

Appendix F - Rubrics for the Improvement of Professional Practice



Golden Hills School Division
September 1, 2020

Rubric for the Improvement of Professional Practice

This document is intended to help teachers and administrators identify teacher strengths and growth areas in their teaching practices and organizational conditions.

This document serves four primary functions:

- i. To ensure teacher evaluation is based on Alberta Education's Teaching Quality Standard
- ii. As a tool to communicate the expectations of Golden Hills School Division
- iii. As a self-assessment tool to be used by teachers
- iv. As a resource to be used by administrators for the evaluation of teachers.

Supervision is an on-going formative process of providing support and guidance to teachers on their professional practice.

Evaluation is a summative process that results in a formal report.

Teachers must be informed about whether they will be involved in supervision or in evaluation.

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

The Teaching Quality Standard



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.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
a) Acting consistently with fairness, respect and integrity;			
<p>Consistently interacts with others (students, parents and colleagues) by:</p> <ul style="list-style-type: none"> - being honest, respectful and open, - forming judgments free from discrimination, and - valuing, listening to and giving voice to others. 	<p>Usually interacts with others (students, parents and colleagues) by:</p> <ul style="list-style-type: none"> - being honest, respectful and open, - forming judgments free from discrimination, and - valuing, listening to and giving voice to others. 	<p>Sometimes interacts with others (students, parents and colleagues) by:</p> <ul style="list-style-type: none"> - being honest, respectful and open, - forming judgments free from discrimination, and - consistently valuing, listening to and giving voice to others. 	<p>Rarely interacts with others (students, parents and colleagues) by:</p> <ul style="list-style-type: none"> - being honest, respectful and open, - forming judgments free from discrimination, and - consistently valuing, listening to and giving voice to others.
b) Demonstrating empathy and a genuine caring for others;			
<p>Consistently demonstrates warmth, caring and respect and the ability to sense others' emotions and what they might be thinking or feeling and responds with appropriate diction, voice, tone and body language.</p>	<p>Usually demonstrates warmth, caring and respect and the ability to sense others' emotions and what they might be thinking or feeling and responds with appropriate diction, voice, tone and body language.</p>	<p>Sometimes demonstrates warmth, caring and respect and the ability to sense others' emotions and what they might be thinking or feeling and responds with appropriate diction, voice, tone and body language.</p>	<p>Rarely demonstrates warmth, caring and respect and the ability to sense others' emotions and what they might be thinking or feeling and responds with appropriate diction, voice, tone and body language.</p>
c) Providing culturally appropriate and meaningful opportunities for students and for parents/ guardians, as partners in education, to support student learning;			
<p>Consistently considers the cultural diversity within the classroom through the selection of materials, learning experiences and celebrations and routines.</p>	<p>Usually considers the cultural diversity within the classroom through the selection of materials, learning experiences and celebrations and routines. Usually communicates the above and provides opportunity for</p>	<p>Sometimes considers the cultural diversity within the classroom through the selection of materials, learning experiences and celebrations and routines.</p>	<p>Rarely considers the cultural diversity within the classroom through the selection of materials, learning experiences and celebrations and routines. Rarely communicates the above and provides opportunity for</p>

Consistently communicates the above and provides opportunity for parents/guardians to contribute and participate as partners in education.	parents/guardians to contribute and participate as partners in education.	Sometimes communicates the above and provides opportunity for parents/guardians to contribute and participate as partners in education.	parents/guardians to contribute and participate as partners in education.
d) Inviting First Nations, Métis and Inuit parents/guardians, community members into the school and classroom;			
Consistently creates a welcoming, caring, and safe environment for all parents, guardians, and community members, including First Nations, Métis, and Inuit by inviting them into the school and classroom when appropriate.	Usually creates a welcoming, caring, and safe environment for all parents, guardians, and community members, including First Nations, Métis, and Inuit by inviting them into the school and classroom when appropriate.	Sometimes creates a welcoming, caring, and safe environment for all parents, guardians, and community members, including First Nations, Métis, and Inuit by inviting them into the school and classroom when appropriate.	Rarely creates a welcoming, caring, and safe environment for all parents, guardians, and community members, including First Nations, Métis, and Inuit by inviting them into the school and classroom when appropriate.
e) Collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and			
Consistently works and collaborates with community services to best meet the needs of students.	Usually works and collaborates with community services to best meet the needs of students.	Sometimes works and collaborates with community services to best meet the needs of students.	Rarely or does not work and collaborate with community services to best meet the needs of students.
f) Honoring cultural diversity and promoting intercultural understanding.			
Consistently creates a classroom climate that builds awareness and honors cultural diversity and intercultural understanding in learning experiences.	Usually creates a classroom climate that builds awareness and honors cultural diversity and intercultural understanding in learning experiences.	Sometimes creates a classroom climate that builds awareness and honors cultural diversity and intercultural understanding in learning experiences.	Rarely creates a classroom climate that builds awareness and honors cultural diversity and intercultural understanding in learning experiences.

Engaging in Career-Long Learning: A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
a) Collaborating with other teachers to build personal and collective professional capacities and expertise;			
<p>Consistently engages in on-going meaningful collaboration with other teachers in many contexts and examines student work to:</p> <ul style="list-style-type: none"> - build capacity; - reflect on next steps in learning; - adjust the instruction given to students; and - examine and implement research-based pedagogy in collaboration with others 	<p>Usually engages in on-going meaningful collaboration with other teachers in many contexts and examines student work to:</p> <ul style="list-style-type: none"> - build capacity; - reflect on next steps in learning; - adjust the instruction given to students; and - examine and implement research-based pedagogy in collaboration with others 	<p>Sometimes engages in on-going meaningful collaboration with other teachers in many contexts and examines student work to:</p> <ul style="list-style-type: none"> - build capacity; - reflect on next steps in learning; - adjust the instruction given to students; and - examine and implement research-based pedagogy in collaboration with others 	<p>Rarely engages in on-going meaningful collaboration with other teachers in many contexts and examines student work to:</p> <ul style="list-style-type: none"> - build capacity; - reflect on next steps in learning; - adjust the instruction given to students; and - examine and implement research-based pedagogy in collaboration with others
b) Actively seeking out feedback to enhance teaching practice;			
<p>Consistently requests and embraces on-going feedback and consistently engages in reflective practice in order to improve achievement and student experiences in the classroom.</p>	<p>Usually requests and embraces on-going feedback and consistently engages in reflective practice in order to improve achievement and student experiences in the classroom.</p>	<p>Sometimes requests and embraces on-going feedback and consistently engages in reflective practice in order to improve achievement and student experiences in the classroom.</p>	<p>Rarely requests and embraces on-going feedback and consistently engages in reflective practice in order to improve achievement and student experiences in the classroom.</p>
c) Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;			
<p>Consistently improves practices that support student success by fostering inclusive, welcoming, caring, respectful and safe</p>	<p>Usually improves practices that support student success by fostering inclusive, welcoming, caring, respectful and safe</p>	<p>Sometimes improves practices that support student success by fostering inclusive, welcoming, caring, respectful and safe</p>	<p>Rarely improves practices that support student success by fostering inclusive, welcoming, caring, respectful and safe</p>

<p>learning environments. Learning of all students is supported through:</p> <ul style="list-style-type: none"> - consistently encouraging a growth mindset, including risk taking - consistently accommodating the unique learning needs, including mental health; and - providing multiple and various entry and exit points into learning. 	<p>learning environments. Learning of all students is supported through:</p> <ul style="list-style-type: none"> - usually encouraging a growth mindset, including risk taking - usually accommodating for the unique learning needs of all students, including mental health; and - providing multiple entry and exit points into learning. 	<p>learning environments. Learning of all students is supported through:</p> <ul style="list-style-type: none"> - sometimes encouraging a growth mindset, including risk taking - sometimes accommodating for the unique learning needs of all students, including mental health; and - providing some entry and exit points into learning. 	<p>learning environments. Learning of all students is supported through:</p> <ul style="list-style-type: none"> - rarely encouraging a growth mindset, including risk taking - rarely accommodating for the unique learning needs of all students, including mental health; and - providing few entry and exit points into the learning.
d) Seeking, critically reviewing and applying educational research to improve practice;			
Consistently explores and applies current research to rethink, revise and improve instruction.	Usually explores and applies current research to rethink, revise and improve instruction.	Sometimes explores and applies current research to rethink, revise and improve instruction.	Rarely explores and applies current research to rethink, revise and improve instruction.
e) Enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and			
Consistently engages in learning and/or PD opportunities to deepen understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.	Usually engages in learning and/or PD opportunities to deepen understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.	Sometimes engages in learning and/or PD opportunities to deepen understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.	Rarely engages in learning and/or PD opportunities to deepen understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.
f) Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.			
Consistently demonstrates awareness and application of emerging technologies to enhance learning.	Usually demonstrates awareness and application of emerging technologies to enhance learning.	Sometimes demonstrates awareness and application of emerging technologies to enhance learning.	Rarely demonstrates awareness and application of emerging technologies to enhance learning.

Demonstrating a Professional Body of Knowledge: A teacher applies a current and comprehensive reporting of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
a) Planning and designing learning activities that:			
<ul style="list-style-type: none"> address the learning outcomes outlined in programs of study; communicate high expectations for all students; foster student understanding of the link between the activity and the intended learning outcomes; are varied, engaging and relevant to students; 			
Consistently plans and designs units that clearly identifies instructional goals and objectives appropriate for all students.	Usually plans and designs units that clearly identifies instructional goals and objectives appropriate for all students.	Sometimes plans and designs units that clearly identifies instructional goals and objectives appropriate for all students.	Rarely plans and designs units that clearly identifies instructional goals and objectives appropriate for all students.
<ul style="list-style-type: none"> reflect short, medium and long-range planning; 			
Consistently aligns daily, unit and year plans to the current program of studies.	Usually aligns daily, unit and year plans to the current program of studies.	Sometimes aligns daily, unit and year plans to the current program of studies.	Rarely aligns daily, unit and year plans to the current program of studies.
<ul style="list-style-type: none"> 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; 			
Consistently uses a wide variety of powerful learning strategies to create authentic and engaging learning experiences.	Usually uses a wide variety of powerful learning strategies to create authentic and engaging learning experiences.	Sometimes uses powerful learning strategies to create authentic and engaging learning experiences.	Rarely uses powerful learning strategies to create authentic and engaging learning experiences
<ul style="list-style-type: none"> ensure that all students continuously develop skills in literacy and numeracy; 			
Consistently integrates and builds upon foundational literacy and numeracy skills and concepts.	Usually integrates and builds upon foundational literacy and numeracy skills and concepts.	Sometimes integrates and builds upon foundational literacy and numeracy skills and concepts.	Rarely integrates and builds upon foundational literacy and numeracy skills and concepts.
<ul style="list-style-type: none"> consider relevant local, provincial, national and international contexts and issues; 			

Consistently connects to relevant local, provincial, national and international issues to authentically engage students.	Usually connects to relevant local, provincial, national and international issues to authentically engage students.	Sometimes connects to relevant local, provincial, national and international issues to authentically engage students.	Rarely connects to relevant local, provincial, national and international issues to authentically engage students.
<ul style="list-style-type: none"> ● build student capacity for collaboration; 			
Consistently designs learning experiences to include many opportunities for students to work collaboratively.	Usually designs learning experiences to include many opportunities for students to work collaboratively.	Sometimes designs learning experiences to include many opportunities for students to work collaboratively.	Rarely designs learning experiences to include many opportunities for students to work collaboratively.
<ul style="list-style-type: none"> ● incorporate digital technology and resources, as appropriate, to build student capacity for; acquiring, applying and creating new knowledge; communicating and collaborating with others, critical-thinking; and accessing, interpreting and evaluating information from diverse sources; 			
Consistently includes a variety of ways to meaningfully integrate technology to build student capacity.	Usually includes a variety of ways to purposefully integrate technology to build student capacity.	Sometimes includes a variety of ways to purposefully integrate technology to build student capacity.	Rarely includes a variety of ways to purposefully integrate technology to build student capacity.
<ul style="list-style-type: none"> ● consider student variables, including: demographics (e.g. age, gender, ethnicity, religion) social and economic factors maturity relationships amongst students second language learning emotional and mental health prior knowledge and learning health and well-being physical, social and cognitive ability cultural and linguistic background 			
Consistently considers student context variables when engaging in Powerful Learning design.	Usually considers student context variables when engaging in Powerful Learning design.	Sometimes considers student context variables when engaging in Powerful Learning design.	Rarely considers student context variables when engaging in Powerful Learning design.
<ul style="list-style-type: none"> b) Using instructional strategies to engage students in meaningful learning activities, based on: 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; 			
Consistently uses instructional strategies to engage students in meaningful learning activities	Usually uses instructional strategies to engage students in meaningful learning activities	Sometimes uses instructional strategies to engage students in meaningful learning activities	Rarely uses instructional strategies to engage students in meaningful learning activities
<ul style="list-style-type: none"> c) Applying student assessment and evaluation practices that: 			

<ul style="list-style-type: none"> accurately reflect the learner outcomes within the programs of study; 			
Consistently accurately reflects the learner outcomes within the programs of study.	Usually accurately reflects the learner outcomes within the programs of study.	Sometimes accurately reflects the learner outcomes within the programs of study.	Rarely accurately reflects the learner outcomes within the programs of study.
<ul style="list-style-type: none"> generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; 			
Consistently generates high quality evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.	Usually generates evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.	Sometimes generates evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.	Rarely generates evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.
<ul style="list-style-type: none"> provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; 			
Consistently provides a variety of methods through which students can demonstrate their achievement of the learning outcomes.	Usually provides a variety of methods through which students can demonstrate their achievement of the learning outcomes.	Sometimes provides a variety of methods through which students can demonstrate their achievement of the learning outcomes.	Rarely provides a variety of methods through which students can demonstrate their achievement of the learning outcomes.
<ul style="list-style-type: none"> provide accurate, constructive and timely feedback on student learning, and 			
Consistently provides accurate, constructive and timely feedback on student learning.	Usually provides accurate, constructive and timely feedback on student learning.	Sometimes provides accurate, constructive and timely feedback on student learning.	Rarely provides accurate, constructive and timely feedback on student learning.
<ul style="list-style-type: none"> support the use of reasoned judgment about the evidence used to determine and report the level of student learning. 			
Consistently supports the use of reasoned judgment about the evidence used to determine and report the level of student learning.	Usually uses reasoned judgment about the evidence used to determine and report the level of student learning.	Sometimes uses reasoned judgment about the evidence used to determine and report the level of student learning.	Rarely uses reasoned judgment about the evidence used to determine and report the level of student learning.

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.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
<p>a) Fostering in the school community equality and respect with regards to rights as provided for in the <i>Alberta Human Rights Act</i> and the <u>Canadian Charter of Rights and Freedoms</u>;</p> <ul style="list-style-type: none"> -encourages discussion where diverse viewpoints are valued -demonstrates an awareness of multicultural backgrounds and demonstrates consideration for student differences -practices respectful behaviour toward all students -uses teachable moments to encourage respectful and positive peer relations 			
<p>Consistently fosters equality and respect in the school community.</p>	<p>Usually fosters equality and respect in the school community..</p>	<p>Sometimes fosters equality and respect in the school community.</p>	<p>Rarely fosters equality and respect in the school community.</p>
<p>b) Using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth;</p> <ul style="list-style-type: none"> - uses specialized and ongoing classroom assessments to inform instruction - plans instruction by incorporating strategies that closely align with students’ learning needs and developmental levels - teaches with a variety of approaches and resources - uses accommodations appropriately and effectively 			
<p>Consistently uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</p>	<p>Usually uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</p>	<p>Sometimes uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</p>	<p>Rarely uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</p>
<p>c) Communicating a philosophy of education affirming that every student can learn and be successful;</p> <ul style="list-style-type: none"> -welcomes students in the classroom -supports each student at their level and encourages continued growth 			

<p>-demonstrates a positive outlook on student progress and next steps -shows a forward-looking plan for all students</p>			
<p>Consistently communicates a philosophy of education where every student can learn and be successful.</p>	<p>Usually communicates a philosophy of education where every student can learn and be successful.</p>	<p>Sometimes communicates a philosophy of education where every student can learn and be successful.</p>	<p>Rarely communicates a philosophy of education where every student can learn and be successful.</p>
<p>d) Being aware and facilitating responses to the emotional and mental health needs of students;</p> <ul style="list-style-type: none"> - structures the learning environment to promote social emotional wellbeing (self-regulation, movement breaks, calming jars, dim lighting, soft music, alternate work areas, etc.) - understands and accommodates teaching to meet the needs of individual students - implements and uses individual supports, when required - collaborates with team members for target and specialized supports 			
<p>Consistently is aware of and facilitates responses to the emotional and mental health needs of students.</p>	<p>Usually is aware of and facilitates responses to the emotional and mental health needs of students.</p>	<p>Sometimes is aware of and facilitates responses to the emotional and mental health needs of students.</p>	<p>Rarely is aware of and facilitates responses to the emotional and mental health needs of students.</p>
<p>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 specialised supports to enable achievement of the learning outcomes; when further supports are required, proper school protocol is followed to access supports, such as the Resource Team</p> <ul style="list-style-type: none"> - creates/follows and regularly reviews ISP/IPPs - collaborates with specialized support personnel (Educational Consultant, Occupational Therapist, Physiotherapist , Behaviour Specialists, Instructional Coaches) - accommodates classroom schedules to promote additional supports (Early Literacy Intervention, Early Numeracy Intervention, Late Literacy Intervention, LAC, Project Hope, First Nations Liaisons) 			
<p>Consistently recognizes and responds to students' learning</p>	<p>Usually recognizes and responds to students' learning</p>	<p>Sometimes recognizes and responds to students' learning</p>	<p>Rarely recognizes or responds to students' learning needs and</p>

needs and collaborates with other professionals to provide required supports to enable achievement of the learning outcomes.	needs and collaborates with other professionals to provide required supports to enable achievement of the learning outcomes.	needs and collaborates with other professionals to provide required supports to enable achievement of the learning outcomes.	collaborates with other professionals to provide required supports to enable achievement of the learning outcomes.
<p>f) Employing classroom management strategies that promote positive, engaging learning environments; Teacher encourages all students to be self-disciplined for their actions to foster and promote a positive and engaging learning environment by:</p> <ul style="list-style-type: none"> - providing a safe, caring, and welcoming environment - using strategies to create a calm and orderly environment - creating a respectful environment - setting clear expectation that are understood by students - designing lessons that engage all students, particularly by including student choice and voice - demonstrating flexibility in management style to accommodate individual student needs 			
Consistently uses classroom management strategies that promote positive, engaging learning environments.	Usually uses classroom management strategies that promote positive, engaging learning environments.	Sometimes uses classroom management strategies that promote positive, engaging learning environments.	Rarely uses classroom management strategies that promote positive, engaging learning environments.
<p>g) Incorporating students' personal and cultural strengths into teaching and learning;</p> <ul style="list-style-type: none"> - values personal strengths of students and considers these when planning lessons and activities - is aware of cultural strengths of students and incorporates these into lessons and activities 			
Consistently incorporates students' personal and cultural strengths into teaching and learning.	Usually incorporates students' personal and cultural strengths into teaching and learning.	Sometimes incorporates students' personal and cultural strengths into teaching and learning.	Rarely incorporates students' personal and cultural strengths into teaching and learning.
<p>h) Providing opportunities for student leadership. Teacher creates and fosters a learning culture that provides opportunities for students to be leaders</p> <ul style="list-style-type: none"> - in the classroom - in the school - in extra-curricular activities - in the community - in a global context 			

Consistently creates and fosters a culture that provides meaningful opportunities for students to be leaders.	Usually creates and fosters a culture that provides meaningful opportunities for students to be leaders.	Sometimes creates and fosters a culture that provides meaningful opportunities for students to be leaders.	Rarely creates and fosters a culture that provides meaningful opportunities for students to be leaders.
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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.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
Understanding the historical, social, economic, and political implications of: <ul style="list-style-type: none"> - treaties and agreements with First Nations; - legislation and agreements negotiated with Métis; and - residential schools and their legacy; 			
Teacher demonstrates a detailed understanding of foundational knowledge, particularly in our local context (e.g. Treaty 7). Teacher demonstrates an in-depth understanding of the implications of events, legislation, and experiences that impacted First Nations, Métis, and Inuit.	Teacher demonstrates an understanding of foundational knowledge, particularly in our local context (e.g. Treaty 7). Teacher demonstrates an understanding of the implications of events, legislation, and experiences that impacted First Nations, Métis, and Inuit.	Teacher is beginning to take steps to understand foundational knowledge, particularly in our local context (e.g. Treaty 7), and implications of events, legislation, and experiences that impacted First Nations, Métis, and Inuit.	Teacher is not yet aware of, and makes no attempt to learn about foundational knowledge, particularly in our local context local context (e.g. Treaty 7), or the historical, social, economic and political implications of events, legislation, and experiences on First Nations, Métis, and Inuit.
Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;			

<p>Consistently contributes to school wide initiatives that build capacity in First Nations, Métis, and Inuit education for students, staff, and community members.</p>	<p>Usually contributes to school wide initiatives that build capacity in First Nations, Métis, and Inuit education for students, staff, and community members.</p>	<p>Sometimes contributes to school wide initiatives that build capacity in First Nations, Métis, and Inuit education for students, staff, and community members.</p>	<p>Rarely contributes to school wide initiatives that build capacity in First Nations, Métis, and Inuit education for students, staff, and community members.</p>
<p>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>Consistently educates using <i>meaningful</i> lessons that support student understanding and respect for the histories, cultures, languages, contributions, perspectives, and experiences of First Nations, Métis and Inuit in contemporary contexts.</p>	<p>Usually educates using <i>meaningful</i> lessons that support student understanding and respect for the histories, cultures, languages, contributions, perspectives, and experiences of First Nations, Métis and Inuit in contemporary contexts.</p>	<p>Sometimes educates using <i>meaningful</i> lessons that support student understanding and respect for the histories, cultures, languages, contributions, perspectives, and experiences of First Nations, Métis and Inuit in contemporary contexts.</p>	<p>Rarely educates using <i>meaningful</i> lessons that support student understanding and respect for the histories, cultures, languages, contributions, perspectives, and experiences of First Nations, Métis and Inuit in contemporary contexts.</p>
<p>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>Teacher consistently uses a variety of <i>accurate</i> and <i>authentic</i> texts and sources, including novels, stories, poems, videos, articles, websites, and presenters throughout the year, which</p>	<p>Teacher frequently uses a variety of <i>accurate</i> and <i>authentic</i> texts and sources, including novels, stories, poems, videos, articles, websites, and presenters throughout the year, which</p>	<p>Teacher sometimes uses a variety of <i>accurate</i> and <i>authentic</i> texts and sources, including novels, stories, poems, videos, articles, websites, and presenters throughout the year, which</p>	<p>Teacher rarely uses a variety of <i>accurate</i> and <i>authentic</i> texts and sources, including novels, stories, poems, videos, articles, websites, and presenters throughout the year, which highlight the</p>

highlight the strength and diversity of First Nations, Métis, and Inuit.	highlight the strength and diversity of First Nations, Métis, and Inuit.	highlight the strength and diversity of First Nations, Métis, and Inuit.	strength and diversity of First Nations, Métis, and Inuit.
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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.

Extensive Evidence	Regular Evidence	Some Evidence	Little Evidence
Maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> and other relevant legislation;			
Consistently adheres to the requirements authorized under the <i>School Act</i> and other relevant legislation.	Usually adheres to the requirements authorized under the <i>School Act</i> and other relevant legislation,	Sometimes adheres to the requirements authorized under the <i>School Act</i> and other relevant legislation.	Rarely or never adheres to requirements authorized under the <i>School Act</i> and other relevant legislation.
Engaging in practices consistent with policies and procedures established by the school authority; and			
Teacher demonstrates a thorough understanding of the school authority policies and procedures, and consistently follows them.	Teacher demonstrates an appropriate understanding of school authority policies and procedures, and usually follows them.	Teacher demonstrates a general understanding of the school authority policies and procedures and sometimes follows them.	Teacher demonstrates little understanding of school authority policies and procedures and rarely follows them.
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.			
Teacher consistently demonstrates professional care and respect for each individual student.	Teacher usually demonstrates professional care and respect for each individual student.	Teacher sometimes demonstrates professional care and respect for each individual student.	Teacher rarely demonstrates professional care and respect for each individual student.