

KSA Rubrics for the Growth of Professional Practice



Grande Prairie and District
Catholic Schools

Interim KSA a: The teacher understands the contextual variables that affect teaching and learning.

Permanent KSA a: The teachers' application of pedagogical knowledge, skills and attributes is based on their continual analysis of the following contextual variables.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. developmental characteristics of age group	teacher displays little knowledge of developmental characteristics of age group	teacher displays some knowledge of developmental characteristics of age group	teacher displays substantial knowledge of typical developmental characteristics as well as exceptions to general patterns	teacher displays extensive knowledge of typical developmental characteristics, exceptions to general patterns and the extent to which each student follows patterns
2. family background	teacher displays little knowledge of students' family background (including cultural heritage and home environment) and does not indicate that such knowledge is valuable	teacher displays some knowledge of students' family background (including cultural heritage and home environment) and occasionally uses this knowledge to enhance instruction	teacher displays substantial knowledge of students' family background (including cultural heritage and home environment) and often uses this knowledge to enhance instruction	teacher displays extensive knowledge of students' family background (including cultural heritage and home environment) and frequently uses this knowledge to enhance instruction
3. special considerations	teacher displays little knowledge and awareness of special medical, emotional, cognitive and/or physiological conditions of students and the implications of these conditions for instruction	teacher displays some knowledge and awareness of special medical, emotional, cognitive and/or physiological conditions of students and the implications of these conditions for instruction	teacher displays substantial knowledge and awareness of special medical, emotional, cognitive and/or physiological conditions of students and the implications of these conditions for instruction	teacher displays extensive knowledge and awareness of special medical, emotional, cognitive and/or physiological conditions of students and the implications of these conditions for instruction
4. resources for teaching	teacher is unaware of resources available through the school or district to assist students who need them	teacher displays some awareness of resources available through the school or district to assist students who need them	teacher displays substantial awareness of all resources available through the school or district to assist students who need them	teacher displays extensive awareness of all resources available through the school or district and supplements these with additional current and specialized resources

Interim KSA b: The teacher understands the structure of the Alberta Education system.

Interim KSA c: The teacher understands the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach.

Permanent KSA b: The teacher understands the legislated, moral and ethical frameworks within which they work.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. Code of Ethics and Standards of Professional Conduct	rarely or never adheres to the Code of Ethics and Standards of Professional	sometimes adheres to the Code of Ethics and Standards of Professional Conduct	frequently adheres to the Code of Ethics and Standards of Professional Conduct	consistently and completely adheres to the Code of Ethics and Standards of Professional Conduct
2. Legislation and Alberta Education Acts and Policies	actions demonstrate a sketchy understanding of the legal framework	teacher demonstrates a general understanding of the legal framework	teacher demonstrates a detailed understanding of the legal framework	teacher demonstrates a clear and creditable understanding of the legal framework
3. Program of Studies	unaware of or disregards the <i>Program of Studies</i>	some evidence that the teacher follows the <i>Program of Studies</i> for most subjects	consistent evidence that the teacher follows the <i>Program of Studies</i> for all subjects	extensive evidence that the teacher follows the <i>Program of Studies</i> for all subjects
4. entry and exit student outcomes	teacher displays little knowledge of the entry and exit student outcomes in the Program of Studies and offers an incomplete instructional program to students	teacher displays some knowledge of the entry and exit student outcomes in the Program of Studies and offers a complete instructional program to students	teacher displays substantial knowledge of the entry and exit student outcomes in the Program of Studies and often adjusts instruction as a response to student needs	teacher displays extensive knowledge of the entry and exit student outcomes in the Program of Studies and frequently adjusts instruction as a response to student needs
5. school and District Policies	unaware of or disregards district policies	generally follows district policies and has a general knowledge of the policies or where to find them	frequently follows district policies and has a working knowledge of the policies	consistently follows district policies and has an extensive knowledge and understanding of the policies.
6. collegial and administrator support	little evidence that the teacher has administrative and peer support	some evidence that the teacher has administrative and peer support	consistent evidence that the teacher has peer and administrative support	extensive evidence that the teacher has peer and administrative support

7. provincial, national and global influence	teacher displays a limited understanding of provincial, national and global influences	teacher displays a general understanding of provincial, national and global influences	teacher displays a substantial understanding of provincial, national and global influences	teacher displays an extensive understanding of understanding of provincial, national and global influences
8. tolerance and understanding of cultural groups	little evidence that the teacher develops students' tolerance and understanding of cultural differences	some evidence that the teacher develops students' tolerance and understanding of cultural differences	consistent evidence that the teacher develops students' tolerance and understanding of cultural differences	extensive evidence that the teacher develops students' tolerance and understanding of cultural differences
9. assigned duties	rarely completes assigned duties and tasks in a timely manner	sometimes completes assigned duties and tasks in a timely manner	frequently completes assigned duties and tasks in a timely manner	consistently completes assigned duties and tasks in a timely manner
10. information and reports	rarely submits required information and reports in a timely manner	sometimes submits required information and reports in a timely manner	frequently submits required information and reports in a timely manner	consistently submits required information and reports in a timely manner
11. supervisory duties	rarely prompt in reporting for supervisory duties	often prompt in reporting for supervisory duties	frequently prompt in reporting for supervisory duties	consistently prompt and never misses reporting for supervisory duties
12. confidential information	little evidence that the teacher safeguards confidential information	some evidence that the teacher safeguards confidential information	consistent evidence that the teacher safeguards confidential information	extensive evidence that the teacher safeguards confidential information
13. professional association	rarely interested and involved in the activities of the professional association.	sometimes interested and involved in the activities of the professional association.	frequently interested and involved in the activities of the professional association.	consistently interested and involved in the activities of the professional association
14. contribution to school improvement	rarely contributes to committees, staff meetings, and other school activities	sometimes contributes to committees, staff meetings, and other school activities	frequently contributes to committees, staff meetings, and other school activities	consistently contributes to committees, staff meetings, and other school activities
15. areas of expertise	rarely serves as an instructional resource in areas of expertise	sometimes serves as an instructional resource in areas of expertise	frequently serves as an instructional resource in areas of expertise	consistently serves as an instructional resource in areas of expertise

Interim KSA d: The teacher understands the subject disciplines they teach.

Permanent KSA c: The teacher understands the subject disciplines they teach.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. teaching assignment	teaching assignment is inappropriate for the skills and talents of the teacher; teacher may not possess the skills and/or knowledge to effectively deliver the curriculum	teaching assignment is appropriate for the teacher; subject area may not be teacher's subject major, but there is enough knowledge and skill to effectively deliver the curriculum	teacher is skilled in his or her subject area and shares this knowledge effectively with students; teaching assignment is obviously appropriate	teacher is highly skilled and knowledgeable about the subject area and shares these skills and knowledge with students and staff; teacher has qualities of a lead teacher
2. knowledge of content	teacher makes content errors or does not correct content errors made by students	teacher displays some knowledge of content but cannot articulate connections with other parts of the discipline or with other disciplines	teacher displays substantial knowledge of content and makes connections between the content and other parts of the discipline and other disciplines	teacher displays extensive knowledge of content, makes connections between the content and other parts of the discipline and other disciplines and continues to pursue such knowledge

Interim KSA e: The teacher understands that all students can learn, albeit at different rates and in different ways.

Permanent KSA d: The teacher knows there are many approaches to teaching and learning.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. uses a variety of methods	little evidence that the teacher uses a variety of methods and instruments to assess each student's needs (i.e. Diagnostic Reading) or implements strategies to meet diagnostic needs	some evidence that the teacher uses a variety of methods and instruments to assess each student's needs (i.e. Diagnostic Reading) or implements strategies to meet diagnostic needs	consistent evidence that the teacher uses a variety of methods and instruments to assess each student's needs (i.e. Diagnostic Reading) or implements strategies to meet diagnostic needs	extensive evidence that the teacher uses a variety of methods and instruments to assess each student's needs (i.e. Diagnostic Reading) or implements strategies to meet diagnostic needs.
2. students' skills and knowledge	teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable	teacher displays some knowledge of students' skills and knowledge but uses this only for the whole class	teacher displays substantial knowledge of students' skills and knowledge and uses this knowledge to enhance group instruction	teacher displays extensive knowledge of students' skills and knowledge and uses this knowledge to enhance individual instruction
3. students' abilities, talents and interests	teacher displays little knowledge of students' abilities, talents and interests and rarely uses this knowledge to enhance instruction	teacher displays some knowledge of students' abilities, talents and interests and occasionally uses this knowledge to enhance instruction	teacher displays substantial knowledge of students' abilities, talents and interests and often uses this knowledge to enhance instruction	teacher displays extensive knowledge of students' abilities, talents and interests and frequently uses this knowledge to enhance instruction
4. opportunity for individual and group expression	little evidence that the teacher provides abundant and varied opportunity for individual and group expression (oral, written, drawn, acted, etc.)	some evidence that the teacher provides abundant and varied opportunity for individual and group expression (oral, written, drawn, acted, etc.)	consistent evidence that the teacher provides abundant and varied opportunity for individual and group expression (oral, written, drawn, acted, etc.)	extensive evidence that the teacher provides abundant and varied opportunity for individual and group expression (oral, written, drawn, acted, etc.)
5. student participation	little evidence that the teacher uses a wide variety of approaches and techniques to elicit student participation in both teacher led and student initiated activities that reinforce learning	some evidence that the teacher uses a wide variety of approaches and techniques to elicit student participation in both teacher led and student initiated activities that reinforce learning	consistent evidence that the teacher uses a wide variety of approaches and techniques to elicit student participation in both teacher led and student initiated activities that reinforce learning	extensive evidence that the teacher uses a wide variety of approaches and techniques to elicit student participation in both teacher led and student initiated activities that reinforces learning
6. opportunities for	little evidence that the teacher	some evidence that the teacher	consistent evidence that the	extensive evidence that the

presentation	allows for/creates opportunities for students to take presented materials and produce something that is new and unique	allows for/creates opportunities for students to take presented materials and produce something that is new and unique	teacher allows for/creates opportunities for students to take presented materials and produce something that is new and unique	teacher allows for/creates opportunities for students to take presented materials and produce something that is new and unique
7. incorporation of fine arts	little evidence that the teacher incorporates art, music, drama, game creation, and playing into many subjects	some evidence that the teacher incorporates art, music, drama, game creation, and playing into many subjects	consistent evidence that the teacher incorporates art, music, drama, game creation, and playing into many subjects	extensive evidence that the teacher incorporates art, music, drama, game creation, and playing into many subjects
8. effectiveness and appropriateness of practices	little evidence that the teacher monitors the effectiveness and appropriateness of his/her practices and student activities, and makes changes as needed	some evidence that the teacher monitors the effectiveness and appropriateness of his/her practices and student activities, and makes changes as needed	consistent evidence that the teacher monitors the effectiveness and appropriateness of his/her practices and student activities, and makes changes as needed	extensive evidence that the teacher monitors the effectiveness and appropriateness of his/her practices and student activities, and makes changes as needed
9. innovative practices	little evidence that the teacher develops, implements and evaluates innovative practices	some evidence that the teacher develops, implements and evaluates innovative practices	consistent evidence that the teacher develops, implements and evaluates innovative practices	extensive evidence that the teacher develops, implements and evaluates innovative practices
10. selection of strategies	little evidence that the teacher selects and uses strategies to achieve desired outcomes outlined in the <i>Program of Studies</i>	some evidence that the teacher selects and uses strategies to achieve desired outcomes outlined in the <i>Program of Studies</i>	consistent evidence that the teacher selects and uses strategies to achieve desired outcomes outlined in the <i>Program of Studies</i>	extensive evidence that the teacher selects and uses strategies to achieve desired outcomes outlined in the <i>Program of Studies</i>
11. variety of learning activities	little evidence that the teacher provides a variety of learning activities consistent with goals and objectives of the lesson	some evidence that the teacher provides a variety of learning activities consistent with goals and objectives of the lesson	consistent evidence that the teacher provides a variety of learning activities consistent with goals and objectives of the lesson	extensive evidence that the teacher provides a variety of learning activities consistent with goals and objectives of the lesson
12. awareness of learning styles	little evidence that the teacher is aware of the learning styles of the children and provides a wide variety of appropriate learning activities	some evidence that the teacher is aware of the learning styles of the children and provides a wide variety of appropriate learning activities	consistent evidence that the teacher is aware of the learning styles of the children and provides a wide variety of appropriate learning activities	extensive evidence that the teacher is aware of the learning styles of the children and provides a wide variety of appropriate learning activities
13. summary techniques	little evidence that the teacher utilizes effective summary techniques	some evidence that the teacher utilizes effective summary techniques	consistent evidence that the teacher utilizes effective summary techniques	extensive evidence that the teacher utilizes effective summary techniques
14. pacing	little evidence that the teacher maintains reasonable time allotment and appropriate	some evidence that the teacher maintains reasonable time allotment and appropriate	consistent evidence that the teacher maintains reasonable time allotment and appropriate	extensive evidence that the teacher maintains reasonable time allotment and appropriate

	<p> pacing, and that times devoted to instructional tasks are maximized through good organization</p>	<p> pacing, and that times devoted to instructional tasks are maximized through good organization</p>	<p> pacing, and that times devoted to instructional tasks are maximized through good organization</p>	<p> pacing, and that times devoted to instructional tasks are maximized through good organization</p>
<p>15. transitions</p>	<p> little evidence that the teacher utilizes smooth and efficient transitions between activities</p>	<p> some evidence that the teacher utilizes smooth and efficient transitions between activities</p>	<p> consistent evidence that the teacher utilizes smooth and efficient transitions between activities</p>	<p> extensive evidence that the teacher utilizes smooth and efficient transitions between activities</p>

Interim KSA f: The teacher understands the purpose of short, medium and long term range planning.

Permanent KSA e: The teacher engages in a range of planning activities.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. alignment with curriculum	plans (daily, unit, yearly) indicate little relationship to current <i>Program of Studies</i>	plans (daily, unit, yearly) indicate an adequate relationship to current <i>Program of Studies</i>	plans (daily, unit, yearly) indicate a logical and thoughtful relationship to current <i>Program of Studies</i>	plans (daily, unit, yearly) indicate a thoughtful and innovative relationship to current <i>Program of Studies</i>
2. lesson and unit structure	lessons and units of study have no clearly defined structure; arrangement of learning activities seems haphazard	lessons and units of study have a recognizable structure; arrangement of learning activities is logical	lessons and units of study have a clear structure; arrangement of learning activities often accommodates various learning styles	lessons and units of study have a clear structure; arrangement of learning activities frequently accommodates various learning styles
3. long range plans and time allocations	little evidence of long-range planning or attention to appropriate time allocations	adequate evidence of long-range planning and attention to time allocations	substantial evidence of long-range planning and attention to time allocations	extensive evidence of long-range planning and attention to time allocations
4. lesson-planning using educational objectives	little evidence that the teacher plans lessons that have clear instructional goals and objectives that are appropriate for all students in the classroom	some evidence that the teacher plans lessons that have clear instructional goals and objectives that are appropriate for all students in the classroom	consistent evidence that the teacher plans lessons that have clear instructional goals and objectives that are appropriate for all students in the classroom	extensive evidence that the teacher plans lessons that have clear instructional goals and objectives that are appropriate for all students in the classroom
5. use of resources	little evidence that the teacher plans to use a variety of appropriate resources, media materials and technology	some evidence that the teacher plans to use a variety of appropriate resources, media materials and technology	consistent evidence that the teacher plans to use a variety of appropriate resources, media materials and technology	extensive evidence that the teacher plans to use a variety of appropriate resources, media materials and technology

Interim KSA g: The teacher understands their students’ needs for physical, social, cultural and psychological security.

Interim KSA h: The teacher understands the importance the importance of respecting students’ human dignity.

Permanent KSA f: The teacher creates and maintains an environment that is conducive to student learning.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. student safety	little evidence that the teacher provides physical, psychological, social and cultural safety for students	some evidence that the teacher provides physical, psychological, social and cultural safety for students	consistent evidence that the teacher provides physical, psychological, social and cultural safety of students	extensive evidence that the teacher provides physical, psychological, social and cultural safety for students
2. relationship with students	teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate; students are fearful or disrespectful of the teacher	interactions are generally positive but may reflect favoritism, disregard or slight disdain for students; students demonstrate a minimum of respect for the teacher	interactions are friendly and demonstrate a general warmth, caring and respect; students exhibit respect for teacher	teacher demonstrates obvious professional caring and respect for each individual student; students exhibit respect for the teacher in a manner that goes beyond what one might expect
3. organization of space for optimum learning	the classroom is unsafe; materials and equipment are not available and/or do not support student learning; furniture arrangement hinders learning	the classroom is safe and furniture is arranged for learning; equipment is available and appears to be in good working order	the classroom is organized and safe; students have equitable access to equipment that is safe and operational	the classroom is organized and safe; students have equitable access to equipment that is safe and operational and have taken ownership of the facility and treat it with respect and care
4. classroom atmosphere	little evidence of current student work being displayed or recognized; atmosphere is not positive or celebratory	some student work is displayed. Work may be from earlier units or from previous year’s students; student work is marginally celebrated	teacher creates a positive atmosphere of celebration and acknowledgment; student work is displayed and student accomplishments are appropriately recognized	student work is celebrated and appropriately recognized; examples of recent student accomplishments are showcased in a manner that honors the student’s efforts
5. response to difficult situations	teacher responds negatively and in a hostile manner when faced with difficult challenges	teacher manages difficult situations in a non-threatening manner	teacher manages difficult situations in a non-threatening manner that results in positive outcomes	teacher anticipates and deals with difficult situations in a non-threatening manner that results in positive outcomes
6. teacher availability	teacher is rarely or never available outside of class time	teacher is available on a limited bases on an “as needed” schedule	teacher is available on an “as needed” schedule after regularly scheduled class time	teacher has posted a predictable schedule when students can meet with the teacher outside of

				class time
7. understanding and empathy	teacher displays little empathy towards students	teacher demonstrates empathy towards students	teacher displays concern, empathy and understanding toward students	teacher treats each individual with concern and understanding; and takes appropriate steps to ensure the well-being of all students
8. treatment of students	students are treated in a manner that is obviously unfair; individual students are apparently selected and made examples of	students are treated equally and fairly	teacher ensures that each student's needs are met; all students are subject to the same expectations and rights	teacher and students have an articulated plan to address fairness within the classroom; all dealings with students are appropriately consistent
9. cooperative learning	teacher makes no effort to support or encourage peer tutoring and/or cooperative learning	some evidence suggests that the teacher makes an effort to support and encourage peer tutoring and/or cooperative learning	peer tutoring and cooperative learning is evident in the classroom; students respond well to the teacher's request to engage in these activities	peer tutoring and cooperative learning is an integral part of this classroom; students take responsibility for engaging in these activities with minimal prompting from the teacher
10. clarity of assignments	little evidence that the teacher ensures that independent, or homework assignments are clear	some evidence that the teacher ensures that independent, or homework assignments are clear	consistent evidence that the teacher ensures that independent, or homework assignments are clear	extensive evidence that the teacher ensures that independent, or homework assignments are clear
11. humour	little evidence that the teacher incorporates humour to enhance learning	some evidence that the teacher incorporates humour to enhance learning	consistent evidence that the teacher incorporates humour to enhance learning	extensive evidence that the teacher incorporates humour to enhance learning
12. student involvement	little evidence that the teacher inspires students to become involved in school activities	some evidence that the teacher inspires students to become involved in school activities	consistent evidence that the teacher inspires students to become involved in school activities	extensive evidence that the teacher inspires students to become involved in school activities
13. acceptance of students' responses	little evidence that the teacher accepts students' response with sensitivity and openness	some evidence that the teacher accepts students' response with sensitivity and openness	consistent evidence that the teacher accepts students' response with sensitivity and openness	extensive evidence that the teacher accepts students' response with sensitivity and openness

Interim KSA i: The teacher demonstrates many different approaches to teaching and learning.

Permanent KSA g: The teacher translates curriculum content and objectives into meaningful learning activities.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. student activities	little evidence that the teacher engages students in meaningful activities that motivates and challenges them to achieve those expectations	some evidence that the teacher engages students in meaningful activities that motivates and challenges them to achieve those expectations	consistent evidence that the teacher engages students in meaningful activities that motivates and challenges them to achieve those expectations	extensive evidence that the teacher engages students in meaningful activities that motivates and challenges them to achieve those expectations
2. sharing of ideas	little evidence that the teacher plans, develops or utilizes activities that promote the sharing of ideas	some evidence that the teacher plans, develops or utilizes activities that promote the sharing of ideas	teachers are engaged in the planning and development of strategies to facilitate the sharing of ideas	teachers and students actively engage in the process of planning a wide variety of strategies to share ideas
3. purpose of learning	teacher and/or students convey a negative attitude toward learning; study is presented as being unimportant, and a commitment to excellence is not addressed	teacher and/or students convey a positive attitude toward learning; study is presented as being important, and a commitment to excellence is addressed	teacher and/or students convey a genuine enthusiasm for learning and are committed to and engaged in the process of study	students demonstrate through their actions that they are committed to excellence and have a seriousness of purpose; they are engaged and demonstrate excitement for learning
4. mastery of skills	teacher is not concerned with the mastery of skills and concepts an objective for all students	teacher appears concerned with the mastery of skills and concepts an objective for most students	teacher makes mastery of skills and concepts an objective for all students	students are actively engaged in mastering the skills and concepts; they take ownership for their learning and strive for personal mastery
5. short and long-range learning expectations	little evidence that the teacher clearly communicates short and long-range learning expectations to students, and how the expectations are to be achieved and assessed	some evidence that the teacher clearly communicates short and long-range learning expectations to students, and how the expectations are to be achieved and assessed	consistent evidence that the teacher clearly communicates short and long-range learning expectations to students, and how the expectations are to be achieved and assessed	extensive evidence that the teacher clearly communicates short and long-range learning expectations to students, and how the expectations are to be achieved and assessed
7. motivational learning activities	little evidence that the teacher includes a motivational set of learning activities for creating interest and relevance	some evidence that the teacher includes a motivational set of learning activities for creating interest and relevance	consistent evidence that the teacher includes a motivational set of learning activities for creating interest and relevance	extensive evidence that the teacher includes a motivational set of learning activities for creating interest and relevance
8. vocabulary and sentences	little evidence that the teacher uses appropriate vocabulary and	some evidence that the teacher uses appropriate vocabulary and	consistent evidence that the teacher uses appropriate	extensive evidence that the teacher uses appropriate

	complexity of sentences to communicate with students and to improve communication skills	complexity of sentences to communicate with students and to improve communication skills	vocabulary and complexity of sentences to communicate with students and to improve communication skills	vocabulary and complexity of sentences to communicate with students and to improve communication skills
9. guided practice	little evidence that the teacher provides guided practice and/or independent activities to reinforce learning	some evidence that the teacher provides guided practice and/or independent activities to reinforce learning	consistent evidence that the teacher provides guided practice and/or independent activities to reinforce learning	extensive evidence that the teacher provides guided practice and/or independent activities to reinforce learning
10. students' responses	little evidence that the teacher incorporates students' responses to enhance learning	some evidence that the teacher incorporates students' responses to enhance learning	consistent evidence that the teacher incorporates students' responses to enhance learning	extensive evidence that the teacher incorporates students' responses to enhance learning
11. open ended activities	little evidence that the teacher sets open ended activities that provide incentive/motivation for students to explore further than basic information	some evidence that the teacher sets open ended activities that provide incentive/motivation for students to explore further than basic information	consistent evidence that the teacher sets open ended activities that provide incentive/motivation for students to explore further than basic information	extensive evidence that the teacher sets open ended activities that provide incentive/motivation for students to explore further than basic information
12. relevance of subject matter	little evidence that the teacher elicits student perceptions of how the subject matter relates to everyday life	some evidence that the teacher elicits student perceptions of how the subject matter relates to everyday life	consistent evidence that the teacher elicits student perceptions of how the subject matter relates to everyday life	extensive evidence that the teacher elicits student perceptions of how the subject matter relates to everyday life
13. subject matter and lessons	little evidence that the teacher informs and/or elicits student perceptions of how the subject matter is related to previous and future lessons	some evidence that the teacher informs and/or elicits student perceptions of how the subject matter is related to previous and future lessons	consistent evidence that the teacher informs and/or elicits student perceptions of how the subject matter is related to previous and future lessons	extensive evidence that the teacher informs and/or elicits student perceptions of how the subject matter is related to previous and future lessons
14. vocational opportunities	little evidence that the teacher stimulates all students to explore vocational opportunities, utilizes planned group and individual activities	some evidence that the teacher stimulates all students to explore vocational opportunities, utilizes planned group and individual activities	consistent evidence that the teacher stimulates all students to explore vocational opportunities, utilizes planned group and individual activities	extensive evidence that the teacher develops understanding of the customs and traditions of all groups (tolerance and understanding of cultural differences)

Interim KSA j: The teacher understands the functions of traditional and electronic teaching/learning technologies.

Permanent KSA h: The teacher applies a variety of technologies to meet students' learning needs.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. application of technology	teacher plans for using basic technology (eg. word processing) only and provides minimal support to help students use technology	teacher plans for using some applications (eg word processing, information management) and helps students use technologies functionally	teacher plans for using multiple and varied applications of technology and helps students use technology thoughtfully	teacher plans for using multiple and varied applications of technology and helps students use technologies purposefully and innovatively
2. knowledge and application of ICT outcomes	teacher displays little knowledge of ICT outcomes and rarely models or demonstrates the application of these outcomes	teacher displays some knowledge of ICT outcomes and occasionally models and demonstrates the application of these outcomes	teacher displays substantial knowledge of ICT outcomes and often models and demonstrates the application of these outcomes	teacher displays extensive knowledge of ICT outcomes and frequently models and demonstrates the application of these outcomes
3. integration of ICT outcomes	teacher rarely integrates technology into lesson plans	teacher occasionally integrates technology into lesson plans	teacher often integrates technology into lesson plans	teacher frequently integrates technology into lesson plans
4. application of current technologies	teacher displays little application of current technologies	teacher displays some application of current technologies	teacher displays substantial application of current technologies	teacher displays extensive application of current technologies

Interim KSA k: The teacher understands the purposes of student assessment.

Permanent KSA i: The teacher gathers and uses information about students' learning needs and progress.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. positive feedback	little evidence to show that the teacher uses positive feedback	some evidence to show that the teacher uses positive feedback	consistent evidence to show that the teacher uses positive feedback	extensive evidence to show that the teacher uses positive feedback
2. assessments and teaching practice	ignores or makes little use of the results of assessments to modify teaching practices	makes some use of the results of assessments to modify teaching practices	frequently uses the results of assessments to modify teaching practices	extensively uses the results of assessments to appropriately modify teaching practices
3. assessments and implications for students.	little evidence that the teacher helps students, parents and others interpret and understand the assessments and implications for students	some evidence that the teacher helps students, parents and others interpret and understand the assessments and implications for students	consistent evidence that the teacher helps students, parents and others interpret and understand the assessments and implications for students	extensive evidence that the teacher helps students, parents and others interpret and understand the assessments and implications for students
4. communication of results	little evidence to suggest that the teacher communicates results to students, parents and administrators in an ongoing and meaningful manner	some evidence to suggest that the teacher communicates results to students, parents and administrators in an ongoing and meaningful manner	consistent evidence to suggest that the teacher communicates results to students, parents and administrators in an ongoing and meaningful manner	extensive evidence to suggest that the teacher communicates results to students, parents and administrators in an ongoing and meaningful manner
5. feedback on students' work	little evidence to suggest that feedback is specific and includes desirable or corrective alternatives	some evidence to suggest that feedback is specific and includes desirable or corrective alternatives	consistent evidence to suggest that feedback is specific and includes desirable or corrective alternatives	extensive evidence to suggest that feedback is specific and includes desirable or corrective alternatives
6. goal-setting	rarely encourages students to identify strengths and set goals	sometimes encourages students to identify strengths and set goals	frequently encourages students to identify strengths and set goals	consistently encourages students to identify strengths and set goals
7. self- evaluation	rarely uses self-evaluation as part of the student's evaluation	sometimes uses self-evaluation as part of the student's evaluation	frequently uses self-evaluation as part of the student's evaluation	consistently uses self-evaluation as part of the student's evaluation
8. standards for student achievement	little evidence that the teacher sets appropriate standards for student achievement	sometimes sets obtainable standards for student achievement	frequently sets high but obtainable standards for student achievement	consistently sets high but obtainable standards for student achievement
10. quality of student work	rarely checks the quality of student work to assess the level of learning achieved.	sometimes checks the quality of student work to assess the level of learning achieved.	frequently checks the quality of student work to assess the level of learning achieved.	consistently checks the quality of student work to assess the level of learning achieved.

11. student understanding	rarely checks to ensure that the students understand the lesson	sometimes checks to ensure that the students understand the lesson	frequently checks to ensure that the students understand the lesson	consistently checks to ensure that the students understand the lesson
12. assessment for learning	little evidence of assessment plans of any kind OR assessment plans seem unaligned with unit learning activities or outcomes	adequate evidence of plans related to assessment for learning (diagnostic and formative); results will have some impact on teaching strategies	substantial evidence of plans related to assessment for learning (diagnostic and formative); results will have a substantial impact on teaching strategies	extensive evidence of plans related to assessment for learning (diagnostic and formative); results will have a major impact on teaching strategies
13. use of student records	teacher demonstrates little knowledge of information in student records	teacher demonstrates some knowledge of information in student records	teacher demonstrates substantial knowledge of information in student records	teacher demonstrates extensive knowledge of information in student records

Interim KSA l: The teacher demonstrates the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.

Interim KSA m: The teacher demonstrates that student learning is enhanced through the use of home and community resources.

Permanent KSA j: The teacher establishes and maintains partnerships among school, home and community, and within their own schools.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. parental participation	rarely encourages parents to participate in learning and in school activities	sometimes encourages parents to participate in learning and in school activities	frequently encourages parents to participate in learning and in school activities	consistently encourages parents to participate in learning and in school activities
2. use of specialized services	rarely works effectively with specialized services to improve educational opportunities for students	sometimes works with specialized services to improve educational opportunities for students	frequently works with specialized services to improve educational opportunities for students	works effectively with all specialized services to improve educational opportunities for students
3. contribution to effective schools	rarely works with others to develop, coordinate and implement programs and activities that characterize effective schools	sometimes works with others to develop, coordinate and implement programs and activities that characterize effective schools	frequently works with others to develop, coordinate and implement programs and activities that characterize effective schools	consistently works effectively with others to develop, coordinate and implement programs and activities that characterize effective schools
4. school councils	rarely works with school councils	sometimes works with school councils	frequently works cooperatively with school councils	consistently works effectively and cooperatively with school councils
5. advocate for school	rarely advocates for the school and rarely helps to resolve school/community differences	sometimes advocates for the school and sometimes helps to resolve school/community differences	frequently advocates for the school and often helps to resolve school/community differences	consistently advocates for the school and frequently helps to resolve school/community differences
6. team concept	rarely promotes a “team” concept at the school level; rarely supports school activities	sometimes promotes a “team” concept at the school level; sometimes supports school activities	frequently promotes a “team” concept at the school level; frequently supports school activities	consistently promotes a “team” concept at the school level; consistently supports school activities
7. colleagues	rarely shows sensitivity to the opinion, attitudes, and feelings of colleagues	sometimes shows sensitivity to the opinion, attitudes, and feelings of colleagues	frequently shows sensitivity to the opinion, attitudes, and feelings of colleagues	consistently shows sensitivity to the opinion, attitudes, and feelings of colleagues

Interim KSA n: The teacher demonstrates the importance of contributing, independently and collegially, to the quality of their school.

Interim KSA o: The teacher demonstrates the characteristics of career-long learning.

Interim KSA p: The teacher understands the importance of guiding their actions with a personal, overall vision of the purpose of teaching.

Permanent KSA #11: The teacher is a career-long learner.

Element	Inconsistent Evidence		Consistent Evidence	
	Little Evidence	Some Evidence	Regular Evidence	Extensive Evidence
1. community, responsibility and citizenship	little evidence to suggest that the teacher has attempted to develop within the students a sense of community, responsibility and citizenship	some evidence to suggest that the teacher has attempted to develop within the students a sense of community, responsibility and citizenship	the teacher actively nurtures within the students a sense of community, responsibility and citizenship; students frequently model the elements of good citizenship	students and the teacher actively promote and nurture a sense of community, responsibility and citizenship within the classroom; students and teacher consistently model the elements of good citizenship
2. workshops/conferences.	little evidence that the teacher attends and actively shares information regarding workshops/conferences	some evidence that the teacher attends and actively shares information regarding workshops/conferences	consistent evidence that the teacher attends and actively shares information regarding workshops/conferences	extensive evidence that the teacher attends and actively shares information regarding workshops/conferences
3. professional contribution	rarely contributes professionally to school and students beyond the assigned teaching duties – seldom recognizes the worth of academic and non-academic co-curricular activities	sometimes contributes professionally to school and students beyond the assigned teaching duties – sometimes recognizes the worth of academic and non-academic co-curricular activities	frequently contributes professionally to school and students beyond the assigned teaching duties – frequently recognizes the worth of academic and non-academic co-curricular activities	consistently contributes professionally to school and students beyond the assigned teaching duties – usually recognizes the worth of academic and non-academic co-curricular activities
4. teaching and vision	rarely guides actions by a vision of the purpose of teaching	sometimes guides actions by a vision of the purpose of teaching	frequently guides actions by a vision of the purpose of teaching	consistently guides actions by a vision of the purpose of teaching
5. self-reflection and reflective practice	rarely uses self-reflection or reflective practice as a means of improvement	sometimes uses self-reflection or reflective practice as a means of improvement	frequently uses self-reflection or reflective practice as a means of improvement	consistently uses self-reflection or reflective practice as a means of improvement

