

Teacher Performance Standards

Student learning and well-being is the goal of effective teaching. Thus, it is also the goal of TESOL's teacher performance standards. Improved student learning, however, does not happen without teacher learning (Darling-Hammond, 1997, 1999). According to research and meta-analyses conducted over many years (Hattie, 1992; Marzano 2000, 2003a; Sanders & Horn 1994; Wright, Horn, & Sanders 1997), the teacher is probably "the single most important factor affecting student achievement" (Marzano, 2003b, p. 1).

"Change efforts have found that the fate of new programs and ideas rests on teachers' and administrators' opportunities to learn, experiment, and adapt ideas to their local context" (Darling-Hammond, 1997, p. 214). Thus, the CEFLS project participants looked seriously at how the Chinese education system can offer opportunities, through these performance standards, for teachers to engage in their own locally situated professional development. The project participants looked for ways to encourage teachers and administrators to participate in their own local application of these teacher performance standards. Note, however, that local application does not mean "do whatever you want" but rather "use standards to look at your particular needs and inspire your development in your particular contexts." This process of local adaptation is an ambitious goal that can be reached through continual review and discussion. With the help of the teacher performance standards, it guides teachers in challenging themselves and in finding areas of their teaching they may wish to improve. It also encourages teachers and administrators to celebrate the excellence already present in their work.

In the three volumes of *Integrating EFL Standards Into Chinese Classroom Settings*, the teacher performance standards are highlighted in the margins of the narratives for easy reference. In *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards*, they are elaborated with lists of activities through which teachers can apply the standards in their classrooms and with suggestions for teacher education activities. In addition, *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards* offers ways that teachers and teacher educators may apply units from the *Integrating EFL Standards* volumes toward professional growth activities.

As they developed the teacher performance standards, the CEFLS project participants consulted the MOE's (2001) *English Curriculum Standards* and were specifically inspired by the stated desire to "change the formal teaching methods that emphasize grammar and vocabulary teaching and ignore the cultivation of language use" (p. 1), something termed by Block (2003) as *the social turn* in second language acquisition. Project participants were also impressed with the MOE's emphasis on learner and teacher attitudes, engaging the student's interests, task-based learning, and performance objectives.

Project participants also consulted other standards documents (e.g., California Commission on Teacher Credentialing, 1997; TESOL, 1997, 2001, 2002; Rochester City School District, 1989; National Board for Professional Teaching Standards, 2003; Short, 2000; Snow, 2000) and reviewed the international literature on standards summarized in *TESOL Matters'* two-part series (McKay et al., 2001a, 2001b).

To emphasize continuous professional learning, two phrases are used deliberately:

1. *as teachers learn* for the descriptor after each standard
2. *learning teachers*, as appropriate throughout the text

To recognize that teachers learn best when they are supported by a collegial group (Dornyei & Murphey, 2003; Kleinsasser & Savignon, 1992; Wheelen & Tilin, 1999), the term *learning schools* (Senge, 2000) is a useful characterization of the type of environment likely to enhance teacher and student performance, an environment in which teachers, staff, students, and even parents learn.

The performance standards are built around eight domains. These domains are derived from a review of previously published standards as well as from reflections of the writers, reviewers, and associates on the characteristics of good teaching they have seen in the draft units for this project and in their own experience.

The eight domains and their associated standards follow. After each standard are a series of bulleted phrases. These bullets are neither comprehensive nor required: Rather, they are illustrations suggested by Chinese and U.S. educators who have reviewed the standards.

Domain 1. Knowing Students

了解学生

Teachers continually acquire knowledge of students in general and of their own students in particular, and they use that knowledge to enhance student learning and well-being.

教师应该能够不断增加对全体学生的了解，特别是对他们自己的学生的了解，以促进学生的学习与进步。

Standards 标准

1. Teachers recognize and adapt to students' developmental levels.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- become familiar with the general developmental, psychological, and social age-group characteristics of students and their learning styles
- respond sensitively to students' particular developmental, psychological, and social transitions and create strategies to cope with them
- respond sensitively to the learning styles and linguistic characteristics of students

教师应该能够认识学生的发展水平，根据学生的水平开展教学

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够熟悉授课年龄段学生的整体发展水平、心理特征、社会特征和他们的学习方式
 - 善于调整教学策略，使之符合学生发育、心理、社交变化的特殊需要
- 善于采用适合学生学习方式和语言特点的教学方法

2. Teachers continually expand their understanding of and ability to respond to particular student needs.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- determine what students need and how to attend to these needs effectively

- give special attention to students with learning difficulties
- respond to students' social and emotional needs
- let students know that help is available

教师应该能够不断提高自己理解和满足特殊学生需要的能力。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够确定学生的需求以及有效满足他们需求的办法
- 能够特别关注学习上有困难的学生
- 能够处理学生社交和情感上的需要
- 能够让学生知道他们会得到帮助

Domain 2. Appreciating Attitudes

激赏积极的学习态度

Teachers enhance the learning experience by nurturing healthy, positive attitudes in themselves and in their students.

教师应该能够在学习过程中培养自己和学生健康向上的学习态度。

Standards 标准

1. Teachers study their students' attitudes and react appropriately.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- motivate students to initiate and pursue their own learning enthusiastically
- help students understand that learning English includes both knowing English and using it
- promote cooperation rather than competition

教师应该能够研究学生的态度，因势利导，做出恰当的反应。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够激发学生积极地进行自主的学习
- 能够帮助学生认识到学习英语既要掌握语言知识又要掌握英语交际的技能
- 能够促进合作而不是竞争

2. Teachers help students explore a range of emotions and attitudes and promote those that facilitate language learning.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- show students how learning can be enjoyable

- explicitly teach the usefulness of mistakes for learning
- create a safe, comfortable environment for learning through teaching behaviors and language use
- communicate a sense of humor to students in positive ways
- show positive attitudes toward the target language and culture

教师应该能够帮助学生探索和提升有益于语言学习的情感态度。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 懂得如何寓教于乐
- 能够明确地鼓励学生从自身错误中学习，从中受益
- 能够以良好的教学行为与教学语言营造出安全、轻松的学习环境
- 能够向学生传递正面的幽默感
- 能够正面地看待所教的语言与文化

3. Teachers seek positive relationships with their students.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- use students' names in class to promote community
- discover and incorporate student interests as content
- be frank and fair with students
- encourage students to learn from and support one other

教师应该能够努力与学生建立正面向上的师生关系。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够用学生的名字称呼学生以促进师生关系
- 能够把学生的兴趣融于教学内容中
- 能够公平、坦诚地对待学生
- 能够鼓励学生相互学习、相互支持

Domain 3. Planning, Delivering, and Reflecting on Instruction

设计、运用、反思教学

Teachers offer a variety of ways for students to interact with English. Teachers reflect on their teaching.

教师应该能够采用不同的方法鼓励学生用英语交流，并且不断对自己的教学进行反思。

Standards 标准

1. Teachers recognize and encourage a variety of ways to learn language, both for their

students and for themselves.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- model a variety of ways to learn, demonstrating different styles and strategies
- have students experiment with new strategies in different tasks
- demonstrate how different students use different strategies to learn
- collect and present ideas, authentic materials, and stories for extending classroom activities

教师应该能够了解多种语言学习方法，鼓励自己和自己的学生尝试不同的方法学习语言。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够示范各种不同的学习方法和策略
- 能够鼓励学生尝试使用新策略来完成不同的任务
- 能够演示不同学生应该如何使用不同策略来进行学习
- 能够搜集、介绍不同观点、真实材料和故事，拓展课堂教学的内容

2. Teachers prepare for classes using their own knowledge of language, language learning, and their students.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- incorporate students' past experiences and interests and adapt to student needs
- use knowledge of how languages are learned to construct activities

教师应该能够运用他们自己关于语言、语言学习和关于自己学生的知识，精心备课

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够结合学生以往的经验 and 兴趣，使教学适应学生的需要
- 能够运用关于语言学习的知识来设计教学活动

3. Teachers reflect on their instruction and adjust appropriately.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- mix the new with the known so that learning can occur on a firm foundation
- keep control of classes through understandable, clearly organized instruction and interesting activities
- create opportunities for students to become self-directed learners
- make as much individual contact with students as possible in each class
- provide a variety of grouping structures to promote student interaction and learning
- reflect on what has and has not been successful and consider reasons

教师应该能够经常对教学进行反思并作恰当调整

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够结合旧知识学习新知识，为学习打下坚实的基础
- 能够用明白易懂、条理清晰的授课方式和活泼有趣的课堂活动组织课堂教学
- 能够创造机会使学生成为自主的学习者
- 能够密切师生关系，尽可能与学生建立个人间的联系
- 能够在班级里使用不同的小组分组办法，促进学生之间的交流与学习
- 能够分析成功与失败的原因，吸取正反两方面的经验

4. Teachers use multiple forms of feedback for a variety of purposes.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- reflect on feedback from students regarding the activities and the general running of the class
- pursue and refine approaches that make the curriculum accessible to every student

教师应该能够根据不同的目的使用不同的反馈方式。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够思索学生对于具体教学活动及整体教学的意见
- 能够探索和改进教学方法，使所有学生都觉得课程内容明白易懂

Domain 4. Constructing Knowledge of Languages, Language Learning, and Critical Thinking

构建语言知识和语言学习知识，提高独立思考的能力

Teachers offer a variety of ways for students to use English to develop content knowledge, general communication skills, and critical thinking skills.

教师应该能够采用各种方法，帮助学生用英语学习各门课程的内容，提高交际技能，培养独立思考的能力。

Standards 标准

1. Teachers guide students and themselves toward increasing proficiency in using English in the four skill areas (speaking, listening, reading and writing).

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- design activities in the four skill areas that involve real language use for students' personally relevant reasons
- use knowledge of the subject matter and instruction to help students construct their own knowledge and skills

- help students learn the language items they need for specific classroom tasks in the four skill areas
- highlight the differences between the forms and uses of students' native language and the forms and uses of the target language

教师应该能够指导学生共同提高英语水平，提高听说读写四种基本的语言技能。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够设计各种与学生生活中真实的语言使用密切相关的四种语言技能的训练活动
- 能够利用各门课程知识的讲授帮助学生建构他们自己的知识与技能
- 能够帮助学生掌握各个语言要点，完成课堂上四种技能训练的各项具体任务
- 能够突出学生母语与目的语在形式上和使用上的区别

2. Teachers guide students and themselves to use effective communication and learning strategies that can also be applied in a range of academic and social contexts.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- explore different communication and learning strategies with students
- encourage students to participate in real language use for communicative purposes
- ask students to reflect on how they learned, how they might have changed, and what they might want to change in the future
- guide students to notice compensatory and discourse strategies that they regularly use in their native language so that they can apply them to learning English

教师应该能够帮助学生掌握能广泛应用于学校与社会情境的、行之有效的交际与学习策略。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够与学生共同探索不同的交际与学习策略
- 能够鼓励学生使用语言进行真实的交际
- 能够要求学生反思自己是如何学习的，发生了什么变化，以及期待什么新的变化
- 能够指导学生注意自己在母语使用中常用的补偿策略与话语策略，并将这些策略应用到自己的英语学习中

3. Teachers guide students and themselves to think critically.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- encourage and appreciate independent and divergent thinking
- provide a secure, comfortable, and respectful class environment so that students can disagree and still feel accepted and part of the group
- provide socializing opportunities for students in which they learn to appreciate others and

form diverse friendships

教师应该能够引导学生进行独立思考。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够及时鼓励和肯定独立的、不同的见解
- 能够为学生提供安全，轻松，相互尊重的课堂环境，使他们敢于持反对意见，切实感到自己持反对意见时仍然可以被大家所接纳
- 能够为学生提供社交机会，使学生学会尊重他人并与持各种意见的人建立友谊

Domain 5. Exploring and Applying Culture

探索和应用文化知识

Teachers present and model culturally appropriate uses of English, and help students examine both Chinese and English-speaking cultures as they relate to language use.

教师应该能够介绍和示范在文化上恰如其分的英语使用，帮助学生在语言使用中了解中国文化及英语国家文化。

Standards 标准

1. Teachers embed culture in their teaching of English.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- make the target language culture part of the classroom culture when appropriate
- encourage contact with native and nonnative speakers of English through various forms of accessible communication

教师应该能够寓文化知识的拓展于英语教学之中。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够在适当的时候把目的语文化变成为课堂文化的一部分
- 能够鼓励学生用各种可行的交际手段与以英语为母语者或他语者相互接触

2. Teachers examine Chinese and English-speaking cultures for better understanding and empathy.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- determine which cultural differences warrant highlighting for students
- encourage students to question cultural stereotypes
- connect new material to its cultural roots and to appropriate use in the classroom
- model enthusiasm for exploring and appreciating cultural differences

教师应该能够进一步体察和理解中国文化与英语国家的文化。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够确定哪些文化差异应当让学生注意
- 能够鼓励学生对文化成见提出质疑
- 能够在教授新材料时联系其文化根源及其在课堂上的使用
- 能够鼓励积极探索文化差异热情

Domain 6. Assessing Teaching and Learning

评价教学与学习

Teachers provide and reflect upon a variety of worthwhile assessments for a variety of purposes.

教师应该能够提供并且反思根据不同目的设计的各种有价值的评价形式。

Standards 标准

1. Teachers assess for a variety of purposes.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- use assessments to motivate students and encourage learning
- construct assessments that are tied to the national curriculum
- develop assessments that adequately respond to textbook requirements

教师应该能够根据不同的目的进行评价。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够利用评价来调动学生学习的积极性
- 能够建立与国家课程大纲相关的评价活动
- 能够设计充分反映课本要求的评价活动

2. Teachers develop and use a variety of assessment procedures.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- make assessment integral to the learning process
- create assessments that will prepare students for school-wide, province-wide, and national examinations
- develop short, effective assessments that provide information for adjusting teaching

教师应该能够设计和使用的各种评价手段。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么

要教这个？

- 能够使评价成为学习过程的一个有机组成部分
- 能够设计可以帮助学生准备校级、省级、全国范围考试的评价活动
- 能够设计简单有效的评价方式，为教学调整提供信息

3. Teachers design assessments that respect individuals and individual differences.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- assess fairly, while encouraging, supporting, and recognizing the achievements of all students
- design or modify assessments to accurately reflect each student's growth
- promote dignity of and confidence in all students

教师应该能够设计尊重个人和尊重个体差异的评价方式。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够公正地评价，同时鼓励、支持、认可所有学生所取得的成绩
- 能够设计和改进评价方式以便更精确地反映每个学生的水平
- 能够在评价中增强所有学生的自尊心与自信心

Domain 7. Connecting Beyond the Classroom

联系课外情境与资源

Teachers connect their students' learning to contexts and resources beyond the classroom.

教师应该能够把学生的学习与课外情境与资源联系起来。

Standards 标准

1. Teachers connect their students' learning to other students, classes, and events in the school.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- use past and present students' work to guide present and future students
- use content-based instruction to connect language work to other fields of study across the curriculum
- ask for the help of other teachers and administrators to reinforce student learning outside class

教师应该能够把学生的学习与其它班级的学生以及与学校里的活动联系起来。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够用以往的与现在的学生的活动和成就来指导现在的与未来的学生

- 能够通过课程内容的教学把语言学习与其他课程的学习联系起来
- 能够向其他教师与行政人员寻求帮助，以便加强学生课外的学习

2. Teachers connect their students' learning with other people and resources outside school.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- communicate with others to invite their participation in facilitating student learning
- make homework meaningful and useful to students

教师应该能够把学生的学习与学校外的人和资源联系起来。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够邀请其他人参与教学，帮助学生的学习
- 能够设计对学生既有意义又有实用价值的家庭作业

Domain 8. Expanding Professional Horizons

拓展专业视野

Teachers expand their professional horizons by engaging with resources both within and beyond their school.

教师应该能够通过积极开发利用校内校外的各种资源来拓展他们的专业视野。

Standards 标准

1. Teachers engage in professional conversations in the school with students, colleagues, and administrators.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- involve students in evaluating teaching/learning moments from their perspectives
- cooperate with other teachers in teaching and learning

教师应该能够在学校里积极展开与学生，同事和行政人员的专业交往。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够鼓励学生从他们自己的角度参与教学与学习的评价
- 能够与其他教师合作教学

2. Teachers extend their professional contributions by getting involved in the profession beyond their own schools.

As teachers learn, they might ask: How can I . . . and, Why do I want to . . . :

- join professional organizations and participate in professional activities
- use technology to grow professionally and interact with others
- have other interests besides teaching that can contribute to a balanced life and enhanced teaching

教师应该能够在校外积极参与相关的专业活动，延伸自己专业上的贡献。

教师在自己学习的过程中应该会不断思考这样的问题：我怎样才能教这个？我为什么要教这个？

- 能够加入专业团体，参加其活动
- 能够利用电脑技术与同行交流，提高专业水平
- 能够培养教学以外的兴趣，促进生活上的平衡和教学水平的提高

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