

Attachment 2: Structure of Pedagogy Content Standards Developed by Various Countries

Topic of Standard	NYS Regulation (US)	Canada (Alberta) Standards for the Teaching Profession	England-Wales Standards For the Teaching Profession
Delivering Instruction	(1)(iii) Students with disabilities and special health-care needs (1)(vi) Instructional and assistive technology, and teaching students to use technology	<p align="center">Stds. 2 e, f, i</p> e) all students can learn, at different rates, in different ways. Teachers know how to identify students' varying learning styles (incl. when-how to engage others) & respond to differences by creating multiple paths to learning for students, groups & students with special learning needs; f) purposes of short-, medium-, & long-range planning. Teachers know how to translate desired outcomes & curriculum into meaningful, pro-gressive learning opportunities for students & understand the need to vary plans to accommodate students & groups; i) there are many approaches to teaching & learning. Teachers know a range of instruct'l strategies appropriate to their specialization & subject discipline & know which to use to help different students achieve needed outcomes.	<p align="center">Stds. Q10, 25</p> Q. 10 Understand and know a range of teaching, learning & behaviour strategies & know how to use & adapt them, and to personalise learning & provide opportunities for all learners to achieve potential; Q. 25 Teach lessons & lesson sequences across the age & ability range for which they are trained, and: (a) use a range of teaching strategies & resources (taking account of diversity, promoting equality & inclusion, e-learning,) (b) build on prior knowledge, develop concepts & processes, enable learners to apply new knowledge, & skills & meet learning objectives, (c) adapt instruction to their learners, introducing new ideas & concepts & using explanations, questions & plenaries clearly & effectively, (d) demonstrate the ability to manage learning at the individual, group & class level; modify teaching for the stage of the lesson.
Learning Environment	(1)(ii) Learning processes, motivation, communication, classroom management (1)(xii) Prevention of & intervention in school violence; promoting a safe, nonviolent school climate	<p align="center">Stds. 2 g, h</p> g) student needs for physical, social, cultural & psychological security. Teachers know how to engage students to create effective classroom routines, & when to apply varied management strategies that are appropriate for the situation & provide minimal disruptions to learning; h) the importance of respecting students' human dignity. Teachers know how to establish professional relationships with different students characterized by mutual respect, trust & harmony.	<p align="center">Stds. Q1, 2, 10, 30, 31</p> Q. 1 Have high expectations of children & young people, commit to ensuring they have the tools to achieve their full educational potential & to establishing fair, respectful, trusting, supportive & constructive relationships with them; Q. 2 Demonstrate the positive values, attitudes & behaviour they expect from children & young people; Q. 10 Have a knowledge & understanding of a range of teaching, learning & behaviour management strategies & know how to use & adapt them, including how to personalise learning & provide opportunities for all learners to achieve their potential; Q. 30 Establish a purposeful & safe learning environment conducive to learning & identify opportunities for learners to learn in out-of-school contexts; Q. 31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively & promote their self-control & independence.

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Understanding/Organizing Content	<i>(b) Content core.</i> Candidates complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for students,	Stds. 2 c, d c) purposes of the Guide to Education & programs of study germane to their specialization or subject. Teachers know how to use these documents to inform & direct their planning, instruction & assessment of student progress; d) the subject disciplines they teach. Teachers have completed a structured program of study by which they acquired knowledge, concepts, methodologies & assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.	Stds. Q14, 15 Q. 14 Have a secure knowledge & understanding of their subjects/curriculum areas & related pedagogy to enable them to teach effectively across the age & ability range for which they are trained; Q. 15 Know & understand the relevant statutory & non-statutory curricula & frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, & other relevant initiatives applicable to the age & ability range for which they are trained.
Planning Instruction	(1)(v) Curriculum development, instructional planning, & instructional strategies	Stds. 2 a, c, f a) contextual variable affecting teaching & learning. Teachers know how to analyse multiple variables simultaneously & make reasoned decisions about their teaching & student learning; c) purposes of the Guide to Education & programs of study germane to their specialization or subject. f) purposes of short-, medium-, & long-range planning.	Stds. Q22, 23, 24 Q. 22 Plan for progression across the age & ability range for which they are trained, designing effective learning sequences within lessons & across series of lessons & demonstrating secure subject/curriculum knowledge; Q. 23 Design opportunities for learners to develop their literacy, numeracy & ICT skills; Q. 24 Plan homework or other out-of-class work to sustain learners' progress & to extend & consolidate their learning.
Student Assessment	(1)(vii) Formal & informal assessment	Stds. 2 c, k c) purposes of the Guide to Education & programs of study germane to their specialization or subject. k) purposes of student assessment. Teachers know how to assess the range of learning objectives by selecting & developing varied classroom & large scale assessment techniques & instruments. They know how to analyse data from various assessment instruments & how to use the results for the ultimate benefit of students.	Stds. Q11, 12, 13, 26, 27, 28 Q. 11 Know the assessment requirements & arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations & qualifications; Q. 12 Know a range of approaches to assessment, including the importance of formative assessment; Q. 13 Know how to use local & national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach & to raise levels of attainment; Q. 26 (a) Make effective use of a range of assessment, monitoring & recording strategies, (b) Assess the learning needs of those they teach in order to set challenging learning objectives; Q. 27 Provide timely, accurate & constructive feedback on learners' attainment, progress & areas for development; Q. 28 Support & guide learners to reflect on their learning, identify the progress they have made & identify their emerging learning needs.

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Professional Development	(1)(ix) Means for updating knowledge & skills (professional development)	<p style="text-align: center;">Stds. 2 o, p, q</p> <p>o) importance of career-long learning. Teachers know how to assess their teaching & how to work w/ those who super-vise & evaluate teachers. They know how to use assessment data, supervision & evaluations to develop & implement their own professional development;</p> <p>p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. Teachers are able to communicate their vision, including changes as a result of new knowledge, understanding & experience;</p> <p>q) they are expected to achieve the Teaching Quality Standard.</p>	<p style="text-align: center;">Stds. Q7, 8, 9, 29</p> <p>Q. 7 (a) Reflect on & improve their practice, & take responsibility for identifying & meeting their developing professional needs, (b) Identify priorities for their early professional development in the context of induction;</p> <p>Q. 8 Have a creative & constructively critical approach towards innovation, being prepared to adapt their practice where benefits & improvements are identified;</p> <p>Q. 9 Act upon advice & feedback & be open to coaching & mentoring;</p> <p>Q. 29 Evaluate the impact of their teaching on the progress of all learners, & modify their planning & classroom practice where necessary.</p>
Child Development/ Learning	(1)(i) Human developmental processes & variations	<p style="text-align: center;">Stds. 2 a, e, g, i</p> <p>a) contextual variable affecting teaching & learning. Teachers know how to analyse multiple variables simultaneously & make reasoned decisions about their teaching & student learning;</p> <p>e) all students can all students can learn, at different rates, in different ways. g) student needs for physical, social, cultural & psychological security; i) there are many approaches to teaching & learning.</p>	<p style="text-align: center;">Stds. Q10, 18, 22, 25</p> <p>Q. 10 Have a knowledge & understanding of a range of teaching, learning & behaviour management strategies & know how to use & adapt them, including how to personalise learning & provide opportunities for all learners to achieve their potential;</p> <p>Q. 18 Understand how children & young people develop & that the progress & well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural & linguistic influences;</p> <p>Q. 22 Plan for progression across the age & ability range for which they are trained, designing effective learning sequences within lessons & across series of lessons & demonstrating secure subject/curriculum knowledge;</p> <p>Q. 25 Teach lessons & sequences of lessons across the age & ability range for which they are trained in which they: (a) use a range of teaching strategies & resources, including e-learning, taking practical account of diversity & promoting equality & inclusion, (b) build on prior knowledge, develop concepts & processes, enable learners to apply new knowledge, understanding & skills & meet learning objectives, (c) adapt their language to suit the learners they teach, introducing new ideas & concepts clearly, & using explanations, questions, discussions & plenaries effectively, (d) demonstrate the ability to manage the learning of individuals, groups & whole classes, modifying their teaching to suit the stage of the lesson.</p>

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Communication and Collaboration		<p style="text-align: center;">Stds. 2 l, m, n</p> <p>l) the importance of engaging parents, purposefully & meaningfully, in all aspects of teaching & learning. Teachers know how to develop & implement strategies to create-enhance partner-ships among teachers, parents & students;</p> <p>m) student learning is enhanced through home & community resources. Teachers know how to identify & incorporate relevant resources into their teaching & into student learning objectives;</p> <p>n) the importance of independently & collegially contributing to the quality of their schools. Teachers know strategies for individually & collectively enhancing & maintain their school quality to the benefit of students, parents, community & colleagues.</p>	<p style="text-align: center;">Stds. Q4, 5, 6, 20, 21, 32, 33</p> <p>Q. 4 Communicate effectively with children, young people, colleagues, parents & carers;</p> <p>Q. 5 Recognise & respect the contribution that colleagues, parents & carers can make to the development & well-being of children & young people, & to raising their levels of attainment;</p> <p>Q. 6 Have a commitment to collaboration & co-operative working;</p> <p>Q. 20 Know & understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs & disabilities & other individual learning needs;</p> <p>Q. 21 (a) Be aware of the current legal requirements, national policies & guidance on the safeguarding & promotion of the well-being of children & young people, (b) Know how to identify & support children & young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, & when to refer them to colleagues for specialist support;</p> <p>Q. 32 Work as a team member & identify opportunities for working with colleagues, sharing the development of effective practice with them;</p> <p>Q. 33 Ensure that colleagues working with them are appropriately involved in supporting learning & understand the roles they are expected to fulfill.</p>
Classroom Communication		--	<p style="text-align: center;">Stds. Q1, 2, 4, 25</p> <p>Q. 1 Have high expectations of children & young people including a commitment to ensuring that they can achieve their full educational potential & to establishing fair, respectful, trusting, supportive & constructive relationships with them;</p> <p>Q. 2 Demonstrate the positive values, attitudes & behaviour they expect from children & young people;</p> <p>Q. 4 Communicate effectively with children, young people, colleagues, parents & carers;</p> <p>Q. 25 Teach lessons & sequences of lessons across the age & ability range for which they are trained in which they: (a) use a range of teaching strategies & resources, including e-learning, taking practical account of diversity & promoting equality & inclusion, (b) build on prior knowledge, develop concepts & processes, enable learners to apply new knowledge, understanding & skills & meet learning objectives, (c) adapt their language to suit the learners they teach, introducing new ideas & concepts clearly, & using explanations, questions, discussions & plenaries effectively, (d) demonstrate the ability to manage the learning of individuals, groups & whole classes, modifying their teaching to suit the stage of the lesson.</p>

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Student Diversity	(1)(iii) Students with disabilities and special health-care needs	<p align="center">Stds. 2 e, f</p> <p>e) all students can all students can learn, at different rates, in different ways. f) purposes of short-, medium-, & long-range planning.</p>	<p align="center">Stds. Q10, 19, 25</p> <p>Q. 10 Have a knowledge & understanding of a range of teaching, learning & behaviour management strategies & know how to use & adapt them, including how to personalise learning & provide opportunities for all learners to achieve their potential; Q. 19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, & how to take practical account of diversity & promote equality & inclusion in their teaching; Q. 25 Teach lessons & sequences of lessons across the age & ability range for which they are trained in which they: (a) use a range of teaching strategies & resources, including e-learning, taking practical account of diversity & promoting equality & inclusion, (b) build on prior knowledge, develop concepts & processes, enable learners to apply new knowledge, understanding & skills & meet learning objectives, (c) adapt their language to suit the learners they teach, introducing new ideas & concepts clearly, & using explanations, questions, discussions & plenaries effectively, (d) demonstrate the ability to manage the learning of individuals, groups & whole classes, modifying their teaching to suit the stage of the lesson.</p>
Professional Conduct/ Leadership		<p align="center">Stds. 2 b, n</p> <p>b) the structure of the Alberta education system. Teachers know the system's roles, how responsibilities & accountabilities are set, communicated & enforced, the expectations required under the amended Certification of Teachers Regulation A.R. 261/90, & their school's evaluation policy; n) the importance of independently & collegially contributing to the quality of their schools.</p>	<p align="center">Stds. Q3, 21</p> <p>Q. 3 (a) Be aware of the professional duties of teachers & the statutory framework within which they work, (b) Be aware of the policies & practices of the workplace & share in collective responsibility for their implementation; Q. 21 (a) Be aware of the current legal requirements, national policies & guidance on the safeguarding & promotion of the well-being of children & young people, (b) Know how to identify & support children & young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, & when to refer them to colleagues for specialist support.</p>
TOTAL NUMBER OF STANDARDS		17	33