Appendix 2 – Overview of existing models analysed

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
1	**EntreComp**	Competence framework	Citizens	3 **competence areas**	15 **competences -** For each there is a **hint** and 2-3 **descriptors**	It also includes a list of 442 **learning outcomes**	8-level **progression model**
2	**LifeComp**	Competence framework	Citizens	3 intertwined **competence areas**	9 **competences** (3 per area)	Each competence has, in turn, three **descriptors**	-
3	**DigComp 2.1**	Competence framework	Citizens	5 **competence areas**	21 **competences**	There are also examples of use, on the applicability of each competence to different purposes and knowledge, skills and attitudes applicable to each competence	8 **proficiency levels**
4	**GreenComp**	Competence framework	Citizens	4 interrelated **competence areas**	12 **competences** (3 per area)	For each competence there is a number of **descriptors** and **examples of knowledge, skills and attitudes**	-
5	**DigCompEdu**	Competence framework	Educators	6 **competence areas**	22 **elementary competences** are organised in the 6 areas	There are descriptors and examples for each of the 22 competences.	6 **proficiency levels**
6	**Analytical Hierarchy Process-based Evaluation Method for Vocational Teachers Competency Standard**	Competency Standard	VET teachers	4 **criteria competencies**	21 **sub-criteria competency**	-	-
7	**Competencies for Education for Sustainable Development Teachers**	Competence framework	ESD teachers	3 overall **competencies**	5 **domains of competencies**	3 different **levels**	-
8	**Core competencies of technical trainers**	Competence framework	Technical trainers	9 **core competencies**	27 **competency fields/facets**	-	-
9	**Graduand Teacher Competencies Framework**	Framework	Teachers	3 **performance dimensions**	7 **core competencies**	-	2 **focus levels**

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
10	**New Values, Skills and Knowledge (V³SK) Model**	Model	Teachers	3 **values**	10 **skills**	10 **knowledge**	-
11	**GRETA – a competence model for teachers in continuing training**	Model	Educators (Adult learning)	4 **competence aspects**	12 competence **areas**	12 Competence **facets**	-
12	**Hattie 2009**	Model	Educators	7 of the most **effective teaching strategies**[i]		-	-
13	**ISTE Educator Standards**	Standards	Educators	Empowered professional; learning catalyst	Learner; Leader; Citizen; Collaborator; Designer; Facilitator; Analyst	For each "characteristic" there is a number of statements	-
14	**Kolb Educator Role Profile**	Profile	Educators	9 **learning styles**		-	Four **roles** are defined
15	**Green Skills in Vocational Teacher Education – a model of pedagogical competence for a world of sustainable development**	Green skills in vocational teacher education	VTE Vocational Teacher Education	**6 competence domains**	Plus **Educational basic knowledge**	Plus **Additional knowledge / skills**	-
16	**Pedagogical, Ethical, Attitudinal and Technical dimensions of Digital Competence in Teacher Education - The PEAT Model**	Model	Teachers	4 **key dimensions**	-	-	-

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
17	**PISA 2018 global competence**	Competence framework	Students	4 **target dimensions**	The global competence is articulated in **knowledge**, **cognitive skills**, **social skills and attitudes** and **values** and it is assessed in PISA 2018 (excluding values)	-	-
18	**Professional Digital Competence Framework for Teachers (Norway)**	Competence framework	Teachers	7 **competence areas**	For each area there is a definition and statement for **knowledge**, **skills,** and **competence**	-	-
19	**Profile of a Berkeley County Educator**	Profile	Teachers	6 **areas of world class knowledge**	8 **professional characteristics**	8 **world class skills**	-
20	**QESS Project on Teacher Competency Framework**	Competence framework	Teachers	3 **domains**	16 **competencies**	**Descriptions** of teacher competencies generally will include the following 3 **strands**	3 **phases of competency standards**
21	**San Angelo Independent School District Educator Profile**	Profile	Teachers	15 **attributes**	-	-	-
22	**Teacher continuing professional development and teamworking competences**	Model of Competences	Pre-school teachers	6 **competences**	-	-	-
23	**Teachers' Professional Competencies**	Professional competences	Teachers	9 teachers' professional **competencies**	-	-	-
24	**Texas Educator Excellence Model (TEEM)**	Model	Teachers	8 **strategies**	-	-	-

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
25	**TPACK**	Framework	Teachers	3 **primary forms of knowledge**	4 **kinds of knowledge** that lie at the intersections between three primary forms	-	-
26	**The teacher digital competence (TDC) framework**	Framework	Teachers	2 new sets of **integrated competencies**	7 **competencies**	6 **pillars**	-
27	**Innovation and Business Skills Australia (IBSA) VET Practitioner Capability Framework**	Framework (capability)	VET educators	4 **domains**	Each domain has 4 **areas of capability**	6 **skill areas**	**3 levels**
28	**Charles Darwin University VET Educator Capability Framework**	Framework (capability)	VET educators	6 **domains**	22 specific **capabilities**	120 capabilities **indicators**	**4 levels**
29	**Adult Education Teacher Competencies**	Competence framework	Adult education	4 **domains**	17 **individual, observable competencies**	Each competency has a **set of indicators**. Each performance indicator is accompanied by a **sample illustration**	-
30	**Core Competency for TVET Educator**	Framework	TVET educators	The **main components** of the TVET Educator competencies are 1) Personal Traits and Professionalism; 2) Teaching, Learning and Training; and 3) Skill, Technical and Innovation	12 **core competencies**	-	-

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
31	**High Impact Teaching Strategies**	Teaching strategies	Teachers	10 (evidence-based) **high impact teaching strategies**	-	-	-
32	**InTASC model core teaching standards and learning progressions for teachers**	Standards	Teachers	10 **core teaching standards**	Performances, Essential Knowledge, Critical Dispositions[ii]	-	-
33	**Building Capability and Quality in VET Teaching**	Analysis of existing frameworks	VET	7 **items of capability in VET teaching**[iii]	-	-	-
34	**Baltimore City Instructional Framework Rubric**	Framework (for teaching)	Schools	3 **domains**	11 **indicators** (or "key actions")	-	4 **performance levels**
35	**Danielson's Framework for Teaching (adapted for Kentucky Department of Education) 2014**	Framework (for teaching)	Teachers	4 **domains of teaching responsibility**	23 **components**	-	4 **performance levels**
36	**Danielson's Framework for Teaching**	Framework (for teaching)	Schools	4 **domains of teaching responsibility**	22 **components**	76 **elements** and 5 **common themes**	4 **levels**
37	**Griffith University Learning and Teaching Capabilities Framework**	Framework (for teaching)	HEIs	10 educator **capabilities**	For each capability there is a number of **descriptors and statements**	-	The same capabilities are articulated for Educators, Course Convernors and Program directors
38	**Working context of VET teachers**	Competence framework	VET educators	8 **activity areas** of VET professionals	-	-	-

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
39	Elements of Globally Competent Teacher Continuum	Competence framework	Schools	12 **global competence elements**	For each level they provide a **description** along with **readings**; **classroom demo video**; and **lesson plans**	-	5 **levels**
40	High Impact Professional Learning	Model	Teachers	5 high impact professional learning **elements**	-	-	-
41	Australian Professional Standards for Teachers	Standards	Teachers	3 **domains** of teaching	7 **standards**	Within each Standard **focus areas** provide further illustration of teaching knowledge, practice, and professional engagement. These are then separated into **descriptors** at four professional career stages	4 professional **career stages**
42	The Adult Educator's Competences and Competence Development.	Framework (capability)	Educators (Adult learning)	The study is based on the following 11 **competences**	-	-	-
43	SITE Teacher Educator Technology Competencies	Framework (capability)	Teacher educators	12 **competencies**	For each competence 41 **related criteria** were identified	-	-
44	Professional Standards for Teachers and Trainers in Education and Training in England	Professional standards	Teachers	3 **sections** each of equal importance: each links to and supports the other sections	20 **standards**	-	The developing teacher/trainer; The professional teacher/trainer; The advanced teacehr/trainer
45	USA Career and Technical Education (VET) Standards for Teachers (ages 11–18)	Professional standards	Teachers	10 **standards**	-	-	The standards are articulated for accomplished teachers

	Title - link	Type	Target group	1st level	2nd level	3rd level	Progression
46	**Educator Competencies for Personalised, Learner-Centered Teaching**	Competence framework	Educators	4 **domains**	23 **competencies**[iv]	4 **cross-cutting themes**	-
47	**High Impact Educational Experiences (HIEE) Taxonomy**	Taxonomy	Educators	8 **educational experiences**	-	-	3 **levels of impact**
48	**Teaching Excellence at Navitas Capability Framework**	Framework (capability)	Educators	7 **domains**	For each domain there are some **modules**	-	-
49	**Dimensions of effective teaching**	Analysis of existing frameworks	Teachers	4 **dimensions** of effective teaching[v]	17 factors	-	-
50	**Glenbard Profile of an Educator Competencies**	Profile	Educators	6 **competencies**	29 **descriptors**	-	-

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[i] According to Hattie, J. (2009). Visible Learning A synthesis of over 800 meta-analyses relating to achievement. Routledge.

[ii] These 10 standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher's practice. The relationships among the three have been reframed, however, putting **performance** first—as the aspect that can be observed and assessed in teaching practice. The others were renamed. "**Essential knowledge**" signals the role of declarative and procedural knowledge as necessary for effective practice and "**critical dispositions**" indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.

[iii] Identified by stakeholder groups (see Table 2 on p. 24).

[iv] For each of the 23 competencies there is a number of **descriptors** and how they relate with the cross-cutting themes as well as hyperlinks of key terms that are defined and presented as a **glossary.** Finally, there are "**In the field**" examples on how specific competencies are applied.

[v] Synthesis based on review of models, theories, standards etc (see p. 129).