

INTRODUCTION

In view of recent developments on teachers' roles, and in light of the information revolution and the scientific challenges of the 21st Century, it is necessary to develop new teacher preparation programs, and to improve existing training. These programs need to be evaluated so as to verify the effectiveness of the procedures used to professionally develop the personality and knowledge of the teacher.

The 21st Century needs teachers capable of assimilating the achievements of the scientific and technological revolutions and who are well-equipped with the critical thinking skills and overall scientific knowledge required by modern educational trends.

In 2003, in response to these developments, the Ministry of Education (MoE) started to implement the Education Reform for the Knowledge Economy (ERfKE) project, which resulted from the educational reform project began in 1987. The Ministry of Education has achieved great progress in the areas of curricula reform, as well as textbook development, general exams, national tests and the development of teaching strategies and evaluation. These improvements mean that increased attention must be paid to the importance of raising the level of teachers' awareness of these developments and to increasing teachers' competences and professional skills, in order to achieve the goals of ERfKE.

Among the most important steps taken by the Directorate of Training, Qualifications and Supervision in this direction is coordination with the Directorate of Curricula and Textbooks and the Directorate of Testing and Examinations. This cooperation is essential to providing broadly-based training programs which serve to raise teachers' professional competence, especially in line with the reform of textbooks based on new teaching and evaluation strategies. Several training programs were conducted in 2005 and 2006 and these programs included all Jordanian teachers.

In May 2006, the National Teacher Professional Standards Conference was held for three days in Amman with participants from Ministry of Education and Jordanian universities, along with Canadian and Australian consultants who shared their national experiences. The purposes of the Conference were to:

1. refine the standards previously developed by the Joint Committee;
2. include international perspectives of standards

The Standards were approved by MoE in July 2006, as well as the Board of Higher Education and both MoE and the Jordanian universities developed a Framework for Implementation of an Action Plan.





The following Domains are included in the National Standards for the Professional Development of Teachers:

- First domain: Education in Jordan
- Second domain: Academic and Special Pedagogical Knowledge
- Third domain: Planning for Instruction
- Fourth domain: Implementing Instruction
- Fifth domain: Assessment of Students' Learning and Instruction
- Sixth domain: Self Development
- Seventh domain: Professional Ethics

Conference goals

- 1- Increase participants' awareness of the philosophy supporting the National Teacher Professional Standards.
- 2- Review others' experiences in this regard.
- 3- Set a general framework for implementation (action plans).
- 4- Develop follow-up procedures for the introduction of the Standards at the Ministry of Education and in Jordanian universities.

Conference focal points

- 1- Rationale for setting National Standards (present Jordanian educational system and its future in light of implementing standards).
- 2- International experiences regarding implementing standards (case studies).
- 3- Developing an action plan to implement the Standards at the Ministry of Education and in Jordanian universities.
- 4- Developing follow-up procedures for implementing the action plans at the Ministry of Education and in Jordanian universities.

Expected results

- 1- Discussion and approval of the Standards.
- 2- Setting a framework to implement the Standards, including developing a program to prepare and train teachers.
- 3- Determining the resources needed and the challenges ahead.

The First Domain

EDUCATION IN JORDAN

Demonstrates an understanding of foundations of the education system of Jordan, its major characteristics and its developmental trends

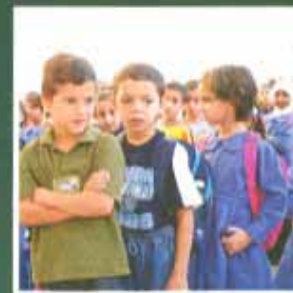
- Demonstrates knowledge of bases of education in Jordan and their implications on school teaching and learning.
- Demonstrates understanding of general goals and outcomes of education in Jordan.
- Demonstrates knowledge of school and relevant non-school legislations.
- Demonstrates knowledge of educational context.
- Demonstrates understanding of the school curriculum standards.
- Demonstrates understanding of learning outcomes pertinent to the subjects that he/she teaches and consistent with the school curriculum standards.
- Demonstrates understanding of trends of educational development in Jordan (as represented in ERfKE).

Second Domain

ACADEMIC AND SPECIAL PEDAGOGICAL KNOWLEDGE

Demonstrates understanding of content of the subjects that he/she teaches and its transformation into learnable forms

- Demonstrates understanding of basic ideas of the subjects that he/she teaches and their interrelationships.
- Demonstrates understanding of modes/ways of learning pertinent to the subjects that he/she teaches.
- Demonstrates knowledge of relations among the subjects that he/she teaches and other school subjects.
- Demonstrates the ability to present content of subjects in learnable forms and modalities.
- Demonstrates knowledge of basic information sources relevant to the subjects that he/she teaches.





The Third Domain

PLANNING FOR INSTRUCTION

Plans for effective instruction

- Designs coherent instructional plans in light of the intended learning outcomes and in accordance with the curriculum standards of the subjects that he/she teaches.
- Demonstrates understanding of principles of student learning and development and uses them in planning for instruction.
- Demonstrates knowledge of accessible learning resources in schools and community, including those of ICT, and uses them in planning for instruction.
- Demonstrates knowledge of instructional strategies and chooses those that match the needs and learning styles of his/her students.
- Designs interactive learning activities.
- Designs interactive learning environments that emphasize safety, participation and cooperation.

The Fourth Domain

IMPLEMENTING INSTRUCTION

Implements effectively instructional plans

- Flexible in adapting a teaching plan to accommodate changing teaching/ learning situations and students' needs.
- Uses appropriate resources for learning, including ICT, in light of the intended learning outcomes and students' diversity and learning needs.
- Organizes safe and caring interactive learning environments.
- Uses successfully appropriate classroom management strategies and techniques.
- Deals effectively with students' problematic behavior.
- Uses effectively chosen instructional strategies.
- Demonstrates during instruction a clear focus on developing students' critical and creative thinking.
- Communicates effectively with students to facilitate their learning and development.
- Shows care towards all students.

The Fifth Domain

ASSESSMENT OF STUDENTS' LEARNING AND INSTRUCTION

Demonstrates understanding of strategies and techniques for assessing students' learning and his/her instruction, and uses them effectively

- Demonstrates understanding of linkages among assessment, instruction and learning outcomes.
- Chooses and/or designs varied and appropriate tools and means for assessing students' learning and progress, including ICT tools, and uses them effectively.
- Keeps accurate records of students' learning and progress in view of intended learning outcomes using ICT tools.
- Effectively communicates with parents about their children's learning and progress.
- Effectively communicates with the school principal and the education district about students' learning and progress.
- Provides opportunities for students to self-assess their learning and progress.
- Analyses students' performance and provides them with feedback about their learning and progress.
- Designs and implements appropriate learning activities as needed to promote students' learning in view of their learning assessment results.



The Sixth Domain

SELF - DEVELOPMENT

Uses accessible tools, means and resources to develop himself/herself professionally

- Reflects on his/her teaching in view of students' learning and improves accordingly.
- Uses ICT tools and resources to develop her/his knowledge and ability to teach.
- Participates in educational conferences, forums and courses.
- Continually reads pertinent scientific and educational journals and periodicals.
- Participates in school and district educational development projects and activities.
- Cooperates with teachers in his/her school to develop professionally.
- Communicates with teachers in other schools to develop professionally.
- Shows interest in raising his/her academic qualification.



The Seventh Domain

PROFESSIONAL ETHICS

Demonstrates professional ethics in her/his behavior and actions inside and outside school

- Demonstrates commitment to professional duties and responsibilities and performs them honestly.
- Treats students with respect, fairness and justice and maintains their trust.
- Communicates positively with students.
- Demonstrates commitment to established positive values in dealing with colleagues, the school administration and parents.
- Cooperates with parents and the local community to develop positively students' learning and character.
- Uses information resources with morality.
- Directs students to use information resources morally.
- Demonstrates commitment to his/her school.
- Follows the professional dress code.
- Cooperates with his/her colleagues and shows concern for their professional development.
- Shows wisdom and patience in all circumstances.