

The competencies of the Modern Teacher

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Abstract—The aim of this article is to discuss and clarify the general framework of teachers' competencies. The general framework regarding teacher competencies were explained in nine different dimensions as field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies. Teachers' competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance. The principal aim of this study is to consider the competencies of the modern teacher. To understand 21st-century instructional skills, we researched the following issues: students' skills; levels of teachers' professional growth; teachers' pedagogical culture; pedagogical innovations, and 21st-century teaching competencies.

Index Terms—Teachers' competencies, curriculum, curriculum development, curriculum implementation, teaching competencies, cultural competency, talent, innovation, creativity, critical thinking, problem solving

I. INTRODUCTION

Need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability" (133). Kress' ideas can explain why teachers' professional development should be redefined for sustainability. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers' competencies must be reviewed so, in this context, the literature about teachers' competencies was analyzed and the new competency areas constituted as seen below concerning the teachers' competencies were tried to redefine depending on different dimensions of teachers' professional competencies. The main feature of teachers' professional competencies can be explained in a way displayed in Figure 1. First of all, these competencies

were explained very briefly and only the curriculum competencies were discussed in detail among the other competencies in this paper.

- Field Competencies
- Research Competencies
- Curriculum Competencies
- Lifelong Learning Competencies
- Social-Cultural Competencies
- Emotional Competencies
- Communication Competencies
- Information and Communication Technologies (ICT) Competencies
- Environmental Competencies Research Compet.

. Components of teachers' professional competencies are related to the question of "what should school teach?" They refer to the content that the teacher and students will study. For example, the knowledge of math teachers is the main competency for teachers who will teach in classroom. Field competencies are the main areas of teacher competencies that include academic studies about content. Field competencies are the ones necessary for teachers to conduct their profession. They are the teacher competencies regarding the subjects that teachers will teach or students will learn. Formerly, field competencies were deemed as the most important competency field based on the concept that teachers were the only responsables in transmitting the content. Teacher competence Before addressing the meaning of teacher competence, we must first establish the meaning of competence. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.
2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
3. Possessing a performance dimension, competencies are observable and demonstrable.
4. Since competencies are observable, they are also

measurable.

It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based. Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance, or as the state or quality of being adequately qualified and capable of performing a given role. The Occupational Competency movement initiated by David McClelland in the 1960s sought to move away from traditional attempts to describe competency in terms of knowledge, skills and attitudes and to focus instead on those specific values, traits, and motivations (i.e. relatively enduring characteristics of people) that are found to consistently distinguish outstanding from typical performance in a given job or role.

The term has since been popularized by Richard Boyatzis and many others. Student skills The manifold complexities of today's society severely challenge individuals. What do these demands imply for those key competencies that individuals need to acquire? Defining such competencies can enable us to identify overarching goals for educational systems and lifelong learning and to evaluate the range of competencies for the 21st-century teacher. At first, we need to understand the skills and sub-skills students require for successful communication and personal development, those that should assure them a competitive advantage in life:

- Thinking and Problem-Solving - thinking logically - - estimating and guessing turning problems into opportunities.
- Self-Direction and Learning - developing memory - - being assertive making personal changes
- Collaboration - persuading others - - - working in a team discussing alternatives reaching compromises
- Information and Research - understanding graphs - - - taking notes on a text writing surveys reporting information
- Organization and Planning - making plans - - managing time setting personal goals (cited in. Teaching competencies A competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence. Teachers need a wide range of competencies in order to face the complex challenges of today's world. Competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself. The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality.

The teaching skills and life-long learning competencies

of professional teachers comprise the following: to perform complex pedagogical duties; to be well-spoken, in good mental and physical health, stable and tolerant; to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership During their professional careers, teachers pass through the following levels of professional growth to achieve the acme of professional competency.

1st level: pedagogical ability – characterized by detailed knowledge of the subject,

2nd level: pedagogical skill – perfected teaching skill,

3rd level: pedagogical creativity – marked by implementation of new methods and techniques into educational activities,

4th level: pedagogical innovation – distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education have acknowledged the urgency to develop culturally competent teachers.

Pedagogical culture is, therefore, an integral part of a competent teacher. Pedagogical culture consists of three components: an axiological component, meaning teacher acceptance of the values of pedagogical work; a technological component, which facilitates solving different pedagogical tasks; a heuristic component, which entails setting goals, planning, analyzing and self-critiquing; this is the creative part of pedagogical activity. Pedagogical innovations Educational innovation has drawn increasing attention around the world, and many countries have already embarked on educational reforms that aim to change both the goals and practices of education.

Expectations that such innovations can be leveraged or supported by incorporating ICT (Information and Communication Technologies) into the learning and teaching process are widespread. Such innovations are fundamentally changing students' learning experiences. Innovation alters the pedagogical system, improving the teaching process and its results. Among the aims of innovation are increased motivation in teaching and educational activity, an increased volume of material studied per lesson, accelerated training, and more effective time management. The introduction of more progressive methods, the use of active teaching forms, and new training technologies are regular spheres of innovation. Genuine innovations emerge from new knowledge of the processes of human development, providing new theoretical approaches and practical technologies for achieving optimal results. Pedagogical innovation demands the replacement of educational paradigms. Another important component for the competent teacher is pedagogical experience. Advanced pedagogical experience can be transferred and passed on to others, as well as reproduced in training techniques and methods so as to be used by fellow teachers, providing high results without additional time expenditure.

21st-century competencies have been defined as the knowledge, skills and attitudes necessary to be competitive in the 21st century workforce. Teacher preparation and professional development should be reworked to incorporate training in teaching key competencies. The 21st century teacher needs to know how to provide technologically supported learning opportunities for students and know how technology can support student learning. 21st century teaching competencies

1. Teachers demonstrate leadership

- a) Teachers lead in the classroom by: evaluating student progress using a variety of assessment-data measuring goals; - drawing on appropriate data to develop classroom and instructional plans; - maintaining a safe and orderly classroom that facilitates student learning; and - positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.
- b) Teachers demonstrate leadership in the school by: - engaging in collaborative and collegial professional learning activities; - identifying the characteristics or critical elements of a school improvement plan; and - displaying an ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.
- c) Teachers lead the teaching profession by: participating in professional development and growth activities; and - developing professional relationships and networks.
- d) Teachers advocate for schools and students by: - implementing and adhering to policies and practices positively affecting students' learning.
- e) Teachers demonstrate high ethical standards.

2. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by: - maintaining a positive and nurturing learning environment.

- a) Teachers embrace diversity in the school community and in the world by: - using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures; - incorporating different points of view in instruction; and - understanding the influence of diversity and planning instruction accordingly. \
- b) Teachers treat students as individuals by: - maintaining a learning environment that conveys high expectations of every student.
- c) Teachers adapt their teaching for the benefit of students with special needs by: - cooperating with specialists and using resources to support the special learning needs of all students; and - using research-verified strategies to provide effective learning activities for students with special needs.
- d) Teachers work collaboratively with families of students and other significant adults by: - communicating and

collaborating with the home and community for the benefit of students.

3. Teachers know the content they teach
 - a) Teachers develop and apply lessons based on an effective course of study by: - integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.
 - b) Teachers honor the content appropriate to their teaching specialty by: - demonstrating an appropriate level of content knowledge in their specialty; and - encouraging students to investigate the content area to expand their knowledge and satisfy their natural curiosity.
 - c) Teachers show they recognize the interconnectedness of content areas/discipline by: - demonstrating a knowledge of their subject by relating it to other disciplines; and - relating global awareness of the subject.
 - d) Teachers make their instructions relevant to students by: integrating 21st-century skills and content in instruction.
4. Teachers facilitate learning for their students
 - a) Teachers show they know the ways in which learning takes place and the appropriate levels of intellectual, physical, social, and emotional development of their students by: - identifying developmental levels of individual students and planning instruction accordingly; and - assessing and using those resources needed to address the strengths and weaknesses of students.
 - b) Teachers plan instruction appropriate to their students by: collaborating with colleagues to monitor student performance and making instruction responsive to cultural differences and individual learning needs.
 - c) Teachers show their acumen and versatility by: using a variety of methods and materials suited to the needs of all students.
 - d) Teachers display their awareness of technology's potential to enhance learning by: - integrating technology into their instruction to maximize student learning.
 - e) Teachers help students grow as thinking individuals by: integrating specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. Teachers help students to work in teams and develop leadership qualities by: organizing learning teams for the purpose of developing cooperation and student leadership.
 - f) Teachers reach their students best by: - using a variety of methods to communicate effectively with all pupils; and - consistently encouraging and supporting students to articulate thoughts and ideas clearly and effectively.
 - g) Teachers best assess what students have learned by: - using multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction; and - providing evidence that students are attaining 21st-century knowledge, skills and dispositions.
5. Teachers reflect on their practice
 - a) Teachers analyze student learning by: using data to

provide ideas about what can be done to improve student learning.

- b) Teachers link professional growth to their professional goals by: participating in recommended activities for professional learning and development.
- c) Teachers function effectively in a complex, dynamic environment by: - using a variety of research-verified approaches to improve teaching and learning motional Competencies are composed of teachers' and students' values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on.

They are related to the implementation of psychological consultation and curriculum of guidance in school. Teachers' emotional competencies can help students to learn and students' willingness to learn can be increased if teachers know how to improve the emotional dimension of students' learning.

Competencies also help teachers become effective teachers while monitoring the students' learning. Learning requires emotional supports that create positive feeling for learning-teaching process. Teachers become a learning consultant and mentor about learning for their students.

Social-cultural competencies include the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies. All of them provide freedom to students and teachers in learning-teaching process and also promote the learning. The individuals become social and cultural being in social life. There is a strong relationship between learning and students' social-cultural background. Some of the learning theories discussed learning as socialcultural context and teachers' social-cultural competencies can promote students learning. Humanistic approach and social theories can be put into practice in the classroom by means of teachers' social-cultural competencies. Communication competencies include communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields.

Communication competencies include voice, body language and words such as speaking, singing and sometimes tone of voice, sign language, paralanguage, touch, eye contact, or the use of writing. They include communication skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Information and Communication Technologies-ICT competencies are based on using tools and technical equipments for the reaching, disturbing and transferring the knowledge. They include any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT competencies are concerned with the use of technology in managing and processing the information include all technologies for the manipulation and communication of information. It means that the ICT competency is very

important to improve the communication in the learning and teaching process.

Competencies can be defined as competencies for ecological and environmental safety. Salite and Pipere explained that ecological/environmental aspect is a dimension of the sustainable development of teachers. Knowledge, attitudes and skills about ecological system and environment such as keeping clean and available environment, management of ecological resources, being aware of ecosystem, feasible uses of natural resources, availability of natural resources can be defined as Environmental competencies.

Discussion:

Education is a discipline aiming at revealing systematic and scientific results towards meeting the needs of individuals and society. Studies need to be carried out to develop all related sub-systems in educational system regarding to meet all needs and expectations. One of the sub-systems in educational system and the first degree responsible from managing this system is the sub-system of teacher training. The basic purpose in teacher training is to ensure the effective planning, management, development and administration of educational system by equipping teachers with certain competencies.

The concept of teachers' competencies is mostly discussed in very narrow dimensions such as teachers' planning, implementation, assessment of the curriculum, standards for the curriculum or the school. These are related to teachers' teaching duties in the school. In this respect, teachers' competencies needs to be discussed in many dimensions such as field competencies, research competencies, curriculum competenIn parallel to the developments emerging in different fields, the changes happening in human life also cause some problems in defining and gaining the teacher competencies. Instance, environmental competencies were not probably discussed twenty five or thirty years ago as a competency field for teachers. However, the problems people have experienced with environment have raised an interest towards environment issue. As a result of this interest, environmental issues have been associated with education and teaching. Therefore, environment issue on which there are still discussions have been discussed as new competency field for teachers. In a nut shell, daily life and all the developments emerging based on human needs influence teaching profession and hence the teacher competencies. Redefinition of teachers' professional competencies should include the curriculum competencies. Since, the curriculum competencies are core competencies of teachers' professional developments.

Teachers' curriculum development competencies are not clear, not well defined or neglected, teachers have problems concerning the curriculum development and implementation of curriculum in their fields. Understanding of curriculum philosophy, curriculum theory and curriculum development models, curriculum development studies, learning and teaching approaches and models are the most neglected aspects related to teachers' curriculum competencies. Teachers' curriculum

competencies is related to micro and macro level curriculum design, development and implementation. Teachers' curriculum competencies are necessary for partnerships between teachers and the curriculum development team during the curriculum studies. Curriculum development team and the teachers have unique roles in the curriculum development process.

The approach of teacher-regulated curriculum will be important in near future. Thus, school-based curricula should be encouraged by teachers' researches and implementations. At the same time, this will encourage teachers to become more active participants in to the curriculum development processes. However, curriculum writers, namely curriculum design and development team do not successfully transmit their ideas to teachers. For this reason, curriculum studies should be projected by curriculum theorists and teachers collaboratively. It is said that curriculum studies have intensified teachers' work.

Thus, teacher competencies concerning curriculum are of great importance for teachers to conduct their profession. The competencies of teacher encompass both theoretical and practical of curriculum. At the same time, defining teacher competencies will contribute to the improvement of the quality of educational system by positively affecting the teacher training and curriculum development studies. The changes in science and educational system have also affected teachers' competencies. There is strong relationship among the other sciences and system of society and they affect educational system and teachers' competencies. Educational system can be based on scientific results of educational sciences, psychology, economy, technology, sociology and so on. Any kind of change and reform study in the other systems or science damage teachers' professional competencies unless teachers' competencies are developed. Teachers must follow all of these changes in order to improve their professional performance. The development of teachers' competencies is based on the changes in other sciences and society and is not associated with only the individualistic development but also professional development.

Today, we are talking about internationalization of curriculum studies. Internationalization of curriculum ideas is a kind of reform study and teachers ensure changes by embracing new ideas. In this respect, teachers need to have more competencies than they had before. By taking the international developments into consideration, the teacher competencies should be discussed and updated. Teachers' competencies are highly important in both implementing the current curricula effectively and training people for future by developing these curricula. Teachers who are responsible from the training of the individuals of future need to be well equipped in order to fulfill this responsibility. Teacher competencies should continuously be the subject of research and analysis and should be developed by updating. Therefore, pre-service and in-service teacher education should focus on understanding and application of

teachers' competencies. As a curriculum development specialist and a teacher trainer, I believe that teachers' competencies should reflect developing conditions for sustainability.

Most of the developments of teachers' competencies do not a process but time to time some developments can occur by chance. The teachers' competencies should be reviewed consistently in parallel with the changes and reform studies through scientific studies. Teachers' main role is transferring changes into educational system and they must deal with all the changes effectively. The future will be different from the past and present in some certain respects (Avery 442). Thus, teachers need new competencies to cope with all these changes and it is necessary to redefine the teachers' competencies.

Emphasis in CBTE is on public (observable) performance of the job assessed against declared criteria and not, as in traditional teacher training entry requirements, hours of. Classwork, homework etc., assessed by written examinations. A behavioural philosophy underlies CBTE which manifests the teacher's role in terms of discrete competencies with specific objectives. Trainees are held accountable for demonstrating performance objectives but there is no specified manner or time period for their acquisition. Such flexibility is provided by personalised teaching-learning based on learning packs. Each competency is acquired through learning packs comprising an explanation of the competency and its purpose, a behavioural objective, a pretest of proficiency, concepts to be learned, questions to be answered, required learning activities, optional learning activities and a description of the evaluation. Difficulties arise when attempting to define, precisely, a teacher's role. Generally it is reckoned to comprise three components, knowledge, technique, and style. Knowledge will include subject matter and education theory; technique implies mastery and application of teaching skills; style embraces attitudes and traits. The competent teacher combines the three components to produce maximum learning in those being taught. American educators have analysed these three components into hundreds of discrete competencies based on behavioural psychology and on an estimate of the effective teacher. The competencies are variously categorized.

1. Cognitive — requiring knowledge, intellectual skills and abilities to be demonstrated.
2. Performance — requiring instructional strategies, technical and vocational skills to be used.
3. Consequence — requiring the performance of students taught by the trainee.
4. Affective — requiring attitudes and values to be demonstrated.
5. Exploratory - requiring an experience or activity in which the trainee is to participate. The fifth category, often omitted,

The Approach Used To Develop the Standards

The members of the associations that supported this work are professional educators involved in teaching, teacher education,

and student assessment. Members of these associations are concerned about the inadequacy with which teachers are prepared for assessing the educational progress of their students, and thus sought to address this concern effectively.

A committee named by the associations first met in September 1987 and affirmed its commitment to defining standards for teacher preparation in student assessment. The committee then undertook a review of the research literature to identify needs in student assessment, current levels of teacher training in student assessment, areas of teacher activities requiring competence in using assessments, and current levels of teacher competence in student assessment.

The members of the committee used their collective experience and expertise to formulate and then revise statements of important assessment competencies. Drafts of these competencies went through several revisions by the Committee before the standards were released for public review. Comments by reviewers from each of the associations were then used to prepare a final statement.

The Scope of a Teacher's Professional Role and Responsibilities for Student Assessment:

There are seven standards in this document. In recognizing the critical need to revitalize classroom assessment, some standards focus on classroom-based competencies. Because of teachers' growing roles in education and policy decisions beyond the classroom, other standards address assessment competencies underlying teacher participation in decisions related to assessment at the school, district, state, and national levels.

The scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities. These activities imply that teachers need competence in student assessment and sufficient time and resources to complete them in a professional manner.

Activities Occurring Prior to Instruction:

- a) Understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and/or subject areas;
- b) Understanding students' motivations and their interests in specific class content;
- c) Clarifying and articulating the performance outcomes expected of pupils; and
- d) Planning instruction for individuals or groups of students.

Activities Occurring During Instruction:

- a) Monitoring pupil progress toward instructional goals;
- b) Identifying gains and difficulties pupils are experiencing in learning and performing;
- c) Adjusting instruction;
- d) Giving contingent, specific, and credible praise and feedback;
- e) Motivating students to learn; and
- f) Judging the extent of pupil attainment of instructional outcomes.

Activities occurring after the appropriate instructional segment (e.g. lesson, class, semester, grade)

- a) Describing the extent to which each pupil has attained both short- and long-term instructional goals;
- b) Communicating strengths and weaknesses based on assessment results to students, and parents or guardians;
- c) Recording and reporting assessment results for school-level analysis, evaluation, and decision-making;
- d) Analyzing assessment information gathered before and during instruction to understand each students' progress to date and to inform future instructional planning;
- e) Evaluating the effectiveness of instruction; and
- f) Evaluating the effectiveness of the curriculum and materials in use.

Activities Associated With a Teacher's Involvement in School Building and School District Decision-Making

- a) Serving on a school or district committee examining the school's and district's strengths and weaknesses in the development of its students;
- b) Working on the development or selection of assessment methods for school building or school district use;
- c) Evaluating school district curriculum; and
- d) Other related activities.

Associated With a Teacher's Involvement in a Wider Community of Educators

- a) Serving on a state committee asked to develop learning goals and associated assessment methods;
- b) Participating in reviews of the appropriateness of district, state, or national student goals and associated assessment methods; and
- c) Interpreting the results of state and national student assessment programs.

Each standard that follows is an expectation for assessment knowledge or skill that a teacher should possess in order to perform well in the five areas just described. As a set, the standards call on teachers to demonstrate skill at selecting, developing, applying, using, communicating, and evaluating student assessment information and student assessment practices. A brief rationale and illustrative behaviors follow each standard.

The standards represent a conceptual framework or scaffolding from which specific skills can be derived. Work to make these standards operational will be needed even after they have been published. It is also expected that experience in the application of these standards should lead to their improvement and further development.

Standards for Teacher Competence in Educational Assessment of Students:

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.

Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well-acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use the concepts of assessment error and validity when developing or selecting their approaches to classroom assessment of students. They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students. They will be aware that different assessment approaches can be incompatible with certain instructional goals and may impact quite differently on their teaching.

Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover, teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's

instruction.

Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results.

Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships, reliability, and errors of measurement.

Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment results effectively.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational

development. When using assessment results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.

Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, inclass activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments. Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately.

Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations of how the interpretation of student assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. Teachers will be able to explain that assessment results do not imply that such background factors limit a student's ultimate educational development. They will be able to communicate to students and to their parents or guardians how they may assess the student's educational

progress. Teachers will understand and be able to explain the importance of taking measurement errors into account when using assessments to make decisions about individual students. Teachers will be able to explain the limitations of different informal and formal assessment methods. They will be able to explain printed reports of the results of pupil assessments at the classroom, school district, state, and national levels.

7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment.

Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness. Strengths of a competence-based/outcome-oriented curriculum

- Learning outcomes are holistic (integrated) rather than fragmented,
- Learning outcomes are more long term, flexible for future skills needs/ labour market needs,
- Individual learners benefit
- Because learning outcomes are more application based learners are more motivated, understanding the purpose,
- Benefits all and particularly for disadvantaged students,
- Benefits for teacher in new ways of working (including team working),
- Benefits for the system by involvement of practitioners from the labour market,
- The focus on the success of each learner,
- Participants build confidence as they succeed in mastering specific competencies,
- More group work than individual work,
- More efficient and effective as the teacher is a facilitator of learning as opposed to a provider of information,
- Specific and practical,
- Judged by learners

- Can be mastered one at a time
- Student learning is enhanced because of the specification of expected outcomes and continuous feedback,
- Quality of assessment and teaching improves
- The weaknesses of a competence-based/outcome-oriented curriculum
- A risk of neglecting inputs and processes (a need for balance)
- Teacher have to deal with it, and be properly trained (team effort),
- Risk of atomized approach of formulating outcomes, can't cope with complex situations,
- Confusion around terminology (outcome based, competence based learning) leads to different approaches,
- May detract from general academic excellence
- Tendency to generate inequity
- A risk that it is not flexible enough for further education or to switch to other professions
- There is a tendency to "teach as we were taught" and competency-based teachers quickly slip back into the role of the traditional teacher,
- Competencies required in Classroom Teachers Classroom teachers should be:
 - Equipped with in-depth knowledge of and about the English language, (Subject matter knowledge),
 - Communicate expected outcomes to students and provide feedback on student progress and mastery of competencies using clear, simple language,
 - Learn and demonstrate effective techniques for teaching foreign languages in context,
 - Utilise innovative and/or exemplary teaching strategies and techniques in order to more effectively meet the learning needs of individual students, groups and/or classes of students,
 - Engage in a variety of self-development activities, including a consistent high level of critical reflection on one's own teaching practice and teacher leadership, to sustain a high level of ongoing professional growth
 - Enhance professional knowledge and skills through employing effective development strategies,
 - Think systematically about their practices,
 - Display enthusiasm for teaching/learning foreign languages,
 - Believe that every student can learn when the environment is facilitative,
 - Flexible in mind, positive in attitude, critical in thinking,
 - Become skillful in developing appropriate assessment instruments,
 - Demonstrate an attitude that will convey to students the value of cross-cultural understanding.
- Design lessons that connect to other content areas in school curriculum. (Interdisciplinary lessons),
- Respond critically to the curriculum, to educational information technology innovations and pursue a process of continuous improvement in their English language teaching career and their own learning,
- Demonstrate sufficient responsibility in dealing with students and show trustworthiness,
- Know how to create positive relationship between them and their students,
- Know how to create a positive and supportive learning environment,
- Know how to make their students aware of their own culture and values,
- Be able to arise in their students the interest in other cultures and appreciate the differences,
- Appreciate the role of theory and research in the teaching process.

II. CONCLUSION

Approach based on competency leads to a serious revision of the teacher's profession. This implies a change in the teacher's attitude toward knowledge and towards teaching. The teacher will have to:

- Do more than teaching as merely communicating knowledge.
- Make the learner learn.
- Quit his function of monitoring and evaluating in order to get involved in all activities.
- Create various means of teaching.
- Share his power, negotiate with the learners and accept their point their view
- Work on projects, and to do so, he must have a perfect knowledge of the project procedures.
- Possess a complete knowledge of group dynamics.
- Be able to conduct discussions, to act as a mediator between the learners and analyse the group functioning.
- Clarify the processes, the ways the learners think and act; thus the teacher displays greater transparency,
- Encourage and guide the learner's efforts by showing the learner that he is allowed to make errors and to have doubts,
- Enhance the value of co-operation between the learners,
- Proceed to formative evaluation in working situations,
- Open to other disciplines and have discussions with his colleagues about methods and interdisciplinary concerns.

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