

MRU B.Ed. Program Outcomes

Updated 2023

Items in italics are foundational understandings incorporated in courses but are not formally assessed in practicum.

Items in grey font are on the evaluation form for EDUC 4030 but not EDUC 3010.

Program Competency	Program Outcomes
Professional responsibilities TQS 1 Fostering Effective Relationships 2 Engaging in Career-long Learning 4 Establishing Inclusive Learning Environments 5 Applying Foundational Knowledge about First Nations, Metis and Inuit 6 Adhering to Legal Frameworks and Policies	1. <i>Explains the relationship between the province, school board and professional association in the governance of schools and evaluation of teachers including organizational structure, code of conduct, teacher growth plans</i> 2. <i>Understands legal obligations, policy issues and the importance of advocacy</i> 3. <i>Analyzes ethical and social issues related to education</i> 4. <i>Understands the expectations of teachers in Alberta (School Act, policies and procedures of the school authority, code of conduct, the Alberta Human Rights Act, the Canadian Charter of Rights and Freedoms) (TQS 4a, 6a, 6b, 6c)</i> 5. <i>Guides actions with a personal overall vision of the purpose of education. Communicate their vision, including how it has changed as a result of new knowledge, understanding, and experience.</i> 6. Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor (TQS 2a, 2b) 7. Collaborates with teachers, students, parents/guardians, local community as partners in education to support student learning (TQS 1c, 1d, 1e) 8. Engages with colleagues in professional learning (TQS 2a) 9. Establishes professional and ethical relationships (TQS 1a, 1b) 10. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections (TQS 2d) 11. Honours cultural diversity and promotes intercultural understanding (TQS 1f, 5c) 12. Supports student achievement by engaging in collaborative approaches to capacity building in First Nations, Métis and Inuit education (TQS 2e, 5b) 13. Understands 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 (TQS 2e, 5a)

<p>Planning for Learning</p> <p>TQS: 3 Demonstrates a Professional Body of Knowledge</p> <p>4 Establishing Inclusive Learning Environments</p> <p>5 Applying Foundational Knowledge about First Nations, Metis and Inuit</p>	<ol style="list-style-type: none">1. <i>Analyzes philosophical, psychological and sociocultural perspectives on learning, the nature of knowledge and consider implications for teaching</i>2. Uses programs of study to set learning goals (TQS 3a)3. Analyzes resources (e.g. programs of study, teaching materials, textbooks) and considers current issues to select appropriate teaching strategies and design relevant learning experiences (TQS 3a)4. Translates outcomes into coherent short, medium and long range plans (TQS 3a)5. Demonstrates understanding of pedagogies appropriate to the discipline, including literacy and numeracy (TQS 3a, 3b)6. Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences (TQS 3b)7. Develops varied activities and assignments that are relevant, clearly aligned with learning goals, require deep thinking and support student engagement, collaboration, and choice (TQS 3a)8. Plans for multiple paths to learning for individuals and groups of learners (TQS 3a)9. Uses 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 (TQS 5c)10. Uses resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit (TQS 4d, 5d)
<p>Facilitating Learning</p> <p>TQS: 2 Engaging in Career-long Learning;</p> <p>3 Demonstrates a Professional Body of Knowledge</p>	<ol style="list-style-type: none">1. <i>Compares historical and contemporary views of education and implications for practice in schooling</i>2. Uses a variety of teaching strategies to engage learners in rich learning experiences (TQS 3b)3. Integrates digital technology and resources, as appropriate, to build student capacity for:<ul style="list-style-type: none">- acquiring, applying and creating new knowledge;- communicating and collaborating with others, critical-thinking; and- accessing, interpreting and evaluating information from diverse sources (TQS 2f, 3a)4. Communicates and monitors high and achievable expectations in student friendly language (TQS 3a, 3b)5. Scaffolds student understanding including knowledge, skills, and strategies (TQS 3b)6. Provides clear explanations with rich language and examples (TQS 3b)7. Analyzes and responds to student misconceptions (TQS 3b)8. Engages in discussions and inquiry that invite high level thinking and engagement of all students (TQS 3b)9. Paces lessons appropriately for all students including time for reflection and closure (TQS 3b)
<p>Assessment</p> <p>TQS: 3 Demonstrates a Professional Body of Knowledge</p>	<ol style="list-style-type: none">1. <i>Articulates theoretical and historical foundations of assessment, as well as principles of assessment appropriate for different purposes and stakeholders</i>2. Uses varied and relevant assessments to identify learner needs and adjust instruction. Include varied ways of addressing misunderstandings. (TQS 3c)

	<div>3. Creates multiple and varied assessment tools that align with outcomes (TQS 3c)</div> <div>4. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring (TQS 3a, 3c)</div> <div>5. Provides specific, timely, constructive feedback to help students monitor their own learning (TQS 3c)</div> <div>6. Reflects on assessment data with students, parents, and colleagues to support reasoned judgment about the evidence used to report the level of student learning (TQS 3c)</div>
<div>Inclusive Environment</div> <div>TQS:</div> <div>3 Demonstrates a Professional Body of Knowledge</div> <div>4 Establishing Inclusive Learning Environments</div> <div>5 Applying Foundational Knowledge about First Nations, Metis and Inuit</div>	<div>1. Makes reasoned decisions in response to contextual variables (e.g., gender, religion; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and wellbeing; emotional and mental health; and physical, social and cognitive ability) (TQS 3a, 4a, 4d, 4e, 5c)</div> <div>2. Plans a classroom environment that is physically, socially, culturally and psychologically secure (TQS 2c, 4a, 4c, 4d, 4g, 5b)</div> <div>3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour (TQS 4f)</div> <div>4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, increase self-confidence and show leadership (TQS 4a, 4g, 5b, 5c)</div> <div>5. Uses appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth (TQS 4b, 5g)</div> <div>6. When needed, collaborates with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes (TQS 4a, 4e)</div>

Adapted from
Alberta Education (2018). *Teaching quality standard*
<https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

Association of Alberta Deans of Education. (2012). *A framework of effective teaching for learning*. Presented to Alberta Education.

Danielson, C. (2011). *The framework for teaching evaluation instrument*. The Danielson Group

The program outcomes are correlated to the new TQS competencies and indicators as follows:

Alberta Education TQS Competency	TQS Indicators of Achievement of Competency
	The indicators below have been taken from Alberta Education’s Teaching Quality Standard (TQS).
<div>1. Fostering Effective Relationships.</div> <div>Teacher builds positive relationships with:</div> <div>➤ students</div> <div>➤ parents/ guardians</div> <div>➤ peers</div> <div>➤ others in the school</div>	<div>(a) acting consistently with fairness, respect and integrity; PR5</div> <div>(b) demonstrating empathy and a genuine caring for others; PR5</div> <div>(c) providing culturally appropriate and meaningful opportunities for students and for</div>

<p>➡ local community to support student learning</p>	<p>parents/guardians, as partners in education, to support student learning; PR3</p> <p>(d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom; PR3</p> <p>(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; PR3 and</p> <p>(f) honoring cultural diversity and promoting intercultural understanding. PR7</p>
<p>2. Engaging In Career-long Learning.</p> <p>Teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning</p>	<p>(a) collaborating with other teachers to build personal and collective professional capacities and expertise; PR1, PR4</p> <p>(b) actively seeking out feedback to enhance teaching practice; PR1</p> <p>(c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; IE2</p> <p>(d) seeking, critically reviewing and applying educational research to improve practice; PR6</p> <p>(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; PR8, PR9 and</p> <p>(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice. F2</p>
<p>3. Demonstrates a Professional Body of Knowledge.</p> <p>Teacher applies a current and comprehensive repertoire of</p> <p>➡ effective planning to meet the learning needs of every student</p>	<p>(a) planning and designing learning activities that:</p> <ul style="list-style-type: none">• address the learning outcomes outlined in programs of study; P1, P2• reflect short, medium and long-range planning; P3• 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; P2, P6, P7, F2• ensure that all students continuously develop skills in literacy and numeracy; P4• communicate high expectations for all students; F3• foster student understanding of the link between the activity and the intended learning outcomes; P6, A3• consider relevant local, provincial, national and international contexts and issues; P2• are varied, engaging and relevant to students; P6, P7• build student capacity for collaboration; P6• incorporate digital technology and resources, as appropriate, to build student capacity for:<ul style="list-style-type: none">- acquiring, applying and creating new knowledge;- communicating and collaborating with others, critical-thinking; and- accessing, interpreting and evaluating information from diverse sources;

	<p>F2</p> <ul style="list-style-type: none">consider student variables, including:<ul style="list-style-type: none">demographics, e.g. age, gender, ethnicity, religion;social and economic factors;maturity;relationships amongst students;prior knowledge and learning;cultural and linguistic background;second language learning;health and wellbeing;emotional and mental health; andphysical, social and cognitive ability IE1
<p>3. Demonstrates a Professional Body of Knowledge. Teacher applies a current and comprehensive repertoire of</p> <p>➡ instruction to meet the learning needs of every student</p>	<p>(b) using instructional strategies to engage students in meaningful learning activities, based on:</p> <ul style="list-style-type: none">specialized knowledge of the subject areas they teach; F1, F3, F5, F7, F8, P4an understanding of students' backgrounds, prior knowledge and experiences; IE1a knowledge of how students develop as learners F4, F6, P5, P7
<p>3. Demonstrates a Professional Body of Knowledge. Teacher applies a current and comprehensive repertoire of</p> <p>➡ assessment practices to meet the learning needs of every student</p>	<p>(c) applying student assessment and evaluation practices that:</p> <ul style="list-style-type: none">accurately reflect the learner outcomes within the programs of study; A2generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; A1provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; A3provide accurate, constructive and timely feedback on student learning; A4 andsupport the use of reasoned judgment about the evidence used to determine and report the level of student learning. A5
<p>4. Establishing Inclusive Learning Environments. Teacher establishes, promotes and sustains inclusive learning environments where</p> <p>➡ diversity is embraced</p> <p>➡ every student is welcomed, cared for, respected and safe</p>	<p>(a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; PR2, IE2, IE4</p> <p>(b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth; F3, IE1, IE5</p> <p>(c) communicating a philosophy of education affirming that every student can learn and be successful; IE2</p> <p>(d) being aware of and facilitating responses to the emotional and mental health needs of students; IE1, IE2</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 specialized supports to enable achievement of the learning outcomes; IE1, IE6</p>

	<p>(f) employing classroom management strategies that promote positive, engaging learning environments; IE3</p> <p>(g) incorporating students' personal and cultural strengths into teaching IE2, IE4, IE5</p> <p>(h) providing opportunities for student leadership. IE4</p>
<p>5. Applying Foundational Knowledge about First Nations, Metis and Inuit.</p> <p>Teachers develops and applies</p> <p>➡ foundational knowledge about First Nations, Metis and Inuit for the benefits of all students.</p>	<p>(a) understanding the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none">• treaties and agreements with First Nations;• legislation and agreements negotiated with Métis; and• residential schools and their legacy; PR9 <p>(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education; PR8, IE2, IE4</p> <p>(c) 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; PR7. P8, IE1, IE4 and</p> <p>(d) 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. P9</p>
<p>6. Adhering to Legal Frameworks and Policies.</p> <p>Teacher demonstrates:</p> <p>➡ an understanding of and adherence to legal frameworks and policies that provide the foundation for the Alberta education system</p>	<p>(a) maintaining an awareness of, and responding in accordance with requirements authorized under the School Act and other relevant legislation; PR2</p> <p>(b) engaging in practices consistent with policies and procedures established by the school authority; PR2 and</p> <p>(c) 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. PR2</p>