



# Teacher Effectiveness Framework V 1.0

(Adapted with permission from Chinook's Edge School Division #73 *Teacher Effectiveness Framework* document.)



## A. Introduction

The *Teacher Effectiveness Framework* has been prepared with the objective of defining teacher effectiveness, enhancing professionalism and encouraging communication and discussion about teaching practice. Based primarily on the legal and ethical requirements of the *Alberta School Act*, and the *Teaching Quality Standard Applicable to the Provision of the Basic Education in Alberta* (Ministerial Order #016/97), it also relies on the practical suggestions drawn from current research that support effective teaching to maximize student learning.

Empowering Buffalo Trail Public Schools' teachers and administrators to share a common language and framework in order to engage in purposeful dialogue about effective teaching and learning is the primary purpose of the document. As a district, BTPS believes that maximized student learning is at the heart of all that we do. Increasing teacher effectiveness is crucial to maximizing student learning. The research is clear: there is a direct correlation between teacher effectiveness and student achievement.

While this document is not meant for evaluative purposes, it does aim to inspire teachers to self-reflect about their current practice, and identify areas for growth. Additionally, it will inform collegial conversations about effective teaching and learning. It goes without saying that the *Teacher Effectiveness Framework* will continue to grow and change with its application, along with the advancement of the understanding and value of teacher effectiveness within BTPS and the greater educational community.

### **This document borrows heavily from one particular document and its practical applications:**

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **It has been supplemented with other sources:**

Bradshaw, L., & Glatthorn, A. (2001). *Teacher evaluation for better learning*. Lancaster, PA: Pro-Active Publications.

Buffalo Trail Public Schools Administrative Procedures, Section 3 - Curriculum & Instruction Admin Procedures, 303/304.1AP Use of Division and Personal Technology Admin Procedures, Exhibit 2 Staff Responsible Use and Protocol Agreement. Retrieved from [http://www.btps.ca/board/admin-procedures/Section\\_H/HIBG-HIBGA\\_AP/](http://www.btps.ca/board/admin-procedures/Section_H/HIBG-HIBGA_AP/)

Danielson, C., & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Galileo Educational Network. (2008). *Evidence of Learning in the 21<sup>st</sup> Century Classroom*. Retrieved from [www.galileo.org/initiatives/publications/21st\\_century\\_classroom\\_rubric.pdf](http://www.galileo.org/initiatives/publications/21st_century_classroom_rubric.pdf)

International Society for Technology in Education. (2008). *National educational technology standards for teachers* (2<sup>nd</sup> ed.). Retrieved from [www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx)

Peterson, K. (2000). *Teacher evaluation: A comprehensive guide to new directions and practice*, (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

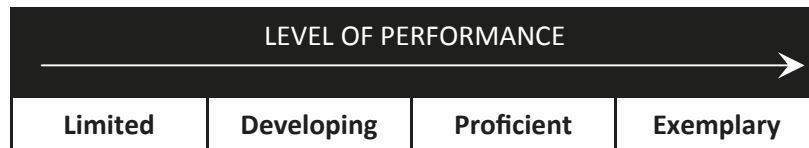
**B. Navigating This Document**

The *Teacher Effectiveness Framework* is divided into specific sections that align closely with the *Teaching Quality Standard*. Each section has a general heading followed by the specific TQS knowledge, skills, and attributes related to permanent certification. The prefatory front matter in each section should be carefully considered to provide context. The front matter is immediately followed by a table which describes varying levels of teacher effectiveness.

**C. Teacher Effectiveness**

Each criterion in the table characterizes four levels of teacher effectiveness: limited, developing, proficient and exemplary. The descriptors detail teachers who are still striving to master the rudiments of teaching to highly accomplished professionals who are able to share their expertise to advance the teaching profession.

These levels of teacher effectiveness can prove useful when they are employed to self-assess or to support mentoring or coaching relationships. The tables may, in fact, inform a professional discussion and suggest areas for further growth. They can also be used to assist the system in planning appropriate professional learning supports for Buffalo Trail teachers and administrators.



**Limited**

The teacher does not yet appear to understand the concepts underlying the criterion. Working on the fundamental practices associated with this criterion will enable the teacher to grow and develop in this area.

**Developing**

The teacher appears to understand the concepts underlying the criterion and attempts to implement them. Implementation, however, is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, peer observations, as well as experience (particularly when supported by a mentor) will enable the teacher to become proficient in this area.

**Proficient**

The teacher clearly understands the concepts underlying the criterion and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

**Exemplary**

Teachers at this level are considered master educators and make positive contributions to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners who are highly motivated and cognitively engaged, assuming considerable responsibility for their own learning.

**Section #1: PLANNING**

TQS Standard 3e:	Teachers engage in a range of planning activities <ul style="list-style-type: none"> <li>• Advanced Planning</li> <li>• Daily Instructional Planning</li> <li>• Follow Up Planning</li> </ul>
------------------	---

**Advanced Planning, Daily Instructional Planning, Follow up Planning**

Effective planning is key to meaningful learning in the classroom. To that end, teachers translate provincially legislated curriculum into meaningful learning experiences for students. Intimate knowledge of the program of studies is pre-requisite to planning a logical, thorough facilitation of the required learning, while linking it to previous learning, and considering assessment and the activities that will be used to uncover the content. Each day the teacher must have specific objectives and expectations of the learning that will occur. Activities must be well defined and enhance or support the learning outcomes, as well as engage students.

All things considered, “just because something doesn’t do what you planned it to do doesn’t mean it’s useless” (Thomas Edison). This truism certainly applies to lesson planning. Based on the objectives and outcomes set out in the daily plan, effective teachers will determine the results of each lesson in order to revise, augment, and/or otherwise improve planning for subsequent days based on the measure of learning that has occurred. Improved lessons that address the individual needs of students will be the result.

Planning, however, is most effective when it addresses individual needs and learning styles, which, in turn, demands thorough knowledge of assistive resources. These supports may include special services available within the division and/or may require liaising with other professionals.

Planning becomes even more effectual when it is collegial. Schools are learning communities and collaborative planning opportunities abound. Working together to plan effectively both within and beyond the school should be used to achieve the goal of maximizing student learning.

For the most part, the culture of learning that exists in a classroom is planned and directed by the classroom teacher. In the event of an absence, however, effective planning will allow the substitute teacher to carry on that responsibility with the help of the students. Only comprehensible planning will allow the substitute teacher to meet the individual needs of each student in an effective learning environment.

Often, volunteers or para-professionals are involved in the classroom setting, as well. They may be used in small group settings or in one-one-one instruction to enhance the level of student learning. However, they are only as effective as the direction and involvement with the teacher allows. Planning and careful consideration must be given to the best use and deployment of these valuable persons in the learning setting.

**Advanced Planning**

LEVEL OF PERFORMANCE				
	Limited	Developing	Proficient	Exemplary
1a. Develops Long-Range Plans	Teacher does not have long-range plans and/or the timelines, objectives, resources or evaluation procedures in the plans are disconnected.	Teacher has long-range plans which loosely indicate timelines, objectives, resources or evaluation procedures.	Teacher has long-range plans that specifically indicate timelines, objectives, resources and evaluation procedures.	Teacher has long-range plans that precisely indicate timelines, objectives, resources and evaluation procedures. Plans for differentiated instruction are evident.


1b. Curriculum Alignment	Teacher’s planning is minimally aligned with the provincial or local timelines, objectives, resources and/or evaluation procedures as established in the curriculum.	Teacher’s planning is visibly aligned with the timelines, objectives and/or evaluation procedures as established in provincial or local curriculum.	Teacher’s planning is closely aligned with the curriculum. Timelines, objectives, resources and evaluation procedures have been established with provincial or local documents as the basis.	Teacher’s planning is skillfully aligned with the provincial or local curriculum. Planning contains opportunities for extending and deepening the curriculum.
1c. Knowledge Of Prerequisite Curriculum	Teacher displays a vague understanding of the prerequisite curriculum important for student learning of the current content.	Teacher displays a reasonable understanding of prerequisite curriculum, although such knowledge may be incomplete or inaccurate.	Teacher displays a thorough understanding of prerequisite curriculum and relationships among topics and concepts.	Teacher displays an insightful understanding of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding.
1d. Lesson, Unit Structure And Time Allocation	The lesson or unit has an unrecognizable and/or disconnected structure. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Time allocations are feasible.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit has a precise structure which also anticipates and allows for different pathways according to student needs. Time allocations are efficient.
1e. Knowledge Of Students’ Skills And Knowledge	Teacher displays a vague understanding of students’ skills and knowledge and does not indicate that such knowledge is valuable.	Teacher displays a simplistic understanding of overall students’ skills and knowledge and recognizes that this knowledge is useful.	Teacher displays a sound understanding of skills and knowledge of students and recognizes that this knowledge is valuable.	Teacher displays a perceptive understanding of each student’s skills and knowledge and recognizes that this knowledge is critical.
1f. Resources For Teaching	Teacher is unaware of the resources that are available throughout the school or division.	Teacher is aware of the resources available throughout the school or division.	Teacher is fully aware of the resources available throughout the school or district.	Teacher is completely aware of resources available throughout the school or district, and actively seeks supplementary material to enhance instruction.
1g. Plans For Substitute Teachers	Substitute teacher plans are insufficient for a successful lesson delivery. They contain minimal materials (attendance, school schedules, etc.) for a successful lesson delivery.	Substitute teacher plans are workable. They partially contain materials (attendance, school schedules, etc.) for a successful lesson delivery.	Substitute teacher plans are complete. They contain sufficient materials (attendance, school schedules, etc.) for a successful lesson delivery.	Substitute teacher plans are rich and detailed, allowing for a successful lesson delivery. They contain extensive materials (attendance, school schedules, etc.) for a successful lesson delivery.

**Daily Instructional Planning**

		<b>LEVEL OF PERFORMANCE</b>			
		<b>Limited</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1h. Daily Instructional Planning</b>		Daily instructional plans are seldom prepared and/ or contain irrelevant information on objectives, timelines, assessment and linkage with previous and future plans. Daily plans superficially align with unit plans and yearly plans and indicate questionable consideration of individual student needs.	Daily instructional plans are intermittently prepared and contain simplistic information on objectives, timelines, assessment and linkage with previous and future plans. Daily plans partially align with unit plans and yearly plans and indicate basic consideration of individual student needs.	Daily instructional plans are regularly prepared and contain relevant information on objectives, timelines, assessment and linkage with previous and future plans. Daily plans align with unit plans and yearly plans and indicate thoughtful consideration of individual student needs.	Daily instructional plans are consistently prepared and contain pertinent information on objectives, timelines, assessment and linkage with previous and future plans. Daily plans directly align to unit plans and yearly plans and indicate conscientious consideration of student needs.
<b>1i. Suitability For Diverse Students</b>		Objectives rarely take into account the varying learning needs of individual students or groups.	Objectives intermittently take into account the varying learning needs of individual students or groups.	Objectives frequently take into account the varying learning needs of individual students or groups.	Objectives consistently take into account the varying learning needs of individual students or groups.
<b>1j. Instructional Materials &amp; Resources</b>		Materials and research seldom support instructional objectives and/or engage students in meaningful learning. Materials are rarely adapted to meet individual learning needs.	Materials and resources occasionally support instructional objectives and/or appropriately engage students in meaningful activities. Materials are adapted to meet individual learning needs.	Materials and resources often support instructional objectives and effectively engage most students in meaningful activities. Materials are effectively adapted to meet individual learning needs.	Materials and resources consistently support instructional objectives and skillfully engage all students in meaningful activities. Materials are expertly adapted to meet individual learning needs.
<b>1k. Learning Activities</b>		Learning activities show a tenuous alignment with student needs or instructional objectives. They follow a disorganized progression and do not clearly reflect recent professional research.	Learning activities show a rudimentary alignment with student needs or instructional objectives. They follow a partially organized progression and reflect recent professional research.	Learning activities show a close alignment with student needs or instructional objectives. They follow a coherent progression and reflect recent professional research.	Learning activities show an inextricable alignment to student needs and instructional objectives. They follow a precise progression and reflect recent professional research.
<b>1l. Knowledge Of Content</b>		Teacher displays lack of content knowledge, makes content errors and/or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
<b>1m. Knowledge Of Students' Varied Approaches To Learning</b>		Teacher has an unclear understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities and multiple intelligences.	Teacher displays a general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities and multiple intelligences.	Teacher displays a firm understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities and multiple intelligences.	Teacher displays a comprehensive understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities and multiple intelligences.

1n. Supervision Of Volunteers And Para-Professionals	Volunteers and para-professionals have vaguely defined duties and engagement in the classroom is sporadic.	Volunteers and para-professionals have reasonably defined duties and engagement in the classroom is productive during portions of the class, but frequent supervision or reassignment is required.	Volunteers and para-professionals have defined duties and engagement in the classroom is independent and productive.	Volunteers and para-professionals have clear duties and engagement in the classroom is independent and constructive Volunteers and para-professionals make a substantive contribution to the classroom environment.
--	--	--	--	--

**Follow-up Planning**

LEVEL OF PERFORMANCE 				
	Limited	Developing	Proficient	Exemplary
1o. Reflecting On The Lesson And Plan	Teacher makes an ill informed and/or misinformed assessment of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes a partially accurate assessment of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes a logical assessment of a lesson's effectiveness and the extent to which instructional goals were met, and can cite general examples from the lesson to support the judgement.	Teacher makes a discriminating assessment of a lesson's effectiveness and the extent to which instructional goals were met, and can cite specific examples from the lesson, weighing the relative strength of each.
1p. Revision Of Lessons For Future Teaching	Teacher makes no suggestions and/or makes trivial suggestions about how a lesson may be improved.	Teacher makes predictable suggestions about how a lesson may be improved.	Teacher makes thoughtful suggestions about how a lesson may be improved.	Teacher makes astute suggestions about how a lesson may be improved. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**Section #2: INSTRUCTIONAL STRATEGIES AND LEARNING STYLES**

TQS Standard 3d:	Teachers know there are many approaches to teaching and learning <ul style="list-style-type: none"> <li>• Culture of Learning</li> <li>• Instruction</li> </ul>
TQS Standard 3g:	Teachers translate curriculum content and objectives into meaningful learning activities <ul style="list-style-type: none"> <li>• Enhancing Learning: Communication/Expectations</li> </ul>

**Culture of Learning**

While teachers have varying styles and personalities, it is nonetheless essential that students sense a caring atmosphere between teacher and student, and among the students themselves. Good teaching begins by establishing relationships with students that reflect a sense of belonging and mutual respect. Without first creating this type of trusting learning environment, even the best instruction will be only marginally effective. Teachers must develop an inclusive environment characterized by dignity and respect for all learners and all learning styles. Students need to feel safe, valued and comfortable in order to advance their understanding.

A culture of successful learning suggests a safe, caring environment where students feel at liberty to challenge ideas and take risks. It also implies effective environments that maximize learning through high expectations and realistic assessment of outcomes. The human factor requires the teacher to find as many ways as possible to engage and involve students in the learning process. Effective teachers facilitate learning using a variety of approaches that mesh with student knowledge, previous learning and the real world. A truly inclusive culture values all input and involves everyone in the direction and presentation of instruction.



Indeed, the goal of an inclusive education system is to provide all students with the most appropriate learning environments and optimal opportunities for them to best achieve their potential. When we think about individual students, however, we must consider different definitions of student success. An inclusive education system does not mean that every school is homogenous; rather, it means we that create education settings where each student finds success. As a result, teachers need to understand the characteristics of the students they teach and the individual needs that have been identified. Based on this invaluable information, teachers are required to develop individual strategies in conjunction with division coordinators to enhance learning.

LEVEL OF PERFORMANCE <span style="float: right;">➔</span>					
		Limited	Developing	Proficient	Exemplary
2a. Knowledge Of Characteristics Of Age Group		Teacher displays a marginal knowledge of typical developmental characteristics of age group.	Teacher displays a rudimentary knowledge of typical developmental characteristics of age group.	Teacher displays a thorough knowledge of typical developmental characteristics of age group, as well as general patterns.	Teacher displays an in-depth understanding of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which all students follow patterns.
	2b. Use And Knowledge Of Cumulative Records (Student Record Portfolio)	Teacher rarely accesses student cumulative records to gain an understanding of individual student needs.	Teacher occasionally accesses student information history in cumulative files to gain an understanding of individual student needs.	Teacher frequently uses student information history in cumulative files to design instructional experiences that meet student needs.	Teacher habitually uses student information history in cumulative files to design innovative instructional experiences that meet student needs.
	2c. Use And Knowledge Of IPP Documents	Teacher seldom uses IPPs for students with special needs or individual learning disabilities.	Teacher writes and uses IPPs, with reasonable objectives, strategies and outcomes.	Teacher writes and uses IPPs, with relevant objectives, strategies and outcomes to meet student needs. Plans closely align with curriculum objectives and strategies, and IPP outcomes are observable and measurable.	Teacher writes and uses IPPs with congruent objectives, strategies and outcomes to meet student needs. Plans precisely align with curriculum objectives and strategies, and IPP outcomes are clearly observable and measurable.



2d. Accommodations For Students	Teacher displays weak knowledge of accommodations for individual student's needs.	Teacher displays basic knowledge of accommodations for individual student's needs (i.e., extra time on tests).	Teacher displays considerable knowledge of accommodations for individual student's needs (i.e., utilizing scribes, readers, visual supports).	Teacher displays an extensive knowledge of how and where to use accommodations for individual student needs (i.e. utilizing a variety of accommodations linked to student's strengths and learning styles).
2e. Assistive Technology For Students	Teacher rarely attempts to use assistive technology to meet student's individual needs.	Teacher sporadically attempts to use assistive technology to meet student's individual needs, but such measures are only partially effective.	Teacher regularly and effectively uses assistive technology to meet student's individual needs.	Teacher habitually and selectively utilizes a variety of assistive technology aligned with student's strengths and learning styles to meet student's individual needs.
2f. Promotes Active Student Participation	Teacher seldom attempts to accommodate students' questions or interests.	Teacher attempts to accommodate students' questions or interests, but the coherence of the lesson is disrupted.	Teacher successfully and seamlessly accommodates students' questions or interests. The coherence of the lesson is not disrupted.	Teacher instinctively and intuitively accommodates students' questions or interests by seizing critical opportunities to enhance learning (i.e. building on spontaneous events, questions and/or interests of the students).
2g. Presentation Of Content	Presentation of content is inappropriate, and/or unclear. Examples and/or analogies are ineffective.	Presentation of content is straightforward and predictable. Effective examples and/or analogies are used intermittently.	Presentation of content is meaningful and relevant and connects to student prerequisite knowledge and experience. Effective examples and/or analogies are used routinely.	Presentation of content is intuitive and compelling and connects to student prerequisite knowledge and experience. Effective examples and/or analogies are used habitually. Students contribute to the presentation and are actively involved.
2h. Appropriate Level of Instruction	Instruction rarely challenges students appropriately. Disengagement and undesirable student behaviours are pervasive.	Instruction appropriately challenges students but occasionally exceeds or is beneath students' abilities, leading to some disengagement and undesirable student behaviour.	Instruction effectively challenges students, resulting in satisfactory student engagement and appropriate student behaviour.	Instruction creatively challenges students, resulting in high student engagement and desirable student behaviour.
2i. Challenging Academic Expectations	Instructional goals, activities and interactions in the classroom environment convey low expectations for student achievement.	Instructional goals, activities and interactions in the classroom convey feasible expectations for student achievement.	Instructional goals, activities and interactions in the classroom convey attainable expectations for student achievement.	Instructional goals, activities and interactions in the classroom convey high expectations for student achievement.
2j. Persistence In Student Learning	Teacher seldom seeks alternative approaches for students having difficulty learning.	Teacher seeks alternative approaches for students, but has a rudimentary repertoire of instructional strategies.	Teacher seeks alternative approaches for students and has a varied repertoire of instructional strategies.	Teacher persists in seeking alternative approaches for students, using an extensive repertoire of strategies and soliciting additional resources.

**Instruction**

While there are a variety of different instructional methods, they all share many of the same components, as outlined in the subsequent table. Many people mistakenly believe the term *routine* is synonymous with “boring” or “repetitive.” In fact, the word is better aligned with the terms “safe,” “comfortable,” and “predictable.” Each lesson must prepare students for the learning that will then occur in a comfortable, predictable manner. This safe atmosphere is further enhanced through a clear structure that is familiar to students, as well as requisite provision of time for learning activities such that students do not feel either overwhelmed or at loose ends.

Of course, even the best planning may need to be altered to fit the learning situation. Based on feedback continuously being provided by students, the observant, reflective teacher may feel the need to alter the lesson midstream to improve its effectiveness. Teachers also know there are many learning styles and, as a result, many different instructional strategies. Thus, teachers must employ many and varied strategies to increase understanding and engage all learning styles.

<b>LEVEL OF PERFORMANCE</b>				
→				
	<b>Limited</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
2k. Lesson Introduction And Routines	Teacher routines to begin class are weak. The teacher ineffectively introduces the lesson outcomes and links to previous learning.	Teacher routines to begin class are workable. The teacher simplistically introduces the lesson outcomes and links to previous learning.	Teacher routines to begin class are practical. The teacher sufficiently introduces the lesson outcomes and links them to previous learning, giving the lesson continuity and flow.	Teacher routines to begin class are streamlined, providing a comfortable setting for learning. The teacher expertly introduces the lesson outcomes and links them to previous learning, stimulating student interest in the lesson.
2l. Lesson Adjustment	Teacher adheres to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust an instructional plan when a change will clearly improve a lesson, but with mixed results.	Teacher makes minor adjustments to an instructional plan when a change will clearly improve a lesson, and the adjustment occurs smoothly and improves the overall lesson.	Teacher makes appropriate adjustments to an instructional plan by expertly assessing the learning environment, resulting in a marked improvement.
2m. Variety Of Instructional Strategies (Cooperative Learning, Inquiry Process, Problem Solving, etc.)	An insufficient variety of instructional strategies are used. Few resources are employed.	An appropriate variety of instructional strategies are used. Resources occasionally suit the learning activity.	A substantial variety of instructional strategies are used. Resources often suit the learning activity. Students are encouraged to make choices and take initiative.	A broad variety of instructional strategies are used. Resources consistently suit the learning activity. Students make choices and take initiative in their learning.
2n. Activities And Assignments	Activities and assignments are inappropriate for students in terms of their age or background. Students are not engaged.	Activities and assignments are appropriate for students in terms of their age or background. Students are moderately engaged.	Activities and assignments are relevant for students in terms of their age or background. Students are engaged at a cognitive level.	Activities and assignments are insightful for students in terms of their age and background. All students are deeply engaged at a cognitive level. Students initiate or adapt activities, assignments, and projects to enhance understanding.

### Enhancing Learning – Communication/Expectations

For students to meet expectations and be engaged in learning, clear direction and accurate communication are important. Whether students are working independently or in small groups valuable learning time will be lost if they are confused or unclear about what is to be learned. Good, clear direction takes into account student learning styles. Direction and procedures must also be precise such that students are well aware of expectations and can use time effectively.

Accordingly, oral and written language must be clear, concise and expressive. Insufficient communication, excessive communication, or language incongruent to the age group can further result in a lack of clarity. Proper use of vocabulary is equally as important as students will often reflect the teachers’ language in their own work.

		LEVEL OF PERFORMANCE <span style="float: right;">➔</span>			
		Limited	Developing	Proficient	Exemplary
2o. Directions And Procedures		Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are understandable to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstandings.
2p. Oral And Written Language		Teacher’s spoken or written language contains egregious grammatical and/or syntactic errors. Vocabulary is inappropriate, vague, or used incorrectly, leaving students bewildered.	Teacher’s spoken or written language may contain slight grammatical and /or syntactic errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken and written language contains few, if any, grammatical or syntactic errors. Vocabulary is appropriate to student ages and interests.	Teacher’s spoken language and written language is articulate and essentially error free. Vocabulary is expressive, and well-chosen, appropriate to student ages and interests. Communication enhances and enriches the lesson.
2q. Management Of Instructional Groups		Tasks for group work are disorganized, resulting in off-task behaviour when the teacher is involved with one group.	Tasks for group work are reasonably organized, resulting in occasional off-task behaviour when the teacher is involved with one group.	Tasks for group work are logically organized, resulting in on-task behaviour when the teacher is involved with one group.	Tasks for group work are purposefully organized. Students accept responsibility for their own behaviour and productivity.
2r. Grouping Of Students		Teacher carelessly creates groupings of students that do not support the attainment of the learner outcomes.	Teacher simplistically creates groupings of students that may support the attainment of the learner outcomes.	Teacher effectively creates groupings of students that support the attainment of the learner outcomes.	Teacher skillfully creates groupings of students that maximize the attainment of the learner outcomes.
2s. Engages Students In Discussions		Teacher unsuccessfully attempts to engage students in discussion.	Teacher engages students in rudimentary discussions.	Teacher engages students in meaningful discussions.	Teacher engages students in compelling discussions.




Image courtesy of Wainwright Elementary School




### Use of Time

Classroom teachers often struggle with having sufficient time to complete desired learning. Consequently, an efficient, well-organized classroom is essential to maximize time effectively in order to meet learner outcomes. To that end, effective teachers develop procedures to allow for smooth transitions and minimize the amount of time commandeered by non-learning tasks. Greater efficiency demands the development of smooth routines and procedures to handle non-instructional duties and the distribution of learning materials. Clear communication about the task at hand and an expectation of effective use of time are critical. Giving students responsibility in streamlining work routines can also promote pride and learning effectiveness.

		LEVEL OF PERFORMANCE 			
		Limited	Developing	Proficient	Exemplary
3d. Performance Of Non-Instructional Duties		Systems for performing non-instructional duties are not in place, resulting in considerable loss of instructional time.	Basic systems for performing non-instructional duties are in place, resulting in a slight loss of instructional time.	Effective systems for performing non-instructional duties are in place, resulting in an insignificant loss of instructional time.	Superior systems for performing non-instructional duties are well established with students assuming considerable responsibility for the efficient operation of the classroom.
3e. Time On Task		Tasks are poorly communicated and unstructured resulting in ineffective use of learning time.	Tasks are adequately communicated and structured resulting in adequate use of learning time.	Tasks are clearly communicated and structured resulting in effective use of learning time.	Tasks are explicitly communicated and structured resulting in optimal use of class time.

### Student Interactions

Learning simply does not occur in a classroom that experiences frequent disruptions or is out of control. Classroom management begins with clear expectations; it is more likely to be effective when developed in conjunction with students. These expectations should be posted so that everyone is aware of the prerequisites of the learning environment. At the same time, consistent monitoring and responding to misbehaviour with dignity and sensitivity creates a positive setting—even when dealing with disruptive actions. Teachers must maintain their composure using caring, warmth and respect, no matter what the situation. Teachers also know that building relationships by getting to know students, understanding their individual differences and interests, and giving positive praise and encouragement can potentially eliminate many behavioural problems.

		LEVEL OF PERFORMANCE 			
		Limited	Developing	Proficient	Exemplary
3f. Expectations		Ambiguous standards of conduct have been established such that students are confused as to the expectations.	Simplistic standards of conduct have been established and are visible in the classroom.	Clear standards of conduct have been established and students understand them.	Comprehensive standards of conduct have been co-created with students.


3g. Monitoring Of Student Behaviour	Teacher is unaware of student behaviour in the classroom.	Teacher is aware of student behaviour, but may miss the activities of some students.	Teacher is observant of student behaviour throughout the classroom.	Teacher is alert to student behaviour throughout the classroom, monitoring it in a subtle and preventative way. Students self-monitor their behaviour as well as that of their peers correcting one another respectfully.
3h. Response To Student	Teacher rarely responds to misbehaviour, responds inconsistently, or does not respect students' dignity.	Teacher attempts to respond to misbehaviour in a consistent manner. Students' dignity is suitably respected.	Teacher responds to misbehaviour in a consistent manner. Student's dignity is highly respected.	Teacher's response to misbehaviour is highly consistent, effective, and sensitive to individual needs. Student's dignity is revered.
3i. Teacher Interaction With Students	Teacher interactions with students may be negative, demeaning, sarcastic, or inappropriate to the age, gender or culture of the students. Students exhibit disrespect for the teacher.	Teacher interactions with students are generally appropriate, but may reflect occasional inconsistencies, favouritism or disregard for cultural identity or gender. Students generally exhibit respect for the teacher.	Teacher interactions with students are friendly and demonstrate over-all warmth and respect. Students exhibit respect for the teacher.	Teacher interactions with students foster an atmosphere of mutual regard and support. Students exhibit respect for the teacher as an individual, beyond that of the role.
3j. Teacher Encouragement	Teacher rarely gives positive praise and encouragement and misses opportunities to recognize student accomplishments and/or recognizes mostly negative actions.	Teacher occasionally gives positive praise and encouragement, but yet misses opportunities to recognize student accomplishments. Cursory acknowledgement of student work occurs.	Teacher frequently gives positive praise and encouragement and recognizes student accomplishments. Meaningful acknowledgement of student work occurs.	Teacher consistently gives positive praise, encouragement and recognizes student accomplishments. Significant acknowledgement of student work occurs.
3k. Appreciation Of The Student	Teacher is superficially aware of students' individual differences, interests and/or cultural heritage.	Teacher is partially aware of students' individual differences, interests, and/or cultural heritage.	Teacher acknowledges students' individual differences, interests and/or cultural heritage for students' benefit.	Teacher acknowledges and celebrates student's individual differences, interests and/or cultural heritage for students' benefit.

**Section #4: USE OF TECHNOLOGY**


TQS Standard 3h:	<p>Teachers apply a variety of technologies to meet students' learning needs</p> <ul style="list-style-type: none"> <li>• Design and develop digital-age learning experiences and assessment</li> <li>• Model digital age work and learning</li> <li>• Promote and model digital citizenship and responsibility</li> <li>• Communicate using digital methods</li> </ul>
------------------	---

Effective teachers model and apply the use of technology. They design, implement and access learning experiences in order to engage students and improve learning, as well as enrich professional practice and provide positive models for both students and colleagues.

**Design and Develop Digital-Age Learning Experiences and Assessment**

LEVEL OF PERFORMANCE 				
	Limited	Developing	Proficient	Exemplary
4a. Technology Exists As One Of The Core Features For Learning	Teacher and students rarely use technology.	Teacher uses a restricted amount of technologies. Students are using technology through a computer lab that must be booked in advance.	Teacher and students have ready access to a range of technologies to support learning needs as they emerge.	Teacher and students continuously use an array of available technologies, (i.e. accessing online books, tablets, pictures and images; creating and analyzing own data; participating in video conferences with experts).
4b. Learning Experiences Are Designed Using Digital Technologies When Appropriate	Teacher inaccurately assesses technologies and/or the use of technologies to support student learning is ineffective.	Teacher appropriately assesses technologies and the use of technologies to support student learning is workable.	Teacher thoughtfully assesses technologies and uses the most appropriate ones to support student learning.	Teacher shrewdly assesses the validity of technologies in order to maximize student learning, level the playing field, and democratize learning.
4c. Develop Technology-Enriched Learning Environments Enabling All Students To Pursue Individual Curiosities, Set Their Own Goals, Manage Their Own Learning, And Assess Progress	Teacher is unable or unwilling to discuss ways in which technological resources enable students to explore questions and issues. Exploration through technology is neither encouraged, nor addressed.	Teacher researches and discusses ways in which technological resources enable students to explore questions and issues of individual interest, and/or to plan and manage related research.	Teacher selects and demonstrates the use of technological resources that enable students to explore questions and issues of individual interest, and/or to plan and manage related research.	Teacher facilitates and models the use of technological resources to enable students to pursue questions and issues of individual interest; to identify and to manage learning goals; to record reflections, and/or to assess their progress and outcomes.

**Model Digital Age Work and Learning**

LEVEL OF PERFORMANCE 				
	Limited	Developing	Proficient	Exemplary
4d. Demonstrate Fluency In Technology Systems And The Transfer Of Current Knowledge To New Technologies And Situations	SMART board serves as a replacement for an overhead projector. If FM system is provided it is rarely used.	SMART board serves as a replacement for an overhead projector, but is occasionally used interactively by students. If FM system is provided it is used.	SMART board serves as a learning centre used to engage students interactively. Video and sound are used in lessons with links to Internet content.	All classroom installed technology is employed as integral and seamless partners to classroom activity. Teacher is comfortable with the majority of forms of current technology, including student owned.
4e. Students Use Digital Tools To Support Student Success And Innovation	Students use technology in their day-to-day work.	Students use technology to store individual day-to-day work in a personal folder or online folder.	Students use technology to contribute to group work using shared common folders and online classroom discussion forums.	Students use a variety of technologies to extend classroom interactions, build knowledge and initiate collaboration with others beyond the classroom.

<p>4f. Encourages The Use Of Technology To Allow Students To Self-Direct Learning</p>	<p>Teacher prescribes students' use of paper calendars.</p>	<p>Teacher encourages and models digital use of calendars to record due dates and reminders.</p>	<p>Teacher encourages and models use of digital project management applications to manage work flow.</p>	<p>Teacher encourages and models use of digital project management applications on a consistent basis to coordinate learning with others and manage work flow.</p>
<p>4g. Participate In Local And Global Learning Communities To Explore Creative Applications Of Technology To Improve Student Learning</p>	<p>Teacher does not participate in any learning forums with regard to technology and learning.</p>	<p>Teacher participates in online learning and discussion forums with regard to technology and learning.</p>	<p>Teacher participates in local and global learning communities to explore creative applications of technologies that improve student learning.</p>	<p>Teacher actively participates in local and global learning communities to exchange and implement ideas and methods related to the innovative application of technologies to optimize student learning.</p>

**Promote and Model Digital Citizenship and Responsibility**

<p style="text-align: center;"><b>LEVEL OF PERFORMANCE</b></p> <p style="text-align: right;">→</p>				
	<p><b>Limited</b></p>	<p><b>Developing</b></p>	<p><b>Proficient</b></p>	<p><b>Exemplary</b></p>
<p>4h. Promote And Model Digital Etiquette And Responsible Social Interactions Related To The Use Of Technology And Information</p>	<p>Teacher is vaguely aware of ethical issues involving technology.</p>	<p>Teacher is aware of the nine elements of digital citizenship (as per <i>BTPS Staff Responsible Use and Protocol Agreement</i>).</p>	<p>Teacher is aware of and promotes the nine elements of digital citizenship (as per <i>BTPS Staff Responsible Use and Protocol Agreement</i>).</p>	<p>Teacher is aware of, models and promotes the nine elements of digital citizenship (as per <i>BTPS Staff Responsible Use and Protocol Agreement</i>).</p>
<p>4i. Advocate, Model And Teach Safe Legal, And Ethical Use Of Digital Information And Technology, Including Respect For Copyright, Intellectual Property, The Appropriate Documentation Of Sources, Issues Of Cyberbullying, Security Of Systems, Data And Information</p>	<p>Teacher ignores unethical use of digital information and technology by others.</p>	<p>Teacher adheres to effective practices for safe, ethical, legal and healthy use of digital information and technology.</p>	<p>Teacher models and advocates the responsible use policy for technology, including issues of cyber-bullying, and security of systems, data and information.</p>	<p>Teacher engages students in developing a system for promoting and monitoring of safe, legal and ethical use of digital information and technology.</p>



**Communicate Using Digital Methods**

		<b>LEVEL OF PERFORMANCE</b>			
		→			
		<b>Limited</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
4j. Access School Record Systems And Uses A Variety Of Technologies To Record And Access Student Work		Teacher uses basic technology to record marks and generate report cards.	Teacher uses an unsophisticated range of technologies to document student learning.	Teacher uses a wide range of technologies to document student learning.	Teacher uses a sophisticated range of technologies to document student learning (i.e. through a website, Wiki Moodle, online portfolio, and the like) which invites the outside world to provide commentary.
4k. Access Division Resources And Communicate Through Various Digital Methods		Teacher rarely uses digital communication.	Teacher communicates digitally and accesses the school division's website for information and resource retrieval.	Teacher regularly uses digital communication and resource retrieval. Teacher uses a variety of digital means to communicate with parents, staff, students, and other stakeholders.	Teachers' primary means of communications and resource retrieval is digital. Teacher uses a variety of means to communicate with parents, staff, students and other stakeholders.

**Section #5: ASSESSMENT FOR LEARNING/ASSESSMENT OF LEARNING**

TQS Standard 3i:	Teachers gather and use information about students' learning needs and progress
TQS Standard 3g:	Teachers translate curriculum content and objectives into meaningful learning activities <ul style="list-style-type: none"> <li>• Enhancing Learning: Feedback</li> </ul>

The only way for teachers to know the extent to which students are learning is through regular formative and summative assessments that reflect the learner outcomes and instructional goals of the individual lesson or unit of study. A variety of assessment tools must be used to address the diverse learning needs and learning styles of the students. In order to achieve a balanced, valid, and reliable classroom assessment program, it is essential to "select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives" (Teaching Quality Standard, p. 6).

Thus, the selection of a fitting assessment method is a purposeful decision based on the level of cognition (Bloom's Taxonomy) embedded in the learner outcomes for the express purpose of creating congruence between the content and the process. Traditional selected-response assessments that are designed to test lower level knowledge, understanding, and skills, for example, cannot measure higher order thinking, collaborative skills, or hands-on analysis abilities. In this case, alternatives such as constructed-response, performance tasks, or personal communication are more suitable to serve the purpose.

Whatever the testing tool, outcomes and criteria must be clearly understood by students prior to the learning situation. This transparency not only allows students to self-assess, but encourages clear two-way communication between teachers and students about the quality standards in the criteria. Furthermore, a clear understanding of criteria is the foundation of feedback that moves learning forward.

Effective feedback communicates to students how well their knowledge, understanding, and skills are developing. Sharing information about a student's performance is a powerful tool to enhance learning, individualize instruction, and guide future endeavours. Based on solid data obtained while observing, assessing, questioning or interacting with students, feedback is integral to the learning process.

Through verbal or written remarks the teacher may comment on the level of understanding, sustain performance that is praiseworthy, suggest improvements, and correct or clarify concepts that were misunderstood.

Providing the right kind of feedback at every opportunity can make a significant difference in student achievement. While general comments such as “good work” or “very good” offer positive encouragement, they really provide little in the way of substantive, constructive feedback. Thus, feedback must be meaningful, specific, timely, clear, sufficient, motivating, understandable, and non-judgemental. Effective teaching links the instructional goals to specific learner outcomes. In like manner, effective feedback also tells students to what extent those outcomes have been met.

Most importantly, assessment is used to inform the instructional process and promote learning, rather than to score-keep or sort students. It is key to future planning, providing critical information to tailor and shape the learning environment to meet individual student needs.

LEVEL OF PERFORMANCE				
→				
	Limited	Developing	Proficient	Exemplary
5a. Program Of Studies	The teacher is not knowledgeable about the Alberta Programs of Study outcomes and rarely consults them in delivering instruction.	The teacher has a general understanding of the Alberta Programs of Study outcomes and uses them to explore ways to deliver instruction.	The teacher has an excellent understanding of the Alberta Programs of Study outcomes and skillfully incorporates them in delivering instruction. The teacher designs strong project-based or problem-based learning tasks and activities.	The teacher has an exceptional understanding of the Alberta Programs of Study outcomes and skillfully maps them to issues, questions and problems in the outside world in a connected, integrated, cross-curricular manner.
5b. Assessment Purpose	Assessment is strictly summative. The information is not used to guide planning and/or instructional decisions.	Assessment is primarily summative in nature; however, the teacher uses the information to guide planning.  Formative assessment is sporadic and is not used to inform instructional decisions.	Assessment is frequently formative and occasionally summative.  Formative assessment is routinely used descriptively to inform students of what has been learned and the next steps to take.  The teacher uses assessment to inform instructional decisions.	Assessment is a balance of formative and summative, focussed on improving student learning.  Formative assessment is integral to the learning and woven into all aspects of the learning.  The teacher not only uses assessment to inform instructional decisions but to reflect upon and improve practice.
5c. Verifying Assessment Quality	Summative grades are based on assessments that are not clearly aligned with the outcomes of the Alberta Programs of Study.	Summative grades are based on assessments aligned with the outcomes of the Alberta Programs of Study.	Summative grades are based on accurate assessments clearly aligned with the outcomes of the Alberta Programs of Study. A variety of assessment methods are employed.	Summative grades are based on in-depth assessments inextricably aligned with the outcomes of the Alberta Programs of Study. An abundance of assessment methods are employed.

5d. Student Involvement	Classroom assessments show very little evidence of standards of quality.	Classroom assessments show difficulty articulating standards of assessment quality, and consideration of these standards is not evident in classroom assessments.	Classroom assessments show evidence of implementation of standards of assessment quality in classroom assessments.	Classroom assessments show implementation of standards of assessment quality in all assessments.
	Assessments are rarely modified to meet the diverse learning needs of all students.	Assessments are occasionally modified to meet the diverse learning needs of all students.	Assessments are modified as needed to meet the diverse learning needs of all students.	Assessments are primarily open-ended in design so as to meet the diverse learning needs of all students.
	Students are passive and disengaged from learning.	Students are compliant, but exhibit little enthusiasm or ownership in their learning.	Students are involved in their own learning and able to manage significant aspects of it.	Students are deeply engaged as they direct and determine the course of their own learning.
5e. Assessment Data	Students have limited access to assessment criteria or feedback.	Students have sporadic access to assessment criteria and specific feedback.	Students have regular access to assessment criteria and specific feedback from a variety of sources that is aligned to the Alberta Programs of Study.	Students have consistent access to assessment criteria and specific feedback from a variety of sources in all aspects of their learning that is aligned to the Alberta Programs of Study.
	Summative grades do not validate students' expectations of their own learning and are a complete surprise.	Summative grades partially validate students' expectations of their own learning.	Summative grades sufficiently validate students' expectations of their own learning.	Summative grades explicitly validate student expectations of their own learning.
	Evidence of learning is primarily limited to paper and pencil artifacts.	Evidence of learning is generally limited to paper and pencil artifacts.	Evidence of learning includes a variety of learning artifacts such as audio and video recordings, written work, student reflections, performance tasks, digital portfolios, and so on.	Evidence of learning includes an extensive variety of learning artifacts such as audio and video recordings, written work, student reflections, performance tasks, digital portfolios, and so on.
5f. Assessment Criteria	Assessment criteria are shared with students only after the work has been graded.	Assessment criteria are developed by the teacher and fully explained to students before the work begins.	Students have input into assessment criteria which reflect clear and appropriate learning targets.	Assessment criteria are collaboratively designed with students and reflect clear and appropriate learning targets.
5g. Timeliness Of Feedback	Students are provided with untimely feedback from one source.	Students are periodically provided with timely feedback from one source.	Students are routinely provided with timely feedback from multiple sources. Students make use of feedback to improve their learning.	Students are consistently provided with timely feedback from multiple sources. Students seek feedback and make use of it to improve their learning.
5h. Quality Feedback	Feedback does not move learning forward and is vaguely linked to assessment criteria.	Feedback moves learning partially forward and is linked to assessment criteria.	Feedback moves learning forward and is linked to assessment criteria. Provision is made for students to use feedback in their learning.	Feedback clearly moves learning forward and is explicitly linked to assessment criteria. Students use feedback to improve their learning.


5i. Higher Thinking Skills (Bloom's Taxonomy)	Students are afforded limited opportunities to engage in higher order thinking.	Students are afforded occasional opportunities to engage in and apply higher order thinking to generate novel solutions.	Students are afforded frequent opportunities to engage in and apply higher order thinking to generate novel solutions.	Students are afforded consistent opportunities to engage in and apply higher order thinking to generate novel solutions and new ways of thinking and doing.
5j. Effective Questioning	Teacher's questions are superficial and wait time is negligible.	Teacher's questions are basic and adequate wait time is provided.	Teacher's questions are thought-provoking, and sufficient wait time is provided.	Teacher's questions promote deep understanding and optimal wait time is provided.
5k. Closure, Summary And Future Expectations	The end of the lesson is characterized by a disorganized or non-existent summary of outcomes and/or statement of conclusion. Students are confused about the lesson outcomes or expectations.	The end of the lesson is characterized by an ineffective summary of outcomes and a statement of conclusion by the teacher. Students may be unaware of expectations for learning goals.	The end of the lesson is characterized with an effective summary of outcomes and a statement of conclusion by the teacher. Students understand expectations for learning goals.	The end of the lesson is characterized by a cogent summary of outcomes and a statement of conclusion by the students. Students clearly understand expectations for learning goals.

**Section #6: SCHOOL AND COMMUNITY RELATIONSHIPS**

TQS Standard 3j:	Teachers establish and maintain partnerships among school, home and community and within their own schools
------------------	--

Teaching would seem to be an activity that takes place directly between teacher and student. In fact, it is a learning alliance among teacher, student and parent. Parents must be informed about instructional programming in the entire school and within each classroom. Teachers have a responsibility to involve parents through frequent, meaningful communication. This interchange involves identifying concerns that may require the partnership of home, but it may also mean providing positive feedback on successes; both are important in maintaining good relationships.

Unfortunately, however, schools can sometimes be negative, harmful places for some due to bullying, verbal abuse or other mistreatment from fellow students. It is the teachers' responsibility to be an advocate for student concerns and to be vigilant in monitoring student practices and behaviour that contribute to unacceptable student interactions.

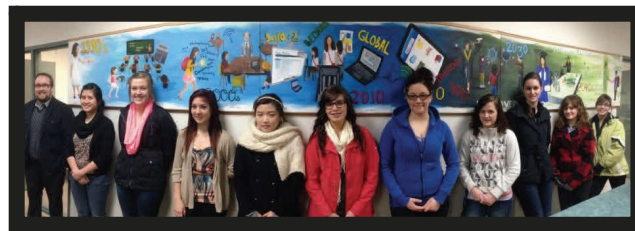
LEVEL OF PERFORMANCE 				
	Limited	Developing	Proficient	Exemplary
6a. Information About The Instructional Program	Teacher provides nominal information about the instructional program to families. Students do not understand and cannot communicate the information.	Teacher participates in the school's methods for parent communication but offers little additional information. Students may not understand or be able to communicate the information.	Teacher provides information to parents and students about the instructional program. Students understand and can communicate the information.	Teacher provides timely information to parents and students regarding the instructional program. Students make sense of the information and are able to communicate it.

6b. Information About Individual Students	Teacher provides minimal information to parents about his/her child and does not respond or responds insensitively to parent concerns about students.	Teacher communicates with parents through the school's required procedures. Responses to parent concerns are adequate.	Teacher communicates regularly with parents about students' progress and effectively responds to parent concerns.	Teacher communicates frequently with parents regarding both positive and negative aspects of student progress. Responses to parent concerns are handled with great sensitivity.
	6c. Keeps Documentation Records	Teacher seldom documents communications with parents or students that may require follow-up or further communication.	Teacher documents communications with parents or students, but does not always follow-up on mutual decisions reached to meet desired outcomes.	Teacher documents communications with parents or students, including mutual decisions reached and any follow-up required to meet desired outcomes.

**School Community Relationships**

Professional educators make many contributions to the life of a school beyond the classroom. Whether representing their peers professionally, participating in professional learning, coaching school athletics teams, working with yearbook students, or advising student clubs and activities, teachers are involved in many projects inside and outside the confines of the school. Whatever the case, they maintain the role of teacher in all such activities and represent their colleagues and the profession in a positive manner.

This demeanor also extends to relationships with peers, which must be categorized by professionalism and support. All personal interests are put aside and teachers open-mindedly participate in professional interactions to improve the atmosphere and practices of the school. This collaboration includes sharing of knowledge and resources with peers, being involved in mentoring, and professional learning.



Artwork Donated to Central Services Courtesy of Students at Wainwright High School

6d. Participation In School And District Projects	LEVEL OF PERFORMANCE <span style="float: right;">➔</span>			
	Limited	Developing	Proficient	Exemplary
	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher participates in school and district projects, making a substantial contribution.	Teacher participates in school and district projects, making a substantial contribution, and/or assuming a leadership role in a major school or district project.

6e. Relationships With Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher's relationships with colleagues are cordial, strictly fulfilling the duties that the school or district requires.	Teacher's relationships with colleagues are supportive and cooperative.	Teacher's relationships with colleagues are supportive and cooperative. Teacher takes initiative in assuming leadership among the staff.
6f. Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are limited to a classroom perspective only.	Teacher's decisions consider the team or department's perspective.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
6g. Sharing Of Knowledge And Resources	Teacher makes a nominal effort to share knowledge or resources with others.	Teacher shares knowledge and resources when asked.	Teacher willingly shares knowledge and resources with others.	Teacher leads initiatives to contribute to shared knowledge and resources such as mentoring new teachers, writing articles for publications, making presentations, and so on.
6h. Collaboration	The teacher operates in isolation.	The teacher shares lessons and activities he/she has created.	The teacher willingly works in collaboration with others to design learning and to obtain feedback about instruction from colleagues and mentors.	The teacher consistently seeks out opportunities to work in collaboration with others to design learning and to obtain feedback about instruction from colleagues and mentors.

**Section #7: PROFESSIONAL CONDUCT, RESPONSIBILITIES AND GROWTH**

TQS Standard 3b:	Teachers understand the legislated, moral and ethical frameworks within which they work
TQS Standard 3k:	Teachers are career-long learners

Teachers are required to follow a Professional Code of Conduct, which describes the rights and responsibilities of a teacher. Teachers must also meet the requirements under the *Teaching Quality Standards* as set out in the *School Act*. Failure to meet these legal requirements can result in de-certification.

Provincially, the curricula, as set out in the Alberta Programs of Study, detail the learning programs that must be taught at each level. Teachers must adhere to the requirements set out in these documents.

At the local level, district policies detail the specific requirements within each school district. It behooves teachers to be familiar with these policies and to implement them as required.

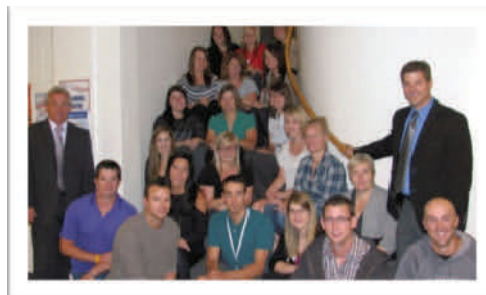


Image courtesy of Buffalo Trail Public Schools



7g. Supervision	Teacher rarely carries out supervision requirements as required by school schedules.	Teacher generally carries out supervision requirements as required by school schedules but misses supervision on rare occasions.	Teacher meets all supervision requirements as required by school schedules.	Teacher diligently carries out all supervision requirements, engages students while supervising, and uses this opportunity to build student rapport.
7h. Enhancement Of Content Knowledge And Pedagogical Skill	Teacher engages in negligible professional learning to enhance knowledge or skills.	Teacher engages in professional learning to enhance knowledge or skills when these opportunities are convenient.	Teacher seeks out opportunities for professional learning to enhance content knowledge and pedagogical skill. Teacher implements new learning into classroom practice and reflects on the results.	Teacher purposefully seeks out opportunities for professional learning to enhance content knowledge and pedagogical skill. Teacher implements new learning into classroom practice, reflects on the results, and shares new understandings with colleagues.
7i. Professional Growth Plans	Teacher has developed a professional growth plan which is limited to professional practice and personal growth.	Teacher has developed a professional growth plan that includes a professional practice component, a component related to school goals, and a component related to personal growth but may not address completely indicators to determine attainment of said goals.	Teacher has developed a professional growth plan that includes a professional practice component, a component related to school goals, a component related to personal growth and indicators to determine attainment of said goals.	Teacher has developed a professional growth plan that includes a professional practice component, a component related to school goals, a component related to personal growth and indicators to determine attainment of said goals. Evidence of implementation of the plan is evident.