

# Teaching Quality Standard: KSAs to guide professional learning

1. Teachers apply pedagogical knowledge, skills, and attributes based on their continuing analysis of contextual variables.
  - The analysis of contextual variables underlies teachers' reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning.
2. Teachers are aware of the legislated, moral and ethical frameworks within which they work.
  - Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.
3. Teachers understand the subject disciplines they teach.
  - This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving.
  - Teachers understand that students typically bring preconceptions and understandings to a subject.
4. Teachers know there are many approaches to teaching and learning.
  - Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.
  - Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

5. Teachers engage in a range of planning activities.

- Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.
  - Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.
6. Teachers create and maintain environments that are conducive to student learning.
- Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments in which students feel physically, socially and culturally secure.
  - They are respectful of students' human dignity, and seek to establish a positive professional relationship with students characterized by mutual respect, trust and harmony.

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

- Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed.
- They engage students in meaningful activities that motivate and challenge them to achieve those expectations.
- They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

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

- Teachers keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning and as new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully.

<http://education.alberta.ca/department/policy/standards/teachqual.aspx>

9. Teachers gather and use information about students' learning needs and progress.
  - Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs and select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives.
  - Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth.
10. Teachers establish and maintain partnerships among school, home and community, and within their own schools.
  - Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools.
  - Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.
11. Teachers are career-long learners.
  - Teachers engage in ongoing professional development to enhance their understanding and ability to analyze the context of teaching, ability to make reasoned judgments and decisions, and, pedagogical knowledge and abilities.
  - They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and professions.
  - Teachers guide their actions by their overall visions of the purpose of teaching which is actively refined and redefined in light of the ever-changing context, new knowledge and understandings, and their experiences.

## Teacher's Plan for Professional Learning ...

- to improve instructional practice and enrich student learning,
- thoughtfully, over time, and in a sustained manner,
- appreciating and reflecting school and jurisdictional priorities,
- independently and collaboratively within their learning communities,
- by recognizing professional strengths and successful attributes which support the development of enhanced practice.

*Effective high school teachers ...  
curious  
engaged,  
learners.*

Notes:
Colleague/Administrator Meeting Log
Teacher's Signature:
Date:

## Alberta Education Guide for Teacher's Professional Learning

To prepare teachers not only to keep pace with changes in technology, curriculum, teaching techniques and social realities, but also to predict future needs of their students and the educational system, a program of professional development must be an integral part of a teacher's professional life.

# Guide for Teachers' Professional Learning

## Identifying Strengths

These words and phrases describe my greatest strengths as a teacher:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5 - All of the Time    4 - Most of the Time    3 - Some of the Time    2 - Hardly Ever    1 - Never

Think about your professional life and use the scale above to rate the following statements:

- \_\_\_\_\_ I carefully consider the variables that shape the lives of my students and make appropriate decisions for learning.  
(KSA 1)
- \_\_\_\_\_ I recognize the moral, ethical, and legal responsibility I have to my students and to the broader community.  
(KSA 2)
- \_\_\_\_\_ I am comfortable and confident with the subject areas in which I teach.  
(KSA 3)
- \_\_\_\_\_ I recognize student differences and accommodate the need for different ways of learning.  
(KSA 4)
- \_\_\_\_\_ I monitor student learning and modify my plans to ensure success.  
(KSA 5)
- \_\_\_\_\_ I communicate expectations for learning clearly and confidently.  
(KSA 7)
- \_\_\_\_\_ Students in my classroom feel physically, psychologically, socially and culturally secure.  
(KSA 6)
- \_\_\_\_\_ Students are engaged in meaningful learning activities which motivate and challenge them to excel.  
(KSA 7)
- \_\_\_\_\_ I utilize classroom technologies thoughtfully and in order to enhance student learning.  
(KSA 8)
- \_\_\_\_\_ I gather information about student learning using a variety of classroom assessment strategies.  
(KSA 9)
- \_\_\_\_\_ I strive to maintain candid, open lines of communication with the parents of my students.  
(KSA 10)
- \_\_\_\_\_ I actively contribute to the quality of my school as a learning environment.  
(KSA 10)
- \_\_\_\_\_ I am guided by my overall visions of the purpose of teaching which are constantly being refined.  
(KSA 11)

My areas of strengths, as indicated above by my highest scores, are . . .

## Assessing Professional Needs

Using the Identifying Strengths self-assessment checklist, I recognize the following as areas that could guide my planning for growth this year:

- \_\_\_\_\_
- \_\_\_\_\_

## Planning for Growth

Relevant School Goals:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Other School Initiatives:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Planning for Growth

GOAL 1	Related KSAs	Strategies	Resources/Support Required	Evidence of Success/Product	Timeline
Guiding Question:					

GOAL 2	Related KSAs	Strategies	Resources/Support Required	Evidence of Success/Product	Timeline
Guiding Question:					

**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 results in optimum learning by students.**

Alberta Education, *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*