

Standards of Teaching Practice

TEACHING QUALITY: SKILLS

BASED ON:

Policy, Regulations and Forms Manual
Section 4 Ministerial Orders and Directives

Directive 4.2.1 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Approved: May 14, 1997

Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers. These standards are differentiated by number rather than letter.

1. Teachers' application of pedagogical knowledge, skills and attributes is based on their ongoing analysis of contextual variables.

- Analyze contextual variables that underlie a teacher's reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning.

Student Variables

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students
- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

School Variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant

Teacher Variables

- teaching experience
- learning experiences

Regulatory Variables

- *Government Organization Act*
- *School Act* and provincial regulations, policies and Ministerial Orders
- *Child Welfare Act*
- *Canadian Charter of Rights and Freedoms*
- school authority policies
- Guide to Education
- programs of study

Parent and Societal Variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

2. Teachers understand the legislated moral and ethical frameworks within which they work.

- Describe the policies and implications of the results-oriented education system authorized under the School Act and other legislation
- Describe the policy frameworks established by Edmonton Catholic School District (specifically as related to a commitment to teaching practices that meet Edmonton Catholic School District's teaching quality standard and engagement in ongoing, individualized professional development)
- Be a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children
- Describe the standards of conduct expected of a knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children
- Describe the moral, ethical and legal considerations regarding their actions and obligations to students, parents, administrators, school authorities, communities and society at large

3. Teachers understand the subject disciplines they teach.

- Demonstrate understanding of the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach
- Demonstrate understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving
- Demonstrate understanding of the relevant technologies and the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels
- Describe strategies and materials that assist students in correcting preconceptions and misunderstandings of a subject

4. Teachers know there are many approaches to teaching and learning.

- Describe the individual differences in learning styles of their students and how these differences are accommodated for individuals and groups of students including students with special learning needs
- Organize instruction so that all students shall learn in their class

- Constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed

5. Teachers engage in a range of planning activities.

- Record decisions on what teaching and learning strategies are applied based on contextual variables
- Demonstrate in the planned outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students
- Modify plans on an ongoing basis according to the context and the nature of the instruction
- Modify plans based on monitoring and assessing students' learning
- Communicate often, openly and candidly with students, parents, colleagues and other professionals, and incorporate information gained into planning

6. Teachers create and maintain environments that are conducive to student learning.

- Establish and operate within learning environments wherein students feel physically, psychologically, socially and culturally secure
- Be respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony
- Model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same
- Make classrooms and schools stimulating learning environments in partnership with colleagues and acting independently
- Maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning
- Set criteria with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities

- Organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety
- Strive to ensure that all situations with students either on-campus or off-campus are secure and positive environments conducive to students' learning

7. Teachers translate curriculum content and objectives into meaningful learning activities.

- Clearly communicate in writing short and long range learning expectations to students, and how the expectations are to be achieved and assessed
- Engage students in meaningful activities that motivate and challenge them to achieve the written expectations
- Integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment
- Apply a broad range and variety of instructional and learning strategies
- Select a variety of strategies, in keeping with contextual variables, subject content, desired objectives, to serve the learning needs of individuals and groups of students
- Ensure that the strategies selected and used to achieve desired outcomes, are primarily the expectations outlined in the Guide to Education, programs of study and other approved programs

8. Teachers apply a variety of technologies to meet students' learning needs.

- Use and maintain technological resources
- Discuss with colleagues advances in teaching/learning technologies and how they can be incorporated into instruction and learning
- Develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping
- Use electronic networks and other telecommunication media to communicate more effectively with others

9. Teachers gather and use information about students' learning needs and progress.

- Determine and respond to students' learning needs on an ongoing basis based on students' actions and evidence of their performance
- Observe and record students' activities, analyzing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals, to diagnose appropriate methods of instruction
- Record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities
- Select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives
- Explain to students, parents and other educators your interpretation and understanding of the results of diagnoses and assessments, and the implications for students
- Differentiate between classroom and large-scale instruments such as provincial achievement tests and common district assessments; administer both and use the results for the ultimate benefit of students
- Provide many opportunities for students to diagnose their own learning needs and to assess their progress toward learning goals
- Use the interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth
- Explain to school councils and members of the community the purposes, meanings, outcomes and implications of assessments

10. Teachers establish and maintain partnerships among school home and community and within their own schools.

- Work with others to develop, coordinate and implement programs and activities that characterize effective schools and engage in activities that contribute to the quality of the school as a learning environment
- Work cooperatively with school councils
- Involve parents in their children's schooling by candidly sharing information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning

- Use home and community resources to make learning meaningful and relevant, so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society

11. Teachers are career long learners.

- Actively participate in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions, as well as to improve pedagogical knowledge and abilities
- Determine their own professional strengths and areas of need within the framework of the Teaching Quality Standard, and work with others to meet those needs
- Share their professional expertise to the benefit of others in professional learning community groupings, at staff meetings, with the community and with the profession
- Articulate their overall visions of the purpose of teaching, actively refining and redefining their visions in light of the ever-changing context, new knowledge and understandings, and their experiences