

# Professional LEARNING TOOL

A GUIDE FOR STUDENT TEACHER REFLECTION



University of  
Lethbridge



Faculty of Education

# Professional LEARNING TOOL

# TQoS

Teaching Quality Standard

## Rationale

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ACCORDING TO the Alberta Teachers' Association, "Teacher professional growth means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard." To begin the process of professional growth during pre-service teacher education, the following tool has been developed as a guide. The tool should be used to promote reflection on student teacher practices related to each of the Teaching Quality Standard competencies and their influence on student learning experiences. This reflection should then lead into the development of an inquiry question(s) and the identification of a professional goal(s) and the related process that will be undertaken to achieve the goal. The tool has been designed to be a working document that student teachers can use throughout all professional semesters of the program. In other words, the tool will be used across semesters to reflect upon growth in relation to each of the TQS competencies and to track the evolution of professional learning for the individual.

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<sup>1</sup>The Alberta Teachers' Association (2018). The Revised Teaching Quality Standard: Building Awareness and Professional Capacity, p. 27.

# Professional LEARNING TOOL

## Key components of the professional learning tool

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- 1 Links to Teaching Quality Standard and student learning – To enhance the meaningfulness of professional learning, reflection on the Teaching Quality Standard and student learning are embedded features
- 2 Provides an inquiry-based approach – Professional learning is grounded in curiosity and the teacher’s desire to explore their professional practice
- 3 Promotes dialogue amongst colleagues related to professional learning

## How to use the tool

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- 1 Reflect upon each of the competencies related to the Teaching Quality Standard and how you have attended to these in your practices (Note: The Teaching Quality Standard document includes numerous examples of how each competency may be achieved). Use the ATA online tool at [www.absselfreflectiontool.com](http://www.absselfreflectiontool.com) to begin reflecting upon your confidence level in relation to each of the competencies in the Teaching Quality Standard. Then, reflect upon your specific achievement of each competency using this tool. List the manner in which competencies have been demonstrated in the left column titled “Student Teacher Practice” and then highlight how those practices influence student learning experiences in the right column. Use a different colour pen during each professional semester to track changes over time.
- 2 Use the reflection to identify an area for inquiry/ goal related to your teaching practice. Then complete the remainder of the Planning for Learning guide by identifying strategies, supports needed, evidence of successful achievement of the goal and a timeline for its completion.
- 3 Share your work with this document with your Teacher Associate and University Consultant during practicum.
- 4 When completing PSIII, consider school goals and other school initiatives prior to identifying your professional learning goals.



Reflecting on the Teaching Quality Standard

**1** A teacher builds positive and productive relationships with students, parent/guardians, peers and others in the school and local community to support student learning

Student Teacher Practices	Influence on Student Learning Experience



Reflecting on the Teaching Quality Standard

**2** A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning

Student Teacher Practices	Influence on Student Learning Experience



Reflecting on the Teaching Quality Standard

**3a** A teacher applies a current and comprehensive repertoire of effective planning practices to meet the learning needs of every student

Student Teacher Practices	Influence on Student Learning Experience

3b A teacher applies a current and comprehensive repertoire of effective instructional practices to meet the learning needs of every student

Student Teacher Practices	Influence on Student Learning Experience



Reflecting on the Teaching Quality Standard

**3c**

A teacher applies a current and comprehensive repertoire of effective assessment practices to meet the learning needs of every student

**Student Teacher Practices**

**Influence on Student Learning Experience**



**4** A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe

Student Teacher Practices	Influence on Student Learning Experience



Reflecting on the Teaching Quality Standard

**5** A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students

Student Teacher Practices	Influence on Student Learning Experience



Reflecting on the Teaching Quality Standard

**6** A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system

Student Teacher Practices	Influence on Student Learning Experience

# PLANNING FOR LEARNING • PSI

Inquiry Question:	Related TQS	Strategies	Resources/ Support Required	Evidence of Success	Timeline
Goal:					

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Goal:					

# REFLECTING ON LEARNING • PSI

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

# PLANNING FOR LEARNING • PSII

Inquiry Question:	Related TQS	Strategies	Resources/ Support Required	Evidence of Success	Timeline
Goal:					

Inquiry Question:	Related TQS	Strategies	Resources/ Support Required	Evidence of Success	Timeline
Goal:					

# REFLECTING ON LEARNING • PSII

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

# PLANNING FOR LEARNING • PSIII

Relevant School Goals:

Other School Initiatives:

<b>Inquiry Question:</b>	<b>Related TQS</b>	<b>Strategies</b>	<b>Resources/ Support Required</b>	<b>Evidence of Success</b>	<b>Timeline</b>
Goal:					

<b>Inquiry Question:</b>	<b>Related TQS</b>	<b>Strategies</b>	<b>Resources/ Support Required</b>	<b>Evidence of Success</b>	<b>Timeline</b>
Goal:					



# REFLECTING ON LEARNING • PSIII

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

**Inquiry Question:**

Reflection at Midway Point

<b>Achievements</b>	<b>In Progress</b>	<b>Future Considerations</b>

Reflection at End of Term

NAME: \_\_\_\_\_



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