Standard	Degree			
	Strongly agree	**Agree**	**Don't agree**	**Strongly disagree**
The Seventh Domain: Professional Ethics **The teacher: demonstrates professional ethics in her/his behavior and actions inside and outside school**				
44	demonstrates commitment to professional duties and responsibilities and performs them honestly				
45	treats students with respect, fairness and justice and maintains their trust				
46	communicates positively with students				
47	demonstrates commitment to established positive values in dealing with colleagues, school administration and parents				
48	cooperates with parents and the local community to develop positively students' character and learning of English				
49	Uses English information resources morally				
50	directs students to use English information recourses morally and effectively				
51	demonstrates commitment to his/her school mission				
52	follows the professional dress code (keeps his/her appearance suitable for the teaching profession)				
53	cooperates with his/her colleagues and shows concern for their professional development in English language and pedagogy				
54	shows wisdom and patience in all circumstances				

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Standard		Degree			
		Strongly agree	Agree	Don't agree	Strongly disagree
31	communicates effectively with parents about their children's learning and progress in English				
32	communicates with the school principal and the education directorate about students' learning and progress in English				
33	provides opportunities for students' to self- assess their learning and progress in English				
34	analyzes students' performance and provides them with feedback about their learning and progress in English				
35	designs and implements appropriate English learning activities as needed to promote students' learning in view of their learning assessment results				
The Sixth Domain: Self- Development **The teacher: uses accessible tools, means and resources to develop himself/ herself professionally**					
36	reflects on his/her teaching in view of students' English learning and improves accordingly				
37	uses ICT tools and resources to develop her/ his knowledge of English and ability to teach it				
38	participates in educational English conferences, forums and courses				
39	reads continually pertinent relevant educational English journals and periodicals				
40	participates in school directorate educational development projects and activities in English				
41	cooperates with teachers of English in her/his school to develop professionally				
42	communicates with teachers of English in other schools to develop professionally				
43	shows interest in raising his/her academic qualification in English language and pedagogy				

Standard		Degree			
		Strongly agree	Agree	Don't agree	Strongly disagree
The Fourth Domain: Implementing Instruction **The teacher: implements effectively instructional plans**					
19	adapts a flexible English teaching plan to accommodate to changing teaching/learning situations and students' needs				
20	uses appropriate resources for learning, including ICT in light of the intended English learning outcomes and students' diversity and learning needs				
21	organizes safe and caring interactive learning environment				
22	uses successfully appropriate classroom management strategies and techniques				
23	deals effectively with students' problematic behavior				
24	uses effectively chosen instructional strategies				
25	demonstrates during instruction a clear focus on developing students' critical and creative thinking in English				
26	communicates effectively with students' to facilitate their English learning and development				
27	Shows care for all students				
The Fifth Domain: Assessment of Students' Learning and Teachers' Instruction **The teacher: demonstrates understanding of strategies and techniques for assessing students' learning and his/her instruction, and uses them effectively**					
28	demonstrates understanding of linkages among assessment, instruction and English learning outcomes				
29	chooses and/or designs varied and appropriate tools and means for assessing students' English learning and progress, including ICT tools, and uses them effectively				
30	keeps accurate records of students' learning and progress in English in view of intended learning outcomes using ICT tools				

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Standard		Degree			
		Strongly agree	Agree	Don't agree	Strongly disagree
The Second Domain: Academic and Pedagogical Knowledge **The teacher: demonstrates understanding of content of English language taught and its transformation into learnable forms**					
8	demonstrates understanding of basic ideas of English language and their relationships				
9	demonstrates understanding of modes/ways/ styles of learning English				
10	demonstrates the ability to present the English content in varied and different ways to make it easy for students to learn				
11	demonstrates knowledge of relations between English and other school subjects				
12	demonstrates knowledge of basic information sources relevant to teaching English				
The Third Domain: Planning for Instruction **The teacher: plans for effective instruction**					
13	designs coherent instructional plans in light of the intended English learning outcomes and in accordance with the curriculum standards				
14	demonstrates understanding of principles of student learning and development and uses them in planning for English instruction				
15	demonstrates knowledge of accessible learning resources in schools and community, including those of Information and Communication Technology (ICT) , and uses them in planning for English instruction				
16	demonstrates knowledge of instructional strategies and chooses those that match the needs and learning styles of his/her students				
17	Designs English interactive learning activities				
18	designs interactive learning environment that emphasizes safety, participation and cooperation				

Part 1

Please put (√) where applicable:

Qualification	Diploma ( )	B.A ( )	B.A + Diploma ( )	Higher ( )
Gender	Male ( )	Female ( )		
Years of experience	Less than 5 ( )	5- 10 ( )	11 and more ( )	

Part 2:

Please put (√) where applicable:

Standard		Degree			
		Strongly agree	Agree	Don't agree	Strongly disagree
The First Domain: Education in Jordan **The teacher: demonstrates an understanding of foundations of the Education system of Jordan, its major characteristics and its developmental trends**					
1	demonstrates knowledge of the foundations of Jordanian educational system and their implications in teaching and learning				
2	demonstrates understanding of general goals and outcomes of education in Jordan				
3	demonstrates knowledge of relevant school legislations				
4	demonstrates knowledge of contexts related to the teaching process of English language				
5	demonstrates understanding of the school curriculum standards of English language				
6	demonstrates understanding of English general and specific learning outcomes				
7	demonstrates understanding of educational development trends in Jordan (as represented in ERfKE: integration of ICT, new roles for teachers and students, variety of instructional strategies, new ways of assessing learning)				

Appendix A

Dear teachers,

The researcher intends to conduct a study to investigate the extent to which the Ministry of Education National Teacher Professional Standards contribute to Jordanian EFL teachers' professional development from teachers' and supervisors' perspectives.

You are kindly requested to read the standards and indicate your degree of agreement on the standards suggested to contribute to your professional development.

Please note that your contribution will be used for research purposes only.

Thanks for your highly appreciated cooperation.

The researcher

Dr. Tha'er Tawalbeh

Head of Foreign Languages Division, Directorate of Curricula

Ministry of Education

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and instruction, and self- development can be due to the small sample of the supervisors compared to the sample of teachers included in the study.

To sum up, the previous studies share this study in terms of teachers' professional needs. Teachers should be equipped with the teaching techniques and skills relevant to teaching practices (Harrison, Clifford and Richard (1975) , Naim (1999) , Beale (2003) , Boyle (2004) , Al- Saa'di (2005) . Besides, the previous studies emphasized the importance of content knowledge and curriculum development in enhancing professional development (Kirkwood (2001) , Heather, Holtzman, Deborah and Kassandra (2009) . The present study found out that seven domains of professional standards contributed to teachers' professional development, namely education in Jordan, academic and pedagogical knowledge, planning for effective instruction, implementing instruction, assessment of students' learning and instruction, self- development and professional ethics. This shows that there is consensus between the previous studies and the present one in terms of the skills and teaching competencies relevant to the teaching profession, which are necessary for teachers' professional development.

Recommendations:

Based on the results of the study, the researcher recommends the following:

1. Policy makers as well as supervisors should pay more attention to preparing a suitable teaching- learning environment that enable teachers to develop professionally according to the standards under study.

2. Other studies should be conducted to investigate to which extent the national professional standards are implemented by teachers during their teaching profession.

3. Training workshops meant for teachers' professional development should give priority to the national professional development standards under study.

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Discussion of the Results:

The results of the present study were discussed according to the results of the three questions.

As for the questions related to the teachers' and supervisors' views of the professional standards that contribute to teachers' professional development, it is clear that there is consensus among male and female teachers and supervisors regardless of their qualification and years of experience that all the seven domains of standards contributed to the teachers' professional development. This indicates that the teaching- learning environment in which the teachers and supervisors practise their teaching profession is almost the same. Teachers' academic background is similar and they undergo similar pre-service and in- service professional development opportunities. In addition, they experience similar learning conditions related to numbers of hours and numbers of students they teach. Besides, the professional standards under study have been determined and identified after careful consideration from policy makers as well as practitioners – supervisors and teachers- during a conference held for the purpose of coming out with national professional standards that meet the teachers' needs and interests during their teaching profession. As for the two standards that had the highest rank in their contribution to teachers' professional development from teachers' points of view, namely academic and pedagogical knowledge and professional ethics, it is possible that teachers' tend to have more focus on academic and pedagogical knowledge as these have direct impact on their performance in the classroom. It is very important for them to care about their academic and professional development during their teaching career. This should align with professional ethics that are essential for teachers since the teachers' behaviors inside and outside school are indicators of commitment and respect to the teaching profession.

As for the supervisors' responses, it is clear that academic and pedagogical knowledge and professional ethics were the highest in their estimations, which can be due to similar learning environment that teachers and supervisors undergo. These supervisors used to be teachers who experienced similar learning conditions while practicing teaching in the class. However the disagreement between teachers' and supervisors' views regarding the importance of implementing instruction, assessment of students' learning

However, the first, second and the seventh standards related to education in Jordan, academic pedagogical knowledge and professional ethics took the highest rank among the seven standards that contributed to the teachers' professional development from the supervisors' point of view.

So, Tables 5 and 7 indicate that there was agreement between the teachers and the supervisors on two professional standards that contributed to the teachers' professional development from their own point of view and supervisors' point of view. These are as mentioned above standards two and seven.

To answer the third question related to whether or not there were any statistically significant differences between teachers' and supervisors' views due to qualification and years of experience, the table below shows means and standard deviation of the teachers' and supervisors' responses to the professional standards that contributed to the teachers' professional development from the teachers' and supervisors' point of view.

Table 8

Means and standard Deviation of the teachers' and supervisors' responses

to the Professional Standards

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Qualification	288.516	3	96.172	0.265	0.851
Experience	3094.724	4	773.681	2.131	0.077
TS	868.569	1	868.569	2.392	0.123
Qualification * Experience	3456.447	6	576.074	1.587	0.150
Qualification * TS	71.662	1	71.662	0.197	0.657
Experience * TS	1964.351	2	982.176	2.705	0.068
Qualification * Experience * TS	0.000	0	.	.	.
Error	127084.889	350	363.100		

It is clear from the table above that there were no statistically significant differences at ($\alpha \leq 0.05$) between teachers' and supervisors' views of the professional standards that contributed to teachers' professional development from teachers' and supervisors' points of view. There were also no statistically significant differences at ($\alpha \leq 0.05$) between teachers' and supervisors' views due to qualification and years of experience.

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With regard to the second question related to the extent to which the national teacher professional standards contribute to the EFL teachers' professional development from the supervisors' point of view, the table below shows the means and standard deviation of the supervisors' responses to the seven standards included in the questionnaire distributed to them.

Table 6

Means and Standard Deviation of the Supervisors' Responses

to the Seven Standards from their Points of View

Standards	Mean	Std. Deviation
education in Jordan	2.92	0.616
Academic and Pedagogical Knowledge	2.91	0.584
Planning for Instruction	3.09	0.776
Implementing Instruction	2.927	0.6528
Assessment of students' learning and instruction	2.70455	0.789131
Self- Development	2.784	0.8218
Professional Ethics	3.21	0.610

The table above indicates that approximately all the seven national teacher professional standards contributed to the EFL teachers' professional development from the supervisors' point of view.

The table below gives more details on the percentages of the supervisors' responses to the seven professional standards that contributed to the teachers' professional development from the supervisors' points of view.

Table 7

Percentages of the Supervisors' Responses to the Seven Professional Standards

Number	Standards	Agree	Don't Agree
1	Education in Jordan	81.8%	18.2%
2	Academic and Pedagogical Knowledge	81.8%	18.2%
3	Planning for Effective Instruction	72.7%	27.3%
4	Implementing Instruction	55.5%	45.5%
5	Assessment of Students' Learning and Instruction	55.5%	45.5%
6	Self- development	55.5%	45.5%
7	Professional Ethics	90.9%	9.1%

It is clear from the table above that teachers responded nearly the same to the standards. The percentage of the supervisors who agreed on the standards that contributed to their professional development was more than 50%.

Table 4

Means and Standard Deviation of the Teachers' Responses

to the Seven Standards from their Points of View

Standards	Mean	Std. Deviation
Education in Jordan	3.1645	0.40063
Academic and Pedagogical Knowledge	3.2319	0.43290
Planning for Instruction	3.1951	0.45666
Implementing Instruction	3.2730	0.44361
Assessment of students' learning and instruction	3.1667	0.42386
Self- Development	3.2525	0.43959
Professional Ethics	3.3477	0.45127

The table above indicates that approximately all the seven national teacher professional standards contributed to the EFL teachers' professional development from their point of view.

The table below gives more details on the percentages of the teachers' responses to the seven professional standards that contribute to their professional development from their points of view.

Table 5

Percentages of the Teachers' Responses to the Seven Professional Standards

Number	Standards	Agree	Don't Agree
1	Education in Jordan	95.8%	4.2%
2	Academic and Pedagogical Knowledge	98%	2%
3	Planning for Effective Instruction	95.2%	4.8%
4	Implementing Instruction	95.5%	4.5%
5	Assessment of Students' Learning and Instruction	95.5%	4.5%
6	Self- development	95%	5%
7	Professional Ethics	97.2%	2.8%

It is clear from the table above that teachers responded almost the same to the standards. The percentage of the teachers who agreed on the standards that contributed to their professional development was more than 95%. However, the second, the seventh standards related to academic and pedagogical knowledge and professional ethics took the highest rank among the seven standards that contributed to the teachers' professional development from their points of view.

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result was 0.85 and KR- 25 was 0.87 which is considered acceptable for the study.

Procedures of the Study:

The following procedures were followed for the purpose of collecting and analyzing data:

♦ Getting the approval of the Ministry of Education to distribute the questionnaire on the subjects of the study in Amman 3rd and 4th directorates of Education.

♦ Identifying the population and the sample of the study.

♦ Carrying out the process of questionnaire validity and reliability.

♦ Distributing the questionnaires on the sample of the study and collecting them.

♦ Analyzing the results and drawing conclusions and recommendations based on the results of the study.

Statistical Analysis:

In order to answer the first and the second questions related to the extent to which the Ministry of Education National Teacher Professional Standards contribute to Jordanian EFL teachers' professional development from teachers' and supervisors' perspectives, frequencies and percentages were used. To answer the third question concerning whether or not there were any statistically significant differences at (α=0.05) between teachers and supervisors due to qualification and years of experience, 2- way analysis of variance was used.

Findings of the Study:

This part shows the findings of the present study in terms of the three questions highlighted in the study.

With regard to the first question related to the extent to which the national teacher professional standards contribute to the EFL teachers' professional development from their point of view, the table below shows the means and standard deviation of the teachers' responses to the seven standards included in the questionnaire distributed to them.

The table above shows that the majority of the supervisors are males holding higher degrees in teaching English as a foreign language with an experience of more than ten years in the teaching profession.

Instrument of the Study:

The researcher used a questionnaire of 54 items based on the National Teacher Professional Development Standards developed by the Ministry of Education (2006) to investigate the extent to which the Ministry of Education National Teacher Professional Standards contribute to Jordanian EFL teachers' professional development from teachers' and supervisors' perspectives (Appendix A) . Likert scale of four degrees (strongly agree, agree, don't agree, strongly disagree) was used to determine the extent of teachers' and supervisors' agreement on the standards.

Validity of the Instrument:

The questionnaire is valid since the items of the questionnaire have been derived from a document developed by the Ministry of Education (2006) called "National Teacher Professional Development Standards". Participants from the Ministry of Education and Jordanian universities, along with Canadian and Australian consultants shared their experiences during a conference held in 2006. They met to refine the standards previously developed by a joint committee. The standards were then approved by the MoE and the board of Higher Education. However, the questionnaire was also given to 10 EFL specialists (3 university professors from Yarmouk University, 4 curricula specialists in the Directorate of Curricula and Textbooks, and 3 supervisors of English) . They were asked to determine whether or not the questionnaire items were clear and relevant to the domain. The jury of judges suggested that since the items are general and applicable to all teachers, they should be modified in such a way that they are more specific to address EFL Jordanian teachers.

Reliability of the Instrument:

In order to guarantee the questionnaire reliability, it was distributed to a sample of 25 participants other than the subjects of the study in order to ask for their responses. It was distributed again two weeks later so that the researcher counts its reliability. The results were calculated and analyzed. The

Table 2

Distribution of the Teachers' Sample according to Qualification, Gender and Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Qualification	Diploma	40	11.2	11.2	11.2
	B.A	276	77.3	77.3	88.5
	B.A + Diploma	28	7.8	7.8	96.4
	Higher	13	3.6	3.6	100.0
	Total	357	100.0	100.0	
Gender	male	86	23.8	23.8	23.8
	female	271	75.9	75.9	99.7
	Total	357	100.0	100.0	
Experience	less than five years	134	37.5	37.5	37.5
	between 5 - 10	138	38.7	38.7	76.2
	11 years and more	85	23.2	23.2	99.4
	Total	357	100.0	100.0	

The table above shows that the majority of the subjects are female teachers holding B.A degree in English with an experience of less than ten years in the teaching profession.

Table 3

Distribution of the Supervisors' Sample according to Qualification, Gender and Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Qualification	B.A+Diploma	1	9.1	9.1	9.1
	Higher	10	90.9	90.9	100.0
	Total	11	100.0	100.0	
Gender	male	7	63.6	63.6	63.6
	female	4	36.4	36.4	100.0
	Total	11	100.0	100.0	
Experience	less than five years	2	18.2	18.2	18.2
	between 5- 10	2	18.2	18.2	36.4
	11 years and more	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

Population of the Study:

The population of the study comprised all Jordanian EFL teachers and supervisors in the middle region of the country, which includes five directorates of education (Amman 1st, Amman 2nd, Amman 3rd, Amman 4th, and Private Directorate of Education) . The total number of teachers and supervisors in all the five directorates was 3328, and the total number of supervisors was 25 as detailed in the table below.

Table 1

Distribution of the Population in the Five Directorates of Education

Teachers			
Directorate	Male	Female	Total
Amman 1st	192	291	483
Amman 2nd	154	333	487
Amman 3rd	175	260	435
Amman 4th	211	231	542
Private Directorate of Education	276	1105	1381
Total	1108	2230	3328
Supervisors			
Amman 1st	5	1	6
Amman 2nd	1	4	5
Amman 3rd	4	2	6
Amman 4th	3	2	5
Private Directorate of Education	2	1	3
Total			25

Sample of the Study:

The sample of the study consisted of all male and female EFL teachers and supervisors in Amman 3rd and 4th directorates of education chosen randomly from the five directorates. The total number of teachers in the two directorates was 977, and the total number of supervisors was eleven. The sample of the study was 357 male and female teachers, which is about 35% of the population from two directorates of education.

The two tables below describe the distribution of the sample of the study according to qualification, gender and experience

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study consisted of 48 primary school teachers randomly selected. The study used a qualitative approach and a combination of qualitative and quantitative analyses. Its method was a semi- structured interview that comprised 15 questions. The researcher found out that EE, the national curriculum and teachers have interacted.

Heather, Holtzman, Deborah, and Kassandra (2009) stated that the San Diego reform sought to improve classroom instruction by focusing on building the capacity of teachers. They examined practices of teacher professional development in the district and their impact on literacy instruction. Through examination of the literature on effective professional development, school staff's conceptions of what makes professional development effective, and detailed data on professional development experiences from 100 elementary teachers, they explored the extent to which characteristics of effective professional learning align with what is actually taking place in schools. They also examined relationships between professional development characteristics and teachers' use of instructional practices that have been shown to predict student growth in reading comprehension. They found that professional development characterized by an emphasis on content and curriculum and that incorporates coaching is related to a higher frequency of this type of instruction.

To conclude, the previous studies mainly categorized teachers' needs into linguistic and professional competencies. The researchers found out that teachers need to master the content of the subject they teach. Besides, teachers need to develop professionally in areas related to curriculum development and the assessment of learners' progress.

The present study classified teachers' needs into seven categories suggested during the National Teacher Professional Conference in 2006. These include: education in Jordan, academic and pedagogical knowledge, planning for instruction, self development and professional ethics.

Methodology:

This section of the research discusses the methodology followed to gather and analyze data. It includes population and sample of the study, instrument, validity and reliability of the instrument, procedures of the study, and the statistical analysis method.

conference or workshop in the academic year 2001- 2002. In comparison, 91 percent participated in a longer- term professional development activity. The most popular longer- term professional development activities were the observation of colleagues (69 percent) and sharing practice (63 percent) . And 52 percent of the sample indicated that they did both. The next most common form of longer- term professional development was on- site/on- line courses (34 percent) . The researchers also stated that evidence from this study is that 77 percent of the participants in longer- term professional development activities changed at least one aspect of their teaching practice.

Al Saa'di (2005) investigated the perceptions of UNRWA English language teachers in Jordan of their professional development. The study attempted to answer questions related to whether or not there are statistically significant differences in teachers' attitudes towards professional development, their evaluation of training programs, their self- evaluation, and their training needs attributed to qualification, teaching experience and gender. The researcher also tried to identify the teachers' suggestions for improving teacher training and professional development. The population of the study consisted of all UNRWA English teachers in Jordan (680) . The sample of the study comprised 172 teachers in North Amman Education Area. A questionnaire was used to collect data which were analyzed using descriptive statistics. The main results indicated that there were no statistically significant differences in teachers' attitudes towards professional development, their evaluation of training programs, their self- evaluation, and their training needs attributed to qualification, teaching experience and gender. The main suggestions for improving teachers' professional development included the need for providing teachers with more access to the Internet at school, longer training workshops and better implementation of research findings. Based on the results, the researcher recommended that UNRWA at North Amman Education Area should pay more attention to teachers' needs. Teachers need more time to reflect on their teaching practices, more chances to teamwork, fewer administrative responsibilities and longer training workshops.

Chatzifotiou (2006) studied the impact of environmental education (EE) upon English primary school teachers. EE was introduced into the English national curriculum in 1990 as a cross- curricular theme. It later became part of other subjects, always aimed to provide pupils with knowledge, skills and values that can promote environmental awareness. The sample of the

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development can indeed enhance professional development. The three broad aims for teachers' learning- engaging in disciplined enquiry, experiencing within an agreed framework and sharing expertise- were clearly met for the majority of participants.

Beale (2003) investigated the expectations of EFL teachers belonging to the Victorian Association of TESOL and Multicultural Education in Australia from professional development. The sample of the study consisted of 65 teachers. A questionnaire was used to collect data related to the following aspects: content areas, teaching skills, and activity types. The main results indicated that teachers shared common concerns regarding professional development. Their interests range from practical information and skills relevant to teaching, curriculum development, evaluation, and computer skills and benefit from research findings.

Hart (2003) described the results of a teacher professional development intervention aimed at enabling teachers to promote science and literacy achievement for culturally and linguistically diverse elementary students. The paper has two objectives: (a) to examine teachers' initial beliefs and practices about teaching English language and literacy in science and (b) to examine the impact of the intervention on teachers' beliefs and practices. The research involved 53 third- and fourth- grade teachers at six elementary schools in a large school district with a highly diverse student population. The results of these first- year professional development efforts, which form part of a 3- year longitudinal design, indicate that at the end of the year, teachers expressed more elaborate and coherent conceptions of literacy in science instruction. In addition, they provided more effective linguistic scaffolding in an effort to enhance students' understanding of science concepts. The results also suggest that teachers require continuing support in the form of professional development activities in order to implement and maintain reform- oriented practices that promote the science and literacy achievement of culturally and linguistically diverse students.

Boyle, David, and Trudy (2004) investigated the professional development of primary and secondary teachers across England. The sample of the study consisted of 845 primary and secondary participants. They found out that English and mathematics respondents from primary schools were far more likely to participate in professional development than the science respondents. Overall, 77 percent of the sample attended an LEA- based

Review of Related Literature:

Harrison, Clifford, and Richard (1975) surveyed EFL teachers' needs in Jordan. They pointed out that their needs fall into two categories: linguistic and professional. A teacher of English will remain ineffective as long as his command of English is inadequate, no matter how well trained he is. Meanwhile, a teacher of English whose command of English is satisfactory may still fail as a teacher of English if he is not properly trained for the task. Accordingly, any effective professional development plan for the teachers of English to be effective should take these two factors into consideration; the plan should aim first at improving teachers' grasp of English language proficiency and second, at equipping them with the necessary educational techniques and devices needed for the task. Teachers should undergo special training to prepare them for the job of teaching English.

Naim (1999) investigated the characteristics of the effective secondary school teacher as perceived by students and principals. The study aimed to determine the personal and professional characteristics of the effective teacher. The sample consisted of 130 teachers and principals randomly selected. ***The teachers and principals agreed on the following characteristics of an effective teacher:***

♦ mastery of the subject matter taught

♦ ability to utilize teaching techniques and audio- visual aids

♦ analyze results of students tests

♦ aware of new developments in the area of specialization and

♦ showing concern to the profession

Kirkwood (2001) conducted a four- year curriculum development project involving computing teachers from Scottish schools focused on the methods of teaching and assessing computer programming skills at the secondary 3/4 level 14- 16 year- olds and the professional development of participants. The study was conducted over two years with one mixed- ability class of twenty students. The project was established in response to the substantial concerns of computing teachers about teaching and assessing programming. The researcher used a number of evaluation instruments such as presentation of drafts of materials at project meetings, teachers' diaries noting detailed observations, class records of students' progress, questionnaires completed by students and observation of classes. The findings indicate that curriculum

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the implementation of the domains that rank higher and build on those that rank lower from the teachers' and supervisors' perspectives.

♦ Supervisors of English to consider the domains that contribute most to the development of EFL teachers' professional development and build on them throughout their plans of teachers' professional development. It is also wise to investigate why other domains ranked lower and consider this for further research.

♦ EFL teachers to form a common understanding of what contributes most to their professional development, and thus take initiatives of self-directed professional development.

Definition of Terms:

The following terms had the associated meanings whenever they appeared in the present study:

♦ Competencies: Knowledge and skills related to teaching aspects such as methods of teaching, teaching- learning strategies, evaluation strategies, planning, critical thinking, problem solving…etc.

♦ Professional development: Giving EFL teachers a variety of opportunities to develop their, knowledge, skills, beliefs and attitudes, through an ongoing process of lifelong learning. This can start as initial and in-service training and learning.

♦ Years of experience: The number of years a teacher or a supervisor has spent in the education career.

♦ Qualification: The degree teachers or supervisors have got after high school.

Limitations of the Study:

The following points could be considered as limitations to the generalization of the findings of the present study:

♦ The present study was limited to the seven domains of the national Professional Development Standards put forward by the Ministry of Education in Jordan in 2006.

♦ The present paper was limited to EFL teachers' and supervisors' views in two directorates of Education in the academic year 2009- 2010.

utilizing various vehicles. Some complete undergraduate degree programs in technology teacher education; some arrive having participated in alternative certification programs; others migrate from other disciplinary areas. Regardless of the path taken, all teachers of technology require professional development that presents them with an appropriate set of skills, knowledge, and attitudes towards the study of technology.

Statement of the Problem:

As an education specialist working in the field of curricula development, and following development in the education system, the researcher believes that many EFL teachers in Jordan may not be aware of the significant role that the national teacher professional standards could play and contribute to their professional development. This development is inevitably vital for learners' learning. This problem can be attributed to a lack of teachers' knowledge and awareness of these standards. This paper aims to investigate the extent to which these national standards contribute to EFL teachers' professional development from teachers as well as supervisors' points of view.

Research Questions:

The present study attempted to answer the following questions:

● To what extent did the National Teacher Professional Standards contribute to the EFL teachers' professional development from their point of view?

● To what extent did the National Teacher Professional Standards contribute to the EFL teachers' professional development from supervisors' point of view?

● Were there any statistically significant differences at (α=0.05) between teachers' and supervisors' views due to qualification and years of experience?

Significance of the Study:

The results of this study should be of importance to:

♦ Ministry of Education personnel including decision and policy makers to emphasize and highlight all the domains of national professional development standards in their policies. It is of importance to enhance

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Most importantly is that teachers' continuous professional development is given a priority in the Ministry of Education initiatives and programs since teachers undertake the most significant role in the teaching process. Teachers need to develop their knowledge, skills, beliefs, and teaching practices; they need opportunities to reflect on and change classroom practice. As mentioned earlier, there are standards of professional development put forward by the Ministry of Education. These were meant to serve as benchmarks for teachers to follow, which would contribute to the development of English language teaching in Jordan. This paper tries to investigate the extent to which these standards contribute to their professional development. The results are of significance for policy makers and supervisors of English.

Daugherty (2003) stated that standards promote the development of professional development programs that enhance the preparation of teacher- leaders who are dynamic, collaborative, reflective, and willing to take curricular risks in the classroom. At first glance, one might conclude that the professional development (PD) standards were developed to provide guidance to those planning professional development programs for technology education teachers; however, these standards were developed with all teachers in mind. The PD standards provide highly effective guidelines for all teachers who deliver technological literacy in the classroom. This might include the art teacher delivering a lesson concerning the Renaissance, an agriculture teacher discussing the technological impact of the moldboard plow, or a music teacher exposing students to the history of musical instruments. For the purposes of these standards, teacher professional development is a continuous process of lifelong learning and growth that begins early, continues through the undergraduate, pre- service experience, and extends through the in- service years. In other words, professional development is interpreted as an ongoing process through which teachers acquire increasingly complex levels of content knowledge, pedagogical skills, and knowledge of student learning, and motivational needs. The standards provide targets that teachers of technology should hit as a result of participating in a comprehensive series of high- quality professional development programs over the span of a career — including self- imposed professional development initiatives. While the PD standards do describe the knowledge, abilities, and values that technology teachers should attain, they do not specify a preferred method of delivery. It is clear that technology education and other teachers of technology (i.e., a science teacher demonstrating the six simple machines) reach the classroom

students towards the achievement of the desired learning outcomes. Teachers are expected to use a variety of learning resources and instructional strategies that suit and meet learners' needs and ensure their interaction. They are also expected to use a variety of assessment strategies for assessing students' performance and progress. The changing role of teachers requires new knowledge, skills, attitudes, and teacher preparation and that training will have a higher priority in the educational system.

Among the most important steps taken by the Ministry of Education in Jordan is the provision of training programs which serve to raise teachers' professional competencies taken into consideration the reform that took place to the curricula and textbooks based on new teaching and evaluation strategies. Teachers accordingly needed training on these strategies as well as their new roles as facilitators, learners' new roles in taking initiatives and researchers for knowledge and on issues related to the integration of ICT in curricula and textbooks.

The Ministry of Education (2006- B) held the National Teacher Professional Standards Conference in Jordan. The participants from the Ministry of Education, Jordanian universities and Canadian and Australian consultants put forward national standards for the professional development of teachers. These standards were approved by the Ministry of Education. The conference came up with seven domains of national standards for the professional development of teachers and was published in a document by Support Jordan Education Initiative. The domains include: education in Jordan; academic and special pedagogical knowledge; planning for instruction; implementing instruction; assessment of students' learning and instruction; self- development; and professional ethics. The conference developed an action plan and follow- up procedures to implement the standards at the Ministry of Education.

The Ministry of Education has started establishing the teacher training center for the purpose of developing teachers' competencies starting form pre- service to in- service training and learning. This is to guarantee an on-going process of sustainable professional development.

To conclude, the researcher believes that there are endeavors for teachers' professional development. Some are undertaken by institutions for the professional development of teachers, while some believe that teachers themselves should take the responsibility themselves as lifelong learners.

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better. Another way is to improve the conditions under which they work such as reducing their teaching load, giving them more time for planning, fewer students and more aids. A third way is by relieving them of psychological discomfort of one kind or another. That is by helping them adapt to the demands of work. This involves giving the encouragement, support, sympathy, and respect. By this teachers will be able to handle the psychological stress of their work.

Clark (1992) argues that the responsibility should be given to teachers themselves to develop professionally. Here, he means self- directed professional development. The reasons beyond this argument are that adult development is voluntary- no one can force a person to learn. When adults feel that they are in control of a process of change that they have voluntarily chosen, they are much more likely to realize full value from it than when they are forced into training situations where they have little to say or do. Another reason is that each teacher is unique in important ways; it is impossible to create a single, planned program of professional development that will meet everyone's needs and desires. It is good to support teachers in following an approach to lifelong learning. Thus, teachers must begin to think of themselves as designers; they must plan, select, sketch, make errors, and learn from experience. In view of recent developments in teachers' roles, and in light of the information revolution and the challenges of the 21st century, it is necessary to develop teachers' competencies. Teachers need to be equipped with the critical thinking skills and knowledge required to respond effectively to these challenges.

The Ministry of Education in Jordan started a plan in 2003 to reform the educational system. A major component is concerned with the transformation of education programs and practices to achieve learning outcomes relevant to knowledge economy. One of the means to achieve this is teachers' professional development. This implies that increased attention should be paid to raising the level of teachers and develops their professional skills.

The Ministry of Education (2006- A) stresses that the teacher is the primary facilitator and manager of individual learning within the reformed educational system. It recognizes that the quality of the teaching staff and the changing role of the teacher are critical to the success of the educational reform program. Rather than a provider of knowledge, the teacher is becoming a facilitator and assessor of learning who carefully manages the progress of

Theoretical Background:

With the rapid changes in education and the demands for high standards and quality education, teachers find it necessary to update and improve their knowledge and skills. They need opportunities to develop professionally. These opportunities start with pre- service activities and continue with in-service learning.

According to Craft (1996) , professional development covers a broad range of activities designed to contribute to the learning of teachers, who have completed their initial training. It can be used in a broader sense to cover all forms of learning undertaken by experienced teachers from courses to private reading to job- shadowing. It can also be used to describe moving teachers forward in knowledge or skills. "Professional development refers to all types of professional learning undertaken by teachers beyond the point of initial training" (P.6) .

Craft (1996) added that teachers need opportunities that ensure relevance to their needs and practice. Teachers' needs should be identified first. Later, this development should be related to practice, and should be sensitive to teachers' individual learning styles and experiences. He pointed out that there are different reasons for undertaking professional development. These include the improvement of job performance skills of teachers; extension of teachers' experience for career development or promotion purposes; development of teachers' professional knowledge; extension of personal or general education; promotion of job satisfaction; and enabling teachers to prepare for change.

Bradely (1991) stated that the reasons that stand for professional development include making people feel valued in their job; enabling them to do their job so well that they receive the positive feedback essential for job satisfaction; helping them to anticipate and prepare for change; encouraging them to derive excitement and satisfaction from their involvement in change; and making them feel willing and competent to contribute constructively to the development of the school.

Jackson (1992) discussed what the term teacher development means. He argues that it is related to how individual teachers develop in the process of their careers. According to him, there are a number of ways to help teachers develop. The most obvious way is to tell teachers how to teach or how to teach

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Abstract:

The study aimed at investigating the teachers' and supervisors' perspectives of the Ministry of Education national teacher professional development standards in enhancing Jordanian EFL teachers' professional development. The first two questions of the study were related to the teachers' and supervisors' extent of agreement on which standards contribute to teachers' professional development from the teachers' and supervisors' perspectives. The third question tried to answer whether there were any statistically significant differences at (α=0.05) between teachers' and supervisors' responses due to qualification and years of experience. To answer these questions, the researcher developed a questionnaire of 54 items based on the Ministry of Education national teacher professional development standards. The questionnaire was checked for validity and reliability. Frequencies and percentages were used to analyze the data related to the first two questions, and the 2- way analysis of variance was used to answer the third question. The findings of the first and second questions showed that the seven standards contribute to the EFL teachers' professional development from the teachers' and supervisors' points of view. The standards that had the highest rank were the academic and pedagogical knowledge and professional ethics from teachers' points of view. However, the three highest standards from the supervisors' point of view were those related to education in Jordan, academic and pedagogical knowledge and professional ethics. this indicates that there was some consensus between the teachers' and supervisors' points of view in this respect. As for the third question, the findings showed that there were no statistically significant differences at (α = 0.05) between teachers' and supervisors' views due to qualification and years of experience. These findings could be due to the similarities in the learning communities teachers and supervisors experience during their teaching profession. Besides, the standards under investigation have been drawn after careful consideration for teachers' needs and interests. Based on the findings of the study, it was recommended that similar studies be conducted on the actual implementation of the standards in the classroom by teachers. In addition, policy makers should pay more attention to preparing a suitable teaching- learning environment that enable teachers to develop professionally according to the standards under study. Further more; training workshops conducted for promoting teachers' professional development should give priority to the national professional development standards under study.

Key Words: professional development, standards, perspectives, competencies

ملخص:

هدفت هذه الدراسة إلى تقصي وجهات نظر معلمي اللغة الإنجليزية ومشرفيها في معايير التنمية المهنية الوطنية لوزارة التربية والتعليم وقدرتها على تعزيز التنمية المهنية لمعلمي اللغة الإنجليزية الأردنيين. وارتبط السؤالان الأول والثاني بمدى موافقة المعلمين والمشرفين على المعايير التي تسهم في تنمية المعلمين مهنيا من وجهة نظر المعلمين أنفسهم ومن وجهة نظر المشرفين التربويين. وحاول السؤال الثالث تحديد فيما إذا كان هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha=0.05$) بين استجابات المعلمين والمشرفين تعزى للمؤهل وسنوات الخبرة. وللإجابة عن هذه الأسئلة، طور الباحث استبانة مكونة من ٥٤ فقرة بُنيت على معايير التنمية المهنية الوطنية لوزارة التربية والتعليم، وتم التحقق من صدق هذه الأداة وثباتها. وبهدف تحليل نتائج السؤالين الأول والثاني، استُخدمت النسب المئوية والتكرارات. وتم استخدام أسلوب تحليل التباين الثنائي للإجابة عن السؤال الأول. وتشير نتائج السؤالين الأول والثاني إلى أن المعايير السبعة جميعها تسهم في تنمية المعلمين مهنيا من وجهة نظرهم ومن وجهة نظر المشرفين التربويين. واحتلت المعايير المتعلقة بالمعرفة بطرائق التدريس وأخلاقيات الوظيفة المرتبة العليا بين المعايير من وجهة نظر المعلمين. أما معايير التربية في الأردن والمعرفة بطرائق التدريس وأخلاقيات الوظيفة فاحتلت على الرتب من وجهة نظر المشرفين التربويين؛ مما يدل على وجود توافق بين وجهات نظر المعلمين والمشرفين. وبالنسبة للسؤال الثالث، أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha=0.05$) بين وجهات نظر المعلمين والمشرفين تعزى للمؤهل وسنوات الخبرة. ويمكن أن تعزى هذه النتائج إلى وجود تشابه في بيئات التعلم التي تعرض لها المعلمون والمشرفون. إضافة إلى ذلك فقد تم استخلاص هذه المعايير بناء على حاجات المعلمين واهتماماتهم.

وبناءً على نتائج الدراسة، أوصى الباحث بإجراء دراسات مشابهة حول تنفيذ المعلم للمعايير داخل الغرفة الصفية، وأنه يجب على صانعي السياسة التربوية إعطاء مزيد من الاهتمام لبيئة تعلمية مناسبة، تمكن المعلم من النمو المهني وفق المعايير موضوع الدراسة، وأن يعطي القائمون على ورش التدريب الموجهة للمعلمين أولوية لهذه المعايير.

الكلمات المفتاحية: تنمية مهنية، معايير، وجهات نظر، كفايات.

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