

## BACHELOR OF EDUCATION (AFTER DEGREE) PROGRAM

### EDUC531 FIELD EXPERIENCE HANDBOOK

[Page 2](#) Introduction

Field Experiences Directory

[Page 3](#) Record Checks Statement

[Page 4](#) Learning Outcomes & Competencies

[Page 5](#) Purposes of Year One Field Experience

[Page 6](#) Progression of EDUC531

[Page 8](#) Roles and Responsibilities

- Student Teacher's Role and Responsibilities
- Cooperating Teacher's Role and Responsibilities
- University Facilitator's Role and Responsibilities
- Field Experiences Coordinator's Role and Responsibilities

[Page 13](#) Assessment and Evaluation of the Student Teacher - Overview

Completing the Evaluation Forms

- Interim Evaluation Guidelines
- Final Evaluation Guidelines

[Page 15](#) Summary of Teaching Quality Standard Competencies and Sample Indicators  
(Alberta Education)

## 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

Dr. Tim Cusack, Dean, Faculty of Education 780-479-9277  
[tim.cusack@concordia.ab.ca](mailto:tim.cusack@concordia.ab.ca)

Faculty of Education Office 780-479-9273  
[dean.education@concordia.ab.ca](mailto:dean.education@concordia.ab.ca)

Dr. Novlet Plunkett, Field Experiences Coordinator 780-479-9275  
[novlet.plunkett@concordia.ab.ca](mailto:novlet.plunkett@concordia.ab.ca)

Website: <http://education.concordia.ab.ca/field-experiences/>

## 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 & TQS COMPETENCIES

EDUC531 will prepare student teachers to meet the following learning outcomes and the following *Teaching Quality Standard* 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

## PURPOSE OF YEAR ONE FIELD EXPERIENCE

The Year One field experience is intended to:

- provide a direct 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 EDUC531:

- 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 should:

- maintain a journal – recording and considering actions taken or not taken, possible alternative courses of action, questions, and ideas for future improvement;
- regularly review and critique lesson plans with notes recorded for future reference;
- link understanding of child development to children in various situations;
- attempt various teaching strategies; and
- recognize individual strengths as well as areas requiring attention and growth.

## PROGRESSION OF YEAR ONE FIELD EXPERIENCE

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

Prior to beginning the four-week evaluated field experience, student teachers are expected to visit their placement classroom for a minimum of 10-half day observations.

During the four-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 four-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 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).

The student teacher should be able to:

- design plans that reflect the objectives of the Alberta Education Program of Studies;
- 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.

**PROGRESSION of the EDUC531 YEAR ONE, 4-WEEK EVALUATED FIELD EXPERIENCE  
(March to April)**

<b>Phase 1 (Week 1) Observation / Teaching</b>	<b>Phase 2 (Week 2) Increased Responsibilities</b>	<b>Phase 3 (Week 3 &amp; 4) Teaching up to 50% of Day</b>
<p><b>Expectations:</b> The student teacher plans and presents lessons, recognizes cooperating teacher's management plan, gathers materials for planning and teaching, and reflects on organizational needs.</p>	<p><b>Expectations:</b> The student teacher becomes increasingly involved in the classroom and school culture. The student teacher considers alternative approaches to lesson planning and teaching in the light of individual differences, understands how to plan a unit of study, and begins to assume greater instructional responsibilities.</p>	<p><b>Expectations:</b> As deemed appropriate, and in consultation with the cooperating teacher, the student teacher becomes responsible for several half-days of classroom activity. The student teacher should provide clear evidence of planning, preparation, and implementation as might be expected of a beginning teacher.</p>
<p><b>Student teachers will:</b></p> <ul style="list-style-type: none"> <li>• observe children and cooperating teacher;</li> <li>• offer small group instruction;</li> <li>• teach individual lessons; and</li> <li>• participate in / lead classroom routines.</li> </ul>	<p><b>Student teachers will:</b></p> <ul style="list-style-type: none"> <li>• plan and teach individual lessons in more than one subject area; and</li> <li>• spend progressively more time in a variety of teaching responsibilities.</li> </ul>	<p><b>Student teachers will:</b></p> <ul style="list-style-type: none"> <li>• plan and teach up to 50% of each day over several days; and</li> <li>• participate in regular self-reflection and evaluations with the cooperating teacher.</li> </ul>
<p><b>Cooperating teachers will:</b></p> <ul style="list-style-type: none"> <li>• engage in frequent discussions with the student teacher regarding roles and expectations; and</li> <li>• observe the student teacher's lessons.</li> </ul>	<p><b>Cooperating teachers will:</b></p> <ul style="list-style-type: none"> <li>• continue observations and conferencing with the student teacher; and</li> <li>• complete the interim evaluation by the end of the second week.</li> </ul>	<p><b>Cooperating teachers will:</b></p> <ul style="list-style-type: none"> <li>• complete the final evaluation with the student teacher during the fourth week of the field experience.</li> </ul>
<p><b>Rationale:</b> Student teachers need to understand their cooperating teacher's expectations regarding the practice of teaching in the classroom. The student teacher needs time to debrief with the cooperating teacher in order to develop an understanding of appropriate practices. It is important that the student teacher become involved in working with children as soon as possible.</p>	<p><b>Rationale:</b> Student teachers must collaborate in designing lessons or series of lessons in a subject area chosen by the cooperating teacher and student teacher.</p>	<p><b>Rationale:</b> Student teachers need a realistic teaching experience. The student teachers need to assume responsibility for teaching a series of lessons in a number of subject areas. They are learning to be teachers and require continuing guidance and encouragement from professional teachers.</p>

## STUDENT TEACHER'S ROLE and RESPONSIBILITIES

### Initial Orientation (Observation Visits)

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 proactive and reactive management techniques; and
- assist the cooperating teacher in performing tasks.

### Preparation

The student teacher is expected to come well prepared for lessons and other teaching responsibilities. The standards for such preparation should be discussed with the cooperating teacher. The student teacher is expected to provide the cooperating teacher and the university facilitator with a written lesson plan in advance of observing the student teacher's lesson.

### Arrival

During the field experience, the student teacher is expected to maintain the normal working hours of the teachers in the school. The student is expected to arrive at the school with sufficient time to meet with the cooperating teacher, discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and any 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 normal working day of their 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 dress, grooming, and general deportment. These standards may be best understood from personal observation and/or consultation with the principal and the cooperating teacher.



## Attendance

The student teacher is expected to be in attendance each day of the field experience. If the student teacher is unable to be at the school on any given day, it is imperative 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.

If the student teacher is absent, 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 all 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 resources (including academic knowledge, understanding of learning, ability to communicate, level of literacy, cultural background, maturity, commitment, and grasp of the complexity of the learning process) are put to the test.

As a director and facilitator of learning, the student teacher, under expert guidance, connects theory into 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 between freedom and security in the classroom;
- demonstrates instructional procedures;
- plans learning experiences;
- manages the classroom;
- demonstrates the use of available human and material resources; and
- develops a personal 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 helps 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 daily brief formal or informal discussion with the student teacher in order to evaluate the student teacher's strengths and weaknesses, and to encourage self-reflection.
6. Discuss the student teacher's progress with the university facilitator on a weekly basis.
7. Make lesson assignments on a weekly basis, well in advance, in order to facilitate the work of the student teacher and university facilitator.
8. Assist the student teacher in planning individual lessons or units. The extent of this help should diminish as the student teacher gains more experience.
9. Meet with the student teacher to orally discuss the student teacher's progress during the second week. Keep a record of the discussion.
10. Prepare the written final evaluation and discuss it with the student teacher **by the middle of the final week** of the field experience.
11. **If there is evidence that the student teacher is experiencing considerable difficulty, the university facilitator should be notified early in the field experience so that special supervision and consultation can be provided.**

### Some suggestions for the cooperating teacher:

To help ensure a successful field experience for each student teacher, please consider the following:

1. **Introduce the student teacher to the school staff, both professional and non-professional.** 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 the 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 some activities to the student teacher as soon as possible.** The student teacher should become involved in the routine(s) of the class 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 trust relationship with the student teacher.** Regular observation of the student teacher's work is expected, including time set aside for discussion of the student teacher's work. **Observe - Discuss - Encourage.**
5. **Become familiar with the student teacher's personal and educational background.** Encourage the student teacher to use special skills and abilities when appropriate.
6. **Supply the student teacher with essential data concerning the students.** When possible, 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 own progress.** The cooperating teacher should provide frequent feedback 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 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 key role is to help the student teacher 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 will 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; and
  - conferring 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 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, university facilitators and school contacts;
- maintain awareness of areas of concern and assist student teachers and cooperating teachers in resolving concerns as required; and
- ensure appropriate administration of the field experience including payment of claim.

## EVALUATION OF THE STUDENT TEACHER – OVERVIEW

### Course Evaluation:

**EDUC531 is a CREDIT/NON-CREDIT course.** Satisfactory completion of a minimum of four weeks of evaluated field experience is required in order to obtain 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.

- **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 provides feedback to the student teacher in the form of an **oral** interim evaluation. The evaluation should emphasize the progress made by the student teacher and outline strengths and successes along with suggestions for development.
- **Final evaluation** – During the final week, the cooperating teacher completes the 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.

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

- Frequent discussions should be held between the cooperating teacher and 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 parts:
  - 1) daily conversations to direct, correct, and encourage;
  - 2) an **oral** Interim Evaluation and an **oral** Interim Self-Reflection; and
  - 3) a Final Evaluation and a Final Self-Reflection. These evaluations focus on the growth demonstrated by the student teacher and the identified areas for development.
- The Final Evaluation template will be sent to cooperating teachers during the field experience. The Self-Reflection template for student teachers will be available on Moodle.
- 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.

### Interim Evaluation and Interim Self-Reflection Guidelines

- An oral Interim Evaluation in the form of a discussion between the cooperating teacher and the student teacher by the end of the second week. It is intended as a communication tool in providing a progress report for the student teacher.
- The student teacher will prepare a brief (one page) Interim Self-reflection.
- 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 based on the six competencies) to the cooperating teacher prior to the signing of the Final Evaluation form.
- **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 content of the final evaluation should be discussed with the student teacher.**
- The completed Final Evaluation and Final Self-Reflection forms must be printed out. **Each page must be signed/initialed.**
- The student teacher will keep one set for his/her portfolio.
- The student teacher will email a copy of the documents to the Field Experiences Coordinator.

*\*If a cooperating teacher wishes to keep a copy, this should be discussed with the student teacher.*

## 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 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