

EDUC 491 Levels of Performance & Criteria

MAIN STANDARDS	Standard Details	Satisfactory
Standard 1: Educators value the success of all students Educators care for students and act in their best interests	<i>Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives</i>	<ul style="list-style-type: none"> ○ Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students ○ Ensures student learning environment is appropriate to activity
	<i>Educators treat student equitably with acceptance, dignity and respect</i> <i>Educators understand the importance of confidentiality, protect student privacy unless disclosure is required by law</i>	<ul style="list-style-type: none"> ○ Understands that equity does not necessarily mean equal ○ Establishes balance in the classroom between intellectual and social goals and the expectations of society in education
Standard 2: Educators act ethically and maintain the integrity, credibility and reputation of the profession	<i>Educators are held to higher standards and are accountable for their conduct on and off duty</i> <i>Educators know and recognize the importance of the BCTC Standards</i>	
Standard 3: Educators understand and apply knowledge of student growth and development	<i>Is knowledgeable about how children develop as learners and social beings</i>	<ul style="list-style-type: none"> ○ Designs activities and assignments in an age, grade and culturally appropriate way, ○ Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests ○ Instructional materials reflect individual needs and interests of students
Standard 4: Educators value the involvement and support of parents, guardians, families and communities in schools	<i>Supports the role of community in the education of students</i>	<ul style="list-style-type: none"> ○ Lessons are planned and interactions occur in a way that relates to students' diverse personal, family, and community experiences, and are culturally appropriate ○ Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds ○ Differentiated instruction provides appropriate activities to support or challenge

MAIN STANDARDS	Standard Details	Satisfactory
Standard 5: Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	Classroom Community	
	<i>Facilitate learning for all learners, including learning experiences that reflect individual contexts and local practice</i>	<ul style="list-style-type: none"> Classroom expectations are clear to students Behaves in a proactive manner, anticipates and remediates student responses in a respectful way Acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student
	<i>Non-instructional duties</i>	<ul style="list-style-type: none"> Non-instructional duties within the classroom are handled efficiently and in a professional manner Minimal loss of possible instructional time
	Planning	
	<i>Educators recognize and understand the interconnectedness of all aspects of teaching and learning</i>	<ul style="list-style-type: none"> Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons In response to suggestions, adjustments are made to plans Plans are linked to knowledge of classroom diversity and to students' needs and abilities
	Instruction	
	<i>Directions, procedures, & pacing</i>	<ul style="list-style-type: none"> Pacing is reflexive and demonstrates the TC awareness of the learning Monitors students to determine appropriate pace Checks for student understanding
	<i>Management of transitions</i>	<ul style="list-style-type: none"> Effective transitions between individual activities are well planned and lead to little loss of instructional time Specific procedures for changing subject/content area are taught and used effectively
	<i>Activating prior knowledge</i>	<ul style="list-style-type: none"> Consistently helps students make connections between current content and their own background and experiences
	<i>Quality of questions & discussion techniques</i>	<ul style="list-style-type: none"> Involves students in constructivist/inquiry-based learning

MAIN STANDARDS	Standard Details	Satisfactory
Standard 5 continued...		<ul style="list-style-type: none"> ○ Provides variety of questions, probes for understanding, and helps students to articulate ideas ○ Ensures all students are involved in discussion ○ Provides sufficient wait time
	<i>Multiple teaching strategies</i>	<ul style="list-style-type: none"> ○ Students actively engaged in the lesson ○ Checks for student understanding of problem solving and critical thinking ○ A variety of instructional strategies are incorporated into lesson based on subject matter and needs of students
	<i>Use of available technology</i>	<ul style="list-style-type: none"> ○ Uses a variety of technologies to add impact to instruction and to increase student learning
	Assessment	
	<i>Expectations for student achievement</i>	<ul style="list-style-type: none"> ○ Conveys consistent expectations for student achievement ○ Strong use of Assessment for Learning strategies ○ Instruction is appropriate for the grade level or course and is driven by student feedback ○ Appropriately challenges students by presenting material at a qualitatively high level
	<i>Establishes criteria for evaluation</i>	<ul style="list-style-type: none"> ○ Students co-create criteria, or effective criteria is stated ○ Feedback includes qualitative comments to highlight both strengths or needs and there is evidence that students have implemented feedback ○ A cycle of instruction informed by assessment is established
	<i>Maintains accurate record system</i>	<ul style="list-style-type: none"> ○ Formative and/or summative evaluation uses a number of assessments ○ System for scoring and recording data is fully effective and up to date ○ Administration and parents receive data from multiple sources ○ Assessment and evaluation data is shared weekly with the Coaching

MAIN STANDARDS	Standard Details	Satisfactory
		Teacher
Standard 6: Educators have a broad knowledge base and understand the subject areas they teach	<i>Understands how to use British Columbia's Curriculum including Big Ideas, Core Competencies, Curricular Competencies and Content</i>	<ul style="list-style-type: none"> ○ Displays solid conceptual knowledge in subject areas ○ Uses inter-disciplinary approaches and plans for multiple ways of learning
	<i>Understands curriculum from Canadian, First Nations, Inuit, Metis and global perspective</i>	<ul style="list-style-type: none"> ○ Builds student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society ○ Invites students to elaborate upon the material based upon personal understandings
Standard 7: Educators engage in professional learning	<i>Employs reflective practices that enhance understanding and skill</i> <i>Educators recognize and meet their individual professional needs</i>	<ul style="list-style-type: none"> ○ Suggests how lesson might be improved ○ Is committed to reflection, self-assessment and learning as an ongoing processes ○ Welcomes constructive criticism and adjusts teaching to feedback from observations
	<i>Develops and refines personal philosophy</i>	<ul style="list-style-type: none"> ○ Uses language in the school setting, including the classroom, to describe self and students as learners and acts consistently on this belief ○ Examines literature critically to ensure findings are applicable to situation
Standard 8: Educators contribute to the profession	<i>Contribute their expertise to activities offered by their schools</i>	<ul style="list-style-type: none"> ○ Conducts self in a professional manner ○ Seeks opportunities to work with colleagues to learn and grow professionally ○ Is willing to give and receive assistance ○ Consistently demonstrates professional appearance and behaviours
Standard 9: Educators respect and value the history of First Nations, Inuit	<i>Critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the</i>	<ul style="list-style-type: none"> ○ Focus on connectedness and relationships to oneself, family, community and the natural world ○ Integrate First Nations, Inuit and Métis worldviews and perspectives into

MAIN STANDARDS	Standard Details	Satisfactory
<p>and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis</p>	<p><i>languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis</i></p>	<p>learning environments</p> <ul style="list-style-type: none"> ○ Embed First Peoples Principles of Learning into classroom community of learners ○ Embed TRC calls to action in daily classroom activities

