PROFESSIONAL LANGUAGE PORTFOLIO

Name:_____

contributing to a professional culture that values continued learning as an integral component of second language teachers' professional context – whether in French, English, or another language

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Introduction to the Professional Language Portfolio

What is it?

The portfolio provides a means of taking stock of the activities that contribute to your professional life as a second language teacher (French, English, or other) in British Columbia. It is a collection of different artefacts that documents your professional growth plan to foster your language awareness based on your linguistic and cultural experiences and in terms of your competencies as speaker and teacher of a second language. The professional language portfolio in this way allows you **to document your language development and professional journey**.

What is its purpose?

Documenting your linguistic, intercultural, and pedagogical knowledge and experiences allows you to present all aspects of your professional life in a clear and comprehensive manner. In this way, **the portfolio contributes to a professional culture** that **values continued learning** as an integral component of second language teachers' professional context – whether in French, English, or another language.

What does it include?

The Language and Professional Portfolio includes the following sections:

1. **My Language Profile**
   a) My situation as a language user on a global scale
   b) The languages I use (first, second, etc.)
   c) My language certifications: exams and diplomas

2. **My Language Autobiography**
   a) What roles do French, English, and other languages play in my life?
   b) My language and cultural experiences in a French-/English-/ or other language region or community

3. **My Initial Training and Professional Career Path**
   a) My Teacher Education
      a. Details of my program
   b) My Professional Career Path
      a. My current position
      b. Other teaching experiences
   c) My Professional Development
      a. Professional development activities (as student and practicing teacher)
      b. Detailed description of professional development activities

4. **Self-assessment: My language competencies and cross-cultural knowledge**
   a) My language competencies
   b) My sociolinguistic competencies
   c) My intercultural knowledge

5. **In my classroom, my school, and my school district**
   a) Addressing students
   b) Responding to students' questions
   c) Attending to the emotional dynamic of the class and individual needs of students
   d) Communicating with colleagues and administration

6. **My Action Plan**
   a) My linguistic and professional development

How to use it?

As an accompaniment to your language, personal, and professional development, the portfolio will provide you with heightened awareness of your linguistic and professional competences in order to support you as you build your professional growth plan.

Each of the 6 sections has a specific objective:
- the first 2 sections establish your language history (personal level)
- the next 2 sections focus on your professional trajectory (career/path) and competences (professional level)
- the last 2 sections allow you to establish professional development goals to meet the various aspects of your professional growth plan

You can complete each section as necessary; however, we recommend you return to your portfolio regularly in order to document your educational journal and professional growth plan as accurately as possible

You will find this symbol throughout the document referring you to the Professional Action Plan at the end of the portfolio (p. 44). The language autobiography and the self-assessment help you review your second language use and skills (English, French & other). The Professional Action Plan addresses the areas for growth and the challenges you identified in these sections and lets you reflect on activities which could strengthen your language and professional skills.

Where did the portfolio idea come from?

This portfolio is an adaptation of the Canadian Language Portfolio for Teachers created by the Canadian Association of Second Language Teachers (CASLT) under the direction of Miles Turnbull. The portfolio is based on The Common European Framework of Reference for Languages (CEFR) created by the Council of Europe and recommended for Canada by the Ministers of Education, Canada.

References

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Council of Europe. (2001). The Common European Framework of Reference for Languages (CEFR) : Learning, Teaching, Assessment. Paris, France: Didier.

Council of Ministers of Education, Canada (CMEC). (2010). *Working with the Common European Framework of Reference for Languages (CEFR) in the Canadian context*. Toronto, ON: p.

Europass http://www.europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/examples

Turnbull, M. (2011). Le Portfolio canadien des langues pour enseignants. Association canadienne des professeurs de langues secondes (ACPLS).

Updates

We recommend updating your portfolio regularly

Indicate the date of each update in this table

My Language Profile

First languages: _____

Other languages

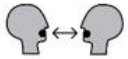
Language	Context (e.g., home, work)	I understand	I speak	I write

Languages that I use the most often in my daily life_____

Languages studied in an educational context

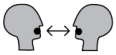
Language	Educational context (school, university)	Date	Number of years	Number of Courses taken

Global Scale – Self-assessment Grid

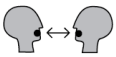
	A1	A2	B1	B2	C1	C2
Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job- related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.
 Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well- structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Language skills and qualifications

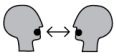
Indicate the level (A1, A2, B1, etc.) according to the Global Scale above.

English or French				
Self-assessment of my language competencies				
Understanding		Speaking		Writing
Listening	Reading	 Spoken interaction	Spoken production	writing
level	level	level	level	level

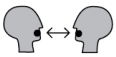
Certificates and Diplomas			
Name	Certifying Institution	Place and Location	Level

_____ (other language)				
Self-assessment of my language competencies				
Understanding		Speaking		Writing
Listening	Reading	 Spoken interaction	Spoken production	writing
level	level	level	level	level

Certificates and Diplomas			
Name	Certifying Institution	Place and Location	Level

_____ (other language)				
Self-assessment of my language competencies				
Understanding		Speaking		Writing
Listening	Reading	 Spoken interaction	Spoken production	writing
level	level	level	level	level

Certificates and Diplomas			
Name	Certifying Institution	Place and Location	Level

_____ (other language)				
Self-assessment of my language competencies				
Understanding		Speaking		Writing
Listening	Reading	 Spoken interaction	Spoken production	writing
level	level	level	level	level

Certificates and Diplomas			
Name	Certifying Institution	Place and Location	Level

My autobiography

How does my second language (English, French, other) fit into my life?

WITH WHOM?	Regularly	Sometimes	Never	Not yet	No longer	Not applicable
Family						
Friends						
Neighbours						
Pen-pals/E-pals						
Colleagues						
Students						
A student I am helping						
Other _____						

WHERE?	Regularly	Sometimes	Never	Not yet	No longer	Not applicable
At home						
In my apartment building						
In my neighbourhood						
During professional activities						
During a study exchange/trip						
In the teachers' lounge						
In class, with students						
Other _____						

WHEN?	Regularly	Sometimes	Never	Not yet	No longer	Not applicable
During a vacation						
During daily activities						
During family gatherings						
During sports activities						
During PD days						
In the teachers' lounge						
In class, with students						
Other _____						

HOW?	Regularly	Sometimes	Never	Not yet	No longer	Not applicable
Mail						
E-mail						
Social media						
Internet						
Watching TV						
Listening to the radio						
Watching movies						
Listening to music						
Reading						
Videoconferencing						
Other _____						

My experiences in a second language region or community

Country or region	Year	Duration of trip	Purpose of trip	Percentage of time spent using target language

My initial training and professional development

My initial training

Teacher education program:
Location and year of program:
Duration of program:
Specialisation in: ○ second language: yes / no ○ other:
Practicum (school, location, length):
Community/Field experiences and activities:

My professional career path

I am a teacher of …

Program, grade (and subjects):
School & district:
Since:
Other professional responsibilities:

Other teaching experience

(Duplicate this page as needed)

Dates:
School & district:
Program, grade (and subject):
Other professional responsibilities:

Dates:
School & district:
Program, grade (and subject):
Other professional responsibilities

Dates:
School & district:
Program, grade (and subject):
Other professional responsibilities

Dates:
School & district:
Program, grade (and subject):
Other professional responsibilities

Dates:
School & district:
Program, grade (and subject):
Other professional responsibilities

My professional development

Professional development activities *(during my teacher education program and my ongoing professional development)* Ex: professional development days, teacher training institutes, conferences, exchange programs, trips to regions where the second language is spoken, study programs, other.

(For each activity, complete the following table)

Type of activity	Location and date	Organising Institution

Detailed description of professional development activities *(Duplicate this page as needed)*

For each activity, use a copy of the following table.

Date	Place	Type of activity	Language	Organizing institution
My learning goal was…/ I focused on…				
Newly acquired language and/ or cultural knowledge				
Follow-up in “my Action plan” (p. 44)				

Date	Place	Type of activity	Language	Organizing institution
My learning goal was…/ I focused on…				
Newly acquired language and/ or cultural knowledge				
Follow-up in “my Action plan” (p. 44)				

Date	Place	Type of activity	Language	Organizing institution
My learning goal was…/ I focused on…				
Newly acquired language and/ or cultural knowledge				
Follow-up in “my Action plan” (p. 44)				

SELF-ASSESSMENT

Assessing my language and intercultural knowledge in the language that I teach in a professional context.

Reflect on each task below using the assessment criteria. Then, colour the zone below the criteria and mark the date of each assessment. You can describe your particular experiences and language use associated with each task in the space marked "*Comments.*"

For example:

<table>
<tr><td colspan="5">I can use vocabulary that allows me to express my ideas on familiar topics, concerning daily events and my students.</td></tr>
<tr><td>Assessment dates</td><td colspan="4">02/11 08/11 02/12 08/12 02/13 08/13 02/14 08/14</td></tr>
<tr><td>Area to colour in</td><td colspan="4"> </td></tr>
<tr><td>Assessment criteria</td><td>I'm not doing this yet, but will include it in my action plan</td><td>I am beginning to do this</td><td>I can do this quite easily</td><td>I can do this with great ease</td></tr>
<tr><td colspan="5">Comments
I feel comfortable talking to English-speaking teachers in the staffroom; I am going to make an effort to speak to the Anglophone parents I meet at school.</td></tr>
</table>

At the end of each section, after reviewing your skills, you can note the actions you are going to take to strengthen your skills. See "My professional development plan" on page 44 ()

This self-assessment includes les following sections:

My language competencies

1. My vocabulary: scope and fluency
2. My oral second language grammar
3. My written second language grammar
4. My pronunciation and intonation
5. My spelling proficiency
6. My oral fluency

My sociolinguistic competencies

1. Politeness
2. Language Registers
3. Idiomatic expressions
4. Non-verbal communication

My Cross-cultural development

1. Knowledge
2. Attitudes
3. Skills

My language competencies

1. My vocabulary: scope and fluency

A1				
In specific concrete situations, I can participate in conversations using a rudimentary vocabulary that includes isolated words and expressions geared to the particular circumstances. *For example, introducing myself to someone, setting a date, or making an appointment.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can use vocabulary that allows me to communicate my basic needs. *For example, on an outing with my students, I can order a meal in a restaurant and discuss different menu options with the waiter or waitress.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can use appropriate vocabulary to talk about topics I am familiar with, such as current events and my students. *For example, expressing what I think of a talk I heard at a conference.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can use appropriate vocabulary to talk about topics I am familiar with and of a more general nature, including education and second language teaching, without repeating words and expressions unnecessarily. *For example, talking about educational topic with my peers during an academic course.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can use a large range of words in a discussion with colleagues during a professional meeting with language teachers. *For example, during a department meeting.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can answer questions, converse without hesitating, even when I don't know the specific words or expressions adapted to the situation. *For example, within my professional learning community (PLC), I can join in a discussion with colleagues and contribute to the topic using appropriate words or their equivalent without hesitating.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

2. Correcting my oral second language grammar

A1				
I can use the basic grammatical forms during a simple conversation. *For example, using simple structures to greet someone, asking someone simple questions.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can generally follow given grammar rules. *For example, when I have trouble using the appropriate verb tense, it does not prevent me from getting the general message across.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can apply grammar rules orally during conversations. *For example, I can conjugate most verbs in the present, past, and future tenses.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I have sufficient mastery of grammar rules orally. *For example, conjugating verbs accurately even when using an informal register.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can maintain a consistently high level of grammatical conformity orally. *For example, using prepositions accurately and making all necessary agreements with verbs, adjectives, pronouns, etc..*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can maintain a consistently high level of grammar conformity orally, with any speakers and in any personal and professional context.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

3. Grammatical conformity of my second language writing

A1				
I can use basic grammatical structures needed to write a simple text. *For example, giving basic information in an email.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
In general, I can follow grammar rules and I know where to find commonly used expressions. *For example, using basic conventions when writing a greeting card to a student or colleague.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can apply grammar rules when writing, even though I may need to consult a reference to help me. *For example, when using verbs, I use the internet or a reference book to check conjugations.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I have sufficient mastery of grammar rules when writing. *For example, I pay attention to verb tense agreement.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can write different types of texts without grammatical errors, directed at students, parents, and colleagues. *For example, I can adapt my style to a range of registers without a problem.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can maintain a consistently high level of grammatical conformity when addressing correspondents, regardless of personal and professional context.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in " My Action Plan " (p. 44)

4. My pronunciation and my intonation

A1				
I can pronounce a range of expressions and memorized words and phrases. *For example, I can memorize a short text and pronounce it properly.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can make myself understood even if I have to repeat what I am trying to pronounce. *For example, when speaking about familiar topics, using short and simple sentences.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can express myself clearly enough, even if my pronunciation sometimes interferes with my being understood.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can speak using the appropriate pronunciation and tone. *For example, with my students, pronouncing correctly and using the appropriate tone to be clearly understood.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1 et C2				
I can vary the intonation and have a good command of word accent in order to express nuances of meaning in a wide variety of personal and professional contexts.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

5. My spelling proficiency

A1				
I can copy, spell, or write personal and familiar information. *For example, filling out a simple form dealing with biographical information.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can use words to write a short text, but need to consult a reference book or a spellcheck.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can produce an intelligible text, even if I need to check spelling and punctuation rules in a reference book.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can produce a text using accurate spelling with very little reference to manuals or the internet. *For example, I only need to check the spelling when words are similar in both languages.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1 et C2				
I can write a complete text using accurate spelling. I use Spellcheck to catch typos and errors caused by lack of attention.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
I can organize the layout, write paragraphs, and use punctuation accurately and effectively.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

6. My oral fluency

A1				
I can express myself by making with short, isolated statements, with several pauses in-between. *For example, pausing often to find the words when I'm explaining what I did over the weekend*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can make myself be understood during a short exchange, usually at a slow and somewhat hesitant pace, and I sometimes need to reformulate what I am saying. *For example, when trying to explain a series of events to colleagues, I sometimes cannot find the words.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can express myself verbally. If I have to pause, I can restart the discussion without any assistance.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can communicate with spontaneity when interacting with fluent, expert speakers. *For example, easily discussing many personal and professional topics with colleagues, with very little hesitation.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can express myself with spontaneity on a topic that is not in my area of expertise.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can express myself at length and easily on most topics.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

My sociolinguistic competencies *(This section is organized without use of the global scale.)*

Politeness				
I can use common expressions of courtesy. *For example, speaking to people at a school event in a socially appropriate manner.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				
I can express myself confidently, clearly, and politely, using a formal or informal tone, as required by the situation and the people involved. *For example, during a meeting with colleagues, I can express myself on several topics, using the proper tone for the occasion.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Language register				
I can express myself appropriately in different registers. *For example, I can express myself with colleagues in both social and professional settings.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				
I can model and explain to my students the characteristics of familiar and formal language.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Language register cont.-				
I can recognize a variety of formal and informal language registers. *For example, I can greet the administrators at my school appropriately.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Idiomatic Expressions				
I can recognize a variety of idiomatic expressions.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				
I can use different idiomatic expressions and model them in a variety of situations in class.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				
I understand and use humour to express myself in my second language. *For example, I understand jokes that use a play on words.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Non-verbal communication				
I recognize the importance and know the significance of non-verbal language when communicating in my second language. *For example, being aware of the importance of certain gestures during a presentation or to facilitate communication with others.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				
I can use gestures and non-verbal signs to express myself in my second language. *For example, using subtle gestures to reinforce the message expressed during conversation.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in " My Action Plan " (p. 44)

My intercultural development

In this section, we invite you to assess your intercultural competency in order to develop an awareness of the different aspects involved in intercultural learning, and to determine how to incorporate this knowledge into your professional and personal life.

KNOWLEDGE				
I consider what cultures are and how they work in society and the world. *For example, I know that facts, behaviours, or speech may be perceived or understood differently by members of different cultures.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I know that cultural diversity and social diversity are closely linked. *For example, I know that collaborating with members of First Nations communities requires respecting particular cultural protocols.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I reflect on the role of culture in intercultural relations and communication. *For example, knowing that behaviours, speech, and the interpretation of these are culturally shaped, I recognize aspects of my own culture in relation to the cultures being learned in my classroom or with which my students are familiar.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I understand that cultural practices and values are created by and evolve under the influence of different factors (e.g. history, environment, actions of members of the community, etc.) *For example, I make use of history or geography to understand or explain certain cultural practices or values.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**

ATTITUDES				
I pay attention to language, cultural references, and people in general. *For example, I make an effort to learn the appropriate terms and titles to speak about and to others.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I appreciate linguistic and cultural exchanges and the multicultural and plurilingual reality of my professional context. *For example, I consider that word loans from other languages or cultures become part of the reality of a language or culture and may contribute to enriching it.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I'm interested in discovering other perspectives of interpretation of familiar or unfamiliar phenomena. *For example, I consider the way cultures and their domains (e.g. institutions, rituals or uses) function as objects of analysis and reflection.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I recognize and accept the anxiety which is inherent in plurilingual or pluricultural situations and interactions *For example, I understand and accept that I may be considered as an outsider.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I try to adopt a more considered or less normative view of linguistic or cultural phenomena and am willing to take complexity into account and avoid generalisations. *For example, to have a differentiated view of different forms and types of plurilingualism and to question the role of standardized language and conventional attitudes towards new forms of language use.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**

ATTITUDES cont.-				
I know that identity is constructed, amongst other things, in relation to one or more linguistic or cultural affiliations and that one can have a multiple, plural, or composite identity. *For example, I recognize that I have a bi/plurilingual and pluricultural identity.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I am ready to to modify my own knowledge or representations of the learning of languages when these appear to be unfavourable to learning (negative prejudice). *For example, I try to incorporate in my teaching different language varieties of the language I teach.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**

SKILLS				
I can develop a system of interpretation which enables me to perceive the particular characteristics of a culture *For example, understanding the meanings, beliefs, and cultural practices of members of a French community.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I am able to analyse the cultural origin of different aspects of communication. *For example, analyzing misunderstandings due to cultural differences and schemata used for interpreting stereotypes.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I can compare communicative cultures. *For example, comparing my own non-verbal communication practices with those of others.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**

SKILLS cont.-				
I can compare cultural phenomena. *For example, comparing conceptions of time, or knowing how to relate documents or events from another culture to documents or events in my own culture.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I can learn autonomously. *For example, I can make use of linguistic tools of reference (e.g. bilingual dictionaries, grammar manuals, etc.).*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**
I can manage my own learning in a reflective manner. *For example, identify my own learning needs or objectives and deliberately apply learning strategies.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I do this regularly**	**I emphasize this in my professional life and my classroom**

Actions to note in "My Action Plan" (p. 44)

My classroom, my school, my school district

Reflect on each task below using the assessment criteria. Then, colour the zone below the criteria and mark the date of each assessment. You can describe your particular experiences and language use associated with each task in the space marked "*Comments*."

For example:

I can use vocabulary that allows me to express my ideas on familiar topics, concerning daily events and my students.				
Assessment dates	02/11	08/11	02/12	08/12	02/13	08/13	02/14	08/14
Area to colour in								
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**				
Comments *I feel comfortable talking to English-speaking teachers in the staffroom; I am going to make an effort to speak to the Anglophone parents I meet at school.*								

At the end of each section, after reviewing your competencies, you can note the steps you will take to strengthen your skills in "My Professional development plan" (p. 44)

This part of the self-assessment includes the following sections:

1. Addressing students
2. Responding to students' questions
3. Attending to the emotional dynamic of the class and individual needs of students
4. Communicating with colleagues and administration

1. Addressing students

A1				
I can present and understand a simple, repetitive text that I can read to the students, provided that I can prepare and practice the reading in advance. *For example, the lyrics of a song, a position statement, a newspaper article, a simple story (100 - 200 words) written for the students in my class.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can give a short oral explanation of a concept or a simple and familiar idea provided that I am prepared and that I have a supporting document. *For example, I can explain the rules of a simple game or I can give an simple explanation of a word related to the topic area studied in class.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can present a simple, prepared talk about a subject being studied in class. My presentation is clear enough and the points I'm making sufficiently precise in order for my students to follow me without difficulty. *For example, explaining a grammar rule and giving a clear and precise example, talking about a topic in social studies with the students.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can put together a coherent and logical oral presentation that offers important arguments supported by examples. *For example, sharing strong beliefs about a complex and sensitive topic such as cyberbullying and cell phone use at school.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can give clear and well-structured presentation about a complex topic to an audience that I know well. I can elaborate my argument with clear reasoning and concrete examples. *For example, given a presentation infront of the class on a topic that affects everyone.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can give clear and well-structured presentation about a complex topic to an audience that I do not know well (e.g., another teacher's class, all the students in the school or in another school). I am flexible and can adapt my presentation to my audience with a well-structured talk.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

2. Responding to students' questions

A1				
I can understand what students say in French, English, or another language.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
When I give routine instructions, I can respond to simple and direct questions or clarifications from students.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
When I give a simple, prepared presentation about a subject or content area studied in class, I can deal with questions from students afterwards.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
After giving a prepared oral presentation, which presents different perspectives or opinions about a subject or content area studied in class, I can take charge of a series of questions and students reactions.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
After giving a clearly structured presentation about a complex topic, I can react to questions and objectives from students and respond to these with effort.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
After having presented a complex subject to an audience that I do not know well, I can handle difficult and even aggressive questioning.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

3. Developing a positive learning environment

A1				
I can give routine instructions, provided that I prepare these in advance and that I read them from a text. *For example, asking student to pull out their books, form groups, get ready to leave for the day.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can give routine oral instructions without advance practice and without reading from a text. *For example, asking students to pull out their books, form groups, get ready to leave for the day.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can describe a project or justify and briefly explain my opinion or decision infront of the class. *For example, spontaneously expressing my point of view about an attitude in order to put a worried student at ease.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can lay out a personal argument by highlighting the advantages and disadvantages of a school-related situation. *For example, explaining my pedagogical approach to parents.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can describe or summarize in detail a complicated situation by emphasizing certain point and by concluding with the particular context in mind. *For example, explaining the consequences of an unacceptable behaviour by a student.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can handle complex topics in a conversation, in a report, or in a letter and help my listener/reader to focus on key points. *For example, when I have to address a delicate topic with a student or a parent.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

4. Communicating with colleagues and administration

A1				
I can understand simple questions and information concerning my work at school. *For example, someone asking me in which program I teach, or suggesting that I consult with a colleague.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

A2				
I can have brief exchanges with colleagues about daily topics. *For example, advice about weekend activities or vacations.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B1				
I can ask someone's opinion about a topic of general interest and discuss a workshop, a teaching video, etc. *For example, during a meeting with language teachers I can explain or justify my opinion about the use of a video that I used in class.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

B2				
I can express my ideas and opinions with precision and defend these by offering explanations, arguments, and commentary.				
Par exemple, prendre la parole pendant un débat sur un sujet controversé en éducation. Je peux parler assez longtemps pour pouvoir bien exprimer mon opinion.				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C1				
I can present clear and detailed descriptions of complex issues related to teaching and express my thoughts in a well-structured text; I can address complex topics in a presentation, a report, or a letter, highlighting key points. *For example, describing in detail a pedagogical theory or the validity of certain educational institutions.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

C2				
I can present a clear and fluent description or argumentation in a style appropriate for the context, compose letters, reports or complex articles, and critique a professional publication. *For examples, about a plenary talk at a conference; reacting appropriately to difficult questions during a department meeting about a controversial issue.*				
Assessment dates				
Area to colour in				
Assessment criteria	**I'm not doing this yet, but will include it in my action plan**	**I am beginning to do this**	**I can do this quite easily**	**I can do this with great ease**
Comments				

Actions to note in "My Action Plan" (p. 44)

My Action Plan

My ongoing language and professional development

After reviewing my language, intercultural, and professional competencies in the above sections, in this section I make note of specific strategies to strengthen my abilities.

Example 1

Date	Sept 14, 2017		
Context	Personal	✓ Classroom	✓ Professional
Task	Teach a unit in social studies on Indian Residential Schools		
Challenge/s	I don't know all the vocabulary		
Solution	Will research the topic on the Internet and at the library; and prepare a graphic organizer (word wall or table)		
Follow-up	after the unit (end of October)		

Exemple 2

Date	23 November, 2017		
Context	✓ Personal	✓ Classroom	Professional
Task	listen to the radio (I don't do this a lot)		
Challenge/s	I can't seem to find a program that I can easily understand; it's important for the students to have this experience; I'd like to integrate this into my lessons		
Solution	I'll make an effort to listen to the radio regularly in my office and in the car or at home; CBC or one of those international stations on my lab top – requires some research		
Follow-up	March 2018 (during spring break)		

Date			
Context	Personal	Classroom	Professional
Task			
Challenges			
Solution			
Follow-up			

Date			
Context	Personal	Classroom	Professional
Task			
Challenges			
Solution			
Follow-up			

Date			
Context	Personal	Classroom	Professional
Task			
Challenges			
Solution			
Follow-up			

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