



Teaching Quality Standard:

The Teacher Quality Standard (TQS) is described by competencies teachers are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from the TQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Teaching Quality Standard

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.

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Divisional Goals:

Optimum Learning is Achieved through...

Goal 1: Success for All Learners

Goal 2: Support for All Learners

Goal 3: Engagement for All Learners

School Goals:

[Insert relevant school goals]

Goal 1:

Goal 2:

Goal 3:

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- ✓ 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
- ✓ Adhering to Legal Frameworks and Policies

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.

Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (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; and (f) honouring cultural diversity and promoting intercultural understanding. <p>(Add additional indicators here. Box will expand to accommodate additional text and bullets)</p> <ul style="list-style-type: none"> ● 	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p>
	<p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

<p>Engaging in Career-Long Learning</p> <p>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning and completes professional learning on the code of professional conduct for teachers and teacher leaders.</p>	
Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (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; and (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice. • 	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p> <p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

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.

Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>(a) planning and designing learning activities that:</p> <ul style="list-style-type: none"> • 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 for: <ul style="list-style-type: none"> - acquiring, applying and creating new knowledge; - communicating and collaborating with others; - critical-thinking; and - accessing, interpreting and evaluating information from diverse sources; • consider student variables, including: <ul style="list-style-type: none"> - 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; <p>(b) using instructional strategies to engage students in meaningful learning activities, based on:</p> <ul style="list-style-type: none"> • 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; <p>(c) applying student assessment and evaluation practices that:</p> <ul style="list-style-type: none"> • 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; and • support the use of reasoned judgment about the evidence used to determine and report the level of student learning. 	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p>
	<p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

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.

Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>; 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; and h) providing opportunities for student leadership. 	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p>
	<p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

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.

Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>a) understanding the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy; <p>b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;</p> <p>(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; and</p> <p>(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.</p>	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p>
	<p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

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.

Indicators	Evidence
<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>(a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> and other relevant legislation;</p> <p>(b) engaging in practices consistent with policies and procedures established by the school authority; and</p> <p>(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 students.</p>	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p> <p>Areas of Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p>

Assessing Professional Needs: Using the profile tool the following Guiding Questions can guide my growth planning this year:

Goal 1/ Guiding Question 1	Goal 2/ Guiding Question 2
Relevant TQS Competency	Relevant TQS Competency
Possible Resources:	Possible Resources:
Strategies	Strategies
Indicators and Measures of Success	Indicators and Measures of Success
Formative Reflection	Formative Reflection
Summative Reflection	Summative Reflection

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