

## **TEACHER PERFORMANCE STANDARDS**

### **Beliefs:**

The actions, judgments and decisions of teachers must be in the best educational interests of students to ensure optimum learning. As such, all teachers are expected to meet the Teacher Quality Standard applicable to the provision of education in Alberta throughout their career.

### **Guidelines:**

1. Teacher performance standards are competencies and indicators that support and complement the Teaching Quality Standard (Ministerial Order #001/2018)

### **Teacher Performance Standards**

Quality teaching within the school environment requires the interrelationship of four essential elements. These elements are planning, instruction/practice, assessment and evaluation, and professional image. Within each of the essential elements there are three sub-elements. These sub-elements are:

- a) Planning - diagnosis, prescription, content analysis;
- b) Instruction/Practice - instructional strategies, learning environment, lesson design;
- c) Assessment and Evaluation – assessment and evaluation procedures, reporting, diagnosis;
- d) Professional Image - professional responsibility, communication, professional growth.

### **1. Planning**

#### *Content Analysis*

Content analysis involves determining a series of learner outcomes for a subject area that build upon one another, from general to specific. This makes it possible for teachers to determine which learner outcomes precede and follow each other to form a sequential order. The teacher analyzes content to find a sequence of learner outcomes describing what students need to learn in a subject area, but not how to teach these skills. This sequence of assessment tasks for specific knowledge and skills is referred to as a task analysis.

### *Diagnosis*

Diagnosis is the assessment of the student's prerequisite knowledge and skills in relationship to the task analysis so that appropriate instruction is planned. In diagnosis the teacher determines which knowledge and skill areas need instruction. The primary knowledge and skills that the student should master at each instructional level are the learner outcomes. Assessment of the student's level of achievement in each learning outcome appropriate to his/her level forms a diagnosis.

### *Prescription*

Following the completion of the diagnosis and the teacher has determined which knowledge and skills need instruction; learner goals are written for each area. Bloom's Taxonomy can be used to help the teacher identify the cognitive skills needed to meet learner outcomes.

## **2. Instruction/Practice**

### *Lesson Design*

The teacher has sufficient working knowledge of the subject matter to enable him/her to develop lessons that contain age appropriate language, current content, and appropriate use of available resources to enable students to successfully achieve the desired learner outcomes identified in the planning phase.

Within the design of the lesson the teacher manipulates the variables of learning theory, such as transfer, retention, motivation, student involvement and reinforcement in order to increase the probability that learning will occur. These variables can be applied through a variety of teaching techniques including modeling, inquiry, discussion, demonstration, role-playing and lecture method.

### *Instructional Strategies*

Through the application of successful instructional strategies the teacher enables students to master the learner outcomes identified by the teacher. The teacher manipulates such things as pacing, student participation, and questioning techniques to assist students in achieving the required tasks.

### *Learning Environment*

The teacher establishes a classroom environment that facilitates the smooth application of lesson design and instructional strategies. The development of a successful learning environment is necessary to foster a positive and safe learning environment.

### **3. Assessment and Evaluation**

#### *Assessment Procedures*

Effective assessment requires the development of formative and summative procedures that reflect the purpose of the assessment, taking into consideration the age of the student, and appropriateness to the learner outcomes. The teacher has at his/her hands the knowledge, use, and expertise of a range of formative and summative assessment procedures that enable him/her to implement effective evaluation procedures.

#### *Diagnosis*

The diagnosis of assessment data is essential for guiding instructional planning. The successful teacher utilizes student assessment data to assist in the development of strategies to meet individual learning needs. In the event that the student is unable to perform the learner outcomes, the teacher must be able to go back to the task analysis to determine the problem. If the student successfully meets the learner outcome, the teacher refers back to the original planning diagnosis and proceeds to the next learner outcome.

#### *Reporting*

Reporting student achievement is an essential part of the teacher's role. The teacher must be able to organize the data in a meaningful manner to ensure accurate use and communication of the data. Assessment data must demonstrate the successful completion or the incompleteness of the learner outcomes. This reporting must also accurately reflect summative requirements as outlined in school and Division administrative procedures.

### **4. Professional Image**

#### *Communication*

Communication is essential for developing and maintaining a professional image within the school and its community. The teacher must effectively communicate with students, parents, staff and the community about the various aspects of school and system programming. Communication takes place through school-community decision-making processes; working collaboratively with staff, parents and/or community members on class, school, or system projects; and through formal and informal communication with all members of the school and its community.

#### *Professional Responsibility*

The teacher works with the staff, parents, and community to meet school and Division goals. He/she ensures that school and Division administrative procedures, and Board policies as well as the Teacher Code of Professional Conduct is consistently observed and practiced.

## *Professional Growth*

The teacher recognizes and works toward ongoing professional growth by acquiring new knowledge about content and teaching strategies through the reading of professional literature, conferences, workshops, staff development activities, and university courses. The teacher recognizes that this can enable him/her to improve their teaching within the classroom.

## *Performance Standards (Knowledge, Skills, Attitudes)*

Standards provide the foundation for three functions of staff development. One function is to provide direction for instructional and professional development. A second function is to determine if the minimal standards of quality performance for certificated teachers in schools are met. A third function of the standards is to provide a uniform foundation for the Division's teacher supervision and evaluation program.

Each standard is composed of three parts: (1) a statement that establishes a general behavior; (2) a list of indicators that specify how that behavior will be identified; (3) a principal's judgement as to the level of performance. The statement and indicators are listed for each standard. The level of expected performance of these standards will be determined by the professional judgement of the principal.

The Division recognizes that teacher behaviors are central to maximizing student learning. It becomes crucial that teachers develop behaviors that meet or exceed the performance standards.

### **STANDARDS:**

The following performance standards include a statement, which establishes a general behavior and a list of sample indicators that specify how that behavior might be identified:

### **PLANNING:**

#### ***Diagnosing:***

#### **Standard 1: The teacher establishes procedures for gathering data. [TQS (3)]**

- 1.1 instructional plans are based on formative and summative assessment data.
- 1.2 uses assessment tools which are pertinent to the instructional goals.
- 1.3 requests assistance from others, when needed, for more comprehensive diagnosis.
- 1.4 uses a variety of assessment instruments and techniques.

**Standard 2: The teacher interprets assessment data to identify the needs and concerns of both the individual and the group. [TQS (3)]**

- 2.1 identifies the achievement level for each group of students.
- 2.2 identifies the achievement level for each student.
- 2.3 understands the significance of the achievement level identified.

***Content Analysis***

**Standard 3: The teacher utilizes content analysis to establish instructional objectives and relates these to individual and group needs. [TQS (3)]**

- 3.1 prepares objectives that utilize effective content analysis.
- 3.2 prepares both short, medium and long term content-based objectives for any assigned class.
- 3.3 prepares content-based objectives which are measurable.
- 3.4 prepares, adapts or modifies objectives in terms of student performance
- 3.5 establishes written short and long term goals for individual students based on learning rate and learning needs.

***Prescribing:***

**Standard 4: The teacher plans lessons to meet individual and group needs. [TQS (3)(4)(5)]**

- 4.1 plans lessons that are consistent with the Program of Studies.
- 4.2 plans lessons that include appropriate activities that meet group needs.
- 4.3 selects appropriate resource materials related to instructional outcomes.
- 4.4 maintains short, medium and long-term plans.
- 4.5 designs instruction systematically incorporating strategies that promote higher level thought process, responses and critical thinking.
- 4.6 selects and/or adapts supplemental resource material to match outcomes and learner needs.
- 4.7 uses appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas of growth.
- 4.8 incorporates students' personal and cultural strengths into teaching and learning.
- 4.9 plans alternatives to meet the needs of individual students.
- 4.10 accepts and uses student input in planning instruction.
- 4.11 plans for interdisciplinary activities.
- 4.12 plans for deficiencies in students' prior learning.
- 4.13 plans for remedial and/or enrichment activities based on diagnosis.

## **INSTRUCTION/PRACTICE:**

### ***Lesson Design***

#### **Standard 5: The teacher demonstrates knowledge of subject matter. [TQS (3)(5)]**

- 5.1 uses words and content appropriate to the subject area and students' abilities.
- 5.2 presents accurate and up-to-date information.
- 5.3 displays the ability to expand student thinking by using exemplars and illustrations.
- 5.4 uses available materials and facilities efficiently and effectively based on instructional outcomes.
- 5.5 guides students to appropriate content resources which are available to enrich learning.
- 5.6 knows and utilizes community agencies, groups and individuals to further the educational program.

#### **Standard 6: The teacher utilizes effective lesson development steps in lesson design. [TQS (3)(4)(5)]**

- 6.1 establishes a clear understanding of the learner outcomes with students at the beginning of the lesson.
- 6.2 augments student motivation by providing each student with opportunities for success in the lesson.
- 6.3 facilitates transfer of learning by bridging unfamiliar content with the familiar.
- 6.4 facilitates retention of learning by reviewing prerequisite knowledge and skills prior to new learning and addresses deficiencies if needed.
- 6.5 facilitates retention of learning by providing regular, focused reviews of priority knowledge and skills.
- 6.6 facilitates retention of learning by making the learning meaningful by relating it to students' interests, prior knowledge and past experiences.
- 6.7 facilitates retention by providing a high degree of student engagement.
- 6.8 facilitates retention of learning by planning mass practice for new knowledge and skills, and differentiated practice for knowledge and skills that have not been met.
- 6.9 prescribes assessment tasks that provide additional practice of critical content.
- 6.10 prescribes assessment tasks that are of manageable proportions and coordinated with respect to total student load.
- 6.11 provides challenging and engaging assessment tasks.
- 6.12 establishes closure for a relevant lesson when appropriate by helping students summarize relevant learning.
- 6.13 uses creative instructional techniques to ensure student motivation.

## ***Instructional Strategies***

### **Standard 7: The teacher demonstrates effective teaching practices. [TQS (3)(4)(5)]**

- 7.1 gives precise directions for tasks and clearly communicates desired outcomes for finished products.
- 7.2 facilitates transfer of learning by coaching, modeling, by the teaching strategies used, and the lesson design framework.
- 7.3 facilitates learning by monitoring responses during practice and giving group and individual descriptive feedback.
- 7.4 facilitates learning by differentiating individual practice assessment tasks as needed.
- 7.5 facilitates learning by guided group practice.
- 7.6 provides for active participation of students by creating a variety of response opportunities.
- 7.7 provides for active participation of students by involving all students.
- 7.8 incorporates 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.
- 7.9 paces the activities within a lesson according to the needs of students.
- 7.10 gives students prompt and descriptive feedback.
- 7.11 utilizes effective questions and techniques to facilitate higher levels of thinking.
- 7.12 assists individuals and groups to resolve learning difficulties.

## ***Learning Environment***

### **Standard 8: The teacher uses effective classroom management techniques. [TQS (1)(4)(5)]**

- 8.1 establishes and communicates classroom rules, procedures and consequences that are based on expectations consistent with the school code of conduct.
- 8.2 demonstrates respect for students.
- 8.3 demonstrates positive verbal and non-verbal influence on students.
- 8.4 is prepared to begin teaching at the beginning of each class.
- 8.5 provides an atmosphere in which students are actively engaged.
- 8.6 uses reinforcements appropriately, maintaining discipline in a fair, firm and consistent manner.
- 8.7 monitors pupil activities regularly.
- 8.8 deals effectively with discipline problems by focusing on appropriate behavior allowing students to maintain their dignity.
- 8.9 demonstrates consideration for the health and safety of students by maintaining a safe physical environment conducive to learning.
- 8.10 is proactive in preventing misbehaviors from increasing in severity and spreading to affect other students.
- 8.11 displays an ability to adapt to unexpected/unplanned situations.
- 8.12 fosters students' self-control and self-direction.

- 8.13 encourages student participation and leadership by providing opportunities for students to be involved in decision making or problem resolution.
- 8.14 keeps noise levels appropriate to the activity.

**Standard 9: The teacher communicates effectively with students. [TQS (1)(4)(5)(6)]**

- 9.1 recognizes and values student concerns and contributions.
- 9.2 conveys an attitude that promotes participation in activities.
- 9.3 fosters positive self-images in students.
- 9.4 treats students impartially.
- 9.5 is adaptable in dealing with individual and cultural differences.
- 9.6 respects student's rights.
- 9.7 exhibits patience when dealing with student problems and concerns, maintaining poise and personal control.
- 9.8 augments student motivation by consciously using appropriate feeling tone (instructional climate).
- 9.9 augments student motivation by providing descriptive feedback for learning that is immediate and specific.
- 9.10 augments student motivation by using both formative and summative evidence of student learning.
- 9.11 augments student motivation through appropriate recognition of achievement.
- 9.12 participates in and demonstrates enthusiasm for curricular and extracurricular functions.
- 9.13 encourages students to develop sense of responsibility and self reliance.

**EVALUATION:**

***Assessment Procedures***

**Standard 10: The teacher demonstrates effective procedures for assessing student performance. [TQS (3)(4)(5)(6)]**

- 10.1 selects both formative and summative evaluation which are appropriate to the learning outcomes.
- 10.2 maintains a record-keeping system that records evidence of individual student achievement.
- 10.3 interprets the results of student assessment evidence.
- 10.4 communicates and sets out evaluation criteria to students and parents.
- 10.5 exhibits knowledge, use and expertise in a wide variety of assessment strategies and tools.
- 10.6 selects assessment processes and evaluation criteria which are appropriate to learner outcomes.
- 10.7 identifies and communicates to the students why they have or have not met the desired learner outcomes.

## ***Diagnosis***

### **Standard 11: The teacher utilizes the results of student performance assessment. [TQS (3)(4)(5)]**

- 11.1 analyzes results of evaluation to guide instructional planning.
- 11.2 implements strategies to meet diagnosed needs.
- 11.3 uses summative assessment data to arrive at a grade or indicator of student achievement to be reported to students and parents.
- 11.4 uses assessment evidence and summative evaluation to differentiate and adapt instruction to meet individual learning needs.

## ***Reporting***

### **Standard 12: The teacher provides parents/students with specific evaluation feedback. [TQS (1)(3)(4)(5)(6)]**

- 12.1 maintains confidentiality of individual student records and uses group data in an ethical manner.
- 12.2 uses a variety of summative data collected throughout a reporting period to determine student's marks for reports.
- 12.3 communicates results to students, parents, and administrators in a meaningful manner, within school guidelines.
- 12.4 listens and responds to concerns from students, parents and administrators.
- 12.5 develops a written assessment plan stating learner outcomes and formative and summative evaluation processes.

## **Professional Image:**

### ***Communication***

### **Standard 13: The teacher communicates effectively with colleagues and staff. [TQS (1)(2)(5)(6)]**

- 13.1 participates in the group decision-making process.
- 13.2 views colleagues as a valuable resource.
- 13.3 works collaboratively and cooperatively with colleagues to foster school/division goals.
- 13.4 shares instructional resources and seeks input from colleagues.

### **Standard 14: The teacher communicates responsibly to the public. [TQS (1)(4)(5)(6)]**

- 14.1 answers parents' inquiries promptly, honestly, and with discretion.
- 14.2 initiates when necessary communication with parents.
- 14.3 establishes and maintains formal and informal lines of communication for feedback to parents regarding their child(ren)'s progress.

- 14.4 maintains a professional attitude when dealing with parents, guardians and community partners.
- 14.5 provides a variety of opportunities for input from parents/guardians/community partners.
- 14.6 provides culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning.

### **Professional Responsibility**

#### **Standard 15: The teacher has a consistent and professional attitude toward the accomplishment of school goals. [TQS (1)(5)(6)]**

- 15.1 contributes to the decision-making process and abides by group decisions.
- 15.2 accepts and fulfills responsibilities in and out of the classroom during the school day.
- 15.3 maintains accurate and complete records as required by school/Division Administrative Procedures.
- 15.4 carries out reasonable requests given by proper school authority.

#### **Standard 16: The teacher has a consistent and professional attitude toward the accomplishment of Division and Provincial goals as well as Professional Association standards. [TQS (6)]**

- 16.1 adheres to and enforces school rules, school board policy, Division administrative procedures, and provincial regulations.
- 16.2 adheres to employee conduct and responsibility requirements as stated in any Board policy or Division administrative procedure.
- 16.3 observes Code of Professional Conduct and standards of professional conduct as it relates to colleagues, students, parents/guardians, general public, Division Office personnel and the Board.
- 16.4 contributes to the improvement of the school/division program by assisting/leading a special program/project.

#### **Standard 17: The teacher displays appropriate personal traits. [TQS (1)(6)]**

- 17.1 is capable of performing assigned tasks.
- 17.2 is punctual.
- 17.3 exhibits poise and self-control.
- 17.4 presents a positive role model.
- 17.5 works effectively and cooperatively with administration staff and community.

## **Professional Growth**

### **Standard 18: The teacher demonstrates professional growth. [TQS (2)(4)(5)]**

- 18.1 engages in professional self-development by acquiring new knowledge about content areas or teaching strategies through means such as reading professional literature, taking course work, or attending conferences, workshops, or other staff development activities.
- 18.2 engages in professional self development by applying newly acquired knowledge.
- 18.3 engages in professional self development by writing professional growth plans that include goals and plans for achievement.
- 18.4 enhances understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values.
- 18.5 maintains an awareness of emerging technologies to enhance knowledge and inform practice.

### **PROCEDURES:**

- 19. The intent of the Teacher Performance Standards is to facilitate the ongoing growth of teachers.
- 20. The Teacher Performance Standards are research-based and serve as a role description.
- 21. The Teacher Performance Standards will be reflected in professional growth plans, and the supervision and evaluation process.

Reference: Teaching Quality Standard, Ministerial Order (#001/2018)