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| **Standards** | **Teacher Ed Guiding Principles** | **How TCs demonstrate their competence in remote learning environments:** | **Examples of how TC demonstrates Competencies in remote learning environments (covering all points shared in previous column):** | **Match to Performance Checklist Outcomes** |
| Educators value and care for all students and act in their best interests |  | 1. Recognizes access/equity needs; 2. Develops materials appropriate for all learners; 3. Considers individual needs in mode of learning and how students will represent their learning; 4. Connects with individual students to support/deliver individual instruction; 5. Is flexible or reflexive given unique situation and student needs | - helps SA create an online learning resource capacity inventory for student group(s);  - works with EA to support IEPs;  - develops a class profile or individual learner profiles to inform planning/teaching; adjusts as necessary to meet learners’ needs  - helps SA/ students adjust IEP goals for remote learning opportunities;  - co-facilitates learning in break out groups;  - engages smaller groups in online format;  - incorporates check-ins with students/parents as appropriate;  - brings to SA attention any concerns or questions with respect to student learning needs, health and safety;  - provides student choice in mode/medium to communicate learning (ex. draw it and describe by phone, take a photo and email it, record and share) | Section 1:2; 3:7, 3:9,  4:1, 4:2, 5:3, 5:4, |
| Educators are role models who act ethically and honestly. | professional conduct | 1. Understands and follows FIPPA, copyright, and related school district practices and protocols; 2. Exercises professional conduct including: regular/appropriate communication with students, families and advising triads; 3. Respects the privacy of their colleagues, students and their families | - signs off on school district policy for online safety;  - uses visual online communication tools for meetings and for virtual classrooms with consideration for professional dress, timeliness, communication skills, appropriate language (as per face-to-face classroom conduct)  - email and other online communication is well written and timely  - uses prescribed district tools or interfaces with stakeholders (families, IT staff, administration) to implement new online tools;  - utilizes creative commons and/or copyright appropriate materials and provides credit/citations as needed;  - models for and helps students cite and acknowledge sources | Section 1:1, 1:2; 1:3; |
| Educators understand and apply knowledge of student growth and development. |  | 1. Designs developmentally appropriate learning opportunities which include SEL components; 2. Demonstrates an understanding of the length of learning/processing time and the connection with development and growth (which may alter in an online or self-directed format); 3. Develops learning resources that students can 'access' (varied modalities, formats depending on student learning needs and individual home situation); 4. Adapts/differentiates (as needed); 5. Works with students/families to identify individual education routines both synchronous and asynchronous modes | - Incorporates SEL strategies into planning and delivery of curriculum (e.g. conducts daily check-ins, acknowledges students' feelings, uses positivity messaging, establishes students' healthy and daily routines);  - learning activities have appropriate time lines for age/development ( e.g. account and plan for extra online time required, focus needs, and break/movement needs);  - provides opportunities for brain and/or body breaks;  - incorporates active learning strategies | Section 1:1, 3:1, 3:6,  3:7, 3:9, 3:10, 4:1,  Section 5 (all); |
| Educators value the involvement and support of parents, guardians, families and communities in schools | respect for parents, families, communities, valuing what each student/family brings | 1. Selects appropriate learning materials which are varied, inclusive (across culture, language, ethnicity, SOGI,); and which, 2. Respects parents' time and the current situation - i.e. does not overwhelm them with long lists of tasks or expectations; 3. Sensitive to parents’ diversity of expertise in subject matter, technology, capacity and time; 4. Provides resources to assist in a home learning environment; 5. Recognizes and responds to unique needs of school community, class(es) | - provides pdf/paper format materials as option when online is available;  -Creates support material for parents where appropriate;  - provides choice and flexibility in learning structure, schedule, outcomes;  - ensures equity in access to learning materials/provides options for completion;  - may utilize a choice board vs. strict schedule;  - responds to/addresses parent/guardian questions or concerns in a timely, professional manner seeking advice and support from SA proactively and as needed | Section 1:1, 4:1, 4:2,  1:6, 5:3 |
| Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. |  | 1. Plans collaboratively with SA; creatively utilizes resources available for learning opportunities; 2. Adapts resources to learning environment; 3. Offers a variety of accessible modes of instruction and assessment; 4. Effectively engages students in teaching/learning process; 5. Assessment is both formative and summative and is clearly communicated to students and families; 6. Includes self-assessment; 7. Assessment considers equity of resources during this time | - Keeps an online learning log or digital portfolio of learning opportunities to which advisors have co-editing access;  - builds in co-planning time into daily routine;  - employs a variety of instruction that incorporates digital feedback for review by advising triad;  - assessment techniques employ students' digital submission onto online platforms used by SD;  - provides timely digital assessment per assignments providing comments and examples for students/families;  - provides alternate modes of communicating assessment if internet not available, e.g. telephone;  - does not overwhelm students with challenging online self-assessment tasks e.g. looks for easy survey methods for them to use;  adjusts planning as per students' self-assessment and feedback employing "we are all learning together" community mindedness and patience messaging;  - spends time answering individual family inquiries as they arise by internet or phone | 1:2, 1:5, Section 3 (all areas), Section 6:2, 6:3 |
| Educators have a broad knowledge base and understand the subject areas they teach |  | 1. Prepares relevant learning materials; preparation is linked to current educational research and resources; 2. Technology is used to thoughtfully deliver curriculum and does not obscure the content; 3. Practices critical reflections of teaching/learning process | -Learning materials have drawn from students' own environment, e.g. physical living space both inside and outside;  - keeps a digital journal of students' responses to engagement with the materials;  - students provide non-written evidence of learning, (e.g. photos of outcomes re big idea of "responsibility");  - relates current online learning/teaching resources to current situation/age level and adapts the ideas/techniques/tools;  - reflects on use of technology (successes and challenges) and adjusts as needed | Section 2 (all areas); Section 3 (specifically 1 - 10 but includes 11 - 14); Section 5:4 |
| Educators engage in career-long learning |  | 1. Demonstrates willingness and ability to adapt to changing situations; 2. Independently seeks out strategies and solutions to emerging issues; 3. Collaborates regularly with colleagues and professional learning communities | - operates from "opportunities" for learning mindset with daily enthusiasm and "let's try it" attitude;  - from journal or portfolio generated, or experiences recorded, develops in-service online workshops or shares with professional association;  - tries other professionals' ideas out;  - takes further online learning/teaching in-service workshops;  - reflects on experiences and seeks guidance, supports, research to improve/adjust | Section 1:1, Section 2:1, 2:2, 2:3, 2:4; |
| Educators contribute to the profession |  | 1. Develops and shares resources; 2. Collaborates with SA/school community | - uploads curriculum materials developed for alternate learning format to shared professional site(s) for other teachers to try (with permission protocols respected);  - shares materials posting to an open educational resource repository;  - engages in a professional community of practice;  - engages professionally in a webinar, twitter chat, hashtag conversation, Facebook community;  - readily shares resources and ideas with co-teachers, colleagues;  - cites appropriate credit for any resources adapted or shared;  - conducts inquiry to learn more about on-line and/or remote teaching and learning | Section 1:2, 1:3, 1:7, |
| Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis |  | 1. Through reflection, critically examines their own biases, attitudes, beliefs, values and practices; 2. Demonstrates value and respect for languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Metis by incorporating FPPL into remote learning practices; 3. Integrate First Nations, Inuit and Metis worldviews and perspectives into remote learning environments. | - incorporates FPPL (ex. talking circles in web conferences; integrating story, oral story telling as an approach to learning);  – aware of respectful listening and communication methods while providing online teaching  - includes relevant content related to indigenous perspectives and/or content in planning/learning experiences;  - Invites students to access local Indigenous information through online and local research in safe, digital ways, e.g. active research methods – telephone interviews, review of local online historical materials and archives  - appropriate citing of indigenous materials accessed in projects  - encourages use of video as oral and visual pedagogies to create stories or find indigenous stories to share  - access online resources such as FP Languages sites, and other available resources  - assesses students’ learning through visual and oral methods |  |