

BACHELOR OF EDUCATION (AFTER DEGREE) PROGRAM

EDUC532

FIELD EXPERIENCE HANDBOOK

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INTRODUCTION

The Bachelor of Education program at Concordia University of Edmonton is a two-year after degree program in Elementary Education that qualifies graduates to teach in Alberta.

Concordia's Faculty of Education is committed to providing exceptional pre-service education to its Bachelor of Education (After Degree) students. The program provides a strong focus in:

- program planning and design;
- specific methodology courses in Language Arts, Mathematics, Science, and Social Studies;
- studies in the implementation of current technologies in the classroom; and
- practical field experiences.

Field experiences are essential and key components of the program, providing student teachers with opportunities to successfully experience the day-to-day realities of teaching.

Thank you for welcoming a student teacher into your school and your classroom. We value your contributions to the professional development of a prospective teacher. In particular, thank you for the guidance, encouragement, and supervision of teaching/learning experiences that you will share with your student teacher. We look forward to working with you.

FIELD EXPERIENCES DIRECTORY

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RECORD CHECKS STATEMENT

Prior to being considered for a field experience placement, student teachers are required to obtain one or more types of Record Checks. A **Police Intervention Check** is the most common type of background check required by school districts in Alberta. It is obtained through the Edmonton Police Service (EPS) for residents of Edmonton or through the Royal Canadian Mounted Police (RCMP) for those residing outside of Edmonton. Several districts require a **Vulnerable Sector Check**, which is a part of the EPS or RCMP Information Check. Additionally, a few districts require an **Alberta Intervention Record Check** that is completed through Children's Services.

The record check is to be kept by the student teacher and presented to school jurisdictions upon request. Each case is reviewed on an individual basis to determine if the record check brings into question the suitability of the person to enter a field experience placement in that district. A decision to accept or not accept a student teacher for placement is made based on the results of the record check and each school district's threshold.

Student teachers should be aware that a current Criminal Record Check is one of the required support documents in the application for an Alberta Interim Professional Certificate to teach in Alberta.

It is the student teacher's sole responsibility to ensure that she/he can satisfy the requirements for a record check. The requirements for a record check are not in Concordia's control, but rather depend on the requirements of school districts, the teaching profession, as well as other factors. If a student teacher cannot satisfy the requirements, it may affect their ability to participate in a field placement, to complete the degree, or to obtain employment.

Student teachers with concerns about their ability to clear the records check, should contact the Field Experiences Coordinator.

Source: Section 11.1.1 *Field Experience Procedures*, *Concordia University of Edmonton Academic Calendar*, 2023 - 2024

LEARNING OUTCOMES & TEACHING QUALITY STANDARD COMPETENCIES

EDUC532 will prepare student teachers to meet the following Faculty of Education Learning Outcomes and the following *Teaching Quality Standard (Albert Education)* competencies:

Faculty of Education Learning Outcomes

- Apply the requirements for teacher certification in the Province of Alberta;
- Commit to the teaching profession and strengthen their identity as career-long learners;
- Establish an inclusive learning environment;
- Teach effectively in a wide range of subject areas integrating cross-curricular connections;
- Apply organization and communication skills required for effective teaching and engagement with children, families, professional associates, and community;
- Engage in comprehensive school health and wellness.

Source: Concordia University of Edmonton Faculty of Education 2018

Alberta Education Teaching Quality Standard (TQS)

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 for all students.

1. **Fostering Effective Relationships** - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. **Engaging in Career-Long Learning** - A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. **Demonstrating a Professional Body of Knowledge** - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
4. **Establishing Inclusive Learning Environments** - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. **Applying Foundational Knowledge about First Nations, Métis and Inuit** - A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. **Adhering to Legal Frameworks and Policies** - A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Source: *Teaching Quality Standard*, Alberta Education Government of Alberta, 2018

PURPOSES OF YEAR TWO FIELD EXPERIENCE

The Year Two field experience is intended to:

- provide a direct and extended classroom experience;
- provide opportunities to apply and refine newly acquired skills and knowledge in a supportive setting;
- develop an understanding of teaching as a problem-solving process;
- develop a practical understanding of curriculum and pedagogy;
- provide an orientation to school culture;
- develop habits of inquiry and reflective practice; and
- provide ongoing professional development for all participants.

We believe that practicing teachers are essential partners in teacher education and work with Concordia's Faculty of Education toward achieving these purposes. In particular, cooperating teachers play an important role as they:

- focus on learning and growth;
- model collaborative and inclusive learning environments;
- create a positive and supportive climate conducive to risk-taking;
- demonstrate a commitment to equity and social justice;
- integrate teacher education with the daily life of the school;
- extend their knowledge base through shared inquiry and research; and
- contribute to the continued development of the teacher education program through participation in advisory groups.

Competencies

Six competencies of teaching will be evaluated during EDUC532:

- Fostering effective relationships,
- Engaging in career-long learning,
- Demonstrating a professional body of knowledge,
- Establishing inclusive learning environments,
- Applying foundational knowledge about First Nations, Métis and Inuit, and
- Adhering to legal frameworks and policies.

Source: *Teaching Quality Standard*, Alberta Education Government of Alberta, 2018

Reflection

Opportunities to pause and reflect on teaching experiences in the six competencies are important to the professional development of every teacher. In order to develop the habit of reflective practice, each student teacher is expected to:

- maintain a journal to record actions taken or not taken, and to reflect on alternate courses of action, questions, and ideas for future improvement;
- review and critique lesson plans, including reflections for future reference;
- link understanding of child development to learning in diverse situations;
- attempt various teaching strategies; and
- recognize individual strengths as well as areas requiring attention and growth.

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PROGRESSION OF YEAR TWO FIELD EXPERIENCE

This program is designed to enable the student teacher to take on increasing responsibilities.

The practicum includes two portions: An extended practicum occurs the first one-two weeks of school followed by a nine-week evaluated field experience.

The cooperating teacher and the student teacher will plan a variety of activities that allow the student teacher to:

- observe children in individual or group learning situations;
- assist the cooperating teacher in school-related tasks and activities;
- contribute to planning and presenting lessons in collaboration with the cooperating teacher; and
- develop a deeper understanding of the various roles and responsibilities of a teacher (e.g., material preparation, classroom routines, supervision, and professional obligations).

During the nine-week evaluated field experience, the student teacher is expected to take on increased responsibilities. The cooperating teacher will need to be sensitive to the readiness of the student teacher to take on and learn new activities. Some student teachers may feel comfortable with greater responsibilities early in the field experience, while others may require more time to adjust to the responsibilities of a teacher. The chart on page 7 suggests a progression of the nine-week field experience for each student teacher. The cooperating teacher has flexibility in determining the nature and sequence of experiences for the student teacher. The student teacher should be able to:

- design plans that reflect the objectives of the Alberta Education *Programs of Study*;
- demonstrate the ability to design, prepare, and present effective lessons;
- respond positively to the cooperating teacher's supervision and direction;
- manage the classroom learning environment under the guidance of the cooperating teacher;
- assess and communicate student performance and growth; and
- act professionally in the classroom and school context.

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**PROGRESSION of the EDUC532 YEAR TWO,
9-week EVALUATED FIELD EXPERIENCE (September to December)**

Phase 1: Introduction <i>(August – September)</i>	Phase 2: Development <i>(October)</i>	Phase 3: Consolidation <i>(November – December)</i>
<p>Expectations:</p> <p>Student teachers become familiar with routines, school culture, instructional practices and classroom engagement.</p> <p style="text-align: center;"><i>*Minimal teaching*</i></p>	<p>Expectations:</p> <p>Student teachers plan lessons, gather resources, develop familiarity with the curriculum, and consider issues of engagement and evaluation.</p> <p style="text-align: center;"><i>*Up to 50% teaching*</i></p>	<p>Expectations:</p> <p>Student teachers become immersed in the school culture and consider a variety of teaching and learning strategies that take into account individual differences.</p> <p style="text-align: center;"><i>*80-100% teaching*</i></p>
<p>Student teachers will:</p> <ul style="list-style-type: none"> - observe students and teacher(s) - work with individuals and small groups - participate in / lead classroom routines 	<p>Student teachers will:</p> <ul style="list-style-type: none"> - plan and teach lessons in more than one subject area - take on increased responsibilities in the classroom - assume responsibility for unit and lesson design and implementation - complete the Interim Self-Reflection 	<p>Student teachers will:</p> <ul style="list-style-type: none"> - assume responsibility for full-day teaching - demonstrate the ability to manage the classroom autonomously - design and implement assessment strategies - complete the Final Self-Reflection
<p>Cooperating teachers will:</p> <ul style="list-style-type: none"> - demonstrate / model teaching and management strategies - engage in frequent discussions with the student teacher regarding roles and expectations - observe the student teacher's lessons - talk about future teaching assignments 	<p>Cooperating teachers will:</p> <ul style="list-style-type: none"> - continue to observe the student teacher - review unit builds and daily lesson plans - identify strengths and areas for growth - complete the Interim Evaluation 	<p>Cooperating teachers will:</p> <ul style="list-style-type: none"> - continue to observe the student teacher - review unit builds and daily lesson plans - identify strengths and areas for growth - complete the Final Evaluation
<p>Rationale:</p> <p>A student teacher will have a clear understanding of the expectations of the cooperating teacher.</p>	<p>Rationale:</p> <p>A student teacher will work collaboratively with the cooperating teacher in designing lessons in several subject areas. A student teacher will take on increasing responsibilities in the classroom.</p>	<p>Rationale:</p> <p>A student teacher will demonstrate the ability to assume responsibility for the daily operation of a classroom, with continuing guidance and support from the cooperating teacher.</p>

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STUDENT TEACHER'S ROLES and RESPONSIBILITIES

Initial Orientation

The student teacher works under the direction and supervision of a cooperating teacher. The student teacher is expected to:

- become familiar with the physical setting of the school, school rules and policies, and the cooperating teacher's classroom and timetable;
- learn children's names, obtain seating plans, and gather information about routines;
- become familiar with the cooperating teacher's philosophy of teaching;
- obtain reference and resource materials appropriate to assigned tasks;
- identify classroom engagement strategies and proactive and reactive management techniques;
- assist the cooperating teacher in performing tasks in support of teaching and learning in the classroom and the school.

Preparation

The student teacher is expected to arrive well prepared for lessons and other teaching responsibilities. The cooperating teacher should discuss the standards with the student teacher. The student teacher is expected to provide the cooperating teacher and the university facilitator with a written lesson plan in advance of an observation of the student teacher's lesson.

Arrival

During the field experience, the student teacher is expected to maintain the typical working hours of the teachers in the school. The student is expected to arrive at school with sufficient time to meet with the cooperating teacher, discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and determine other mutually arranged responsibilities. Before leaving the school, the student teacher should consult with the cooperating teacher regarding the next day's plans and be available for other discussions related to the day's work.

Participation

The student teacher is expected and encouraged to participate in all of the activities that constitute the typical working day of his/her cooperating teacher (e.g., meetings, in-service sessions, hallway or playground supervision, and field trips).

Attire

The student teacher is expected to adhere to the school's standards with respect to professional attire and general deportment. These standards may be best understood through personal observation and/or consultation with the principal and the cooperating teacher.

Attendance

The student teacher is expected to be in attendance every day of the field experience. If the student teacher is unable to be at the school on any given day, it is mandatory that the student teacher emails, texts, or telephones the school, the cooperating teacher, and the university facilitator prior to the beginning of classes for the day.

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If the student teacher is absent, student lesson plans intended for that day should be forwarded to the cooperating teacher. Any absence of more than two days must be reported to the Field Experiences Coordinator at Concordia University of Edmonton. The student teacher may be required to make up days missed at a later date. This will be determined by the cooperating teacher, in consultation with Concordia's Field Experiences Coordinator.

Teaching Folder

The student teacher is expected to keep a teaching folder (physical or electronic) that should include the following items:

- contact information for the school, cooperating teacher(s), and university facilitator;
- timetables and schedules;
- class lists;
- school handbook;
- lesson plans (working and finished products); and
- professional reflections on experiences that may be shared with the cooperating teacher.

The folder will be used as a starting point for discussions between the cooperating teacher and the student teacher.

Formal Teaching Experiences

Formal teaching refers to the student teacher's responsibility for preparing and conducting the learning activities for individuals, small groups, or an entire class as assigned by the cooperating teacher. It provides opportunities for the student teacher to play the role of director and facilitator of learning. The student teacher must be relatively free in this setting to perform as a teacher and must be assisted in every possible way to understand the responses that reflect educational objectives. In this dynamic environment the student teacher's competence (including content knowledge, understanding of learning, ability to communicate, commitment, and grasp of the complexity of the learning process) are demonstrated.

As a director and facilitator of learning, the student teacher, under expert guidance, connects theory and practice. This becomes evident as the student teacher:

- adapts psychological principles of learning to individuals and groups;
- adapts principles of child growth and development in the planning of learning activities;
- maintains a balance among support, dependence and safety in the classroom;
- demonstrates instructional strategies;
- plans learning experiences;
- engages student learning in the diverse, multicultural context of a school;
- demonstrates the use of available human and material resources; and
- develops a professional teaching style.

COOPERATING TEACHER'S ROLE AND RESPONSIBILITIES

The cooperating teacher performs an essential role in the professional development of each student teacher. In addition to assigning and supervising the student teacher's work in the classroom, the cooperating teacher supports the student teacher to:

- adjust to the school and the classroom setting;
- understand various aspects of teaching practice; and
- undertake increasingly more complex teaching responsibilities.

The role of the cooperating teacher includes the following:

1. Demonstrate various teaching techniques.
2. Suggest a variety of teaching procedures or strategies and encourage their use.
3. Serve as a sounding board for the student teacher's ideas.
4. Collect data on the performance of the student teacher and encourage their continued growth.
5. Conduct a brief formal or informal discussion with the student teacher daily in order to evaluate the student teacher's strengths and areas for growth, and to encourage the student teacher in a process of professional self-reflection.
6. Discuss the student teacher's progress with the university facilitator on a weekly basis.
7. Discuss lesson assignments for the student teacher on a weekly basis in order to facilitate the work of the student teacher and the university facilitator in planning and preparation.
8. Assist the student teacher in planning individual lessons or units. The extent of this assistance should decrease as the student teacher gains experience.
9. Prepare the written interim evaluation during the fourth week and discuss it with the student teacher.
10. Prepare the written final evaluation of the student teacher and discuss it with the student teacher **by the middle of the final week** of the field experience.
11. **In the event that there is evidence that the student teacher is experiencing challenges, the university facilitator should be notified as early as possible in the field experience so that appropriate support can be provided.**

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Some suggestions for the cooperating teacher:

To facilitate the work of the student teacher, please consider the following:

1. **Introduce the student teacher to the school staff members.** Assist the student teacher to feel as welcome and comfortable as possible. Student teachers will appreciate an orientation to the facilities and invitations to school or classroom meetings.
2. **Provide an atmosphere of acceptance for the student teacher as a colleague.** It is important for the cooperating teacher to ensure that pupils understand that the student teacher is a colleague with considerable competence and that the student teacher assumes a role as a teacher in the classroom. It is strongly recommended that the cooperating teacher reserve feedback to the student teacher until an appropriate private space and time is available.
3. **Assign activities to the student teacher as soon as possible.** The student teacher should become involved in the routine(s) of the class so at the earliest possible time. Cooperative planning and supportive feedback will assist the student teacher to feel increasingly more comfortable in the role of a teacher in the classroom.
4. **Develop a respectful relationship with the student teacher.** Regular observation of the student teacher's work is expected, and includes time set aside for discussion of the student teacher's work.
Observe - Discuss - Encourage.
5. **Become familiar with the student teacher's educational background and relevant life experiences.** Encourage the student teacher to use special skills and abilities when appropriate.
6. **Provide the student teacher with essential data concerning the students.** When appropriate, include the student teacher as an observer in parent conferences.
7. **Encourage the student teacher to develop his/her own abilities and teaching style.** It is a vital part of the supervisory function to encourage the student teacher's independence and resourcefulness. The student teacher should be encouraged to experiment and be supportive when mistakes occur, provided such mistakes do not impair the children's learning or jeopardize children's safety.
8. **Encourage the student teacher to evaluate his/her progress.** The cooperating teacher should provide frequent feedback to the student teacher about the student teacher's work. The student teacher is expected to act upon the comments provided by the cooperating teacher so as to demonstrate continued progress through the field experience. The student teacher is encouraged to invite constructive criticism by probing specific areas and by asking how the lesson might have been approached differently. This type of feedback session may encourage both the cooperating teacher and the student teacher to offer suggestions and alternatives on instructional methods, planning, management, and assessment of student learning.

UNIVERSITY FACILITATOR'S ROLE AND RESPONSIBILITIES

Along with the cooperating teacher, the university facilitator's role is to assist the student teacher to integrate theoretical understanding with the practical experience of teaching.

In particular, the university facilitator has two important responsibilities that include the following:

1. The university facilitator assists the student teacher by:
 - visiting the student teacher once per week and, where possible, meeting with groups of student teachers in the school. Each visit should include observation of the student teacher teaching and/or working with students in the classroom. Cooperating teachers and student teachers may request more observations by the university facilitator. In the event that challenges emerge, the university facilitator needs to notify the Field Experiences Coordinator.
 - debriefing with the student teacher, the cooperating teacher, and the school contact.
2. The university facilitator supports the cooperating teacher by:
 - performing weekly observations of the student teacher's performance during the field experience;
 - liaising with the cooperating teacher and the student teacher.

The university facilitator is required to provide weekly written reports to the Field Experiences Coordinator that summarize the development and the areas of growth of each student teacher.

FIELD EXPERIENCES COORDINATOR'S ROLE AND RESPONSIBILITIES

Concordia's Field Experiences Coordinator is responsible for the overall implementation of the field experience. In addition to liaising with school personnel, the Coordinator will:

- identify partner schools and cooperating teachers where student teachers will be placed for their field experience;
- engage the services of university facilitators
- arrange for appropriate orientation for participants in the field experience;
- monitor the progress of student teachers through weekly discussions with university facilitators;
- respond to queries from student teachers, cooperating teachers, school contacts and university facilitators;
- maintain awareness of areas of concern, and assist student teachers and cooperating teachers in resolving concerns as required; and
- ensure administration of the field experience including payment of claims.

EVALUATION OF THE STUDENT TEACHER – OVERVIEW

Course Evaluation:

EDUC532 is a CREDIT/NON-CREDIT course. Satisfactory completion of a minimum of nine weeks of evaluated field experience is required in order to obtain a CREDIT standing.

Evaluation is a collaborative process. The cooperating teacher is primarily responsible for the evaluation of the student teacher's work. It is best achieved in the context of open, supportive, and candid communication. It emphasizes the importance of growth over time through the identification of areas of strength and areas for development.

Cooperating teachers are involved in three aspects of evaluation as they work with a student teacher. These include:

- **Formative evaluations** – Through daily and weekly conferences, the cooperating teacher provides feedback, offers suggestions for improvement, and sets goals for the upcoming week.
- **Interim evaluation** – Midway through the field experience the cooperating teacher completes a written interim evaluation, in consultation with the student teacher. The evaluation should emphasize the progress made by the student teacher, and outline strengths and successes along with suggestions for development. This is on the same document as the final evaluation. This is shared with the student teacher as well as the University Facilitator. This is NOT submitted to Concordia.
- **Final evaluation** – During the final week, the cooperating teacher completes the written final evaluation form and discusses the evaluation with the student teacher. This is the official evaluation that becomes part of the student teacher's record and is eventually used for employment purposes. All pages must be signed by the student teacher as well as the cooperating teacher. This is then emailed to the Field Experiences Coordinator.

The student teacher should be involved in the evaluation process in the following ways:

- Frequent discussions should be held between the cooperating teacher and the university facilitator regarding classroom work. Strengths of the student teacher should be noted along with suggestions for continued improvement.
- Student teacher self-reflections should be provided to the cooperating teacher on a regular basis.

General

- Evaluation of the student teacher's performance includes three components that focus on the growth demonstrated over time by the student teacher and the identified areas for development:
 - 1) daily conversations to direct, correct, and encourage;
 - 2) an Interim Evaluation and Interim Self-Reflection; and
 - 3) a Final Evaluation and a Final Self-Reflection.
- Evaluation and Self-Reflection templates (interim and final) are available from the Field Experiences Coordinator.
- Performance indicators associated with each competency are given as examples/evidence of performance in a particular competency. The "Comment" section should be used to elaborate on the student teacher's progress and development.

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Interim Evaluation and Interim Self-Reflection Guidelines

- An Interim Evaluation will be completed by the cooperating teacher and discussed with the student teacher by the end of the fifth week of the evaluated field experience. It is intended to be used by the cooperating teacher as an informal communication tool to provide a progress report for the student teacher. It is not submitted to Concordia.
- The student teacher will prepare a brief (one page) Interim Self-Reflection. This self-reflection is not submitted to Concordia.
- The student teacher will keep a copy of the Interim Self-Reflection to use as a guide to planning for continued professional growth.

Final Evaluation and Final Self-Reflection Guidelines

- The Final Evaluation will be prepared by the cooperating teacher. It is strongly encouraged that the final evaluation draft is shared with the university facilitator.
- The Final Evaluation must be completed during the final week.
- The student teacher must provide a Final Self-Reflection of the field experience (approximately two pages and based on the six competencies) to the cooperating teacher prior to the signing of the Final Evaluation form.
- **The content of the final evaluation should be discussed with the student teacher.**
- **The student teacher should be given an opportunity to comment on a draft of the evaluation report before it is completed and submitted to Concordia University of Edmonton.**
- The completed Final Evaluation and Final Self-Reflection forms must be printed out. **Each page of the documents must be signed/initialed.**
- Student teachers will keep a copy for their portfolio
- Student teachers will email a copy of the documents to the Field Experiences Coordinator.

SUMMARY OF COMPETENCIES AND SAMPLE INDICATORS

All Alberta teachers are expected to meet the Teaching Quality Standard (TQS) throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the TQS is being met. Source: Teaching Quality Standard, Alberta Education Government of Alberta, 2018

Competency 1: Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- a) acting consistently with fairness, respect and integrity;
- b) demonstrating empathy and a genuine caring for others;
- c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- d) inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement;
- f) honouring cultural diversity and promoting intercultural understanding.

Competency 2: Engaging in Career-long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- b) actively seeking out feedback to enhance teaching practice;
- c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d) seeking, critically reviewing and applying educational research to improve practice;
- e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;
- f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Competency 3: Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long-range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity;
 - consider student variables;
- b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning;
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Competency 4: Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- c) communicating a philosophy of education affirming that every student can learn and be successful;
- d) being aware of and facilitating responses to the emotional and mental health needs of students;

- e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- f) employing classroom management strategies that promote positive, engaging learning environments;
- g) incorporating students' personal and cultural strengths into teaching and learning;
- h) providing opportunities for student leadership.

Competency 5: Applying Foundational Knowledge about First Nations, Métis & Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis;
 - residential schools and their legacy;
- b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit;
- d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Competency 6: Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- a) maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- b) engaging in practices consistent with policies and procedures established by the school authority;
- c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of student.

Source: *Teaching Quality Standard*, Alberta Education Government of Alberta, 2018

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