

# Accreditation of Out-of-Province Schools

Operational  
Handbook

Updated January 2009

**we** educate





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# Foreword

There is expanding worldwide demand for quality education programs. The Alberta International Education Strategy provides a framework for government and interested education partners to enhance international education opportunities for Albertans and others.

Alberta Education developed *Accreditation of Out-of-Province Schools* to strengthen Alberta's international presence and to increase the international dimension of Alberta's education system.

The benefits of studying the Alberta program are far reaching. International students who obtain an Alberta high school diploma may continue their studies at Alberta's post-secondary institutions or other universities or colleges across North America.

The *Accreditation of Out-of-Province Schools Operational Manual* is an Alberta Education publication for the use of out-of-province school authorities and for those intending to establish an Alberta accredited school. This all-inclusive manual outlines:

- requirements and steps for establishing or closing an Alberta accredited school; and
- information useful in planning, organizing and operating an Alberta accredited school

## Notes

<sup>1</sup> Throughout this manual, "Alberta accredited school" is used to mean the same as "Accreditation of Out-of-Province Schools".

<sup>2</sup> This Operational Manual is a working document that will be updated to clarify requirements and procedures.

<sup>3</sup> Alberta *Programs of Study* are available in both French and English.

<sup>4</sup> Diploma Exams are available in both French and English.

<sup>5</sup> Accreditation is possible in both French and English languages.

# Accrediting Out-of-Province Schools

A number of out-of-province schools wish to provide an Alberta education program for their students. These schools may include Canadian students who are temporarily out of the country or foreign students who plan to emigrate to Canada or to continue their studies in Canada, and/or resident students of another country wishing to achieve an Alberta High School Diploma.

Alberta Education will accredit schools that meet accreditation standards through offering the *Alberta Programs of Study*. Students who attend these accredited schools and meet Alberta graduation requirements will be eligible to receive Alberta high school credits and an Alberta High School Diploma.

Alberta will work together with interested out-of-province school authorities to establish Alberta accredited schools, offering international students the opportunity to receive an education based on the Alberta curriculum and to potentially qualify for an Alberta provincial high school diploma.

The out-of-province schools will pay the costs of operating the schools, as well as the cost of application, licensing, regular inspections and any other services that Alberta provides.



# Advantages of Alberta Accreditation

## 1. High Results

Alberta's education system is recognized internationally as one of the best learning systems in the world. Alberta students have placed among the top academic performers in all three cycles of the Programme for International Student Assessment (PISA) held since 2000. In PISA 2006, Alberta's scores in science were the second highest in the world and similar results were evident in mathematics and reading.

## 2. Rigorous Curriculum

Alberta requires schools to provide a common curriculum for grades 1 to 12. This strong curriculum specifies learner outcomes for each subject area. Teachers, university professors, business leaders and other experts develop the curriculum collaboratively. The curriculum is reviewed and updated to ensure it is current and focused on what students need to know.

## 3. External Examinations

School leaving examinations are another feature of the Alberta education system. In order to qualify for an Alberta High School Diploma, students at the grade 12 level must write provincial examinations in core subject areas. These diploma examinations are set and marked by Alberta Education. Students' examination results are used to determine eligibility for entrance into universities and colleges.

Alberta also has provincial achievement tests that are administered annually to all students in grades 3, 6, and 9. The results from these tests provide schools with reliable and valid information about how well their students are achieving grade-level standards.

## 4. Recognized Credentials

Students who earn an Alberta High School Diploma are accepted for enrolment at universities and other post-secondary institutions throughout North America and the rest of the world. This diploma is recognized as a symbol of excellence that means students have demonstrated the knowledge and skills required for post-secondary education at prestigious universities and other post-secondary institutions.

## 5. Enhanced English Language Skills

With the increased globalization of the economy, high school graduates, who have good English language skills, are in high demand. An Alberta accredited program will enable students to improve their English language skills and develop a better understanding of the cultural values, customs, and social expectations in English-speaking countries. They will benefit from English language instruction and from using English in everyday situations.

## 6. Programs of Study are available in both

## French and English

French, like English, is spoken around the globe. French is an official language in approximately thirty countries, including Canada. All embassies of all nations use either English or French or both, as languages of communication. Schools may choose to use the *Programs of Study* in French, English or a combination of both for all subject areas. Students may choose to write High School Diploma Exams and Provincial Achievement Tests in French or English. Learning and teaching resources are available in both languages.

## 7. Comprehensive Education

Alberta's education system focuses on providing students with a comprehensive education. Alberta also strives to recognize the individual strengths of students by offering them choice and challenge. In addition to the core courses in English, social studies, mathematics, science, and physical education, students may select from a range of optional courses to complete their program.

## 8. High Quality Teacher Preparation and Instruction

The four basic principles of teaching the Alberta *Programs of Study* are:

- how students learn is as important as what they learn
- students learn best when they actually participate in reading, writing, speaking, listening, and viewing
- students need to construct knowledge and be challenged to think critically and creatively and to apply knowledge and skills in new contexts
- teachers must meet individual student needs, abilities, and learning styles

## 9. Student Teacher Placement

Alberta teacher preparation institutions have indicated interest in placing advanced practicum students in an international field experience. The Registrar of Alberta Education may, with certain conditions, recognize such a placement pursuant to the *Certification of Teachers Regulation*. Conditions include that:

- the grade placement for a student teacher is in a school accredited by Alberta Education and following the Alberta Programs of Study
- the school principal has an Alberta teaching certificate and at least three years of Alberta teaching experience
- the supervising teacher has an Alberta teaching certificate and at least three years Alberta teaching experience.

For more detailed information regarding recognition of advanced practicum student placement contact the Teacher Development and Certification Branch of Alberta Education (780-427-2045).

## 10. Opportunities for Student Exchange

Reciprocal Student Exchange opportunities may be available for students to gain intercultural communication and leadership skills and to experience another way of life. Please contact the International Education Branch to discuss this possibility: [exchange.programs@gov.ab.ca](mailto:exchange.programs@gov.ab.ca).

## 11. Opportunities for Educator Exchange

Educator exchanges and short-term study visit opportunities may be available for teachers providing them with a unique professional development experience that promotes the sharing of best practices across cultures, the creation of partnerships between classrooms and the development of global understanding. Please contact the International Education Branch to discuss this possibility: [exchange.programs@gov.ab.ca](mailto:exchange.programs@gov.ab.ca)

## 12. Opportunities for School Partnerships

School twinnings or partnerships between Alberta schools and schools from abroad can bring a truly international experience into the classroom. School partnerships vary in focus and scope but they all aim to facilitate dialogue and encourage collaborative learning between students from different parts of the world. For more information on school partnerships generally and/or to apply for an Alberta partner school, please visit <http://education.alberta.ca/students/internationaleducation/schooltwinnings.aspx>.

# Roles and Responsibilities

**Department of Education, Government of Alberta** has a role in:

- establishing government-to-government agreements relative to Alberta accredited schools
- setting overall goals and direction
- authorizing provincial curriculum
- developing and administering provincial achievement tests and diploma exams
- certificating teachers
- ensuring security and compliance with department requirements regarding provincial assessment
- measuring and reporting student performance
- specifying requirements for Alberta accredited schools
- inspecting and accrediting Alberta accredited schools
- setting fees for Alberta accredited schools

**Alberta Accredited Schools** are responsible for:

- meeting and maintaining the accreditation requirements and standards of Alberta Education
- delivering the Alberta *Programs of Study* to students and completing provincial assessments, as required
- employing certificated teachers and administrators
- planning and reporting on education results
- working with parents and community members

**Alberta Program Administrator** has responsibility for:

- implementing policies of Alberta Education and the local school authority
- providing instructional leadership in the Alberta program
- supervising the evaluation and advancement of students in the Alberta program
- ensuring instruction is consistent with the approved courses of study and education program
- ensuring standards of education are met
- evaluating programs
- directing the management of the Alberta program
- promoting cooperation between the Alberta program and the school community
- evaluating teachers in the Alberta program and making recommendations regarding Alberta teacher certification for any eligible applicants, in accordance with provincial requirements

**Teachers** have a role in:

- providing instruction competently to students
- teaching the courses of study and education programs that are prescribed, approved, or authorized
- promoting goals and standards applicable to the provision of education adopted or approved
- encouraging and fostering learning in students
- regularly evaluating students and periodically reporting the results of the evaluation to the students, the students' parents and the school
- maintaining, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the school
- carrying out, subject to any applicable contract of employment, those duties that are assigned to the teacher by the principal or Alberta program administrator

# Alberta School Accreditation Process

This section outlines the procedures for obtaining and maintaining Alberta accreditation. Applicants must allow ample planning time for each of the procedural steps. Schools may obtain Alberta accreditation through a three-step process summarized below,

Part I: Application, Part II: Preliminary Status, and Part III: Accreditation. Schools may maintain Alberta accreditation in a manner summarized in Part IV: Maintaining Accreditation. All costs associated with application and accreditation must be borne by the participating schools ([See Appendix 6 for the Fee Schedule](#)).

## Part I. Application

Schools may apply by completing and returning the Application ([See Appendix 2](#)) along with a non-refundable application fee to:

**Alberta Education  
Learning Supports  
Executive Director, Field Services  
9<sup>th</sup> Floor, 44 Capital Boulevard  
10044-108 Street N.W.  
Edmonton, Alberta T5J 5E6  
Canada**

Alberta Education will not enter into individual contracts with schools until evidence of approval by local governments has been provided.

Alberta Education will review applications and select those eligible and prepared for Alberta accreditation.

These selected applicants may proceed to Preliminary Status. Schools not selected will be provided with feedback to assist them with reapplication.

## Part II. Preliminary Status

Selected applicants will sign a Letter of Intent and forward the following payments to Alberta Education at the address listed in Part I:

- return economy airfare, and other transportation expenses for all inspection team members between Alberta and the school
- comfortable accommodation and meals for the inspector(s)
- a professional fee per person per day ([See Appendix 6 for Fee Schedule](#)).

Upon receipt of the signed Letter of Intent and payment of all costs associated with the evaluator(s) visit, the Executive Director, Field Services, Alberta Education, will appoint one or two evaluators to visit the school to conduct a Preliminary Status inspection of the school.

The on-site inspection will assess the school's current success in meeting accreditation requirements. While it is not required that all accreditation criteria be fully implemented, this inspection will assess the school's realistic possibility of meeting accreditation status inspection requirements ([Appendix 2](#)), generally scheduled 6 – 8 months in the future. To be granted Preliminary Status, the evaluator(s) must recommend to the Executive Director that, in their judgment, the school will meet accreditation standards in approximately 6 – 8 months or sooner. Upon review and acceptance of the recommendation by the Executive Director – Field Services, Learning Supports, Preliminary Status will be granted to the selected applicant.

Preliminary Status is required to apply for accreditation. If Preliminary Status is not granted, reapplication may be made at the discretion of the Executive Director.

## Part III. Accreditation

Having achieved Preliminary Status, the applicant may proceed to the Accreditation phase following a successful review of the Preliminary Status year. The request to proceed to the Accreditation phase must be made in writing to the Executive Director Zone Services at the address in Part I following the completion of the successful onsite review of the year of Preliminary Status. An extension may be granted for special circumstances.

The Executive Director will establish an accreditation inspection team.

The applicant with Preliminary Status will sign an Accreditation Agreement that will include:

- a) The criteria that will be examined during the accreditation inspection ([See Appendix 2](#)).
- b) Responsibilities of the school
- c) Alberta Education responsibilities
- d) Report requirements
- e) Fees and costs

The school will provide:

- a) A complete list of teaching staff, including their certification details: full name, date of birth, the Canadian province/territory in which they hold certification, certificate number, certificate expiry date if any, social insurance number, and an address at which they can be contacted.
- b) A complete list of students, submitted on the SIS system detailing name, date of birth, grade level, date of enrolment,
- c) A list of Alberta programs and courses to be offered.



d) Costs for the Accreditation inspection including:

- return economy airfare, and other transportation expenses for all inspection team members between Alberta and the school
- comfortable accommodation and meals for all team members
- a professional fee per evaluator, per day (See [Appendix 6 for Fee Schedule](#)).

Accreditation inspection dates will be set by mutual agreement. The school will supply a location in the school building for the inspection team members to meet and work in privacy.

The inspection team will make a recommendation regarding approval for accreditation to the Executive Director. Upon review and acceptance of the report by Alberta Education, the Minister of Education may grant accreditation to the school.

Accreditation confirms that the school has met the requirements for Alberta accreditation and that Alberta credentials will be issued to students who qualify upon the successful completion of Alberta graduation requirements. Successful grade 12 students will be eligible for an Alberta High School Diploma.

On failure to meet accreditation standards, Preliminary Status may be extended at the discretion of the Executive Director.

## Part IV. Maintaining Annual Requirements for Accreditation

To maintain Alberta accreditation, a school shall, on an annual basis, meet Alberta Education standards and requirements as determined by an inspection and submission of documents including the Three Year Education Plan, Annual Education Results Report, major exams as requested, and regular contact via email and letter. Grades 10-12 will be inspected annually, grades K-9 will be inspected every three years. The requirements, procedures, and costs of inspections to maintain accreditation are the same as those described in Part III. Additional inspections may be initiated by the Executive Director of Field Services.

The Executive Director will appoint the inspection team. Once every three years a larger team may be sent to the school to conduct a more in-depth evaluation of education results.

The cost of the license fee for the use of Alberta curriculum materials, examinations, and issuing of transcripts and diplomas will be included in the contract (See [Appendix 6 for Fee Schedule](#)).

# Implementation of Accreditation Requirements

## School Operations and Administration Accreditation Status

Any changes made during the school year to the information in the Accreditation Application must be provided in writing to Alberta Education.

During the course of the school year, if an Alberta accredited school does not fulfill the requirements of the Minister of Education and the contract, or when a program offering is judged to be inconsistent with the criteria that govern approval, Alberta Education will work with the responsible officers of the school, and will make a recommendation of an appropriate course of action to the Executive Director, Field Services, Learning Supports, Alberta Education.

If it becomes necessary to conduct additional school evaluations and/or administer student examinations, the school will cover all the associated costs by depositing the required funds with Alberta Education prior to the delivery of any services.

### Closure

An Alberta accredited school wishing to cancel its accreditation with Alberta Education shall advise Alberta Education in writing.

If an Alberta accredited school is closing, the principal will forward student records to the schools into which students are transferring and a copy of the student records to Alberta Education. Where a school destination cannot be determined by the Alberta accredited school, the principal will forward student records to Alberta Education.

### Provincial Achievement Tests

**Schools may choose to write the Provincial Achievement Tests.** The Alberta accredited school will cover the costs of administering examinations for students writing Alberta examinations.

The purpose of the Achievement Testing Program is to:

- determine if students are learning what they are expected to learn
- assist schools, in monitoring and improving student learning



## Improve Student Learning

Careful examination and interpretation of the results can help reveal areas of relative strength and weakness in student achievement. Teachers and administrators can use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the *Programs of Study*.

## Interpreting Results

Achievement tests assess only part of what is to be learned. In addition, many factors contribute to student achievement. Personnel at the school levels are in the best position to appropriately interpret, use, and communicate school results in the local context.

## Diploma Examinations

Alberta accredited schools are required to ensure that students write provincial examinations, as required by the Minister of Education, and that the Alberta Diploma Examinations are administered and secure, in accordance with the approved timetable and directives of Alberta Education ([See Appendix 5 for requirements and guidelines](#)).

The Alberta accredited school will cover the costs of administering examinations for students writing Alberta examinations.

All students wishing to write a Diploma Examination must be registered. See *Student Information System User Guide for Accredited Out-of-Province Schools* for directions on Registering Students to Write Diploma Examinations.

## Health and Safety

All Alberta accredited schools are required to provide proof of alignment with local authority zoning and by-laws and all applicable public health, safety and building standards requirements, in accordance with local standards.

## Instructional Time

Where Kindergarten programs are offered, schools and approved ECS operators shall provide access to minimum 475 hours of instructional program activities for each child in a centre during a school year.

In accordance with Section 39(1)(c) of the School Act and to allow for a balanced program that leads to the student learning outcomes outlined in the *Goals and Standards Applicable to the Provisions of Basic Education in Alberta*, schools are required to insure that Grade 1 to Grade 9 students have access to a minimum of 975 hours of instruction per year in each grade

[See Appendix 4 for further information on hours of instruction.](#)

Alberta accredited schools must offer students in grades 10-12 access to at least 25 hours of instruction per high school credit of Alberta curriculum and access to 1000 hours of instruction per year ([See Appendix 4 for more information about instructional hours](#)).

## Internet Connectivity

The Alberta accredited school must meet the Alberta Education's current and future requirements for Internet connectivity, computer hardware/software, and printer capabilities to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks ([See Appendix 7 for current requirements](#)).

## Policies

The Alberta accredited school shall develop and maintain a policy regarding the evaluation of students ([See Appendix 3](#)) that is consistent with the requirements of Alberta Education. Further information on this is contained within the current *Guide to Education*.

The Alberta accredited school shall develop and maintain a policy regarding the evaluation of teachers Refer to the current *Guide to Education* policy section for the policy.

Teacher evaluation for the purposes of recommendation for permanent Alberta Permanent Certification must follow the Teacher Growth, Supervision and Evaluation Policy ([See Appendix 8 for this policy which is contained in the current Guide to Education](#)).

Policies regarding attendance and discipline of students are set by the school.

## Student Information System

The Student Information System (known as SIS) is a provincial student information database developed and maintained by the Information Services Branch of Alberta Education. The goal of SIS is to provide educational policy makers and administrators with accurate student information. This information is critical to the planning, decision-making, and evaluation of educational programs. For further information please refer to the *Student Information System User Guide for Accredited Out-of-Province Schools*.

## Student Registration

The Alberta accredited school must register all students on the Alberta Education Student Information System (SIS) ([See Student Information System User Guide for Accredited Out-of-Province Schools](#) for guidelines on the use of the SIS).

## Student Transcripts

High School (grades 10-12) students may make a request for official transcripts of marks by applying to Information Services of Alberta Education. A fee will be charged for issuing transcripts ([See Appendix 6 for Fee Schedule](#)).

## Submitting High School Course Marks

All high school course marks must be submitted to Alberta Education according to the guidelines in the *Student Information System User Guide for Accredited Out-of-Province Schools*.

## Curriculum and Resources

All Alberta accredited schools must follow the Alberta *Programs of Study*. Use of Alberta Authorized Education and Teaching Resources is strongly recommended. Further information on resources can be found on the Alberta Education Web site at [www.education.gov.ab.ca](http://www.education.gov.ab.ca).

## English as a Second Language

English as a Second Language (ESL) courses must follow Alberta Education's ESL Program of Studies (Elementary, Junior High and Senior High). The courses are supported by a guide to implementation for teachers and an authorized resource list.

## Resources

The accredited school may purchase resource materials from the Alberta Learning Resources Centre (LRC) at retail rates. Resources may be purchased online at: [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca).

## Annual Planning and Reporting Requirements

### Annual Education Plan

At the beginning of each school year, the Alberta accredited school will prepare and submit an Annual Education Plan as part of the annual accreditation process. The plan will include the following elements: school profile; educational philosophy; projected student demographics; the identification of challenges; and goals, outcomes, strategies, performance measures and targets.

## Annual Education Results Report

At the end of each school year and in preparation for the on-site inspection, the Alberta accredited school will report annually on the actual enrolment in the Alberta accredited program, areas for improvement, and on its results for each performance measure. Once every three years an inspection team may conduct an in-depth evaluation of the school that will include an evaluation of education results.

## Staff and Qualifications

### Teaching Staff

The Alberta accredited school must employ teachers who are:

- credentialed teachers who are trained and certificated in Alberta;
- individuals who have teaching credentials recognized by the country in which the school is located, who have a minimum four year teaching degree, and whose credentials are accepted by Alberta Education;
- have current teaching practice completed within the past ten years according to the requirements outlined by Alberta Education; or
- have qualifications approved by Alberta Education.

### Alberta Program Administrator

The Alberta accredited school must designate an Alberta Program Administrator who either holds a valid Alberta Teaching Certificate or other credentials approved by the Alberta Minister of Education. The school must follow local standards and requirements in terms of security clearance and criminal checks of staff.

## Student Records

### Enrolment and Attendance Records

The Alberta accredited school shall keep records of student enrolment and attendance in a form acceptable to the Minister of Education.

A record of daily attendance for each student is to be kept in a classroom register and/or on computer.

Copies of the *Daily Register for Recording the Enrolment and Attendance of Students* are available for purchase from the Learning Resources Centre of Alberta Education.

## Academic Record

There is to be a written student file kept for each student in the schools (refer to the *Student Record Regulation in the current Guide to Education*). The record for each student is to include the following information:

- student's name
- Alberta student number
- name of the student's parent(s)
- student's birth date
- student's gender
- addresses and telephone numbers of the student and of the student's parent(s)
- annual summary of student's achievement
- student's results obtained on provincially administered tests and on standardized tests used in the placement of the student
- a record of the student's attendance
- any individualized program plan specifically devised for a student, if required.

An Alberta accredited school shall keep a student record containing the above information for at least seven years after the student ceases attending the school or until the record has been forwarded to another school. Student records are to be retained by the school and not forwarded to Alberta Education unless the school is closing and the student's next school is unknown.

## Support Services

Alberta Education may provide the following support services on a cost recovery basis.

- Curriculum Review/Alignment. Alberta Education will review course content for alignment with the Alberta Program of Studies.
- Advice and assistance on Accreditation and Re-accreditation Process.
- Professional Development Networks.
- Access to Alberta Education Information Services Help Desk.





# Appendix 1: Application for Alberta Education Accreditation of Out-of-Province Schools

DATE: \_\_\_\_\_

**Note:**

When completing this application, if certain items are not yet implemented, describe the school's plans for implementation including anticipated date for completion. Clearly indicate this by stating, "It is planned..."

## OUT-OF-PROVINCE SCHOOL GENERAL INFORMATION

School name:												
Address:												
Phone:			Fax:				E-Mail Address:					
							Web site:					
Name and Address of local, provincial/state and/or federal government(s) that hold authority over the school.												
Principal's Name:												
Principal's E-mail Address:												
The school has been in existence and in continuous operation since (month/year) _____												
Total Student Enrolment:			Percentage of all students that are:				Percentage of students in Alberta Accredited Program that are:					
			National _____%				National _____%					
			International _____%				International _____%					
Grade of Students	1	2	3	4	5	6	7	8	9	10	11	12
School Student Enrolment												
Projected Student Enrolment in Alberta Accredited Program												
Number of Alberta or Canadian Certificated Teachers for the Alberta Accredited Program: _____												
Number of full-time teachers: _____												
Number of part-time teachers: _____												

## Government Relations

Which level(s) of government(s) have authority over the school's educational programs, teacher certification, facilities, etc? List appropriate names, titles and contact information. Describe the authority held by each level of government listed.

## School History

Describe the school's history and its future plans.

## Facilities

Please describe the school's facilities and attach photographs.

Please attach documentation that proves alignment with all applicable public health, safety and building standards requirements, in accordance with local laws and standards.

## Educational Goals

Describe the school's philosophy for educating students.

## School Authority

(i.e., the Society, Corporation or other entity that owns and operates the school)

Describe the school authority structure (include an organization chart). What role does the school authority exercise in governance issues (e.g., policy development, staff employment, financial allocations, daily school operation, etc.)?



## School Administration

Describe the school's administrative structure (e.g., the roles and responsibilities and authority of the school's principal, vice principal(s), head teachers, etc.).

To whom will the Alberta program administrator report?

What level of authority will be delegated to the program administrator of the Alberta Accredited Program (e.g. programming, staffing)?

## Finances

Does the school submit monthly financial reports and yearly financial statements to the school authority?

Yes     No

Are the school's accounts audited by a company not connected with the school or school authority?

Yes     No

Provide a statement from the school's auditing firm and/or other outside financial institution, which verifies that the school has been, and is, in a sound financial position.

## Accreditation

With which governments and organizations is the school presently accredited?

What type(s) of graduation certificate(s) do the school's graduating students presently receive?

Briefly explain why you are seeking Alberta accreditation for the school.

Has documented evidence of approval by local government to enter into a contract with Alberta Education to offer an Alberta accredited program been attached to the application?

Yes       No

*Note: Alberta Education will not enter into individual contracts with schools until they provide evidence of approval by local governments.*

## Curriculum

What percentage of the school's current curriculum is presently taught in English? \_\_\_\_\_

What subjects/courses are currently taught in English?

Does the school provide English as a Second Language (ESL) instruction? If so, please describe the school's ESL program.

State instructional time: \_\_\_\_\_ hours/day \_\_\_\_\_ days/year

Describe how the school intends to provide preliminary English instruction and to ensure students' English proficiency level is sufficient to successfully enter and complete the Alberta accredited program.

Describe how the school intends to provide the necessary learning resources and facilities (e.g., science laboratory) to accommodate the variety of teaching strategies/learning activities required to meet the learning outcomes of the Alberta curriculum.



## Curriculum (cont'd)

Describe how the school intends to provide the computer technology (hardware and software) and Internet connectivity required to meet the learning outcomes of the Alberta curriculum, and to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks.

Explain how provincial examination security will be maintained.

## Transition Plans

Review the Operational Manual, Appendix 3, which details requirements for Alberta accreditation. Attach a written summary that describes how the school plans to meet each of the requirements listed.

## Verification

*I have read the enclosed summary of requirements for Alberta Accreditation of schools, as well as the procedural steps, associated costs and electronic transfer requirements (Appendices). I believe that the school named in this application could meet the accreditation criteria established by Alberta Education, as stated in these appendices, within six months of receiving Preliminary Status.*

I believe that written approval of the school's application to request Alberta accreditation can be obtained from appropriate local government officials, and a Memorandum of Understanding to that effect could be signed between appropriate governments.

*The responses provided on this application provide a true reflection and accurate information of our school.*

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
School Authority's Signature \*

\_\_\_\_\_  
Principal's Name (Please Print)

\_\_\_\_\_  
School Authority's Name and Position  
(Please Print)

\_\_\_\_\_  
Signature of Official Representing the Alberta Government (if any)

\_\_\_\_\_  
Official's Name (Please Print)

Date: \_\_\_\_\_

\* Person who has legal authority to sign on behalf of the Society, Corporation or other entity that owns and operates the school.

**Please return completed Application with the application fee of \$3500 made payable to the Minister of Finance to:**

### **Alberta Education**

Learning Supports

Executive Director, Field Services

9<sup>th</sup> Floor, 44 Capital Boulevard

10044-108 Street N.W.

Edmonton, Alberta T5J 5E6

Canada

# Appendix 2: Requirements for Alberta Accreditation of Schools

An Alberta accredited school must do the following:

- Demonstrate it has operated in accordance with the laws of the country, province/state and city where the school is located, for a minimum of one year prior to the granting of Alberta accreditation. Permission to use the Alberta Program of Studies during the first year of operation may be granted by the Minister of Education to schools seeking accreditation status.
- Receive written approval from the local education and/or government authority to offer courses and programs approved by the Alberta Minister of Education.
- Teach the Alberta Programs of Study and other courses authorized by the Minister of Education and meet the subject, time, and learning outcome requirements with English or French as the language of instruction in all subjects available.
- Employ teachers who are either Alberta/Canadian prepared and certificated in Alberta/Canada or who have qualifications approved by the Minister of Education.
- Employ an Alberta program administrator who is either Alberta certificated or who has qualifications approved by the Minister of Education. The Alberta program administrator is responsible for the school's Alberta program, i.e., administration, curriculum, supervision of certificated teaching staff, as well as student safety and achievement.
- Meet the Alberta Education's requirements for Internet connectivity, computer hardware/software, and printer capabilities to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks. Alberta Education will inform the school of changes to requirements which would apply in subsequent school years.
- Administer and secure diploma examinations in accordance with Alberta Education requirements.
- Ensure the students have the opportunity to meet the provincial high school graduation requirements.
- Agree to regular evaluation, monitoring and annual accreditation by the Minister of Education.
- Maintain individual student records.
- Make rules (policies) on access and enrolment in the school, attendance, and discipline of students in accordance with local standards.
- Develop policy for 1) teacher evaluation and for 2) evaluation of student progress.
- Cover the full costs for evaluations, monitoring and annual accreditation and any additional inspections, which may be required by Alberta Education.





# Appendix 3: Evaluation of Students

## BACKGROUND

Alberta Diploma Examinations are meant to complement the ongoing evaluation of student achievement by teachers in Alberta accredited schools using the Alberta *Programs of Study*. These teachers should assess students in a variety of ways to maintain and further improve the quality of education provided to students.

## POLICY

Student learning in Alberta *Programs of Study* shall be assessed to assist in improving programs, establishing and maintaining standards, and improving student achievement.

### Teachers

A teacher while providing instruction or supervision for the Alberta Program must:

- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and others as required by the school.

### Alberta Program Administrator

The Alberta Program Administrator must:

- supervise the evaluation and advancement of students in Alberta programs
- ensure supervision, security and administration of provincial examinations, in accordance with Alberta Education's standards and requirements.

## PROCEDURES

1. The primary responsibility for the continuing evaluation of student achievement lies with each Alberta accredited school and its teachers who are using Alberta Programs of Study.
2. Each Alberta accredited school using Alberta Programs of Study, shall develop, keep current and implement written student evaluation policy and procedures consistent with this policy.

3. Student evaluation policy shall provide for:
  - (1) accurate, fair and equitable student evaluation;
  - (2) the student's right of appeal and procedures for appeal;
  - (3) the role of the student and the teacher in evaluations;
  - (4) the use of evaluation information for the improvement of the quality of educational programs; and
  - (5) timely communication of evaluation information to students.
4. Alberta accredited schools using the Alberta *Programs of Study* shall report diploma examination results, and shall use these assessments to complement locally designed and administered student evaluation procedures to assess the quality and effectiveness of education provided to students.

## REFERENCES

Please refer to the following for additional information:  
*Diploma Examinations Program General Information Bulletin*.

# Appendix 4: Guide to Elementary, Junior High and High School Programming

This guide will assist school administrators, principals, teachers and other parties engaged in the delivery of quality education to implement the Alberta Programs of Study and meet government requirements. It includes procedures and organizational information required to operate Alberta accredited schools.

## Guide to ECS to Grade 9 Programming



### Early Childhood Services

[School Act, Section 30](#)  
[Early Childhood Services Regulation](#)  
AR 31/2002  
as amended

Early Childhood Services (ECS) refers to a continuum of programming that is developmentally appropriate and meets the diverse needs of young children and their families. Kindergarten refers specifically to the education program for children in the year prior to Grade 1 and is a part of the ECS continuum.

In ECS programs, young children participate as active learners, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs that may be offered in accordance with section 30 of the *School Act*. An ECS operator must accept and provide programming for all children, including those with special education needs who meet eligibility criteria and for whom programming is requested.

### Kindergarten

Kindergarten, as part of the ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the expectations outlined in the [Kindergarten Program Statement](#).

The *Kindergarten Program Statement*, available from the Curriculum Branch or on the Alberta Education Web site, describes the learning achievement that helps prepare children for entry into Grade 1 and provides them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

### Access to Minimum Hours of Instruction ECS

Where Kindergarten programs are offered, schools and approved ECS operators shall provide access to a minimum of 475 hours of instructional program activities for each child in a centre during a school year.

For individual children with special education needs (mild, moderate, severe or gifted and talented), modification to these hours based on the child's developmental level and educational needs is possible. The ECS operator/school should contact Special Programs Branch to discuss modification to instructional hours.

### Instructional Time ECS

Instructional time includes time scheduled for purposes of instruction and other activities for children where direct child-teacher interaction and supervision are maintained.

An operator/school may use a maximum of 35 hours of instructional time for activities, such as:

- visits to the child's home<sup>①</sup>
- staggered entry
- small group days
- demonstration of child learning in child-parent-teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

<sup>①</sup>These visits support transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.

Instructional time does not include:

- teacher convention days
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children.

### Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. An ECS home program must be comprised of at least 22 visits to the home of one and a half hours or longer per visit. This ECS home program must be planned, delivered and evaluated by a certificated teacher.

For individual children with special education needs (mild, moderate, severe or gifted and talented) who live in a remote area, the school or ECS operator, should contact Special Programs Branch to discuss program options.

## Grade 1 to Grade 9

### Access to Minimum Hours of Instruction

[School Act, Section 39\(1\)\(c\)](#)

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and to allow for a balanced program that leads to the student learning outcomes outlined in the [Goals and Standards Applicable to the Provision of Basic Education in Alberta](#), schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

**Note:** For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

### Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or
- interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

### Instructional Time Grade 1 to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent-teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

## Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time.

- All students must be provided access to a minimum number of hours of instruction. See [Access to Minimum Hours of Instruction ECS](#) and [Access to Minimum Hours of Instruction \(Grade 1 to Grade 9\)](#) in this section of the *Guide*.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students; e.g., block planning, artist in residence programs.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

## Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

### Percentage of Time Allocations Recommended

#### Grade 1 and Grade 2

Subject Areas	English Language Programming Percentage	Francophone/French Immersion Programming Percentage
English Language Arts	30%	30%
French Language Arts <sup>①</sup> / Français <sup>②</sup>	0%	
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for other subjects; e.g., second languages, <sup>③</sup> drama, religious instruction.	15%	15%

<sup>①</sup> French language arts is taught in alternative French language programs (including French immersion).

<sup>②</sup> Français is taught in Francophone schools.

<sup>③</sup> For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time is 10%.

**Note:** Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

## Grade 3 through Grade 6

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	25%	{ 35% }
French Language Arts <sup>①</sup> / Français <sup>②</sup>	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for other subjects: e.g., second languages, <sup>③</sup> drama, religious instruction.	15%	10%

① French language arts is taught in alternative French language programs (including French immersion).

② Français is taught in Francophone schools.

③ For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time is 10%.

Note: Information and Communication Technology (ICT) learner outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

## Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Additional information relevant to elementary and junior high schools is contained in the [Courses and Programs](#) section in the *Guide*.

## Elementary Program Optional Subjects

[School Act, Section 60\(2\)\(a\)](#)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed and approved at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level:

- Aboriginal Language and Culture courses (see [Language Courses](#) in the *Guide*)
- International Language and Culture courses (see [Language Courses](#) in the *Guide*)



- Drama
- French as a Second Language (see [Language Courses](#) in the *Guide*).

### Daily Physical Activity

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. [Daily Physical Activity: A Handbook for Grades 1–9 Schools](#) supports the implementation of DPA.

#### Guiding Principles

- Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles.
- Daily physical activities should:
  - vary in form and intensity
  - take into account each student's ability
  - consider resources available within the school and the larger community
  - allow for student choice.

#### Procedures

- School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.
  - Physical education classes are an appropriate strategy to meet the DPA requirement.
  - DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two 15-minute blocks of time for a total of 30 minutes.
  - DPA can be incorporated throughout the day and integrated into other subject areas.
- School authorities will monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily.
- Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.

See the [Daily Physical Activity Policy](#) in the *Guide*.

### Instructional Time Junior High

At the junior high level, schools must provide access to a minimum of 950 hours of instruction per year in each grade.

#### Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section in the *Guide*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended Time Allotments for the Required Subject Areas Junior High School Program	
Subject Areas	Hours Per Year
English Language Arts	150
French Language Arts <sup>①</sup> and English Language Arts or Français <sup>②</sup> and English Language Arts	(250)
Mathematics	100
Science	100
Social Studies	100
Physical Education	75
Health and Life Skills	50
Optional Courses (Time may vary.)	

For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time allocation is 95 hours.

① French language arts is taught in alternative French language programs (including French immersion).  
 ② Français is taught in Francophone schools.

### Recommended Time Allotments for Language Instruction Other than English or French

[School Act, Section 11](#)

For schools offering instruction in a language other than English or French (*School Act*, section 11), the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

### Junior High Optional Courses

Schools shall offer two provincially authorized optional courses, except where instruction in a language other than English is offered, then only one other provincially authorized optional course is required.

Optional courses help students achieve the outcomes outlined in the [Vision, Mission and Basic Education](#) section of the *Guide*. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

### Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

### Optional Courses

The optional courses are categorized as follows:

#### Aboriginal Languages

- Blackfoot Language and Culture
- Cree Language and Culture

#### Career and Technology Studies

- Introductory level courses for all CTS strands are considered appropriate for junior high school students.

(For further information, see the [Career and Technology Studies Manual for Administrators, Counsellors and Teachers.](#))

#### Environmental and Outdoor Education

#### Ethics

- This course may be offered in Grade 7, Grade 8 or Grade 9.

## French as a Second Language

### Fine and Performing Arts

- Art
- Drama
- Music
  - Choral
  - General
  - Instrumental

### International Languages

- Chinese Language Arts
- Chinese Language and Culture
- German Language Arts
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Spanish Language Arts
- Spanish Language and Culture
- Ukrainian Language Arts
- Ukrainian Language and Culture

For more information, see [Languages Other than French or English](#) in the *Guide*.

### Locally Developed/Acquired and Locally Authorized Courses

#### Religious Studies

- Religious studies may be offered at the discretion of the local school board under section 50 of the [School Act](#).

## Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distance learning courses. Principals should ensure students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

## Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs. Certain courses are required for an [Alberta High School Diploma](#) or a [Certificate of High School Achievement](#). Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines to avoid possible difficulties in the later senior high school years. Also see [Student Information Needs](#) under Senior High School in the Program Planning section in the *Guide*.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. The main difference between the applied and pure sequences in senior high school is the approach to problem solving—different concepts and methods are used to solve mathematical problems. If students have an aptitude for solving problems using numerical reasoning or geometry, they may do better in applied mathematics. If they have an aptitude for theory and algebra, they should consider pure mathematics. Some areas of post-secondary study require pure mathematics. Also see [Assisting in Student Planning](#) under Senior High School in the Program Planning section in the *Guide*.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school.

### Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, refer to [Student Learning—Career Planner Information Booklet](#).

## Guide to High School Programming

This guide will assist school administrators, principals, teachers and other parties engaged in the delivery of quality education to implement the Alberta Programs of Study and meet government requirements. It includes procedures and organizational information required to operate Alberta accredited schools.

### Hours of Instruction

A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction. Most courses are designed to take 3 or 5 credits worth of time to complete, although students may acquire the knowledge, skills and attitudes specified in a course of studies in less time, while other may require more time. Whatever methods of school organization are adopted, students must have access to instruction that is focused on teaching and assessing the outcomes of the courses they have chosen.

### Definition of Instruction

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving learner outcomes of approved Program of Studies. Instruction may include:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or
- interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

### Access to Instruction

Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction, and evaluation of performance, is based on the outcomes in an approved program of studies
- there are designated times when teachers are available to the students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where student–teacher interaction and supervision are maintained.

## Student Marks

Marks are to be submitted to Alberta Education in percentages.

Percentage Scale	Letter Grading
80 - 100	A
65 - 79	B
50 - 64	C
0 - 49	F

## Alberta High School Diploma Graduation Requirements

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL

SOCIAL STUDIES – 30 LEVEL

MATHEMATICS – 20 LEVEL

SCIENCE – 20 LEVEL

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30
- Authorized equivalencies in CTS, fine arts or second languages

10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

- Authorized equivalencies

### Notes:

**\*Alberta Education may recognize course equivalencies when accreditation of schools involves out-of-country schools.**

**\*\*For French First Language (Francophone) students must also complete Français 30 or 30-2.**

## Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

Alberta Education records a course as completed, if a mark of 0% to 100% is awarded and reported. Career and Technology Studies courses may be reported as "Incomplete," without a mark, if a student achieves a mark of less than 50%. Achievement in all completed senior high school credit courses is to be reported to the Information Services Branch, Alberta Education.

Diploma examination course marks shall be reported to the Information Services Branch, Alberta Education (see *Student Information System User Guide for Accredited Out-of-Province Schools*).

### Grade 12 Validation Statement

Alberta Education makes every attempt to confirm the accuracy of each student's senior high school record by issuing to each grade 12 student a Student Record Validation Statement. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. See the Schedule of Activities documentation available from the [Information Services Branch](#), Alberta Education. Please see the website information at: <http://www.education.gov.ab.ca/learning/student-services/transcripts/>

## Diploma Examinations

The Diploma Examinations are course-specific examinations based on the [Program of Studies: Senior High Schools](#). Students are required to write diploma examinations if they take the following courses:

Biology 30	English Language Arts 30-1
Chemistry 30	Pure Mathematics 30
Physics 30	Social Studies 30
Science 30	French Language Arts 30

For more information on diploma examinations, see the following documents available on the Alberta Education Web site at [www.education.gov.ab.ca/k\\_12/testing](http://www.education.gov.ab.ca/k_12/testing).

- [General Information Bulletin: Diploma Examinations Program](#)
- Information for Students Planning to Write Diploma Examinations—a newsprint flyer sent to all schools
- Subject information bulletins for each course in which a diploma examination, as listed above, is administered.

All students enrolled in diploma examination courses are to be registered for the examinations by their Alberta program administrator (see *Student Information System User Guide for Accredited Out-of-Province Schools*).

### Eligibility to Write

- Students who are registered in Alberta accredited schools and have received instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration or at a designated writing centre as determined by the Learner Assessment Branch, Alberta Education.
- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been awarded credit previously for the course may register to write the diploma examination again. A student rewriting a diploma examination is required to pay a rewrite fee.

## Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark, and the final mark for each course.

**Note:** Students who have unpaid examination re-write fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more diploma examination marks in the same course, the final mark, for official transcript purposes, will be the highest mark obtained within the current and previous two school years.

## Diploma Examination Marks Appeal Procedures

A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to the Learner Assessment Branch, in accordance with the terms and date specified on the Rescore Application form.
- rewrite the examination at a later administration date.



## Awarding Course Credits

After each semester or school year, students shall be awarded credits, by Alberta Education, on the recommendation of the Alberta program administrator, subject to the following requirements:

- instruction is provided by qualified teachers holding valid teaching certificates from Canada or approved by the Minister of Education
- instructional time allocated to each subject meets minimum times specified by Alberta Education
- the content of each subject follows that outlined in the [Program of Studies: Senior High Schools](#) and/or course(s) approved by the Minister of Education and/or by the school authority
- student evaluation is carried out in accordance with Out-of-Province School Policy and is consistent with Appendix 4
- school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the Alberta program administrator in accordance with school policy. School-awarded marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister of Education.

## Course Challenge

Course challenge is a provision that allows senior high school students to challenge the outcomes of a course, including 1-credit career and technology studies courses, through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in an Alberta accredited school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course, shall be allowed to demonstrate these learnings through special assessment opportunities ([See Appendix 3](#)).

## Exceptions

Since the course challenge policy applies only to students who believe they have the knowledge, skills and attitudes as defined by the *Programs of Study* for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.



# Appendix 5: Resources for Teachers and Administrators using the Alberta Programs of Study, Accompanying Provincial Achievement Exams and Diploma Examinations

**Note:** Hard copies of the following examination resources will be couriered via DHL EXPRESS directly to Alberta accredited schools, whose students will be writing diploma examinations.

## ACHIEVEMENT EXAMS

### 1. Achievement General Information Bulletin

This bulletin outlines the key features of the achievement Testing Program and lists the specific directives issued the authority of the *Student Evaluation Regulation, Alberta Regulation 177/2003*. The information provided is intended primarily to assist school authority and school administrators and classroom teachers in implementing the program in their authorities and schools.

### 2. Subject Bulletins

- a. Grade 3
  - English Language Arts
  - Mathematics
- b. Grade 6
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
- c. Grade 9
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies

### 3. General Information Bulletin

### 4. Examples of Students' Writing

### 5. Scoring Guides

### 6. Grade 3, 6 and 9 Parent Guides

### 7. Toolkit for School Staff

## DIPLOMA EXAMS

### 1. The Diploma Examinations General Information Bulletin.

This bulletin contains information on examination schedules, significant dates in the school year; policies and procedures on such things as security of examinations, registration of students, administration procedures, and forms and samples.

### 2. The Subject Bulletins.

Subject bulletins are produced in all grade 12 diploma examination subjects. The purpose

of the subject bulletin is to provide students and teachers with information about the diploma examinations. The contents can be shared with students, particularly the sample questions, writing assignments and scoring criteria.

3. **Projects for the Pure Mathematics** course. Alberta Education produces two projects annually for Pure Mathematics 30. Teachers may use these projects as part of the assessment of their students.
4. **The Guides for Students.** Members of Alberta Education's Learner Assessment Branch have prepared these guides. These individuals develop the examinations and have first-hand experience assessing thousands of examinations written by high school students each year. The purpose of the guides is to provide students with information that will increase the likelihood of their success in the examinations.
5. **Examples of the Standards for Students' Writing.** The written responses are examples of diploma examination writings. These example responses are taken from the Diploma Examinations. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for diploma examination writing in relation to the scoring criteria.
6. **Data Booklets.** Data Booklets contain numerical and scientific data required for Chemistry 30 and Science 30 Diploma Examinations.
7. **Released Items Document** with examination managers' commentary for each examination.
8. **Previous Diploma Examinations and Answer Keys.** This section provides some past diploma examinations and answer keys for the mathematics and science diploma subjects.
9. **Examination Managers' Reports and Assessment Highlights,** which provide information to teachers about the examinations.
10. **Teacher Resource Materials,** a document that highlights all teacher resource/support materials provided by the Learner Assessment Branch.

# Appendix 6: Fee Schedule (In Canadian Funds)

1. **Initial Application Fee** – An initial and non-refundable application fee of **\$3,500** will be charged to out of province schools interested in obtaining Alberta accreditation.
2. **Curriculum Licensing Fee**
  - **Individual International Schools** – Individual International schools with a signed agreement to offer the Alberta Education *Programs of Study* will be assessed a licensing fee of **\$7, 500 per site per annum**.
  - **State or National Level** - The national or state Ministry of Education would be assessed an annual licensing fee of **\$25,000** for the use of Alberta Education's Kindergarten to Grade 12 *Programs of Study*.
3. **Provincial Testing Program Fee Schedule** – Individual schools will be assessed the following costs for the administration of the diploma examinations and the provincial achievement tests:

## Diploma Exams

- Costs for tests including shipping, receiving, and marking materials – **\$100 per test per student**.
- Scoring machine scored **\$ 20 per exam per student**
- Scoring hand marked **\$50 per exam per student**.
- Cost for analysis and reports per subject – **\$1,000 (optional)**
- Cost for examinations including training, shipping, receiving, and marking
- Invigilation – In the first year of offering the exams there will be an onsite visit to the school to ensure

security and acceptable conditions under which the exams are administered. Cost of Alberta Education staff member time and all costs associated with travel and subsistence are borne by the school.

## Achievement Tests

- Cost for analysis and reports per subject – **\$1,000 (optional)**.
  - Costs for tests including, shipping and receiving materials – **\$60 per test per student**.
  - Cost for scoring of machine-scored portions – **\$20 per test per student**.
  - Cost of scoring of written-response portions – **\$50 per test per student**.
4. **Official High School Transcript Costs** – An official high school transcript will cost \$25 for the first transcript and \$10 for additional copies.
  5. **Alberta Education Staff Costs** – Individual schools will be assessed staff costs at the base rate of **\$600** per person per day and the school will be responsible for **all expenses** incurred by staff to conduct their business.

The Edulink™ software runs on Win 98, NT, 2000 and XP operating systems. We encourage you to include the Edulink™ software in your technology plans as it will impact work processes that are supported by your technology platforms and infrastructure.





## Appendix 7: Internet Connectivity

Please consider the following hardware and software requirements for running the Edulink™ software:

- minimum 32MB of memory, 256MB recommended, more will improve performance
- disk space required is about 40 MB for Edulink files plus disk space for your data files
- Internet access, preferably a dedicated connection

- e-mail account for send and receive notifications
- minimum Windows 98 Operating System, Windows XP Home or Pro is recommended
- Internet Explorer 5.5 or newer (or compatible browser).

These minimum hardware configurations will allow you to run Edulink™' validate, combine, and compare functions more efficiently.



# Appendix 8: Teacher Growth, Supervision and Evaluation for Teachers Interested in Accreditation within Alberta

## Teacher Growth, Supervision and Evaluation

Updated: January 2003

### BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

### POLICY

**School authorities, ECS operators, superintendents, principals and teachers must work together to achieve the teaching quality standard. All teachers are expected to practice consistently in keeping with the standard.**

### STATUTE

#### School Act

s.18	Teachers
s.20	Principals
s.22	School council
s.28(2)	Private schools
s.30(1)(2)	Early childhood services program
s.39(3)	Teacher evaluation
s.93	Qualifications re supervisory position
s.94	Certification of teachers
s.105	Suspension of teacher
s.106	Termination of contract
s.107	Termination by board
s.108	Termination by teacher
s.109	Notice of termination
s.113(4)	Superintendent of schools

### REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy. See Section 4, *Ministerial Orders and Directives*, and Section 5, *School Act Regulations* in the K-12 Learning System Policy, Regulations and Forms Manual.

### DEFINITIONS

#### In this Policy,

- (a) "ECS operator" means a board or person approved under section 30 of the **School Act** to provide an early childhood services program;
- (b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- (c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:
  - (i) the behaviours or practices that do not meet the teaching quality standard and the changes required,
  - (ii) the remediation strategies the teacher is advised to pursue, and
  - (iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- (d) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister of Education;
- (e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.
- (f) "principal" means
  - (i) a principal as defined in the **School Act**,
  - (ii) a superintendent or designee in respect to fulfilling obligations under section 113 of the **School Act**, or for purposes of making recommendations under the *Certification of Teachers Regulation*, or
  - (iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.
- (g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;



(h) “supervision” means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the **School Act** and exercises educational leadership;

(i) “teacher” means

(i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the **School Act**, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the **School Act**.

(j) “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;

(k) “teaching quality standard” means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

## PROCEDURES

### General

1. Each school authority and ECS operator shall implement a policy consistent with this Policy that:
  - (a) applies to all teachers unless otherwise stipulated in this Policy,
  - (b) provides a review mechanism,
  - (c) is consistent with the teaching quality standard,
  - (d) is readily available to the public, and
  - (e) details when and how often information summarizing implementation of the policy will be reported to the public.
2. The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

### Teacher Growth

3. A teacher employed by a school authority or ECS operator:
  - (a) under a probationary contract or continuing contract, or
  - (b) under other provisions of the **School Act** if required by the policy of the school authority or ECS operator, is responsible for completing during each school year an annual teacher professional growth plan that:
    - (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,
    - (ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4. An annual teacher professional growth plan:
  - (a) may be a component of a long-term, multi-year plan; and
  - (b) may consist of a planned program of supervising a student teacher or mentoring a teacher.
5. At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.
6. If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.
7. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.
8. Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

### Supervision

9. A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:
  - (a) providing support and guidance to teachers;
  - (b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and
  - (c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

### Evaluation

- 10.(1) The evaluation of a teacher by a principal may be conducted:
  - (a) upon the written request of the teacher;
  - (b) for purposes of gathering information related to a specific employment decision;
  - (c) for purposes of assessing the growth of the teacher in specific areas of practice,

- (d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 10.(2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.
11. On initiating an evaluation, the principal must communicate explicitly to the teacher:
- (a) the reasons for and purposes of the evaluation;
  - (b) the process, criteria and standards to be used;
  - (c) the timelines to be applied; and
  - (d) the possible outcomes of the evaluation.
12. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.
13. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

#### Other

14. This Policy does not restrict:
- (a) a principal from taking disciplinary or other action,

as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or

- (b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the **School Act**.

15. Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.

Approved: May 14, 1997

1. Pursuant to Section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to

# Appendix 9: Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

## (2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and *Programs of Study* germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- e) all students can learn, albeit at different rates and

in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/ learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships

among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

b) Teachers understand the legislated, moral and

ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers

Student variables	Regulatory Variables
<ul style="list-style-type: none"> <li>demographic variables, e.g. age, gender</li> <li>maturation</li> <li>abilities and talents</li> <li>relationships among students</li> <li>subject area of study</li> <li>prior learning</li> <li>socio-economic status</li> <li>cultural background</li> <li>linguistic variables</li> <li>mental and emotional states and conditions</li> </ul>	<ul style="list-style-type: none"> <li><i>Government Organization Act</i></li> <li>School Act and provincial regulations, policies and Ministerial Orders</li> <li><i>Child Welfare Act</i></li> <li><i>Canadian Charter of Rights and Freedoms</i></li> <li>school authority policies</li> <li>Guide to Education</li> <li>programs of study</li> </ul>
School variables	Parent and Societal Variables
<ul style="list-style-type: none"> <li>resource availability and allocation</li> <li>teaching assignment</li> <li>class size and composition</li> <li>collegial and administrator support</li> <li>physical plant</li> </ul>	<ul style="list-style-type: none"> <li>parental support</li> <li>parental involvement in children's learning</li> <li>socio-economic variables</li> <li>community support for education</li> <li>multiculturalism</li> <li>cultural pluralism</li> <li>inter-agency collaboration</li> <li>provincial, national and global influences</li> </ul>
Teacher Variables	
<ul style="list-style-type: none"> <li>teaching experience</li> <li>learning experiences</li> </ul>	



acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the

beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other



telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and

community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.





