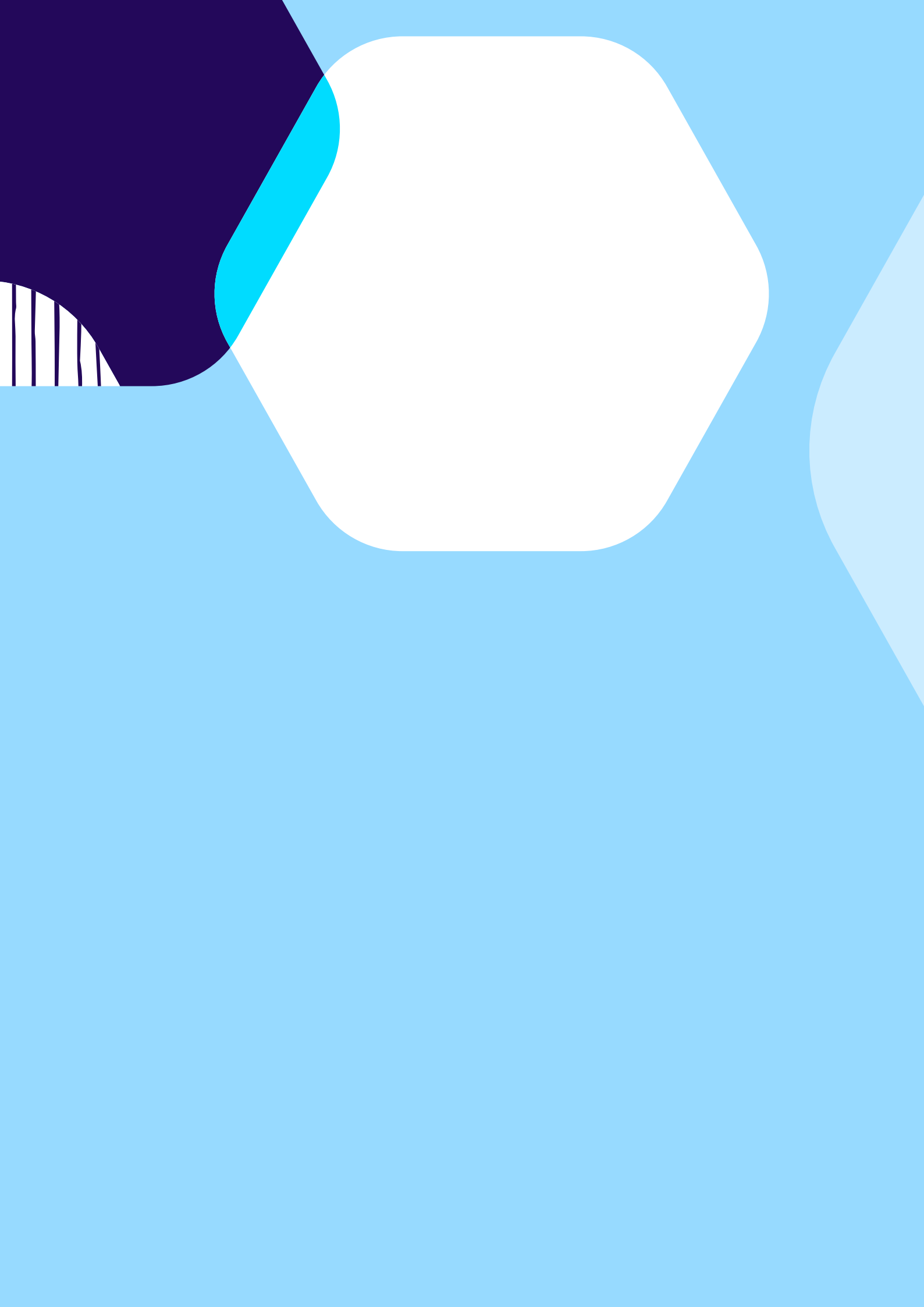# New CPD Framework for state school teachers in Armenia

Implementation guidance: recommendations, guidelines and tools

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Contents

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¹   Continuing professional development (CPD) framework for teachers in state schools in Armenia

1 Introduction

This report is based on the work carried out by independent education consultants Tim Phillips and Damian Ross, commissioned by British Council Armenia to provide thought leadership recommendations and guidelines to the Ministry of Education, Science, Culture and Sports (MoESCS) and National Centre for Educational Development and Innovation (NCEDI) working group in Armenia. The consultancy, conducted between January and March 2023, aimed to support the rollout of the British Council's new CPD framework for state school teachers in Armenia.

The new CPD framework for state school teachers in Armenia policy paper (Hovassapian, et al., 2022)[2] was developed by British Council Armenia with the support of Sheffield Hallam University in 2022, conceptualising and organising teacher continuing professional development (CPD) around a new teacher CPD framework developed and fully adjusted for Armenia's educational context. The work was done based on the existing research-backed British Council Teaching for Success approach. The new framework aims to address the existing need for reforming the teacher development system in Armenia, and to empower teachers to have a say and take responsibility for their own ongoing professional development. It further proposes strategies for integrating the framework with the national teacher attestation system, and introduces innovative mechanisms for teacher accreditation, appraisal and promotion.

As part of this engagement, and with the support of British Council Armenia Country Director Addeh Hovassapian, the consultants built upon preparatory work conducted by MoESCS and NCEDI on adopting and adapting the British Council's proposed new CPD framework for state school teachers from June to December 2022 by:

1. **Reviewing and providing feedback on the Ministry orders:** 'Defining the professional standards for the teachers of general education institutions'; and 'The formation and activity of the state committee for awarding a rank to the teacher of a public education institution and establishing the procedure for providing an additional pay to teachers with a rank', developed and published by the MoESCS in 2022, establishing processes by which teachers can develop their professional competence and progress in their educational careers.

2. **Developing specific components to further tailor and complement the proposed framework, namely:**

   • profiles and descriptors for development domains

   • descriptors for professional practices

   • descriptors for teacher competency levels

   • more concrete, classroom-based elements for each professional practice matched with different levels of complexity.

2   Hovassapian, A., Moore, N., Price, G., Bevins, S., & Wrigglesworth, J. (2022). *Continuing Professional Development (CPD) Framework for Teachers in State Schools in Armenia.* British Council. www.teachingenglish.org.uk/sites/teacheng/files/2023-04/CPD_Framework_Ts_State_School_Armenia.pdf

3. **Providing recommendations on possible pathways for development and/or assembly of the tools below in line with the proposed implementation improvements and developed descriptors at all levels:**

   • a teacher CPD self-evaluation tool

   • a teacher observation tool as a monitoring and evaluation mechanism for both schools and the Ministry.

These activities collectively aim to operationalise the CPD framework, supporting the Ministry's broader objective of fostering teacher professional growth, aligning instructional practices with 21st-century educational standards, in particular to encourage a more active learning approach. They also aim to support teachers' developmental journey towards meeting the standards expected of them, and to progress in the career structure available to them.

While the original consultancy report was tailored specifically to Armenia's educational context and reform priorities, this current version highlights a set of generalisable insights, models, and instruments which could be of wider use by both independent experts and consultants, including British Council teams and Ministries of Education in other countries who are interested in exploring and adapting the CPD systems and tools developed for Armenia rather reinvent the wheel.

1.1 Report glossary and structure

Specific terminology is used throughout the report.

Glossary

Descriptor: A concise summary that introduces a development domain and its associated professional practices, designed to help teachers navigate the framework effectively.

Descriptor level: A statement that reflects a specific level of competency within a particular aspect of teaching.

Standard: A set of 'can-do' statements developed by NCEDI, aligned with the 12 professional practices defined in the Ministry's regulatory documents.

Table 1 further explains the CPD framework terminology referenced in both the Ministry orders and this report.

	What they are	Function
Development domains	Knowledge areas for teachers' professional development	To provide teachers with a clear and accessible overview of their professional responsibilities, to support their orientation within the framework, and to guide their ongoing development and engagement with the professional practices
Professional practices	Sets of specific skills combining conceptual knowledge and practical skills which teachers need to develop and utilise for quality in the classroom	To focus teachers' performance and development on specific areas that contribute to active learning
Competency levels	Levels of knowledge and skill teachers can demonstrate/ must have within the development domains and/or professional practices	To provide teachers with clarity on possible stages of development and career progression
Elements	Individual, specific actions which make up a professional practice	To enable CPD providers and teachers to concentrate on more specific, tangible, and classroom-focused elements within each professional practice, while also supporting effective evaluation and quality assurance processes

Table 1 CPD framework terminology descriptors

The following chapters present these components, together with the underlying approach, guiding principles, recommended applications, potential challenges and questions, as well as the roles and responsibilities expected of key stakeholders – including the MoESCS, NCEDI, school leadership, teachers and others.
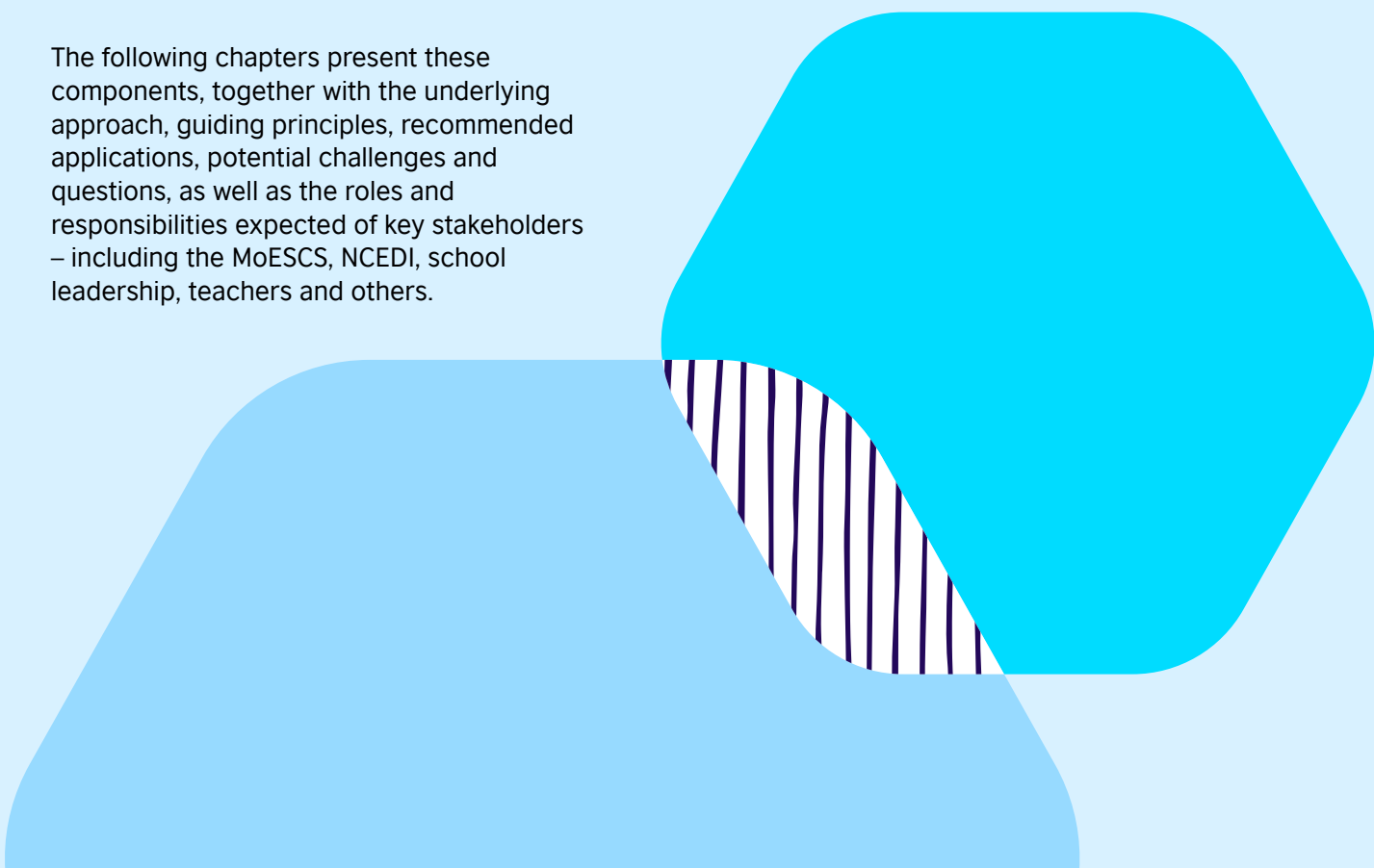
2 Proposals and recommendations for policy paper[3] implementation

To support the utilisation of the new CPD framework for upgrading the existing teacher attestation system in Armenia, within this consultancy, the following components are elaborated on:

- the interlink between the development domains

- profiles and descriptors for development domains

- refined descriptors for competency levels that encourage teachers to integrate active learning to an increasing degree in their lessons and incorporate school and other professional activity, which practising teachers may carry out to support other teachers and carry out research-type activity

- enhanced descriptors for professional practices to support teacher development toward meeting the standards set by MoESCS

- the elements of professional practices.

While working on the descriptors and elements, the consultants also explored how teachers of individual subjects (in this case English language) can be supported within the overall framework. As a result, certain components include suggestions for English language subject-specific elements that could be developed to complement the broader focus on general education.

2.1 Development domain interconnectedness

The British Council's policy paper defines the development domains as 'knowledge areas for teachers' professional development'

(Hovassapian, et al., 2022, p. 21). In other words, the development domains provide an overview of what being a teacher requires, and each encompasses a number of professional practices, describing more specific areas of practice that teachers may demonstrate and/or may need to develop. As the term 'development domain' suggests, the main purpose is to support teachers in understanding the overarching areas of their own professional development. As such, their role is recognised as providing teachers with a holistic overview of what is expected of them professionally, so that they can understand the relationship of individual professional practices to their whole performance as a subject teacher in their school.

It is therefore strongly recommended that the Ministry adopt the development domains as the foundation for structuring the overall approach, in order to simplify the framework's application, and help teachers to clearly understand the expectations of their profession.

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[3] Hovassapian, A., Moore, N., Price, G., Bevins, S., & Wrigglesworth, J. (2022). *Continuing Professional Development (CPD) Framework for Teachers in State Schools in Armenia.* British Council. www.teachingenglish.org.uk/sites/teacheng/files/2023-04/CPD_Framework_Ts_State_School_Armenia.pdf

Framing their professional work through the lens of development domains enables teachers to reflect on their overall capabilities, and to situate development activities within specific professional practices more holistically, while also considering their relationship with learners, the wider profession, subject knowledge and classroom practice. Also, at the development domain level, teachers are able to understand if they have the appropriate knowledge and skills to perform well in their particular context: this may mean that different teachers will then need to focus on different professional practices. While at the development domain level teachers can understand their overall level, they may have a more 'jagged' profile in terms of professional practices. Teachers, therefore, may need to prioritise which professional practices to focus their development on, and in some cases (for example, Integrating ICT), if the school lacks resources to support this, developing in this area may not be an immediate need.

Teachers should, therefore, be very familiar with the four development domain categories: conversations with and between teachers about the quality of teaching can be held with reference to domain levels. The 12 professional practices then provide teachers with much more detailed descriptions and standards, which they need to engage with intensively, using the development domains as a mental frame to bring the separate elements together.

A holistic view of the teaching profession moves beyond the traditional conception of teaching as mere knowledge transfer. It recognises teaching as a dynamic learning process that involves applying knowledge and skills to address specific challenges – thereby aligning with the Ministry's objective of modernising the education system.

Finally, schools can also benefit from development domains. Focusing on the development domains can provide valuable insights into institutional strengths and challenges, thereby supporting school improvement planning and discussions. Likewise, development domains can assist professional development providers in aligning their offerings with the specific needs of teachers in Armenia, ensuring coherence across all four domains.

Accordingly, descriptors and other content that defines the role of development domains more fully are provided in the following section. However, it is important to recognise the interconnectedness of the development domains and not regard them as stand-alone knowledge areas which can be used or introduced incrementally. Figure 1 demonstrates this interconnectedness.

Subject expertise
Knowing the content of a discipline and its pedagogical principles

- subject teacher identity and agency are strengthened through the understanding of a subject's importance to society
- teacher subject knowledge aligns with curriculum and policy requirements
- teachers work with peers developing shared knowledge base
- teacher development strengthens subject-specific content and pedagogical knowledge.

- reflection on classroom practice informs development activity
- teachers provide accurate and appropriate examples for students
- classroom practice is underpinned by subject-appropriate principles.

- teacher understanding of individual learners informs development of specific areas of subject knowledge
- teacher understanding of learners' needs strengthens understanding of the link between their subject and societal needs
- teacher subject knowledge allows them to predict and plan for learner needs.

- Sharing of teacher classroom experience develops awareness of shared needs and opportunities for peer support and informs educational planning.

Classroom practice
Planning and delivering effective lessons and courses, using appropriate resources, approaches and methodologies

- Planning and delivery are based on understanding of learners as individuals and as a group. Reflection on classroom practice develops learner support skills.

Self and community development
Implementing educational policies, continually improving self and supporting other teachers

- teacher development activity is driven and measured by responding to learner needs
- teacher understanding of learner needs is shared with the community, contributes to shared sense of purpose, and informs educational planning
- teacher development activity improves learner support skills
- understanding of learners strengthens teacher understanding of role and sense of purpose.

Learner support
Understanding and supporting the learning of every learner

Figure 1 CPD framework development domain interconnectedness

2.2 Development domain profiles and descriptors

To provide teachers with essential information around each development domain, separate profiles were developed for each of them, as presented in the following four tables. These provide a higher-level overview of what being a teacher requires, which should be easily comprehensible to teachers and can become a common way of referring to their work. In addition to the general definitions of each domain, extra subject-specific (English language) definitions were also added (based on the assumption that English language teaching may be distinct), which can help to direct subject-specific teachers towards emerging trends in the subject.

It is proposed that these four profiles be included in a guidance pack to introduce teachers to the overall approach. They could also form part of familiarisation training to support understanding of how the approach functions in practice.

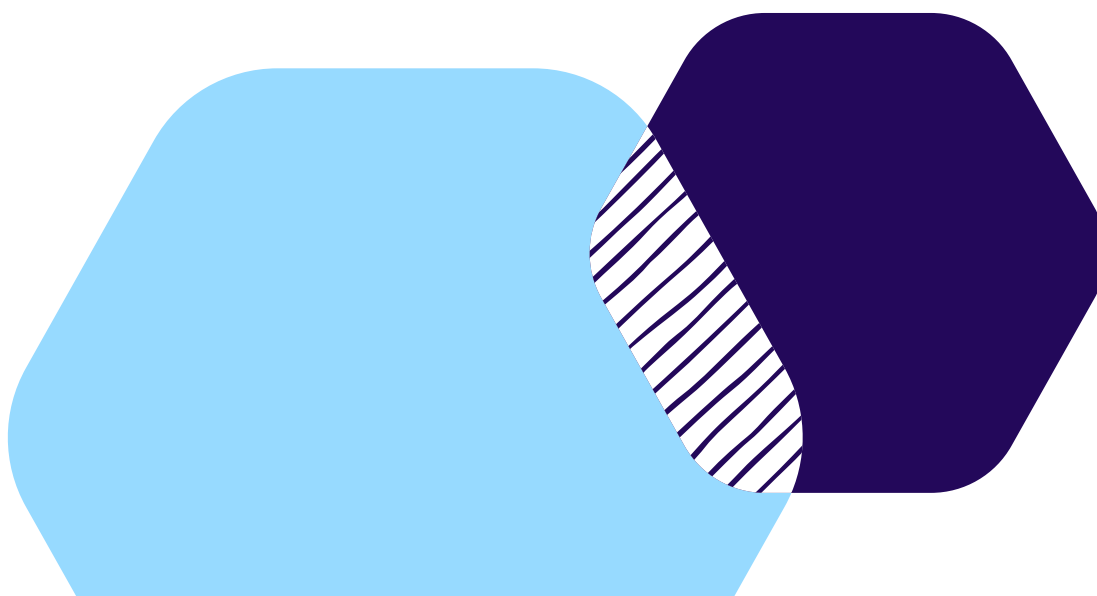| Development domain	Subject expertise
What this domain is about	**Subject expertise** is knowing the content and pedagogical principles required to teach a particular discipline.
	The teacher: • has a level of content knowledge which allows them to both implement and supplement the curriculum as needed • knows the principles and theory behind general and subject-specific pedagogy • knows how their subject relates to student and societal needs beyond the classroom.
Subject-specific domain descriptors (English)	The teacher: • has a level of English which is appropriate to curriculum content, and which allows the teacher to successfully model the language • understands theories of language acquisition and the principles underpinning successful support for students' receptive and productive skills.
Professional practices in this domain	The teacher can develop their knowledge, skills and competencies within this domain by carrying out professional development in the following professional practice: • Subject knowledge.
Evidence	The teacher can demonstrate evidence in these ways: • subject qualifications (degree, etc.); other qualifications; relevant CPD successfully undertaken; observation evidence.
English-specific evidence (in addition to the above)	• national or internationally recognised English language certification (e.g. TOEFL, IELTS) and ELT certificates (e.g. TKT, CELTA, DELTA).

Table 2 Subject expertise development domain profile

Development domain	Classroom practice
What this domain is about	**Classroom practice** is about planning and delivering effective lessons and courses, using appropriate resources, approaches and methodologies.
	The teacher:
	• designs courses and plans lessons based on student needs and using appropriate activities aligned to clear, appropriate learning outcomes • manages the classroom environment to maximise the participation and learning of all students • uses a range of resources, including ICT, appropriate to students and learning outcomes • develops student autonomy and transferable skills (21st-century skills).
Subject-specific knowledge and skills (English)	The teacher: • plans and delivers lessons appropriate to the language level of the students • maximises opportunities for students to use English through appropriate choice of activities and resources (including ICT) • supports students in discovering and experimenting with English with their classmates in and beyond the classroom.
Professional practices in this domain	The teacher can develop their knowledge, skills and competencies within this domain by carrying out professional development in these professional practices: • Planning lessons and courses • Managing the lesson • Managing resources • Integrating ICT • Promoting 21st-century skills.
Evidence	The teacher can demonstrate evidence in these ways: • lesson and course plans; classroom observation evidence; surveys; teachers' narrative and reflection (in CPD portfolio).

Table 3 Classroom practice development domain profile

Development domain	Learner support
What this domain is about	**Learner support** requires the teachers' understanding and ability to support the learning and welfare of every learner.
	The teacher: • uses effective techniques to understand individual learners' learning needs, motivations and preferences • provides learning opportunities relevant to learners' needs, motivations and preferences • monitors and assesses each learners' learning • gives feedback and support to learners to maximise learning • ensures inclusion, safety and equity for all learners in the classroom and the school.
Subject-specific domain descriptors (English)	The teacher: • understands the language background, experience and any special needs of each learner, and incorporates that understanding to the benefit of the learners and their learning • encourages learners to safely engage with the language inside and outside the classroom, including on the internet • uses their understanding of learners' interests and activities (including online) to ensure language learning is enjoyable and relevant.
Professional practices in this domain	The teacher can develop their knowledge, skills and competencies within this domain by carrying out professional development in these professional practices: • Learners' needs assessment • Assessment of learning • Universal inclusion skills.
Evidence	The teacher can demonstrate evidence in these ways: • learner progress (test results, marks); lesson observations; learner feedback; learner profiles; teacher reflections.

Table 4 Learner support development domain profile

Development domain	Self and community development
What this domain is about	**Self and community development** is about demonstrating professional integrity and democratic values, implementing educational policies and continually improving as a teacher through regular professional development.
	The teacher: • can articulate their values and purpose as a teacher and align them to their practice • identifies their own development needs and successfully completes professional development activity that meets those needs and contributes to improved learner outcomes • keeps up to date with educational policy initiatives and carries them out effectively in their professional work in line with their values • makes an active and valued contribution to the community of the school and the teaching profession more widely • links their work as a teacher to the wider social context.
Subject-specific domain descriptors (English)	The teacher: • accesses opportunities and resources online internationally to engage with the modern language and its speakers in the world • integrates into their teaching an understanding of the social and economic needs of English in Armenia • creates cross-cultural opportunities for learners to engage with other English speakers internationally.
Professional practices in this domain	The teacher can develop their knowledge, skills and competencies within this domain by carrying out professional development in these professional practices: • Taking responsibility for professional development • Understanding educational policies and practices • Championing professional integrity and democratic values.
Evidence	The teacher can demonstrate evidence of their abilities in these ways: • CPD portfolio; achievement of required hours/credits of CPD; performance review and testimonials from colleagues and managers.

Table 5 Self and community development domain profile

2.3 Teacher competency level descriptors

The British Council's policy paper defines the competency levels as 'Levels of knowledge and skill teachers can demonstrate/must have within the development domains and/or professional practices' (Hovassapian, et al, 2022, p. 24).

The teacher competency levels can apply to both development domains and professional practices. The MoESCS had developed the following definitions for the four levels of competence proposed in the British Council CPD policy paper:

1. **Foundation level:** where the teacher **knows and can** mainly apply the defined professional practices.

2. **Competent level:** where the teacher **can creatively apply** the defined professional practices, acting in accordance with the situation.

3. **Proficient level:** where the teacher can also support other teachers for the improvement of their competences, acting as a trainer, mentor, and so on.

4. **Expert level:** where the teacher makes recommendations for the development and implementation of new approaches in pedagogical activity, conducts action research for the sake of the improvement of one's own and others' pedagogical activity.

While the definitions for Foundation and Competent levels reflect a logical and reasonable progression from one level to the next (conservative application vs creative application), the definitions for the Proficient and Expert levels were evaluated to raise the bar considerably by introducing elements of new **functions** beyond a formal teacher role: traning delivery, mentoring, or contributing to the policy. While it is fully acknowledged that accumulated experience and knowledge can enable a teacher to take up such roles **informally,** it is important to note that their **formal implementation** requires receiving appropriate professional development and support. Therefore, it was proposed that the Proficient level should describe teachers demonstrating high levels of competence in their classrooms, schools, and beyond – complemented by activities that support

other teachers (involving some teacher trainer skills) and explore aspects of practice (applying some research skills) – but not necessarily involving an officially recognised role as a trainer or researcher.

Therefore, to address the above-mentioned identified issues, the following alternative definition for Proficient level was proposed, while it was suggested the Expert level be used for promoting specialisations among teachers:

- **Proficient level:** where the teacher can innovate in application of the professional practices in the classroom, and is able to make recommendations for the development and implementation of new approaches in pedagogical activity, conduct action research for the sake of improving one's own and other's pedagogical activity.

- **Expert level:** where the teacher builds on their teaching expertise to focus on taking on **new formal** roles such as teacher-trainer, researcher, policy adviser and/or materials developer, which may involve them working in the education system beyond the environment of a particular school.

As such, in refining these competency level descriptors as applied to the development domains, the professional practices and the self-evaluation and observation tools, the following principles were applied:

- Levels are defined by what the teacher **can do**, not what the teacher **may lack.**

- Competence is **accumulative,** so that a teacher at the Competent level demonstrates what is described at that level **plus** what is described at the Foundation level, and a teacher at Proficient level demonstrates skills and knowledge at Foundation and Competent levels, and similarly for Expert level.

- A key distinction between a Foundation level teacher and a Competent level teacher is that the former will mainly demonstrate whole-class skills to teach the curriculum, but the latter will combine this with greater ability to respond to individual student needs and encourage active learning.

- At the Proficient level, teachers demonstrate skills that teachers at the Foundation and Competent levels do, but also innovate, specialise, inspire learners and support and lead other teachers.

- At the Expert level, teachers are **developing into other roles** that include activity in the wider education system beyond the school such as a trainer, researcher, materials developer, test-writer, and policy developer, which require specific further professional development and qualifications.

As a result, identifying and describing development domains and professional practices specific to those 'educator roles' required further work which was beyond the scope of this consultancy.

2.3.1 Introducing 'toward Foundation' or 'pre-Foundation' level

In developing descriptors to show progress of teachers across the Competency levels, the consultants suggested that there is a gap below the Foundation level – indicating the need for a level to reflect teachers who have not yet reached the Foundation stage. Given that one of the aims of the new framework is to provide teachers with better support for their professional development, as well as the fact that MoESCS is seeking to modernise teaching and learning approaches, there will be instances where teachers are unable to demonstrate specific knowledge and skills within certain professional practices. For example, for some teachers, integrating ICT or promoting 21st-century skills may be new or unfamiliar to them. From a developmental point of view, teachers need to be able to identify what they do not know in order to identify what they need to learn, and they should not be afraid that admitting this will necessarily lead to a 'bad mark' against their teaching ability.

In order to deal with this issue, the consultants suggested that in tools such as the self-evaluation tool and the observation tool, a **toward Foundation** or **pre-Foundation** level can be included before the Foundation level. This would enable identification of where the teacher is developing their knowledge and skills towards Foundation level, but does not demonstrate the knowledge and skills required. This level should be regarded only as a **development level** (representing the reality that teaching is a constant process of developing knowledge and skills), not as a deficit level (which might suggest that the teacher is somehow lacking areas of professionalism and so would be a demotivating or demoralising factor).

It should be noted that this new proposed level is included in the descriptors for the competency levels for the development domains and professional practices, however, it has not been included in this report, because it does not represent a level to achieve.
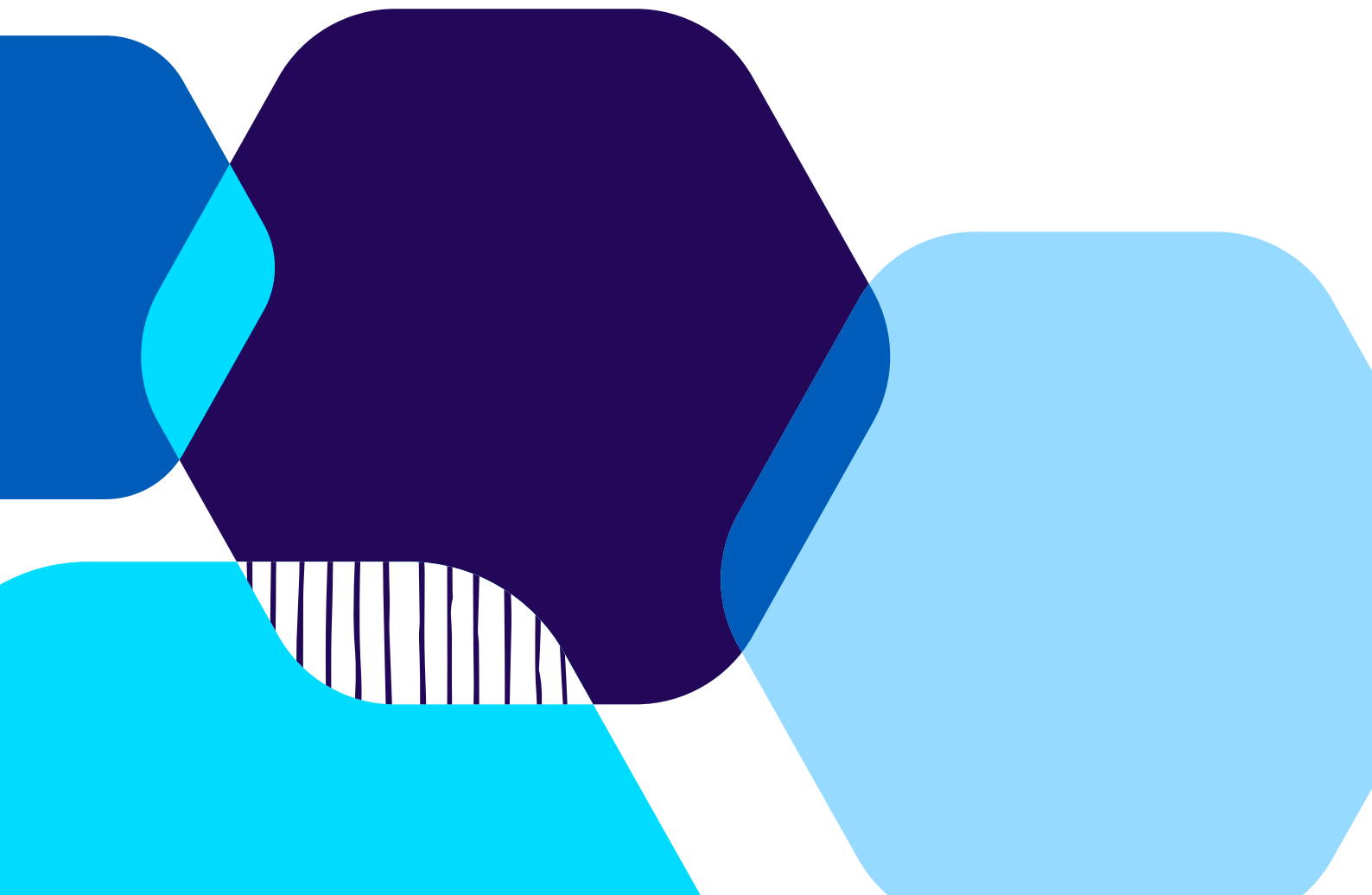
2.3.2 Development domain competency level descriptors

For the development domains, the following framework was developed. It is considered to offer the advantage of providing a comprehensive summary of the competencies required of a teacher within a single, easily understandable table. This holistic view provides the foundation for exploring the professional practices and the corresponding standards expected within each. When teachers self-evaluate in a particular professional practice and select professional development for a particular teaching technique or support a particular standard, they can easily relate that to the broader picture represented by the four domains.

Development Domains	Foundation (applies the curriculum) The teacher…	Competent (ensures active learning) …and…	Proficient (guides other teachers) …and…	Expert (contributes to policy) …and…
Subject expertise is knowing the content of a particular discipline and its pedagogical principles.	…has the subject knowledge required to be a teacher and follow the curriculum	…understands where and how the curriculum needs adapting/supplementing to meet student needs	….has the subject knowledge to act as a reference point for other teachers	…has the subject knowledge to inform curriculum planning and design
Classroom practice is planning and delivering effective lessons and courses, using appropriate resources.	…plans and delivers lessons and courses according to the curriculum	…plans and delivers lessons and courses which engage all students in active learning	…works intensively with individual students to maximise learning and advises other teachers on effective learner support	…provides institutional or system-level guidance on developing classroom practice
Learner support is understanding and supporting the learning of every learner.	…creates a secure classroom environment and engages the whole class in learning	…tailors teaching to the needs of individual learners and monitors individual progress	…works intensively with individual students to maximise learning and advises other teachers on effective learner support	…has insights and understanding of inclusion in education and of learner support that contribute to research and policy initiatives
Self and community development is implementing educational values and policies, continually improving, and supporting other teachers.	….follows required procedures related to students and actively works to improve their own performance	…works collaboratively with colleagues to strengthen teaching reciprocally and uses professional development to ensure learner needs are met	… is active at school level in modelling good practice, supporting other teachers and managing own and others development	…is active beyond the school level in developing specialist skills and contributing to policy development, teacher development and educational research

Figure 2 Development domain competency level descriptors

2.4 Professional practice descriptors

Descriptors were also developed for each level of the professional practices. These provide a concise summary of the key aspects of each professional practice and enable teachers to conduct a high-level self-assessment of their knowledge and skills. They can also be adapted for classroom observation. They cover development across the levels from Foundation to Proficient – at the Expert level, teachers demonstrate the skills and knowledge at Proficient level, but are beginning to develop skills in education in roles other than teaching.

Subject expertise	Foundation (applies the curriculum) The teacher…	Competent (ensures active learning) …and…	Proficient and Expert …and…
Subject expertise is knowing the content of a particular discipline and its pedagogical principles.	…has the subject knowledge required to be a teacher and follow the curriculum	…understands where and how the curriculum needs adapting/ supplementing to meet student needs	…has the subject knowledge to act as a reference point for other teachers
English language proficiency = has the level of English required to…	…teach and assess curriculum content	…model and adapt language to learners of different levels (**B1/B2 minimum)	…help colleagues with language questions and interact fluently in international settings (C1 minimum)
Knowledge of principles of English language teaching	…understands theories of language acquisition and the principles under-pinning successful support for students receptive and productive skills in line with the curriculum	…knows a range of approaches to teaching language and skills and understands their relationship with the context and student needs	…has specialist knowledge in relation to specific areas of language teaching and learning which benefits the school as a whole

Figure 3 Subject knowledge professional practices competency level descriptors

Classroom practice	Foundation (applies the curriculum)	Competent (ensures active learning)	Proficient and Expert
	The teacher…	…and…	…and…
Classroom practice is planning and delivering effective lessons and courses, using appropriate resources.	…plans and delivers lessons and courses according to the curriculum	…plans and delivers lessons and courses which engage all students in active learning	…facilitates innovative lessons which go beyond the subjed curricuum to inspire students, develop global skills, and create links with other subjects
Planning lessons and courses	…plans lessons and courses in line with curriculum outcomes and aims	…plans lessons and courses which are adapted to ensure active learning for specific groups and individuals	…plans innovatively to integrate the subject curriculum with wider students needs and create links with other subjects
Managing the lesson	…ensures the students are on task	…ensures all students are engaged in active learning	…demonstrates and inspires passion for the subject
Managing resources	…effectively uses the reources provided effectively to meet lesson aims	…effectively uses resources which cater to the specific needs and interests of the students	…uses and creates resources which integrate subject learning with wider student development
Integrating ICT	…effectively uses ICT resources appropriate to lesson aims	…effectively uses ICT resources which engage the students in active learning	…integrates the development of student IT skills into subject learning
Promoting 21st-century skills	…provides opportunities for students to reflect on and discuss lesson aims and content	…delivers lessons which explicitly supoprt the development of 21st-century skills	…facilitates lessons which are student-led and based around student collaboration and problem solving

Figure 4 Classroom practice professional practices competency level descriptors

Learner support	Foundation (applies the curriculum)	Competent (ensures active learning)	Proficient and Expert
	The teacher…	…and…	…and…
Learner support is understanding and supporting the learning of every learner	…creates a secure classroom environment and engages the whole class in learning	…tailors teaching to the needs of individual learners and monitors individual progress	…works intensively with individual students to maximise learning and advises other teachers on effective learner support
Learners' needs assessment	…takes into account the strengths and challenges of the learners	…enables each learner to learn in the most effective way for them	…uses innovative approaches to support learners' individual styles of learning
Assessment of learning	…assesses the knowledge and skills of learners in line with required assessment procedures	…integrates formative and summative assessment for the benefit of individuals' learning	…uses information from assessment to guide the educational, social and personal development of individual learners
Universal inclusion skills	…ensures the participation of all learners in the education process and encourages all learners equally	…fosters values of inclusion and diversity in the classroom and differentiates between learners fairly and appropriately to their needs	…uses innovative approaches to improve learning outcomes, building on individual learners' strengths

Figure 5 Learner support professional practices competency level descriptors

Self and community development	Foundation (applies the curriculum) The teacher…	Competent (ensures active learning) …and…	Proficient and Expert …and…
Self and community development is implementing educational policies, continually improving and contributing to the educational community	…follows required procedures related to students and actively works to improve their own performance	…works collaboratively with colleagues to strengthen teaching reciprocally and uses professional development to ensure learner needs are met	…is active at school level in modelling good practice, supporting other teachers and managing own and others' development
Taking responsibility for professional development	…identifies and undertakes relevant professional development and applies it to classroom practice	…applies learning from professional development to improving the learning of individuals and evaluates the impact	…takes a lead in the school to work with other teachers on professional development activity
Understanding educational policies and practice	…organises teaching in line with relevant educational policies	…finds effective ways to integrate educational policy into aspects of teaching and learning in the classroom	…co-ordinates the implementation of aspects of educational policy in the school and provides feedback on policy and practice
Championing professional integrity and democratic values	… demonstrates professional integrity and democratic values in their professional work	…creates strong relationships with learners, parents and other stakeholders according to professional and democratic values	…provides support for other teachers in the school to ensure professional integrity and values of democracy and justice

Figure 6 Self and community development professional practices competency level descriptors

2.5 Professional practice elements

The standards defined by the MoESCS set out what is expected of teachers in the different professional practices, whatever their subject. These could be used for attestation and promotion purposes.

From a professional development perspective, it is valuable to deconstruct these statements into specific elements that enable a more targeted analysis of needs, serving the following purposes:

• supporting teacher understanding of professional practices and self-evaluation

• supporting teachers in choosing specific areas for development, and in identifying subject-specific needs

• supporting providers of training and other professional development activities in clearly articulating their offerings and aligning them with the CPD framework

• providing the basis for classroom observation tools and other forms of quality assurance.

To support this, the consultants undertook a mapping exercise, where they produced elements from the Ministry standards and mapped them to the elements in the original British Council CPD framework[4] for comparison.

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4   British Council. (2015). Continuing Professional Development (CPD) Framework for teachers.
      www.teachingenglish.org.uk/sites/teacheng/files/CPD_framework_for_teachers_WEB.PDF

The mapping exercise produced the following:

1. a breakdown of the MoESCS teacher standards into individual elements

2. identification of elements that were included in these standards that were not included in the British Council's original CPD framework

3. identification of elements that were included in the British Council's original framework but not in the MoESCS standards

4. identification of differences in approaches to wording and level of detail (translation issues notwithstanding)

5. identification of elements in the British Council framework that are subject-specific to English teachers.

A comprehensive excel spreadsheet was used as a working document to complete the mapping exercise. As the file is regularly updated, and subject to further updates, the full document is not included here; however, an example extract is included below.

MOE standards	MOE elements	BC mapped	BC elements
3) Conducting the lesson			**Managing the class**
a. The teacher shall be able to explain the educational material clearly, ensuring the cross-curricular links and the relevance of the taught and learnt material to the daily routine, promoting the learners' interest in the studied material, using questions, hints and other strategies to assess the degree to which the students have internalized the material.	Explaining educational material clearly	Explaining learning aims and content appropriately	Controlling the pace and timing of activities
	Ensuring cross-curricular links		Signalling transitions between stages of the lesson
	Ensuring relevance of material to daily routine		Adjusting the classroom layout to support learning
	Promoting learner interest in the material		Responding to unexpected classroom events
	Using questions, hints and other strategies to assess learning	Checking understanding	Making effective use of resources and equipment
b. Based on the topic of the class, the teacher shall be able to select and apply effective methods of teaching, including the use of ICT tools, as appropriate.	Selecting methods of teaching		Giving instructions effectively
	Applying methods of teaching		Explaining learning aims and content appropriately
	Using ICT tools as appropriate	Making effective use of resources and equipment	Checking understanding
c. The teacher can manage the class environment and ensure equal learning opportunities for all students.	Managing the classroom environment	Establishing and maintaining a positive learning environment	Using language appropriate to my learners' level
		Establishing and maintaining classroom discipline	Making appropriate decisions about which languages are used by the teacher and learners
		Adjusting the classroom layout to support learning	Monitoring learner engagement in order to maintain motivation
		Signalling transitions between stages of the lesson	Establishing and maintaining classroom discipline
		Responding to unexpected classroom events	Setting up classroom activities that include a variety of interaction patterns
		Setting up classroom activities that include a variety of interaction patterns	Adjusting plans to take advantage of opportunities for learning that emerge during lessons
		Adjusting plans to take advantage of opportunities for learning that emerge during lessons	Establishing and maintaining a positive learning environment
	Ensuring equal learning opportunities for all students		Reflecting on my lesson management, identifying strengths and weaknesses, and making adjustments as needed
d. The teacher shall be able to monitor almost all students in the course of their individual/group work.	Monitoring almost all students	Monitoring learner engagement in order to maintain motivation	
e. The teacher shall be able to match his/her teaching to the level of the students.	Matching teaching to the level of the students	Giving instructions effectively	
		Controlling the pace and timing of activities	
		Using language appropriate to my learners' level	
		Making appropriate decisions about which languages are used by the teacher and learners	

Figure 7 Example of elements mapped to professional practice: Managing the lesson

Note:

- ministry elements highlighted in light blue are represented in the British Council elements

- ministry elements not highlighted are not represented

- english-specific elements are indicated in dark blue

- where other colours are used, the elements are covered in other professional practices, in line with the colours used throughout this document.

It was hoped that the mapping would be useful to the Ministry and teachers in identifying differences and gaps for further discussion, and agreement of elements for the uses described above. In addition, it was also believed that the mapping would be directly useful to CPD providers in aligning their work to Ministry standards. As a result, the mapping can enable English language teachers in Armenia to easily identify and access training and development from CPD providers which relates to their national needs.

3 CPD evaluation and monitoring tools

3.1 Teacher self-evaluation of needs

This section proposes a model for teacher engagement with the framework through self-evaluation of their knowledge, skills and professional development needs. It is recommended that this model be discussed and piloted with teachers themselves. Teacher self-evaluation can take place for a variety of purposes. For example:

1. to support teachers in reflecting on their practice and identifying what professional development they may want to engage in according to their own needs

2. to support school-level discussion of needs

3. to provide the MoESCS and school authorities with a survey of how teachers perceive their own level of knowledge and skills that can be related to more objective evidence obtained through classroom observation and other sources. This type of survey can be used to ensure teachers have a voice in Ministry decision making but should be anonymous to encourage open self-analysis.

The British Council policy paper describes the use of self-evaluation for purposes 1 and 2 using the proposed 'Development Cycle' (Hovassapian, et al., 2022, p. 37).

The self-evaluation tool should support teachers in planning their development in the context of wider reform and the transition from the perception of teaching as knowledge transfer towards ensuring inclusive active learning.

The components of the CPD framework can be used in relation to teacher analysis of their development needs as follows:

Use in teacher needs analysis	
Development domains	To support teachers in understanding and planning their development holistically, in relation to each of the domains
Professional practices	To focus teacher evaluation of CPD needs on specific standards
Competency levels	To support teachers in conceptualising their development aims and progress in relation to the curriculum, their learners, other teachers and the wider profession
Elements	To support teacher understanding of professional practices and provide the basis for development planning in specific areas

Table 6 CPD framework components use for teacher needs analysis

The self-evaluation items can be based on the descriptors of the development domains and/or standards of the professional practices.

It is recommended that the development domains be incorporated into self-evaluation processes, as this approach is expected to promote the alignment of the Ministry, school, and teacher priorities. Additionally, it can support teachers in reflecting on their learners' needs and integrating them into planning, as outlined below:

- reviewing curriculum content in relation to teacher's knowledge *(Subject expertise)*

- reflection on own teaching, including previous observation feedback *(Classroom practice)*

- assessing or finding out (e.g. from the previous teacher) about the needs of learners in a class and incorporating these into development planning (*Learner support)*

- reviewing school and Ministry priorities for teacher development (including in relation to education reform), options for development activity and ways of working with other teachers (e.g. mentoring, training, teacher networks, peer collaboration) *(Self and community development).*

The approach requires self-evaluation of development needs in relation to the domains, as opposed to purely competency-based self-evaluation. It is envisaged that teachers use the tool principally when planning development at the beginning of the year, and where necessary returning to it to support the development of their portfolio. As such, it is recommended that the document itself is used as a practical basis for further investigation and development, rather than a comprehensive description of a teacher's performance.

3.2 Proposals on developing a teacher self-evaluation tool

To integrate the considerations above with Ministry needs, the consultants proposed piloting a teacher self-evaluation tool with 3 parts. For each part, they suggested that the Ministry review the proposals and identify the type and level of data which they would like to aggregate. This information can then be used alongside piloting with teachers to find the best way to meet both sets of needs.

The proposed 3 parts are:

Part 1: biographical data that can be used to relate self-evaluation of knowledge, skills and professional development needs with groupings and characteristics of teachers

Part 2: knowledge of policy, curriculum, school context, and learner needs and well-being

Part 3: self-evaluation of knowledge, skills and professional development needs according to the descriptors of the development domains and/or standards of the professional practices.

Part 1

This section would be mainly for Ministry and school use. The teacher provides biographical data, which would provide the Ministry/school with an overview of the teaching workforce, and enable them to analyse which particular needs and characteristics are common to teachers, such as years of experience, geographical location, gender and so on. As this information is to provide an overview, when used, it can be done without naming individuals, which would hopefully encourage teachers to be as open as possible in their responses.

Part 2

In the second section, the teacher assesses what is considered fundamental background knowledge to ensure they think in more detail about their skills:

- familiarity with education policy and reform, including teaching standards

- familiarity with the curriculum

- familiarity with class needs in relation to the curriculum and active learning

- individual learner needs

- student well-being and safety.

As demonstrated below, these areas are connected to aspects of the framework, and help to contextualise answers in the third section in relation to the teachers' awareness of key information. An excel spreadsheet was used as a working document to demonstrate the interconnectedness of these components. As the file is regularly updated, and subject to further updates, the full document is not included here.

Part 2	Professional Practice	Evaluation item	MOESC stand-ards	Working towards or strengthening Foundation level	Working towards or strengthening Competent level	Working towards or strengthening Proficient level	Working towards or stregthening Expert level
1	Self and community development	Are you completely familiar with the latest education policy?	11	No	Yes		
2	Subject knowledge	Are you completely familiar with the curriculum?	1	No	Yes		
4	Learner support	Which of the following best desribes how well you know the students in each of your classes?	7	I need to know more about the challenges my students will face in relation to the curriculum.	I am aware of the challenges my students will face in relation to the curriculum and I want to be better at helping them engage actively.	I know how to adapt the curriculum to ensure my students learn actively and want to be better at supporting other teachers in this area.	
5				I need to find out about the specific needs of individual students in my class.	I need to learn how to address the specific needs of the students in my class.	I need to learn how to support other teachers in this area.	
6		Do you know how to make sure all your students are safe in your classroom?		No	Yes		
7		Do you know how to make sure all your students are safe online?		No	Yes		

Figure 8 Part 2 sample of the self-evaluation tool

Reflecting on these areas could support teachers, especially those at or aiming for Foundation or Competent levels, in identifying priorities; completing Part 3, which focuses on their knowledge and skills at the more detailed professional practice level; and in considering their development levels as described in Figure 2: Development domain competency level descriptors.

Part 3

Before finalising this section, the competency levels and descriptors developed for the development domains and the professional practices will need to be validated. Validation is required to determine whether the items are actually valid and reliable in use and can therefore support a valid and reliable self-evaluation tool. Once this is done, a further validation process will be necessary to determine the reliability of the scale used to self-evaluate against each descriptor.

For this scale, three options are presented:

1. self-evaluating according to the elements of each professional practice, using a common three-point scale

2. self-evaluating each professional practice according to generic development aims based on the development domain competency level descriptors

3. self-evaluating against professional practices using a numerical scale to rate their current practice.

Each option is elaborated on below:

1. Self-evaluating according to the elements of each professional practice, using a common three-point scale

In the first option, teachers read the professional practice descriptors and evaluate themselves directly against them, referring to the elements where necessary, and using a common 3-point scale for Foundation and Competent Levels, as follows:

Managing the lesson	...ensure the students are on task	...ensure all students are engaged in active learning
Possible wording for teacher self-evaluation drop-down menu (Note: These would need to be carefully workshopped and trialled with Armenian teachers.)	• I really need to focus on developing in this area. • I can do this but want to do it better. • I am fully confident in this area.	• I really need to focus on developing in this area. • I can do this but want to do it better. • I am fully confident in this area.

Table 7 3-point scale teacher self-evaluation example

The guidance accompanying the tool would clarify that teachers should demonstrate confidence at the Foundation level before progressing to the Competent level, and so on. The rationale for using a three-point scale – rather than a simple 'can/can't do this' binary – is to assist teachers in prioritising their professional development needs within the limited time available during the academic year.

This approach has the benefit of making cross-referencing with the elements relatively simple, although it would probably be overwhelming to include all the elements within the tool itself.

2. Self-evaluating each professional practice according to generic development aims based on the development domain competency level descriptors

The second option uses general level descriptors. These could then be applied to Ministry professional practices (in some cases including subject-specific wording) or even to elements themselves when teachers want to hone in on a particular professional practice identified as a priority.
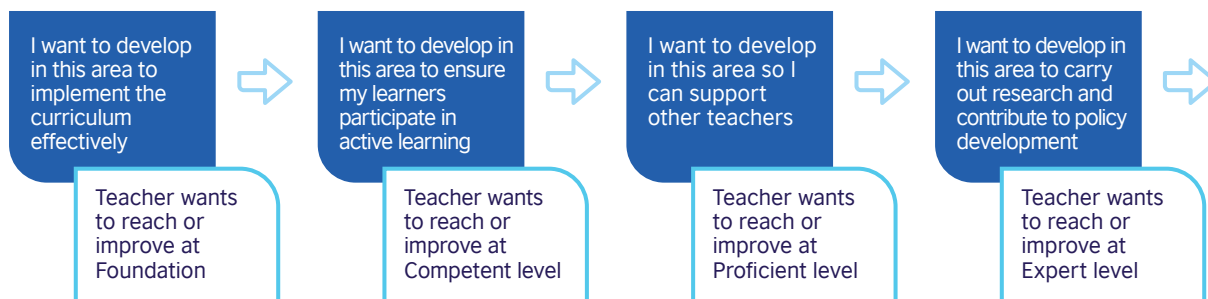
Teachers could also rank themselves against selected 'core' headings and separately consult one or more of the above documents if they wanted more explanation, or when focusing on this area in more detail after identifying priorities. This would provide a less overwhelming, 'cleaner' document, but may be more suitable once the teachers are familiar with the professional practices. The following is an example based on this approach:

Part 3	Develop-ment Domain	Profess-ional Practice	Teacher develop-ment areas	MOESC stand-ards	Working towards or strength-ening Foundation level	Working towards or strength-ening Competent level	Working towards or strength-ening Proficient level	Working towards or stregthening Expert level
					I want to develop in this area to implement the curriculum effectively.	I want to develop in this area to ensure my learners participate in active learning.	I want to develop in this area so I can support other teachers.	I want to develop in this area to carry out research and contribute to policy development.
	Subject Expertise	Subject Knowledge						
1			English language	1				
2			Principles of English teaching pedagogy					
3			Role of English					
	Class-room practice	Planning lessons and courses						
4			Writing thematic plans	2a				
5			Writing lesson plans	2b				
		Managing the lesson						
6			Managing time	4d				
7			Using a range of methods and activities	3b				
8			Using a range of interaction patterns	3c				
9			Monitoring learning	3d				
10			Teaching at the right level	3e				
		Managing resources						
11			Using on and offline teaching materials	4				
12			Using school equipment	4				
13		Integrating ICT	Integrating ICT	5				
14		Promoting 21st-century skills	Promoting 21st-century skills	6				
22	Learner support	Learner's needs assessment	Needs analysis	7				
23		Assessment of learning	Testing and assessment	8				
24		Assessment	Inclusion	9				

Figure 9 Self-evaluation according to the competency level descriptors

In this example, teachers consider general level descriptors in relation to the *curriculum*, *their learners* and their *career progression*, as formulated in the proposed development domain competency levels.

I want to develop in this area to implement the curriculum effectively		I want to develop in this area to ensure my learners participate in active learning		I want to develop in this area so I can support other teachers		I want to develop in this area to carry out research and contribute to policy development
Teacher wants to reach or improve at Foundation		Teacher wants to reach or improve at Competent level		Teacher wants to reach or improve at Proficient level		Teacher wants to reach or improve at Expert level

Figure 10 General level descriptor examples for teacher self-evaluation

3. Self-evaluating against professional practices using a numerical scale to rate their current practice

A third alternative is for teachers to use a numerical scale, or a simple set of descriptors similar to those in the British Council CPD framework, which may not be directly related to the development domain competency levels, before providing an overall evaluation at domain level. In this case, teachers are evaluating their current *knowledge and practice* as opposed to their development needs. This approach is useful because it is straightforward and allows for simple aggregation of teacher needs.

It is proposed to work directly with teachers to identify the most effective approach and appropriate wording for Part 3 – both in terms of presenting the professional practices and elements, and in determining how teachers assess their own competency levels.

In addition to working directly with teachers to identify the best way to design this tool, consideration will need to be given to the support they will have in using it. Familiarisation training will be needed, and in-school teacher self-evaluation and planning should be done in discussion with other teachers and senior colleagues who are experienced in guiding teacher development.

3.3 Teacher observation as a monitoring and evaluation mechanism for schools and the Ministry

Teacher observation can provide evidence of what actually happens in classrooms. For the MoESCS, in a period of education reform, teacher observation can help in establishing a baseline of existing performance in the classroom against which to make judgements about: the extent of change in classroom practice needed; variations between regions, schools and teachers; targets and timelines for change; and appropriate measures needed to encourage change.

Another role that teacher observation plays is in the performance evaluation of teachers, and in the MoESCS's reform programme, this also includes the assessment of teachers to qualify them for career and salary grade promotion.

Classroom observation is also part of the professional development of teachers. By asking a colleague to observe a lesson or part of a lesson, a teacher can get another perspective of what they do, which helps them evaluate how successfully they are performing in the classroom and develop their practice accordingly. Teachers can also self-observe using video to the same end.

The observation tool that is developed (see Appendix 1) should be able to support all these different roles. It is based on the Ministry's standards for the professional practices (vs the CPD framework professional practices), with the rationale that it can be used to get evidence both for development or assessment purposes based on what the MoESCS has decided are key standards. It is suggested that the tool consists of items for each of the standards that can be observed (please see Appendix 2 for a list indicating the observable and non-observable professional practices), with descriptors that indicate what is expected in classroom performance for each standard at four levels of competence – from Foundation level through to Proficient, with an added pre-Foundation level to enable judgements to be recorded where a teacher is not yet at Foundation level.

The tool consists of a bank of observation items, covering all the standards that can be observed. From this bank, items can be selected for observations for particular purposes. This gives the advantage of providing the same standardised items for all purposes, but flexibility to develop an observation tool that is suitable for a particular purpose. For example, an observation form can be put together with items only focussing on Assessment of learning, if this is of particular concern for the Ministry. But if the Ministry wants to focus on how teachers are teaching to individual learners, an observation form can be put together of items from different professional practices all focusing on that topic, including perhaps some of the items from Assessment of learning that are about formative assessment and more differentiated assessment tasks.

Similarly, for performance management, an observation form can be developed which focuses on areas reflecting the performance and development needs of the individual teacher.

The tool concentrates on observation of the **Classroom practice** and **Learner support** development domains, and those standards within the professional practices in these for which evidence can come from lesson observation. Evidence for some standards comes from evaluating lesson or course plans, or test materials used: in Appendix 2, all the professional practices and standards in the Classroom practice and Learner support domains are listed, and it is indicated what kind of evidence is most suitable for assessing them. In distinguishing levels of competence in the professional practices for observation, the same principle of cumulative competence is used: a teacher at Competent level shows both what a Competent level teacher can do as well as what a Foundation level teacher can do. Observation is also looking for what the teacher *can do*, rather than identifying what the teacher does not or cannot do.

The following is one example of classroom observation items related to one of the MoESCS's standards for the professional practice of Learners' needs assessment. One observable aspect of the teacher's classroom practice has been identified (there could be more aspects for one standard), and then descriptors have been written to indicate what would be expected at each level up to Proficient. For Expert level, specific aspects of research or policy development skills will not be observable in the classroom, but it would be expected that an Expert level teacher will demonstrate all the abilities that a teacher at Proficient level will show.

Domain	Professional practice	Descriptor	pre-Foundation level	Foundation level	Competent level	Proficient level
Learner support	**Learners' needs assessment**	a. The teacher shall be able to identify the educational needs of each student, taking into account individual specificities.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher uses techniques to understand the engagement of the class as a whole to the lesson content.	AND uses techniques to understand individual learners' engagement with the lesson content.	AND uses this understanding to ensure all learners engage with and understand the lesson content.

Table 8 Classroom observation items example

4 Next steps

4.1 Piloting

The next stage of development should focus on piloting the proposed descriptors, tools and approaches with teachers. This is important for the following reasons:

- Teachers' contribution to the outcomes of the development process before it is established as official practice will confirm recognition of teachers' autonomy and ownership of their own professional standards and development.

- Teachers need to provide feedback on the accuracy of the expectations in the framework, and how they are actually demonstrated in classroom practice and teacher behaviour, so that the framework and tools will build on current practice and not impose concepts that are in some ways not understandable to teachers or represent unrealistic aspiration.

- Feedback needs to be gained on the clarity of wording in the tools and frameworks, especially if translation from English into Armenian is involved. We are not certain that terms we use in English mean the same thing when translated into Armenian. Also, our interpretation of translations from Armenian, especially the Ministry's standards for the professional practices, may not always be what is intended in Armenian.

- Piloting of tools is needed to validate the tools before agreeing their ultimate implementation to ensure accurate use of the data for decision making.

As the focus of this work was on English language teachers, it is suggested that it would be useful to pilot with them in the following ways:

Item	Purpose	Method	Output
Domain descriptors	To ensure these relate to actual school and classroom reality	Focus groups of teachers read and comment on the text.	Revised text – more accurate and comprehensible
Descriptor levels for professional practices	To ensure the descriptors are clear, relevant and usable	Focus groups of teachers read and comment on the text.	Revised text – more accurate and comprehensible
Competency levels	To ensure levels accurately describe teachers at different levels	Focus groups of teachers read and comment on the text and apply it to themselves.	Revised text – more accurate and comprehensible
Elements	To ensure understanding of what the elements describe	Focus groups of teachers read and comment on the text.	Revised text – more accurate and comprehensible
Self-evaluation tool	To ensure the tool provides reliable and valid data	Pilot with a set of teachers and analyse the results.	Revised tool that provides accurate data as required
Classroom observation tool	To ensure the efficacy of the tool	Analysis of video of classroom English teaching	Revised tool that meets requirements – after observation data is gathered, it may be necessary to revise the description of the competency levels so that they reflect classroom reality
Portfolio	To test the organising principle of the development domains	Group activity sorting out own evidence into development domains	Agreed concept for the portfolio

Table 9 Proposed approach to piloting the descriptors, tools and approaches with teachers

4.2 Final comments

The reforms initiated by the MoESCS are complex and ambitious, aiming to modernise the school system and significantly enhance the quality of education in Armenia. These reforms are expected to lead to improved learning outcomes by equipping students with both the knowledge and the skills required for the 21st century. Achieving this will require teachers to possess the competencies necessary to deliver a more competence-based curriculum and to take an active role in their own ongoing professional development to sustain educational improvement.

A framework of teacher competencies can be invaluable in creating a common language to discuss teaching, and in clarifying understanding of the roles and skills teachers are required to demonstrate in the classroom and in the school. It is also an organising structure for development which can help simplify the process of identifying and engaging with relevant CPD.

To embed a teaching framework in an education system, and enable it to work effectively requires considerable attention to the involvement of teachers. Certain factors will help to engage teachers in the process of successfully establishing the framework as a working tool:

• Teachers need to easily understand the content of the framework and remember its main points.

• Teachers need to be able to relate the content of the framework to their actual work.

• Teachers need to find the framework and any tools related to it useful and easy to use.

• Teachers need to know that they will gain more from using the framework than from *not* using it – in terms of financial reward, perhaps, but also in terms of professional development, recognition, improvement of their teaching practices, etc.

• A whole-school approach is needed to ensure that the school management provides relevant support for the teachers and that teachers have the conditions to support each other.
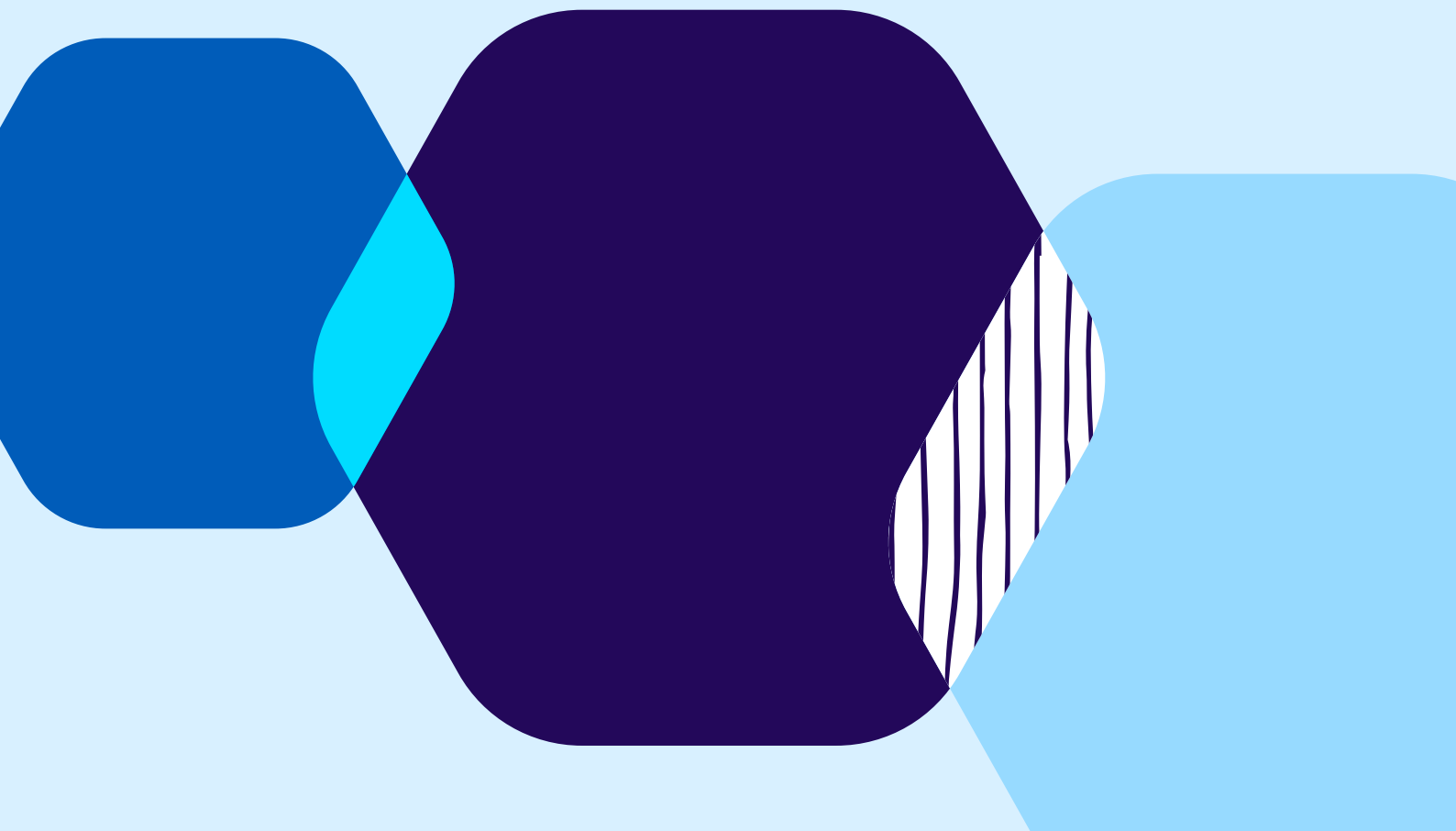
In light of these considerations, and in order to present the framework in a concise yet comprehensive manner – while also ensuring it remains accessible and practical for teachers – it is recommended that the development domains be used as the starting point for operationalising the framework. Accordingly, the following model is proposed for using the development domains and professional practices:

- The four development domains could be the main reference point when it comes to representing the framework. They describe the overall knowledge areas for teachers' professional development and are relatively easy for teachers to understand and use. They can be used to define the attestation programme, to evaluate and analyse teacher performance in the classroom and school, and shape the mechanism for teachers' status change. All this evidence of classroom performance can be organised according to the domain descriptors.

- The 12 professional practices define specific knowledge and skills that contribute to performance and development in the four domains. They define specific standards which teachers are expected to achieve. They are also used to help teachers focus on specific aspects of knowledge and skill which they may want or need to develop further.

- The four competency levels apply to both domains and professional practices, and all competency level descriptors have been developed using the general competency level titles in the MoESCS proposal:

  - Foundation
  - Competent
  - Proficient
  - Expert.

The consultancy work focused primarily on teachers' roles within the classroom and the broader school environment. It is expected that teachers at the Proficient and Expert levels demonstrate all the teaching knowledge and skills required at the Foundation and Competent levels. However, as the MoESCS model suggests that teachers at the Proficient and Expert levels shall also fulfil roles as trainers and/or researchers, it is recommended that extra work should be carried out in developing descriptors, standards and elements for understanding and evaluating the specific knowledge and skills required for the roles teachers may be involved in at these levels.

At the Proficient and Expert levels, it remains unclear whether the intention is to incentivise teachers to qualify formally as trainer-teachers or researcher-teachers in order to access salary increments. To support the modernisation of teaching quality in Armenia, it is recommended that salary progression be more closely tied to demonstrable teaching competencies, as outlined in the competency levels, rather than the assumption of additional formal roles such as trainer or researcher. In the proposed descriptors for the competency levels, this view has been reflected by outlining the teaching characteristics associated with the Proficient level, and indicating that teachers at this level would also be capable of supporting other teachers within their school due to their expertise. It is considered that the role of researcher-teacher is one that relatively few teachers will attain or actively seek, raising questions about its usefulness as a distinct category.

Appendices

Appendix 1: Lesson observation items

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Classroom practice	3) Conducting the lesson	a. The teacher shall be able to explain the educational material clearly, ensuring the cross-curricular links and the relevance of the taught and learnt material to the daily routine, promoting the learners' interest in the studied material, using questions, hints and other strategies to assess the degree to which the students have internalised the material.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher explains the lesson aims and content clearly.	AND checks that individual learners understand.	AND uses creative ways to stimulate learners' interest.
		b. Based on the topic of the class, the teacher shall be able to select and apply effective methods of teaching, including the use of ICT tools, as appropriate.		The teacher provides a clear oral presentation of the topic.	AND uses visual and other methods to illustrate the topic.	AND provides relevant activities for learners to understand and apply the topic content.
		c. The teacher can manage the class environment and ensure equal learning opportunities for all students.		The teacher creates a supportive learning environment for the whole class.	AND responds to the needs of individual learners.	AND actively engages individuals who involve themselves less.
		d. The teacher shall be able to monitor almost all students in the course of their individual/group work.		The teacher checks understanding with the whole class.	AND checks understanding of individual learners.	AND uses a variety of ways to check all learners understand.
		e. The teacher shall be able to match his/her teaching to the level of the students.		The teacher matches teaching to the level of the class as a whole.	AND assists individuals to understand when they need help.	AND adapts teaching to balance the needs of the whole class and of individual learners.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Classroom practice	4) Resource management	c. The teacher shall be able to make use of the information, related to the given topic and studied within other subjects, building cross-curricular links and supporting the formation of a comprehensive understanding on the topic among the students.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence*	The teacher refers to cross-curricular links in the lesson.	AND provides activities for learners to understand those links.	AND provides ways in which learners can present their under-standing of those links.
		d. The teacher shall be able to make use of the time effectively for presenting and discussing all planned components.		The teacher times the stages of the lesson to cover all the lesson content.	AND varies timings to respond to learners' needs.	AND uses strategies to manage learning when more time is needed.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Classroom practice	5) ICT integration	c. The teacher shall be able to make the explanation of the lesson easier to understand with the use of ICT.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher uses ICT to support the presentation of lesson content.	AND engages learners in using ICT to extend learning.	AND integrates different ICT tools appropriately for different learning objectives.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Classroom practice	6) Promotion of 21st-century skills	a. The teacher shall be able to ask open questions which require a logical substantiation, explanation or generalisation or have more than one correct answer.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher asks open questions during the lesson and responds to answers.	AND offers learners opportunities to inquire further into the topic.	AND integrates open and closed questions to check and challenge under-standing.
		b. The teacher shall be able to assign tasks which require students to analyse the material, in contrast to simply receiving information and remembering it mechanically.		The teacher provides learners with a task to analyse lesson content.	AND supports class discussion and evaluation of the analyses made.	AND provides feedback to support improved performance of learners on the task.
		c. The teacher shall be able to assign tasks which motivate students to manifest initiative, shape their own opinion, formulate new ideas.		The teacher allows learners to express their opinions.	AND provides responses to challenge and deepen learners' ideas.	AND provides feedback to help learners express their opinions effectively.
		e. The teacher shall be able to provide opportunities to the learners during the class to present their work, making use of ICT and developing their communication and presentation skills.		The teacher provides opportunities for learners to present to the class.	AND provides feedback on learners' performance.	AND teaches ways to develop communication and presentation skills, including using ICT.
		g. The teacher shall be able to teach students to ask open questions.		The teacher elicits open questions from learners.	AND elicits appropriate responses to open questions.	AND provides guidance on thinking skills for effective open questions.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Learner support	Learners' needs assessment	a. The teacher shall be able to identify the educational needs of each student, taking into account individual specificities.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher uses techniques to understand the engagement of the class as a whole to the lesson content.	AND uses techniques to understand individual learners' engagement with the lesson content.	AND fully uses this understanding to ensure all learners engage with and understand the lesson content.
		b. The teacher shall be able to enable each learner to select their own learning style.		The teacher teaches to the whole class.	AND differentiates teaching according to individual learner needs.	AND fully engages all learners in learning according to their individual needs.
		c. The teacher shall be able to identify the strengths and the learning challenges of every learner.		The teacher asks questions to the class as a whole that are appropriate to the strengths and challenges of the group.	AND asks questions to individual learners that are appropriate to their particular strengths and challenges.	AND clearly achieves understanding of the lesson content by individuals at their own level.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Learner support	Assessment of learning	a. The teacher shall be able to observe and assess the development of the value system and behaviour of each learner.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher maintains good behaviour of the class as a whole.	AND manages potential issues with individual behaviour effectively.	AND shows a clear understanding of any issues in the context of the ongoing development of individuals in the class.
		c. The teacher shall be able to select and apply tools for formative assessment, according to the set objective.		The teacher monitors learning of the class as a whole.	AND monitors the learning of individual students.	AND fully understands how much each member of the class has learnt by the end of the lesson.

Domain	Professional practice	Descriptor	pre-Foundation	Foundation level	Competent level	Proficient level
Learner support	Universal inclusion skills	a. The teacher shall be able to organise education so that equal participation and accessibility for each learner is ensured.	*The teacher is developing these skills and is not yet at the Foundation level.* *or* *The lesson shows no evidence.*	The teacher creates a supportive classroom environment for the class as a whole.	AND involves all individuals in the lesson with a sensitivity to diversity.	AND models mutual respect and understanding of diversity in their own behaviour and the behaviour of the students.
		b. The teacher shall be able to encourage the learners' efforts and achievements.		The teacher teaches at the right level for the majority of students.	AND demonstrates a sensitivity to individual needs and prior knowledge.	AND allows individual students to contribute positively to the lesson.

Appendix 2: Professional practices and observation

Professional practice	Descriptor	Lesson observation (y/n)	Other evidence
2) Planning of courses and classes	a. The teacher shall be able to develop the thematic plan of the subject he/she teaches, clearly defining the number of hours necessary to internalise the educational material, develop and assess the relevant competences, in accordance with the curriculum requirements.	n	Evaluation of lesson plan
	b. The teacher shall be able to make plans for individual lesson, clearly stating the purpose, results, problems and methods of the lesson, as well as the actions involving the participation of each student, which will contribute to the effective learning and development of the students.	n	Evaluation of lesson plan
3) Conducting the lesson	a. The teacher shall be able to explain the educational material clearly, ensuring the cross-curricular links and the relevance of the taught and learnt material to the daily routine, promoting the learners' interest in the studied material, using questions, hints and other strategies to assess the degree to which the students' have internalised the material.	y	
	b. Based on the topic of the class, the teacher shall be able to select and apply effective methods of teaching, including the use of ICT tools, as appropriate.	y	
	c. The teacher can manage the class environment and ensure equal learning opportunities for all students.	y	
	d. The teacher shall be able to monitor almost all students in the course of their individual/group work.		
	e. The teacher shall be able to match his/her teaching to the level of the students.	y	
4) Resource management	a. The teacher shall be able to make use of the educational resources available at the school library, find educational resources on the internet and make targeted use of the educational resources available online.	n	Evaluation of lesson plan
	b. The teacher shall be able to make use of laboratory equipment, based on the objective of the lesson.	n	Evaluation of lesson plan
	c. The teacher shall be able to make use of the information, related to the given topic and studied within other subjects, building cross-curricular links and supporting the formation of a comprehensive understanding of the topic among the students.	y	
	d. The teacher shall be able to make use of the time effectively for presenting and discussing all planned components.	y	Timings
5) ICT integration	a. The teacher shall be able to select teaching strategies for which the use of ICT is expedient.	n	Evaluation of lesson plan
	b. The teacher shall be able to implement remote and hybrid teaching, as necessary.		Evaluation of course plan
	c. The teacher shall be able to make the explanation of the lesson easier to understand with the use of ICT.	y	
	d. The teacher shall be able to implement formative assessment with the use of ICT tools.	n	Evaluation of lesson plan

Professional practice	Descriptor	Lesson observation (y/n)	Other evidence
6) Promotion of 21st-century skills	a. The teacher shall be able to ask open questions which require a logical substantiation, explanation or generalisation or have more than one correct answer.	y	
	b. The teacher shall be able to assign tasks which require students to analyse the material, in contrast to simply receiving information and remembering it mechanically.	y	
	c. The teacher shall be able to assign tasks which motivate students to manifest initiative, shape their own opinion, formulate new ideas.	y	
	d. The teacher shall be able to assign tasks which require the learners to work collaboratively, formulating a collaborative environment and develop the students' teamwork skills.	n	Evaluation of lesson plan
	e. The teacher shall be able to provide opportunities to the learners during the class to present their work, making use of ICT and developing their communication and presentation skills.	y	
	f. The teacher shall be able to assign tasks which will require the learner to look for and find the necessary information from various sources, assessing the credibility of the information source.	n	Evaluation of lesson plan
	g. The teacher shall be able to teach students to ask open questions.	y	
7) Learners' needs assessment	a. The teacher shall be able to identify the educational needs of each student, taking into account individual specificities.	y	
	b. The teacher shall be able to enable each learner to select their own learning style.	y	
	c. The teacher shall be able to identify the strengths and the learning challenges of every learner.	y	
8) Assessment of learning	a. The teacher shall be able to observe and assess the development of the value system and behaviour of each learner.	y	
	b. The teacher shall be able to assess the knowledge and skills of learners in line with the requirements of the assessment methodology.	n	Evaluation of assessments used
	c. The teacher shall be able to select and apply tools for formative assessment, according to the set objective.	y	
	d. The teacher shall be able to develop assessment rubrics, tests, checklists and other tools.	n	Evaluation of assessments used
	e. The teacher shall be able to conduct the assessment in line with the assessment principles (objectivity, validity, reliability).	n	Evaluation of assessments used

Professional practice	Descriptor	Lesson observation (y/n)	Other evidence
9) Universal inclusion skills	a. The teacher shall be able to organise education so that equal participation and accessibility for each learner is ensured.	y	
	b. The teacher shall be able to encourage the learners' efforts and achievements.	y	
	c. The teacher shall be able to develop jointly ways for the improvement of the learning outcomes, building on the learners' strengths.	n	Evaluation of lesson plan
	d. The teacher shall be able to ensure each learner's participation in education processes.	y	
	e. The teacher shall be able to develop and apply the differentiated tasks in accordance with the need of each learner and/or group of learners.	y	
	f. The teacher shall be able to refrain from any discrimination against learners and ensure a socially fair environment during the lesson.	y	