The *Alberta Accredited International Schools Handbook* is an Alberta Education publication for the use of international school authorities and for those intending to establish an Alberta accredited international school.

For further information, contact:

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  International Education Services Branch
  
  2nd Floor, 44 Capital Boulevard, 10044 – 108 Street
  
  Edmonton, Alberta, Canada T5J 5E6
  
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  Fax: +1–780–644–2284
  
  E-mails: intl.ed.sec@gov.ab.ca (for general inquiries)
  
  exchange.programs@gov.ab.ca
  
  (for teacher and student exchange inquiries)
  
  studyinalberta.sec@gov.ab.ca
  
  (for study in Alberta inquiries)
  
  Website: [http://education.alberta.ca/students/internationaleducation.aspx](http://education.alberta.ca/students/internationaleducation.aspx)

- **Alberta Education**
  
  Alberta Accredited International Schools Coordinator
  
  School Accreditation and Disputes Resolution Branch
  
  Telephone: +1–780–422–0126

A PDF version of this handbook is available on the Alberta Education website at [http://education.alberta.ca/students/internationaleducation.aspx](http://education.alberta.ca/students/internationaleducation.aspx).

Several websites are listed in this handbook. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of the content. The Crown and its agents, employees or contractors will not be liable for any direct or indirect damages arising from the use of any of these sites. The responsibility to evaluate these sites rests with the user.

**Note:** All website addresses were confirmed as accurate at the time of publication but are subject to change.

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Foreword

There is expanding worldwide demand for quality education programs. The Alberta International Education Strategy (http://www.education.alberta.ca/media/6725169/international%20education%20strategy%20original%20version.pdf) provides a framework for government and interested education partners to enhance international education opportunities for Albertans and others.

Alberta Education developed accreditation of international 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 significant. International students who obtain an Alberta High School Diploma may continue their studies at Alberta’s post-secondary institutions or other universities/colleges across North America.

The Alberta Accredited International Schools Handbook is an Alberta Education publication for international school authorities and for those intending to establish an Alberta accredited international school. This all-inclusive handbook outlines:

• requirements and steps for establishing or closing an Alberta accredited international school
• information useful in planning, organizing and operating an Alberta accredited international school.

Notes

• Throughout this handbook, “Alberta accredited international school” is used to mean the same as “Alberta accredited or pre-accredited international school.”
• This handbook is a working document that will be updated to clarify requirements and procedures.
• Alberta programs of study are available in both English and French.
• Diploma examinations are available in both English and French.
• Accreditation is possible in both English and French.

Accrediting International Schools

A number of international 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 international schools that meet accreditation standards through offering the Alberta programs of study, and that follow the policies for education programming in the current Guide to Education: ECS to Grade 12. Students who attend these accredited international schools and meet Alberta graduation requirements will be eligible to receive Alberta high school credits and an Alberta High School Diploma.

Alberta works with persons or organizations representing school authorities, or with school authorities interested in establishing an Alberta accredited international school or instituting Alberta accreditation in an already established school. Agreements are signed directly with official school authorities in order to offer international students the opportunity to receive an education, based on the Alberta curriculum, and to potentially qualify for an Alberta High School Diploma.

International schools pay the costs of operating the schools, as well as the cost of application, licensing, regular evaluations and any other services that Alberta provides.
Advantages of Alberta Accreditation

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 four 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. In PISA 2009, students in Alberta remained among the best performers in the world. Detailed results of Alberta’s performance on PISA assessments can be found at [http://www.cmea.ca/Publications/Lists/Publications/Attachments/254/PISA2009-can-report.pdf](http://www.cmea.ca/Publications/Lists/Publications/Attachments/254/PISA2009-can-report.pdf).

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.

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 post-secondary institutions; e.g., 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.

Recognized Credentials
Students who earn an Alberta High School Diploma are accepted for enrollment 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 universities and other post-secondary institutions.

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.

Programs of Study Are Available in Both English and French
French, like English, is spoken around the globe. French is an official language in approximately 30 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 English, French or a combination of both for all subject areas. Students may choose to write high school diploma examinations and provincial achievement tests in English or French. Learning and teaching resources are available in both languages.

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.

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.

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 Alberta program administrator or Alberta 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 Professional Standards Branch of Alberta Education by telephone at +1–780–427–2045.
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 Services Branch to discuss this possibility or visit [http://www.education.alberta.ca/students/internationaleducation/exchangeprograms.aspx](http://www.education.alberta.ca/students/internationaleducation/exchangeprograms.aspx).

Educator Exchange
Educator exchange and short-term study visit opportunities may be available to provide teachers 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 Services Branch to discuss this possibility or visit [http://www.education.alberta.ca/students/internationaleducation/exchangeprograms.aspx](http://www.education.alberta.ca/students/internationaleducation/exchangeprograms.aspx).

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, visit [http://www.education.alberta.ca/students/internationaleducation/schooltwinnings.aspx](http://www.education.alberta.ca/students/internationaleducation/schooltwinnings.aspx).

Roles and Responsibilities

The Department of Education, Government of Alberta has a role in:
- establishing government-to-government agreements relative to Alberta accredited international schools
- setting goals, regulations, policy and legislation for school operations
- authorizing provincial curriculum and setting provincial curriculum standards
- developing and administering provincial achievement tests and diploma examinations
- ensuring security and compliance with department requirements regarding provincial testing
- measuring and reporting student performance
- certificating teachers
- specifying requirements for Alberta accredited international schools
- setting fees for Alberta accredited international schools
- measuring school authority performance
- evaluating Alberta pre-accredited and accredited international schools
- granting accreditation or pre-accreditation.

Alberta Accredited International 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
- providing an education program in accordance with the current Guide to Education: ECS to Grade 12
- employing certificated teachers and administrators
- planning and reporting on education results
- working with parents and community members.

The Alberta Program Administrator or Alberta School Principal has responsibility for:
- implementing applicable 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 programs of study
- 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
- supervising and evaluating teachers in the Alberta program
- with written permission from the Registrar, Professional Standards Branch, assisting the Designated Signing Authority with the evaluation of a teacher who holds an Interim Professional Certificate to gain a Permanent Professional Certificate.

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 adopted or approved goals and standards applicable to the provision of education
- 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 International 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: Pre-accreditation, and Part III: Accreditation. Schools may maintain Alberta accreditation in a manner summarized in Part IV: Maintaining Annual Requirements for Accreditation. All costs associated with the Alberta School Accreditation Process must be borne by the participating schools (see Appendix 6).

Part I: Application

Schools may apply by completing and returning the Application (see Appendix 1) along with a non-refundable application fee to:

Alberta Education
Learning Supports and Information Management Division
Executive Director, Program Delivery Sector
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta, Canada
T5J 5E6

- 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 pre-accreditation. Schools not selected will be provided with feedback to assist them with re-application.

Schools wishing to apply for pre-accreditation should do so by January 1 of the year the school wishes to open.

Part II: Pre-accreditation

Selected applicants must be prepared for an onsite evaluation and must agree to pay Alberta Education to cover:
- return economy fare or business airfare (for flights longer than nine hours), and other transportation expenses between Alberta and the school for all evaluation team members
- comfortable accommodation in a four-star or higher hotel and meals for the evaluator(s)
- a professional fee per person per day (see Appendix 6).

Upon written agreement to pay, the Executive Director of the Program Delivery Sector, Alberta Education, will appoint one or two evaluators to visit the school to conduct a pre-accreditation evaluation of the school based on its application, verification of application information, and on its level of preparation to teach the Alberta curriculum. The pre-accreditation evaluation is scheduled in the application year.

The onsite evaluation will assess the school’s current success in meeting accreditation requirements. While it is not required that all accreditation criteria be fully implemented, this evaluation will assess the school’s realistic possibility of meeting accreditation requirements (see Appendix 2), generally within the school year after application. To be granted pre-accreditation, the evaluator(s) must recommend to the Executive Director that, in their judgement, the school will meet accreditation standards in the school year following application. Upon review and acceptance of the recommendation by the Executive Director, an agreement for the purpose of granting the school pre-accreditation will be drawn up and signed by the Government of Alberta and the school authority.

Pre-accreditation is required prior to the school’s application for accreditation. If pre-accreditation is not granted, reapplication for pre-accreditation may be made at the discretion of the Executive Director.

Part III: Accreditation

Following the completion of the successful pre-accreditation year, the applicant may proceed to accreditation.

The Executive Director will establish an accreditation evaluation team.

The school must provide, by September 30th of the year of application:
- 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
- a complete list of students, submitted on the Provincial Approach to Student Information (PASI) system, detailing name, date of birth, grade level and date of enrollment
- a list of Alberta courses and programs offered
- costs for the accreditation evaluation, including:
  - return economy fare or business airfare (for flights longer than nine hours), and other transportation expenses between Alberta and the school for all evaluation team members
  - comfortable accommodation in a four-star or higher hotel and meals for the evaluator(s)
  - a professional fee per person per day (see Appendix 6).
Accreditation evaluation dates will be set by mutual agreement but are generally scheduled in the spring of a school year. The school will supply a location in the school building for the evaluation team members to meet and work in privacy. The evaluation team will make a recommendation regarding approval for accreditation to the Alberta Minister of Education. Upon review and acceptance of the onsite evaluation report, the Alberta Minister of Education may grant accreditation to the school, and an accreditation agreement is drawn up and signed by the Government of Alberta and the school authority. The accreditation agreement will include the:

a) criteria examined during the accreditation evaluation (see Appendix 2)
b) responsibilities of the school
c) responsibilities of Alberta Education
d) reporting requirements
e) fees and costs.

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 courses and graduation requirements. Successful Grade 12 students will be eligible for an Alberta High School Diploma.

On failure to meet accreditation standards, pre-accreditation may be extended for an additional school year, 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 outlined in the signed accreditation agreement; and determined by the submission of documents including an Annual Education Plan, an Annual Education Results Report, major exams (as requested), and regular communication via Skype, e-mail and/or letter. In addition, the accredited international school will be evaluated annually. The requirements, procedures and costs of evaluation to maintain accreditation are the same as those described in Part III. Additional evaluations may be initiated by the Executive Director who will appoint the evaluation team.

### Accreditation Timeline Summary

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<td>– Working with Alberta Education to meet requirements</td>
<td>– Meeting Alberta Education’s accreditation requirements</td>
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<td>– Onsite evaluation visit</td>
<td>– Annual onsite evaluation</td>
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Alberta Accredited International Schools Handbook

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2013
Alberta School Accreditation Process

Part I: Application

Application form and fee submitted to Alberta Education

The application is eligible

The pre-accreditation process can begin

The application is not eligible

Feedback is provided to applicant

Application may be re-submitted based on feedback

Part II: Pre-accreditation

Evaluation criteria and costs established

Appointment of evaluators

Onsite evaluation and verification of application

Agreement granting pre-accreditation for one year is drawn up and signed

Pre-accreditation is denied

Feedback is provided to applicant

Part III: Accreditation

At the end of the pre-accreditation year an onsite evaluation is performed

Pre-accreditation year successful

Agreement granting accreditation for one year is drawn up and signed

Pre-accreditation year unsuccessful

School may be granted another year of pre-accreditation

Agreement granting pre-accreditation for one year is drawn up and signed

Part IV: Maintaining Annual Requirements for Accreditation

- School meets requirements outlined in signed agreement, annually
- Annual onsite evaluation

Note: All agreements are annual as accreditation is granted one year at a time. Anytime accreditation requirements are not met, a school can return to pre-accreditation.
Implementation of Accreditation Requirements

School Operations and Administration

Accreditation
An Alberta accredited international school must submit annually (by September 30), to Alberta Education:

- 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
- a complete list of students, submitted on the Provincial Approach to Student Information (PASI) system, detailing name, date of birth, grade level and date of enrollment
- a list of Alberta courses and programs offered.

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

During the course of a school year, if an Alberta accredited international school does not fulfill the requirements of the Alberta Minister of Education, as outlined in the agreement 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 of the Program Delivery Sector, Alberta Education. If it becomes necessary to conduct additional school evaluations and/or administer student examinations, the school must cover all the associated costs prior to the delivery of any services.

Agreement
The term “agreement” refers to the contract that enables Alberta Education to grant the school applying for accreditation either a pre-accreditation or accreditation for a given term, and that enables the school to use the Alberta programs of study for agreed-upon grades. It is a contract that outlines the school’s responsibilities and fees and costs, and Alberta Education’s responsibilities. It is signed by a representative of the Alberta Minister of Education and by a representative of the international school, and its conditions are binding and non-negotiable.

Cancellation and/or Closure
An Alberta accredited international school wishing to cancel its accreditation with Alberta Education shall advise Alberta Education, in writing, and the cancellation becomes effective in 90 days.

If an Alberta accredited international school is closing, the Alberta school principal or Alberta program administrator will forward student records to the schools into which students are transferring. Where a student's school destination cannot be determined by the Alberta accredited international school, the Alberta school principal or Alberta program administrator will forward student records to Alberta Education.

Provincial Achievement Tests
An Alberta accredited international school may choose to write the provincial achievement tests. The Alberta accredited international school will cover the administration costs for students writing Alberta examinations.

The purpose of the provincial 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 Alberta programs of study.

Interpreting Provincial Results
Personnel at the school level are in the best position to appropriately interpret, use and communicate school results in the local context.

Logo
Schools that are granted Alberta accreditation will be provided with a logo that identifies the school as an Alberta accredited international school. This logo can only be used by an international school once it has accreditation and in accordance with the guidelines provided in Section 2 of the manual at http://corporateidentity.alberta.ca/downloads/Alberta_Corporate_Identity_Manual.pdf. The integrity of the logo must be preserved and cannot be modified or recreated in any way. The approved electronic files provided to the school must be used as the only source for the logo.
Diploma Examinations
Alberta accredited international schools are required to ensure that students write the Alberta diploma examinations, as required by the Alberta 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).

The Alberta accredited international school will cover the costs of administering examinations for students writing Alberta diploma examinations. All students wishing to write a diploma examination must be registered. Registration is using the student information system and sending the information through Edulink. In the future, this will be done using PASI.

Guide to Education: ECS to Grade 12
The Guide to Education serves to support Alberta Education’s objective of providing consistent direction while encouraging flexibility and discretion at the local level. It provides information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools. It communicates information useful in organizing and operating Alberta schools to meet the needs of learners. As well, the policies of Alberta Education are outlined in the Guide to Education.

The Guide to Education is available at http://education.alberta.ca/admin/resources/guidetoed.aspx and is updated annually.

Health and Safety
All Alberta accredited international schools must abide by all local authority zoning and bylaws and all applicable public health, safety and building standards and requirements.

Instructional Time
Where Kindergarten programs are offered, schools shall provide access to a minimum of 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 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.

Alberta accredited international schools must offer students in grades 10 to 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 the Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx for more information about instructional time.

Internet Connectivity
The Alberta accredited international school must meet Alberta Education’s current 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).

Policies
The Alberta accredited international school shall develop and maintain a policy that is consistent with the requirements of Alberta Education regarding:

• the evaluation of students (see Appendix 3)
• the evaluation of teachers (see Appendix 9).

Teacher evaluation for the purpose of recommendation for Alberta Permanent Certification must follow the Teacher Growth, Supervision and Evaluation Policy (see Appendix 8).

Policies regarding attendance, discipline of students, access to the school and enrollment are set by the school. All policies of Alberta Education are outlined in the Guide to Education and applicable ones must be followed. See the Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx.

Provincial Approach to Student Information (PASI)
The Provincial Approach to Student Information (PASI) is a student information database developed and maintained by Alberta Education. The goal of PASI 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. The software that operates this program is called PASIprep.

• To gain permission to access this Internet-based tool, go to the Alberta Extranet at https://phoenix.edc.gov.ab.ca and click on the PASIprep User Authorization form for schools and authorities. Complete the form for the level of access required. New users will be required to complete and submit a School or Authority Application Form.

• For more information related to PASI and the software available on the Alberta Extranet, contact the PASI/Student Records Help Desk by telephone at 780–427–9016, by fax at 780–427–1179, or by e-mail at Heather.Conroy@gov.ab.ca.

Student Registration
The Alberta accredited international school must register all students using PASIprep or a PASI-enabled SIS product. For more information on PASI and its functions, visit the school operations site at https://phoenix.edc.gov.ab.ca.
Submitting High School Course Marks
All high school course marks must be submitted to Alberta Education using PASIprep. For more information on PASIprep and its functions, visit the school operations site at https://phoenix.edc.gov.ab.ca.

Student Transcripts
High school (grades 10 to 12) students may make a request for official transcripts of marks by applying at http://education.alberta.ca/students/transcripts.aspx. A fee will be charged for issuing transcripts (see Appendix 6).

Curriculum and Resources
Alberta Authorized Courses and Course Codes
The Alberta accredited international school must offer Alberta authorized senior high school courses. The current list of authorized courses and their respective course codes are available at http://education.alberta.ca/teachers.aspx.

Locally Developed/Acquired and Authorized Courses
Alberta Education is committed to meeting the needs of students. Locally developed courses (LDCs) are developed and authorized by school authorities to provide students with learning opportunities that complement provincially authorized programs, allowing school authorities to be innovative and responsive at the local level. LDCs allow for flexibility to accommodate the special interests and abilities of students, and enable school authorities to address community interests.

School authorities develop senior high school LDCs for submission to Alberta Education. Procedures for the development of LDCs and acquisition of LDCs can be found on Alberta Education's website at http://education.alberta.ca/department/ipr/ldc.aspx.

Please contact Therese.deChamplain-Good@gov.ab.ca for assistance with LDCs.

Programs of Study
All Alberta accredited international schools must follow the Alberta programs of study for each of the Alberta authorized courses offered. Alberta's Kindergarten to Grade 12 curriculum is outlined in provincial programs of study, which identify what students are expected to learn and do in all subjects and grades. The Alberta programs of study are found at http://www.education.alberta.ca/teachers/program.aspx.

Resources
High quality learning and teaching resources, in the form of student texts, teacher guides, videos and software programs, contribute to student achievement by supporting implementation of the programs of study and accommodating the diverse learning needs of Alberta students. Alberta accredited international schools may purchase resource materials from the Alberta Learning Resources Centre (LRC) at retail rates. Resources may be purchased online at http://www.lrc.education.gov.ab.ca/pro/default.html.

LearnAlberta.ca
LearnAlberta.ca (http://www.learnalberta.ca/Home.aspx) allows educators to find teaching and learning resources by Programs of Study, Subject, Grade and Keyword. LearnAlberta.ca assigns a school username and password to the principal of each school, thereby providing access to these online resources. The teachers at these schools are also entitled to full access provided they have either a Letter of Authority or an Alberta certificate number.

Annual Planning and Reporting Requirements Once a School Reaches Accreditation

Annual Education Plan
The Alberta accredited international 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
The Alberta accredited international school will report annually its performance in the Alberta accredited program, areas for its improvement, and on its results for each performance measure presented in its Annual Education Plan. During the annual evaluation of the school, the evaluation of its education results will be included.

The Annual Education Plan and the Annual Education Results Report may be prepared in one document, with both documents due November 30.
Staff and Qualifications

Teaching Staff
The Alberta accredited international school must employ teachers who:

• are credentialed teachers who are trained and certificated in Alberta; OR
• are individuals who have a four-year teaching degree, and whose teaching credentials are recognized by:
  – the country in which the school is located; OR
  – other countries in the world; OR
  – other provinces in Canada; AND
  – whose teaching credentials are accepted by Alberta Education; AND
• have current teaching practice completed within the past 10 years. Newly graduated teachers are considered to have current teaching practice.

More information about having teaching credentials verified is found at http://education.alberta.ca/teachers/certification/apply.aspx.

Teacher Certification
Governors of Alberta accredited international schools have indicated interest in obtaining the Registrar’s approval such that teachers’ experience in their schools may be recognized for the purposes of acquisition of an Alberta Permanent Professional Certificate.

The Registrar of Alberta Education may, with certain conditions, recognize such experience pursuant to the Certification of Teachers Regulation. Those conditions require the governing body of the institution to ensure that:

a) the school:
• has more than one year of full accreditation by Alberta Education
• uses the Teaching Quality Standard as the basis for teacher growth planning, supervision and evaluation

b) teachers wishing experience to be recognized:
• have an Alberta Interim Professional Certificate
• are assigned to grades accredited by Alberta Education
• consistently use the Alberta programs of study as the basis for instruction
• are supervised and evaluated in accordance with the Teacher Growth, Supervision and Evaluation Policy
• are supervised and evaluated by an Alberta school principal or Alberta program administrator.∗

Following a successful onsite review to determine that the Registrar’s conditions are met, the Governors of an Alberta accredited international school may request, in writing, the Registrar’s agreement to recognize teaching experience of teachers holding an Alberta Interim Professional Certificate for the purpose of issuing an Alberta Permanent Professional Certificate.

The Registrar, Alberta Education
Professional Standards Branch
2nd Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, Alberta, Canada
T5J 5E6

The Registrar shall consider the request and documentation substantiating that the Registrar’s conditions have been met, and provide written response to the Governors within 60 days of receiving the request and completed documentation.

If the Registrar agrees to recognize the teaching experience of Alberta certificated teachers in an Alberta accredited international school, the Governors will:

• agree in writing to maintain the required conditions for the time period that might be recognized for an individual
• provide annually to a visiting Alberta Education representative evidence to support such recognition
• request the services of a Designated Signing Authority (DSA) to be approved by the Registrar
• agree to the prescribed evaluation process for the purposes of determining whether a teacher should be recommended for an Alberta Permanent Professional Certificate.

A DSA, appointed at the discretion of the Registrar, must make a recommendation that a teacher be issued an Alberta Permanent Professional Certificate based on the findings of two or more evaluations of the teacher, one completed by the DSA and the other by the Alberta school principal or Alberta program administrator of the school.

Where there is a discrepancy between the evaluation of the DSA and Alberta school principal or Alberta program administrator, the DSA will evaluate another lesson and determine a recommendation to be made to the Registrar on the prescribed form.

The recommendation to be issued a permanent professional certificate is made on the Alberta Permanent Professional Certification Recommendation Form at http://education.alberta.ca/media/1091963/recommendation%20for%20permanent%20professional%20certification.pdf.

∗The Alberta school principal and the Alberta program administrator must hold Alberta certification for at least three years to qualify to supervise and evaluate teachers for their Alberta Permanent Professional Certificate.
Alberta Program Administrator or Alberta School Principal

The Alberta accredited international school must designate an Alberta program administrator or Alberta school principal who either holds a valid Alberta Teaching Certificate or qualifies for an Alberta Teaching Certificate. This person leads the implementation of the Alberta curriculum and, therefore, must have at least three years of teaching experience in Alberta and have prior Alberta educational administration experience or the equivalent.

The school must follow local standards and requirements in terms of security clearance and criminal checks of staff.

Student Records

Enrollment and Attendance Records

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

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

Academic Record

There is to be a written student file kept for each student in the school. The record for each student includes, but is not limited to, the following:

• 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 the student’s parent(s)
• annual summary of student’s achievement
• student’s results obtained on provincially administered tests and on standardized tests used to place the student
• a record of the student’s attendance
• any individualized program plan, if required, specifically devised for a student.

For complete information about student records, refer to the Student Record Regulation in the current Guide to Education available at http://education.alberta.ca/admin/resources/guidetoed.aspx or at http://www.qp.alberta.ca.

An Alberta accredited international 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 programs of study.
• Advice and assistance with the application process, and with the processes involved with attaining pre-accreditation and accreditation.
• Professional Development Networks.
• Access to the Alberta Education Student Records Help Desk.

• First level of contact: Karen Slevinsky, Alberta Accredited International Schools Coordinator, School Accreditation and Disputes Resolution Branch, by e-mail at Karen.Slevinsky@gov.ab.ca or by telephone at +1–780–422–0126.
Appendix 1: Application for Alberta Pre-accreditation of an International School

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; e.g., clearly indicate this by stating, “It is planned …”

**INTERNATIONAL SCHOOL GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>School Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>Fax Number:</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td></td>
</tr>
<tr>
<td>Website:</td>
<td></td>
</tr>
</tbody>
</table>

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 Enrollment: | Percentage of all students that are: | Percentage of students in Alberta accredited program that are: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National ________%</td>
<td>National ________%</td>
</tr>
<tr>
<td></td>
<td>International ________%</td>
<td>International ________%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade of Students</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

School Student Enrollment

Projected Alberta Program Enrollment

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. Provide a letter from this authority to indicate approval of this school working with the Government of Alberta toward Alberta accreditation.

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.

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 History

Describe the school’s history and its future plans.
Facilities

Please describe the school's facilities and attach photographs.

The school must warrant that it meets and shall continue to meet all applicable health, safety and building standards.

Educational Goals

Describe the school's philosophy for educating students as an Alberta pre-accredited international school.
### 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? Describe the Alberta program administrator's expected authority.

### 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.
Current Accreditation

<table>
<thead>
<tr>
<th>With which governments and organizations is the school presently accredited?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What type(s) of graduation certificate(s) do the school’s graduating students presently receive?</th>
</tr>
</thead>
</table>

Alberta Pre-accreditation School Operation

<table>
<thead>
<tr>
<th>Briefly explain why Alberta accreditation for the school is being pursued.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Briefly describe how the Alberta program will be organized and operated in the pre-accreditation year. Include courses to be offered, expected enrollment, grades and what staffing is or will be in place.</th>
</tr>
</thead>
</table>
### Curriculum

What percentage of the school’s current curriculum is presently taught in English? ______________

What subjects/courses are currently taught in English?

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

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.

State total instructional time available to a student in the school: _______ hours/day _______ days/year

What time of day does the day generally start and what time does it generally end? ________________________

What month does school generally start and what month does it generally end? ___________________________

Is school held Monday through Friday? ___________________________________________________________

Include a sample timetable for the Alberta courses to be offered.

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 (continued)

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

Describe the plans that the existing school has to transition from its country’s system of education to Alberta’s system of education. Review Appendix 2 of this handbook. 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 requirements (Appendices 2–9). I believe that the school named in this application could meet the accreditation criteria established by Alberta Education, as stated in these appendices, immediately following the pre-accreditation school year.

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)

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

Please mail one completed FINAL application along with a non-refundable application fee of $3,500 in Canadian funds payable to Government of Alberta to:

Alberta Education
Learning Supports and Information Management Division
Executive Director, Program Delivery Sector
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta, Canada
T5J 5E6

Please e-mail one completed FINAL application to Karen Slevinsky, Alberta Accredited International Schools Coordinator, at Karen.Slevinsky@gov.ab.ca.
Appendix 2: Requirements for Alberta Accreditation of an International School

An Alberta accredited international 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 pre-accreditation. Note: Permission to use the Alberta programs of study during the application year may be granted by the Alberta Minister of Education to schools seeking accreditation.

• Receive written approval from the local education and/or government authority to offer courses and programs approved by the Alberta Minister of Education.

• Submit a completed application with the non-refundable fee by January 1.

• Teach the Alberta programs of study and other courses authorized by the Alberta 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 Alberta Minister of Education.

• Submit annually a list of all teachers and their certification to Alberta Education.

• Employ an Alberta program administrator who either holds a valid Alberta teaching certificate or qualifies for an Alberta teaching certificate, and who has a minimum of three years of teaching experience in Alberta schools, and has prior Alberta educational administration experience or the equivalent. 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. The Alberta program administrator may also be the school principal but does not have to be.

• Meet 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.

• Use the PASIprep system on the Alberta Extranet (https://phoenix.edc.gov.ab.ca/login/default.asp) for registering students for enrollment, testing, student transcript and Alberta High School Diploma purposes.

• Administer and secure diploma examinations in accordance with Alberta Education requirements.

• Ensure students have the opportunity to meet the provincial high school graduation requirements.

• Agree to regular evaluation, monitoring and annual accreditation by the Alberta Minister of Education.

• Maintain individual student records.

• Make rules (policies) on access and enrollment in the school, attendance and discipline of students in accordance with local standards.

• Develop policy for 1) teacher evaluation, and 2) evaluation of student progress.

• Abide by the applicable policies and guidance provided in the annually-updated Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx.

• Cover the full costs for onsite evaluations, monitoring and any additional evaluations, as may be required.

• Cover the costs of annual (usually in September) accreditation licensing and testing fees.
Appendix 3: Evaluation of Students

Background
Alberta diploma examinations are meant to complement the ongoing evaluation of student achievement by teachers in Alberta international accredited schools using the Alberta programs of study. Teachers should assess students in a variety of ways to maintain and further improve the quality of education provided to students.

Policy
Students learning the 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 or Alberta School Principal
The Alberta program administrator or Alberta school principal 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 international school and its teachers who are using Alberta programs of study.
2. Each Alberta accredited international school using Alberta programs of study shall develop and implement a written student evaluation policy.
3. The student evaluation policy shall provide for:
   - accurate, fair and equitable student evaluation
   - the student's right of appeal and procedures for appeal
   - the role of the student and the teacher in evaluations
   - the use of evaluation information for the improvement of the quality of educational programs
   - timely communication of evaluation information to students.
4. Alberta accredited international 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
Refer to the Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx for additional information.
Appendix 4: Elementary, Junior High and Senior High School Programming

For elementary, junior high and senior high school programming information, refer to the most current Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx.

Pay particular attention to the definition of instruction, access to instruction and hours of instruction for elementary, junior high and senior high school, as presented in the various sections of the Guide to Education. For example, instruction is defined as the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving learner outcomes of approved programs of study. 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 learning using 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.

Diploma Examinations

Diploma examinations are course-specific examinations based on the Alberta programs of study. Students are required to write diploma examinations if they take the following courses: English 30-1 or 30-2, Social Studies 30-1 or 30-2, Mathematics 30-1 or 30-2, Biology 30, Chemistry 30, Physics 30, Science 30, French Language Arts 30-1, and Français 30-1 or 30-2. All students enrolled in diploma examination courses are to be registered for the examinations by their Alberta program administrator or Alberta school principal using the PASIprep system on the Alberta Extranet at https://phoenix.edc.gov.ab.ca/login/default.asp.

Eligibility to Write

- Students who are registered in Alberta accredited international 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 Assessment Sector, 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 a course may register to write the diploma examination again. A student rewriting a diploma examination is required to pay a rewrite fee.

Reporting Student Achievement in Senior High School Subjects

Student marks are submitted to Alberta Education for grades 10 to 12 only. Marks must be in percentage form per course studied.

Alberta Education maintains an individual student record for each student in an Alberta accredited international school. 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, including courses reported as a pass or fail.

Alberta Education records a course as completed, if a mark of 0% to 100% is awarded and reported. Student marks are submitted using PASIprep on the Alberta Extranet at https://phoenix.edc.gov.ab.ca/login/default.asp.

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.

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.

For more information on diploma examinations, see Appendix 5 and the Alberta Education website at http://education.alberta.ca/admin/testing/diplomaexams.aspx.
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 or Alberta school principal, subject to the following requirements:
• instruction is provided by qualified teachers holding valid teaching certificates from Canada or approved by the Alberta 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 respective programs of study and/or course(s) approved by the Alberta Minister of Education
• student evaluation is carried out in accordance with policy developed by the school authority, and is consistent with Appendix 3
• school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the Alberta program administrator or Alberta school principal in accordance with school policy; school-awarded marks are submitted to Alberta Education at a time and in a manner determined by the Alberta Minister of Education.

Alberta High School Diploma
The requirements for earning an Alberta High School Diploma are listed in the current Guide to Education at http://education.alberta.ca/admin/resources/guidetoed.aspx. Students who complete the requirements for an Alberta High School Diploma by August of a given year will receive their diploma in October. The Alberta High School Diplomas will be mailed to the Alberta accredited international school for distribution to the students who have earned them.
Appendix 5: Resources for Teachers and Administrators Using the Alberta Programs of Study, Accompanying Provincial Achievement Tests and Diploma Examinations

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

Achievement Tests

1. Achievement General Information Bulletin. (http://education.alberta.ca/admin/testing/achievement.aspx). This bulletin outlines the key features of the Achievement Testing Program and lists the specific directives issued under the authority of the Student Evaluation Regulation, Alberta Regulation 177/2003. The information provided is intended primarily to assist school authorities, school administrators and classroom teachers in implementing the program in their schools.

Subject Bulletins are produced in the following subjects for grades 3, 6 and 9:
   • Grade 3
     – English Language Arts
     – Mathematics
   • Grade 6
     – English Language Arts
     – Mathematics
     – Science
     – Social Studies
   • Grade 9
     – English Language Arts
     – Mathematics
     – Science
     – Social Studies
     – Knowledge and Employability.

3. Examples of Students’ Writing.
4. Scoring Guides.
5. Grades 3, 6 and 9 Parent Guides.
6. Toolkit for School Staff.

Diploma Examinations

1. The Diploma Examinations General Information Bulletin. (http://education.alberta.ca/admin/testing/diplomaexams.aspx). 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 Information Bulletins. Information bulletins are produced in all Grade 12 diploma examination subjects. The purpose of the information bulletins is to provide students and teachers with information about the diploma examinations. The contents (particularly the sample questions, writing assignments and scoring criteria) can be shared with students.

3. Projects for the Mathematics 30-1 Course. Alberta Education produces two projects annually for Mathematics 30-1. Teachers may use these projects as part of the assessment of their students.

4. The Guides for Students. Members of Alberta Education’s Assessment Sector have prepared these guides. These individuals develop the examinations and have first-hand experience assessing thousands of examinations written by senior 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.


7. Released Items. Documents with examination managers’ commentary for each examination.

8. Previous Diploma Examinations and Answer Keys. Past diploma examinations and answer keys for the mathematics and science diploma subjects.

9. Assessment Highlights. Information for teachers about the diploma examinations.

10. Teacher Resource Materials. Documents that highlight all teacher resource/support materials provided by the Assessment Sector.
## Appendix 6: Fee Schedule (in Canadian Funds)

### ALBERTA ACCREDITATION OF INTERNATIONAL SCHOOLS

#### SUMMARY OF FEE SCHEDULE (IN CANADIAN FUNDS)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Time of Payment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Application Fee</strong></td>
<td>With the application</td>
<td>$3,500 non-refundable</td>
</tr>
<tr>
<td>An initial and non-refundable application fee will be charged to international schools interested in obtaining Alberta pre-accreditation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Onsite Evaluation Fee</strong></td>
<td>Prior to onsite visit at the school</td>
<td>$600/person/day + expenses for travel and subsistence (These expenses will vary depending on airfare and accommodation costs.)</td>
</tr>
<tr>
<td>(to determine if pre-accreditation can be granted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Licensing Fee</strong></td>
<td>Upon granting of pre-accreditation and annually thereafter</td>
<td>$7,500/site/annum (individual schools) $25,000</td>
</tr>
<tr>
<td>The licensing fee covers the official permission to use Alberta curriculum materials as well as access to resources such as LearnAlberta.ca, the Learning Resources Centre, PASIprep, Extranet, specific video material, and covers examination copyright costs, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual international schools with a signed agreement will be assessed a licensing fee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The national or state Ministry of Education may be assessed an annual licensing fee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Onsite Evaluation Fee</strong> Or <strong>Annual Onsite Evaluation Fee</strong></td>
<td>During any given school year</td>
<td>$600/person/day + expenses for travel and subsistence (These expenses will vary depending on airfare and accommodation costs.)</td>
</tr>
</tbody>
</table>

### Provincial Testing Program Fee Schedule

Individual schools will be assessed the following costs for the administration of the provincial achievement tests and the diploma examinations.

#### Achievement Tests (Grades 3, 6 and 9) — OPTIONAL

<table>
<thead>
<tr>
<th>Cost for tests, including shipping and receiving materials</th>
<th>At time of test</th>
<th>$50/test/student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost for analysis and reports per subject (optional)</td>
<td>At time of test</td>
<td>$1,000/subject</td>
</tr>
</tbody>
</table>

#### Diploma Examinations

<table>
<thead>
<tr>
<th>Cost for examinations, including shipping, receiving and marking materials</th>
<th>At time of examination</th>
<th>$50/examination/student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost for analysis and reports per subject (optional)</td>
<td>At time of examination</td>
<td>$1,000/subject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost for invigilation</th>
<th>In the first year of diploma examinations</th>
<th>$600/person/day + expenses for travel and subsistence (These expenses will vary depending on airfare and accommodation costs.)</th>
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</thead>
<tbody>
<tr>
<td>In the first year of offering the examinations, there will be an onsite visit to the school to ensure security and acceptable conditions under which the examinations are administered. Cost of Alberta Education staff member time and all costs associated with travel and subsistence are borne by the school.</td>
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<table>
<thead>
<tr>
<th>Official High School Transcript</th>
<th>When utilized for curriculum implementation assistance, curriculum gap analysis, etc.</th>
<th>$10/transcript</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Alberta Education Staff Costs</th>
<th>$600/person/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual schools will be assessed staff costs at a base rate, and the school will be responsible for all expenses incurred by Alberta Education staff to conduct their business.</td>
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</table>
Appendix 7: Hardware and Software Requirements

The minimum desktop hardware and software requirements to run PASIprep are:

• Browser: Internet Explorer 7.0+
• Operating System: XP SP3 or Windows 7
• RAM: 1GB (2GB for larger authorities)
• Video RAM: 64MB minimum
• 1024 x 768 screen resolution
• Microsoft Silverlight 3 installed.
Appendix 8: Teacher Growth, Supervision and Evaluation Policy (for Teachers Interested in Accreditation within Alberta)

Teacher Growth, Supervision and Evaluation
Updated: January 2013

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;
(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.

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

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 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 acknowledge these obligations and act accordingly.

### Table: Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

<table>
<thead>
<tr>
<th>Student variables</th>
<th>Regulatory Variables</th>
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<tbody>
<tr>
<td>• demographic variables, e.g. age, gender</td>
<td>• Government Organization Act</td>
</tr>
<tr>
<td>• maturation</td>
<td>• School Act and provincial regulations, policies and Ministerial Orders</td>
</tr>
<tr>
<td>• abilities and talents</td>
<td>• Child Welfare Act</td>
</tr>
<tr>
<td>• relationships among students</td>
<td>• Canadian Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>• subject area of study</td>
<td>• school authority policies</td>
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<tr>
<td>• prior learning</td>
<td>• Guide to Education: ECS to Grade 12</td>
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<td>• socio-economic status</td>
<td>• programs of study</td>
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<td>• cultural background</td>
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<td>• linguistic variables</td>
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<td>• mental and emotional states and conditions</td>
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### Table: School variables

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<th>Parent and Societal Variables</th>
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<td>• resource availability and allocation</td>
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<td>• teaching assignment</td>
<td>• parental involvement in children’s learning</td>
</tr>
<tr>
<td>• class size and composition</td>
<td>• socio-economic variables</td>
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<tr>
<td>• collegial and administrator support</td>
<td>• community support for education</td>
</tr>
<tr>
<td>• physical plant</td>
<td>• multiculturalism</td>
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<td></td>
<td>• cultural pluralism</td>
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<tr>
<td></td>
<td>• inter-agency collaboration</td>
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<td>• provincial, national and global influences</td>
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### Table: Teacher Variables

<table>
<thead>
<tr>
<th>Teacher Variables</th>
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<tbody>
<tr>
<td>• teaching experience</td>
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<tr>
<td>• learning experiences</td>
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</tbody>
</table>
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, analyzing 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.