same. Uses Vietnamese where appropriate (particularly to reduce anxiety). Use VNamese to give (sandwiched) instructions and check Ss' understanding.
How individual learner variables affect language learning	Recognizes individual learner variables (such as age, L1 literacy, personality, motivation, socioeconomic status). Knows a variety of instructional techniques to address student differences.	Recognizes individual learner variables (such as age, L1 literacy, personality, motivation, socioeconomic status) . Knows a variety of instructional techniques to address student differences.

Competency 1.4 Cultures of English-speaking Countries
Teachers know and embed knowledge of target-language cultures into their teaching and examine them in light of Vietnamese culture for understanding and empathy.

Knowledge of Culture	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Cultures	Helps children to gain awareness about English speaking countries. Raises children's awareness of their own and other cultures through a range of topics (e.g., festivals, sports, costumes). Introduces cultural topics through different methodologies, (e.g. presentation, discovery approach). Looks at similarities and differences between Vietnamese and English-speaking cultures.	Helps students to gain awareness about English speaking countries. Evaluates and selects materials and resources which develop students' interest in and helps them to develop their knowledge and understanding of their own and the other language culture (e.g. cultural facts, events, attitudes and identity). Evaluates and selects a variety of texts, source materials and activities which make students aware of similarities and differences in socio-cultural 'norms of behaviour'. Looks at similarities and differences between Vietnamese and native English-speaking cultures.

Competency 1.5 Academic Content in English
Teachers use English language literature, cultural texts, and academic texts at appropriate developmental level to teach language and content.

Literature	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Literature	Uses English literature at appropriate developmental level (such as folktales, fairytales, nursery rhymes, picture books, and common children's stories) to teach language and content.	Uses English literature at appropriate developmental level (such as folktales, poems, short stories, plays) to teach language and content.
Cultural Texts	Uses age-appropriate English cultural texts (children's websites, children's television, songs etc.) to teach language and content.	Uses age-appropriate English cultural texts (websites, television, songs etc.) to teach language and content.
Academic Texts	Integrates relevant topics (e.g. Science, Math, Physical Education, Art & Craft etc.) Ensures appropriate content that is relevant to students' abilities, needs and interests.	Integrates relevant topics (e.g. history, biology, geography, math) using English. Ensures appropriate content that is relevant to students' abilities, needs and interests.

Competency 1.6   Language curriculum
Teachers understand the national foreign language curriculum and are able to use textbooks and national and local curricular objectives when planning lessons.

Curriculum & Syllabus Design	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
National and local curricula	Knows about regulations, guidance etc. related to the curriculum. Understands the requirements set out in the curriculum (understands the prescribed student level for his/her grade). Knows about the continuity of the curriculum in their annual course outline.	Knows about regulations, guidance etc. related to the curriculum. Understands the requirements set out in the curriculum (understands the prescribed student level for his/her grade). Knows about the continuity of the curriculum in their annual course outline.
More than textbook	Understands that curriculum is more than following a textbook.	Understands that curriculum is more than following a textbook.

DOMAIN 2
KNOWLEDGE OF LANGUAGE TEACHING

Competency 2.1   Language teaching methodology
Teachers understand and are able to organize learning by using a variety of strategies and techniques to integrate English listening, speaking, reading and writing for authentic purposes and to address diverse language learners.

	Primary Teacher Performance Indicators	**Secondary Teacher Performance Indicators**
Role of teacher & teacher talk	Equips children with language learning strategies so that they can become more autonomous. Promotes children's understanding of the value of language learning in context. Prioritizes the importance of developing children's language skills for communicative competence. Starts lessons in an engaging way (e.g. warm-up games) and finishes them in a focused way (e.g. reinforcement, recap).) Acts as a facilitator, resource and guilde in addition to an organizer of children's lesson participation. Limits amount of teacher talk to encourage children's interaction and language use.	Equips students with language learning strategies so that they can become more autonomous. Promotes students' understanding of the value of language learning in bringing more educational, career opportunities. Prioritizes the importance of developing student's language skills for communicative competence. Starts lessons in an engaging way (e.g. warm-up games) and finishes them in a focused way (e.g. reinforcement, recap). Acts as a facilitator, resource and guide in addition to an organizer of students' lesson participation. Limits amount of teacher talk to encourage students' interaction and language use.
Teaching Listening	Creates interest in subject (setting, context, characters) and provides language support to prepare children for listening. Develops children's ability in listening comprehension (through songs, chants, stories, etc.) with support (miming, pictures, etc). Helps children to link listening with other skills. Develops the skills of discriminating between and recognizing different sounds and words.	Creates a supportive listening environment that promotes students' listening skills. Uses different activities to encourage students to develop pre-listening strategies (e.g. prior knowledge, prediction). Designs and selects different activities to practice and develop a variety of listening strategies for comprehension (e.g. listening for gist, listening for key words, difficult or unknown vocabulary, redundancy, background noise). Designs and selects different activities to help students to recognise and interpret typical features of spoken language (tone of voice, stress and intonation). Evaluates and selects post-listening tasks to provide a bridge between listening and other skills.

	Primary Teacher Performance Indicators	**Secondary Teacher Performance Indicators**
Teaching Speaking	Creates a supportive learning environment which promotes children's spoken interaction through repeating (games, songs, multi-sensory activities)

Reduces children's anxiety and encourages them to speak confidently.

Selects and uses techniques to help children develop and improve their pronunciation (sounds, stress, rhythm, and intonation).

Helps children to understand and use practical classroom language (simple instructions and requests).

Encourages children to listen and respond to each other to develop personal and social skills (e.g. turn-taking, working together as a team, respecting and helping other students).

Selects or creates motivating activities that encourage children to practice and reproduce language areas in realistic situations. | Creates a supportive learning environment, which promotes students' spoken interaction.

Uses appropriate and meaningful speaking activities to encourage all learners of mixed abilities to participate.

Encourages students to speak confidently without fear of making language errors.

Evaluates and selects appropriate and meaningful speaking activities focused on fluency (e.g. group work, pair work, discussion, role play, problem solving etc.).

Evaluates and selects appropriate and meaningful speaking activities focused on accuracy (e.g. well staged controlled practice exercises of certain target language: grammar, word choice etc.).

Encourages all students to listen and respond to each other to develop their personal and social skills (turn-taking, working together as a team[respecting and helping other students etc.).

Evaluates and selects various activities to help students to identify and use spoken language (natural English: connected speech and weak forms etc.) for real life communication. |

	Primary Teacher Performance Indicators	**Secondary Teacher Performance Indicators**
Teaching Reading	Evaluates and selects reading texts appropriate to children's interests and local context. Selects or creates motivating activities and provides support (e.g. brainstorming, pre teaching vocabulary) that prepare children for reading. Begins to develop the skills of reading for the main idea and for detail. Trains children to be able to link reading with other skills. Encourages children to read for pleasure taking into account their individual interests and language level. Develops children's reading comprehension (e.g. through using songs, chants, stories.) with meaning support (e.g. miming, pictures).	Evaluates and selects reading texts appropriate to students' interests and language level. Selects and recommends books for self-study appropriate to the needs, interests and language level of the students. Uses activities to encourage students to develop pre- reading strategies (e.g. prior knowledge of a topic and using prediction) to help students complete comprehension tasks. Sets different activities for students to practice and develop different reading strategies according to the purpose of reading (e.g. skimming, scanning). Helps students to develop different coping strategies when reading (e.g. difficult or unknown vocabulary, author's intention or attitude). Helps students to develop critical reading skills (e.g. reflection, interpretation, analysis). Evaluates and selects a variety of post-reading tasks to provide a bridge between reading and other skills.
Teaching Writing	Creates a supportive learning environment that combines children's speaking and writing. Selects or creates activities that stimulate children's creative writing at sentence levels. Uses activities to promote writing at paragraph level using templates.	Creates a supportive learning environment that promotes students' written interaction and develops their creativity. Provides a variety of example text types and meaningful tasks for written communication (email, letters, stories, CV and job applications). Uses a variety of techniques to help students to develop understanding of the structure, coherence and cohesion of a text and produce written texts accordingly. Helps students to understand the stages of the writing process i.e. gathering and sharing information, planning and structuring written texts (e.g. by using mind maps, outlines etc.), reflecting on, editing and improving their own writing. Uses peer-editing and feedback to assist the writing process.

Competency 2.2   Lesson Planning

Teachers understand and are able to plan effective lessons and design assignments and activities that address content and integrate skills, and help students to learn language forms and functions.

Lesson Planning	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Curriculum & Objectives	Identifies [national English]curriculum requirements and sets learning aims and objectives (e.g. for a school year, term) accordingly. Writes general goals and specific measurable learning objectives for a unit and lessons, and lesson components Sets objectives which help children to reach their full potential, taking into account their needs, abilities, and interests.	Identifies curriculum requirements and sets learning aims and objectives (e.g. for a school year, term) accordingly. Plans specific learning objectives for a sequence of lessons, individual lessons, and periods. Sets objectives which help students to reach their full potential, taking into account their needs, abilities, and interests.
Variety	Varies and balances lesson steps to enhance and sustain children's motivation and interest and responds to individual learning styles.	Varies and balances lesson steps to enhance and sustain students' motivation and interest and responds to individual learning styles. Plans activities allowing for a varied sequence of content and integration of skills.
Time	Identifies the time needed for specific topics and activities and plans accordingly.	Identifies the time needed for specific topics and activities and plans accordingly.
Instructions	Plans classroom language (e.g. instructions, concept checking) in a way necessary to carry out the lesson at children's level of instruction.	Prepares graded classroom language (e.g. instructions, grammatical terms) in a way necessary to carry out the lesson at students' level of instruction.
Content	Integrates relevant topics (e.g. Science, Maths, PE, Art & Craft etc.) using English. Insures appropriate content that is relevant to children's abilities, needs, and interests.)	Integrates relevant topics (e.g. History, Biology, Geography) using English. Plans to teach simple research skills (searching for information, presenting findings, etc.). Insures appropriate content that is relevant to students' abilities, needs, and interests.
Activities	Maximizes children's interaction with activities which cater for a range of learning styles (e.g. songs, games, pair work, group work).	Incorporates a variety of activities that encourage student interaction (e.g. speaking in pairs, writing in groups, role- play).

Competency 2.3 Conducting a Lesson

Teachers know how to create a supportive, meaningful learning environment and carry out the lesson plan and manage classroom activities to give students language input, opportunities for negotiation of meaning, and meaningful interaction.

Conducting a Lesson	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Supportive, meaningful classroom	Creates a child-friendly learning environment, including the use of praise, encouragement, problem-solving and fun classroom activities	Creates a learner-friendly learning environment, including the use of praise, encouragement, problem-solving and fun classroom activities.
Using Lesson Plans	Starts lessons in an engaging way (e.g. warm-up games) and finishes them in a focused way (e.g. reinforcement, recap) Carries out the lesson plans making smooth transitions between activities. Is flexible and can change lesson plans to respond to children's needs and interests. Notes children's performance and successes and difficulties (e.g. on the lesson plan) during the lesson to inform future planning.	Starts lessons in an engaging way (e.g. warm-up games) and finishes them in a focused way (e.g. reinforcement, recap). Carries out the lesson plans making smooth transitions between activities. Is flexible and can change lesson plans to respond to students' needs and interests. Makes assessment notes (e.g. on the lesson plan) of students (as the lesson progresses, or soon after) to inform future planning. Notes successes and difficulties (e.g. on the lesson plan) during the lesson and adjusts future lessons accordingly. Reflects on lesson content (e.g. activities, students' reaction) and uses this to inform future planning.
Classroom management	Arranges the classroom for individual, pair, group and -class work according to the lesson objectives. Gives clear and simple instructions in English (or Vietnamese where appropriate). Displays learners' work to celebrate their achievements (e.g. mini-books). Establishes classroom routines (e.g. time limits for work, raising hands, etc.). Uses and manages resources efficiently and trains learners to do the same	Arranges the classroom for individual, pair, group and whole-class work according to the lesson objectives. Gives clear and simple instructions in English (or Vietnamese when necessary). Displays students' work to celebrate their achievements (e.g. posters, class newspapers).

Competency 2.4   Assessment of Language Learning

Teachers understand formative (ongoing), and summative (progress and proficiency) assessment tools and techniques, and are able to design and use age-level-appropriate assessments to inform instruction, and to measure student progress and proficiency.

Assessment	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Design assessment	Designs age-appropriate assessment tasks relevant to the objectives and content of the curriculum.	Designs assessment tasks relevant to the objectives and content of the curriculum.
Ongoing assessment	Implements continuous assessment which allows all children to demonstrate their knowledge and skills (e.g., assessing in-class reading and listening comprehension activities/tasks). Uses in-class activities to monitor and assess children's participation and performance. Assesses children's ability to work independently and collaboratively.	Implements continuous assessment which allows all students to demonstrate their knowledge and skills (e.g., assessing in-class comprehension activities/tasks). Uses in class activities to monitor and assess students' participation and performance. Assesses students' ability to work independently and collaboratively.
Select assessment	Evaluates and selects valid assessment procedures (quizzes, portfolios, self-assessment, etc.) appropriate to learning aims, objectives and content.	Selects valid assessment procedures (speaking / writing tests, portfolios, peer/ self- assessment etc.) appropriate to learning aims and objectives.
Use assessment information	Identifies strengths and areas for improvement in children's performance (e.g. through role plays, story telling, quizzes and mini tests), using them to inform future planning. Use all assessment materials to write a report on children's progress and achievement.	Identifies strengths and areas for improvement in students' performance, using them to inform future lplanning. Use all assessment materials to write a report on the students' progress and achievement.

Competency 2.5   Resources

Teachers are able to use and adapt required textbooks effectively for language teaching and to locate and adapt materials and resources appropriate for students' age and language level.

Materials and Resources	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Select & adapt materials	Selects appropriate textbook and materials and adapts where necessary the contents of the available resources (e.g. textbooks, flash cards, pictures, websites, etc.) appropriate for children.	Selectsappropriate textbook and materials and adapts where necessary the contents of the available resources (e.g. textbooks, flash cards, pictures, websites, etc.) appropriate for children.
Resources	Knows and has access to the resources available in school (OHP, computers, library, etc.). Overcomes the organizational constraints and resource limitations that exist at school and creates self-made teaching aids. Adapts teaching accordingly.	Knows and has access to the resources available in school (OHP, computers, library, etc.). Overcomes the organizational constraints and resource limitations that exist at school and creates self-made teaching aids. Adapts teaching accordingly.
Make materials	Makes teaching aids and materials from available resources if needed. E.g. flashcards, posters Teaches and encourages children to produce materials for themselves and other learners (e.g. picture dictionaries, posters, personal books, etc.).	Makes teaching aids and materials from available resources if needed. E.g. flashcards, posters Teaches students to produce materials for themselves and other learners (e.g. presentations, dictionaries, posters, maps, personal books, etc.).
Reference materials	Recommends dictionaries (e.g. picture dictionaries) and other reference books useful to learners.	Recommends dictionaries (e.g. picture dictionaries) and other reference books useful to students.

Competency 2.6 Technology for Language Teaching

Teachers have basic computer literacy and are familiar with basic applications and uses of technology for language teaching and learning.

Technology	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Use technology in teaching	Promotes the use of technology to assist learning wherever possible Selects and uses available ICT materials and activities in the classroom appropriate for children including presentation tools, educational websites, blogs, social networks to assist learning (where applicable).	Promotes the use of technology to assist learning wherever possible. Selects and uses available ICT materials and activities in the classroom appropriate for children including presentation tools, educational websites, blogs, social networks to assist learning (where applicable).
Teach learners to use technology	Teaches children to use available ICT (e.g. computers, CD players, tape recorders, etc. for learning).	Teaches children to use available ICT (e.g. computers, CD players, tape recorders, etc. for learning).

DOMAIN 3
KNOWLEDGE OF LANGUAGE LEARNERS

Competency 3.1 Understand learners' development to motivate them.

Teachers understand learners' cognitive and affective development, and learning styles, and develop instructional practices that address and motivate diverse learners.

Learner Development	Primary Teacher Performance Indicators	Secondary Teacher Performance Indictors
Cognitive	Considers cognitive development of young learners (e.g. meaning focused, interactive listening and speaking, learning styles, short-term memories, etc.).	Considers cognitive development needs of learners including problem solving, learning styles, multi intelligences, attention span and students' characteristics.
Affective	Understands the affective needs of children and how to motivate learning (through use of praise, reward, fun activities, and sense of achievement, learning environment, setting rules and routines, etc.). Maintains children's attention, participation, and engagement through the use of various techniques (e.g. praise and encouragement, fun, personalization, problem- solving activities).	Understands the affective needs of students and how to motivate through use of praise, reward, fun activities, and sense of achievement, etc. Maintains students' attention, participation, and engagement through the use of various techniques (e.g. praise and encouragement, personalization, problem- solving activities).
Learning styles	Maximizes children's interaction with activities which cater to a range of learning styles (e.g songs, games, pair work, group work) and children's characteristics (imaginative, creative, etc.)	Maximizes students' interaction with activities which cater for a range of learning styles (e.g. role plays, games, pair work, group work) and students' characteristics (imaginative, creative, etc.)

Competency 3.2   Recognize learner language to inform instruction

Teachers recognize the characteristics of developmental learner language and adapt their instruction and deal with errors appropriately at particular students' developmental stage.

Learner Language	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Errors	Analyses children's errors and identifies what may cause them (e.g. pronunciation, word order, grammatical differences from Vietnamese.) Identifies children's errors and provides constructive feedback in a positive way (e.g. using echo correction, self- and peer-correction).	Analyses students' errors and identifies what may cause them, including pronunciation, word order, grammatical differences from Vietnamese. Identifies students' errors and provides constructive feedback in a positive way (e.g. using echo correction, self- and peer-correction).
Learning environment & risk-taking	Deals with errors that occur in class in a way that supports risk-taking, learning, and fluency. Provides classroom environment that encourages children to see errors as a way of improving their English.	Deals with errors that occur in class in a way that supports risk-taking, learning, and fluency. Provides classroom environment that encourages students to see errors as a way of improving their English
Inform instruction	Use error analysis to inform further instruction.	Use error analysis to inform further instruction.

Competency 3.3   Reflecting on learners' values and prior learning

Teachers reflect on their own and their students' cultural values and prior learning experiences and how they affect students' language learning preferences and classroom behaviors.

Cultural Values & Prior Learning	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Prior learning experiences	Reflects on children's other classroom learning experiences and how these experiences affect children's behavior in the language classroom.	Reflects on students' prior classroom learning experiences and how these experiences affect students' behavior in the language classroom.
Changing student learning behaviors	Reflects on what went right and what children resisted (for example, moving into group or sharing answers in English) in the language classroom.	Reflects on what went right and what students resisted (for example, moving into group, asking critical questions in English) in the language classroom.
Student feedback	Occasionally asks children what they liked or didn't like about language activities and content.

Responds to children's feedback appropriately, including teaching students new behaviors and procedures. | Occasionally asks student what they liked or didn't like about language activities and content.

Responds to student feedback appropriately, including teaching students new behaviors and procedures. |

Competency 3.4 Developing learners' creativity and critical thinking

Teachers practice creativity and critical thinking in their own language learning and teaching, and at appropriate developmental levels, help their students to develop creativity, and critical thinking skills.

Creativity, Critical Thinking	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Questions & tasks	Uses questions to stimulate creativity and imagination using English.	Uses questions and tasks to move beyond facts and short-answers to providing a context for creativity and critical thinking.
Critical thinking & problem solving	Designs activities that allow children to solve problems using English.	Designs activities that promote critical thinking and problem solving among students.
Innovation & creativity	Encourages children to be creative in their English assignments and participation.	Demonstrates innovation and creativity in their teaching, applying new approaches to teaching familiar content.

Encourages innovation and creativity in their students' assignments and participation. |

DOMAIN 4
PROFESSIONAL ATTITUDES & VALUES IN LANGUAGE TEACHING

Competency 4.1   Demonstrating Professionalism in Language Teaching

Teachers know and promote the value of foreign languages for their students and society and demonstrate professionalism in their teaching.

Professionalism	Primary and Secondary Teacher Performance Indicators
Value & promote language learning	Values language learning for themselves and for their society Encourages foreign language education in their schools and community.

Competency 4.2   Practicing Cooperation, Collaboration, & Teamwork in Language Teaching

Teachers know how to work cooperatively, and to collaborate with others in teams to accomplish tasks, and teach students these skills in the language classroom.

Cooperation, Collaboration, Teamwork	Primary and Secondary Teacher Performance Indicators
Cooperation	Understands and uses cooperation in the language classroom and among colleagues to divide tasks, assign roles and accomplish a task.
Collaboration	Understands and uses collaboration among colleagues, and among students to negotiate meaning, compromise, incorporate multiple perspectives, assign roles and accomplish a task.
Teamwork	Works in professional teams and teaches students to work in teams, sharing knowledge and working face-to-face and with technology to accomplish tasks, make decisions and solve problems; created opportunities for students to work in teams.

Competency 4.3 Professional Development and Life-long Learning

Teachers develop and practice learner autonomy, and are able to pursue current information about language teaching and research, and develop new skills and competencies.

Professional Development & Life-long Learning	Primary and Secondary Teacher Performance Indicators
Proficiency	Continues to improve their own language proficiency through self-study and pursuing other opportunities.
Personal professional knowledge	Pursues further professional knowledge, understandings & skills through professional reading (online and other).
Professional community	Engages in professional conversations with local teachers and colleagues (e.g. develops local community of practice; mentors young teachers).
Observing others	Observes other teachers (or college and university teachers), invites other to observe them, and learns from constructive feedback.

Competency 4.4 Contributing to the Language Teaching Profession

Teachers pursue ongoing professional development opportunities, and contribute to the exchange of ideas within their teaching community, enhancing the quality of teaching in Vietnam.

Contributing to the Profession	Performance Indicators
Professional associations	Participates in [at least one language teaching professional organization, participating in] professional development workshops and conferences on a yearly basis.

DOMAIN 5
PRACTICE & CONTEXT OF LANGUAGE TEACHING

Competency 5.1 Connecting Learning Beyond the Language Classroom

Teachers understand the importance of connecting their own learning and their students' language learning to other students, classes, school, and relevant contextual issues.

Connect beyond classroom	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Other subjects within school	Designs cross-curricular learning activities (such as linking and signposting) among subjects (such as Primary Science) and English.	Connects English learning to other subject areas Designs opportunities for students to learn from colleagues in other subject areas within the school, assisting their students to learn new information in English.
Native & multilingual speaker models	Uses media and technology to bring authentic native speaker and multilingual examples into the classroom. Invites native- or multilingual speakers, and others who have traveled abroad to visit class for brief sharing, reading aloud, or questions and answers when available.	Provides opportunities for their students to connect to target-language communities through a variety of means such as technology and authentic materials. Develops connections with target-language communities & uses them in planning & instruction (e.g.encouraging students to interview native- or multilingual speakers; inviting speakers into class) when available.

Competency 5.2 Reflecting on Language Learning and Teaching

Teachers practice ongoing reflection to examine their own language learning, and their own teaching questions, and use their findings to inform their own practice.

Reflection & Research	Primary Teacher Performance Indicators	Secondary Teacher Performance Indicators
Asking questions about teaching	Identifies and reflects on teaching questions	Identifies and reflects on teaching questions
Finding answers to teaching questions	Tries new activities or applies new knowledge to find answers to teaching questions.	Examines their own language learning or teaching questions. Tries new activities or applies new knowledge to find answers.