

TQS Competency Descriptors to Guide Your Evaluation Narrative

1. Fosters 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 when a teacher:

- (1a) acts consistently with fairness, respect and integrity;
- (1b) demonstrates empathy and a genuine caring for others;
- (1c) provides culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (1d) invites First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (1e) collaborates with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (1f) honours cultural diversity and promoting intercultural understanding.

2. Engages in Life-Long Learning

A teacher engages in life-long professional learning and ongoing critical reflection to improve teaching and learning (including mathematics, language and technology).

Achievement of this competency is demonstrated when a teacher:

- (2a) collaborates with other teachers to build personal and collective professional capacities and expertise;
- (2b) actively seeks out feedback to enhance teaching practice;
- (2c) creates an inclusive, welcoming, caring, respectful and safe learning environments;
- (2d) seeks, critically reviews and applies educational research to improve practice;
- (2e) enhances understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (2f) uses technology to enhance knowledge and inform practice.

3. Demonstrates 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 when a teacher:

- (3a) plans and designs learning activities that:
 - 3a.1) address the learning outcomes outlined in programs of study;
 - 3a.2) reflect short and medium and long range planning;
 - 3a.3) incorporate a range of instructional strategies;
 - 3a.4) ensure that all students continuously develop skills appropriate to the content;
 - 3a.5) communicate high expectations for all students;
 - 3a.6) establish links between the activity and the intended learning outcomes;
 - 3a.7) consider relevant local, provincial, national and international contexts and issues;
 - 3a.8) are varied, engaging and relevant to students;
 - 3a.9) builds student capacity for collaboration;
 - 3a.10) incorporates digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - 3a.11) considers student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (3b) uses instructional strategies to engage students in meaningful learning activities, based on:
 - 3b.1) specialized knowledge of the subject areas they teach;
 - 3b.2) an understanding of students' backgrounds, prior knowledge and experiences;
 - 3b.3) a knowledge of how students develop as learners;

- (3c) applies student assessment and evaluation practices that:
 - 3c.1) accurately reflect the learner outcomes within the programs of study;
 - 3c.2) generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - 3b.3) provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - 3b.4) provide accurate, constructive and timely feedback on student learning; and
 - 3b.5) support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

4. Establishes 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 when a teacher:

- (4a) fosters 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;
- (4b) uses appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (4c) communicates a philosophy of education affirming that every student can learn and be successful;
- (4d) is aware of and facilitates responses to the emotional and mental health needs of students;
- (4e) recognizes and responds to specific learning needs of individual or small groups of students and, when needed, collaborates with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (4f) employs classroom management strategies that promote positive, engaging learning environments;
- (4g) incorporates students' personal and cultural strengths into teaching and learning; and
- (4h) provides opportunities for student leadership.

5. Applies 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.

Achievement of this competency is demonstrated when a teacher:

- (5a) understands the historical, social, economic, and political implications of:
 - 5a.1) treaties and agreements with First Nations;
 - 5a.2) legislation and agreements negotiated with Métis; and
 - 5a.3) residential schools and their legacy;
- (5b) supports student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (5c) uses 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; and
- (5d) supports the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

6. Adheres 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 when a teacher:

- (6a) maintains an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- (6b) engages in practices consistent with policies and procedures established by the school authority; and
- (6c) recognizes 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 students.

7. Develops an Integrated Whole-Person Approach to Life

A Burman Professional teacher develops and applies an approach to life that integrates the intellectual, physical, spiritual, emotional and social aspects of life.

Achievement of this competency is demonstrated when a teacher:

- (7a) learns and uses appropriate life skills to manage stress;
- (7b) maintains wellness by practicing basic health habits;
- (7c) contributes to academic environments where the opinions, ideas, and beliefs of others are respected;
- (7d) manages personal time in order to complete assignments and work obligations in an orderly, timely fashion;
- (7e) communicates with supervisors, faculty and cooperating teachers when an absence is required; and
- (7f) develops habits of academic integrity where the use of other people's work is referenced appropriately and academic honesty is understood and practiced.