

Teaching Quality Standard: KSAs

to guide professional learning

1. Teachers apply pedagogical knowledge, skills, and attributes based on their continuing analysis of contextual variables.
2. Teachers are aware of the legislated, moral and ethical frameworks within which they work.
3. Teachers understand the subject disciplines they teach.
4. Teachers know there are many approaches to teaching and learning.
5. Teachers engage in a range of planning activities.
6. Teachers create and maintain environments that are conducive to student learning.
7. Teachers translate curriculum content and objectives into meaningful learning activities.
8. Teachers apply a variety of technologies to meet students' learning needs.
9. Teachers gather and use information about students' learning needs and progress.
10. Teachers establish and maintain partnerships among school, home and community, and within their own schools.
11. Teachers are career-long learners.

Identifying Strengths

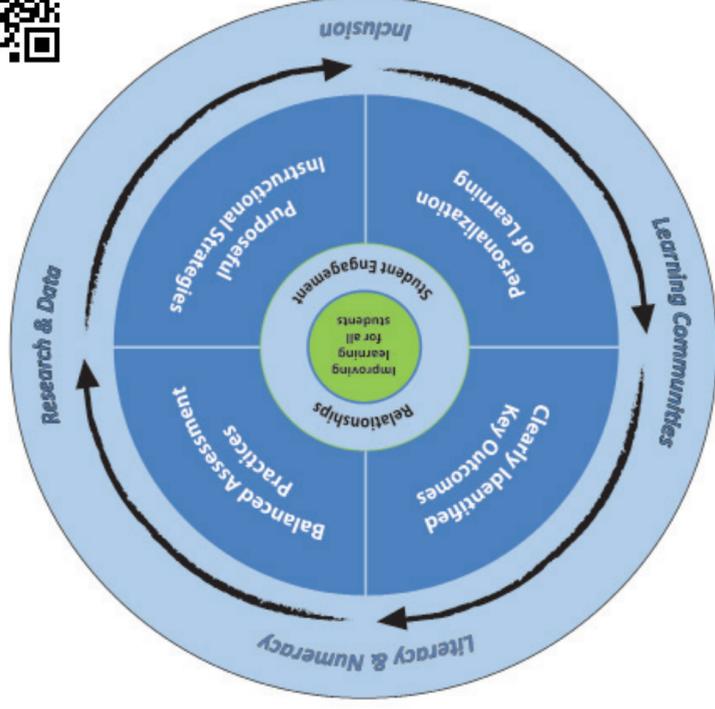
Think about your professional practice and use the scale to self-assess the following statements:	Beginning	Developing	Accomplished	Exemplary
I carefully consider the variables that shape the lives of my students and make appropriate decisions for learning. (KSA 1) (QLE: Purposeful Instructional Strategies; Culture of Inclusion, Relationship, Personalization)				
I recognize the moral, ethical, and legal responsibility I have to my students and to the broader community. (KSA 2) (QLE: Research & Data Informed)				
I am comfortable and confident with the subject areas in which I teach. (KSA 3) (QLE: Clearly Identified Outcomes; Purposeful Instructional Strategies)				
I recognize student differences and accommodate the need for different ways of learning. (KSA 4) (QLE: Culture of Inclusion, Purposeful Instructional Strategies; Personalization of Learning)				
I monitor student learning and modify my plans to ensure success. (KSA 5) (QLE: Balanced Assessment Practices; Purposeful Instructional Strategies; Culture of Using Research & Data)				
I communicate expectations for learning clearly and confidently. (KSA 7) (QLE: Clearly Identifies Outcomes; Balanced Assessment Practices)				
Students in my classroom feel physically, psychologically, socially and culturally secure. (KSA 6) (QLE: Relationships, Culture of Inclusion)				
Students are engaged in meaningful learning activities which motivate and challenge them to excel. (KSA 7) (QLE: Engagement; Purposeful Instructional Strategies; Personalization)				
I utilize classroom technologies thoughtfully in order to enhance student learning. (KSA 8) (QLE: Purposeful Instructional Strategies)				
I gather information about student learning using a variety of classroom assessment strategies. (KSA 9) (QLE: Balanced Assessment Practices; Culture of Using Research & Data)				
I strive to maintain candid, open lines of communication with the parents of my students. (KSA 10) (QLE: Relationships)				
I actively reflect on my pedagogy and work with my peers and administration to improve learning opportunities for students. (KSA 10) (QLE: Relationships, Culture of Engaging through Learning Communities)				
I recognize my own professional needs and work with others to meet those needs. I share my professional expertise to the benefit of others in their schools, communities and profession. (KSA 11) (QLE: Culture of Using Research and Data; Culture of Engaging through Learning Communities)				

Guide for Teacher Professional Learning



Vision
Chinook's Edge School Division will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens.

Quality Learning Environment (QLE)



Teacher's Name: _____

TPGP Day

Collaboration Days

