



Northwest Territories *Draft* Competency-based Educator Standards

Promoting continual professional growth
and learning in a Northern context

November | 2022

Government of
Northwest Territories



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If you would like this information in another official language, call us.

English

Si vous voulez ces informations dans une autre langue officielle, contactez-nous.

French

Kĩspin ki nitawih̄tĩn ē nĩhĩyawih̄k ōma ācimōwin, tipwāsīnān.

Cree

Tłıchq̄ yatı k'èè. Dı wegodı newq̄ dè, gots'ō gonede.

Tłıchq̄

ʔerih̄tł'ís Dēne Sųłné yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yółtı.

Chipewyan

Edı gondı dehgháh got'ıe zhatıé k'ée edat'éh enahddhę nıde naxets'é edahłı.

South Slavey

K'áhshó got'ıne xədə k'é hederı ʔedıhtł'ée yerıniwę ní dé dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijáhch'uu zhit yinothtan jı', diits'at ginohkhii.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.

Inuvialuktun

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Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

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Introduction

The Northwest Territories (NWT) *Draft* Competency-based Educator Standards (Standards) were developed in collaboration with the NWT education bodies and the Northwest Territories Teachers' Association (NWTTA). These Standards communicate reasonable professional expectations for all certified teachers working in the territory.

Although presented separately, the Standards are interdependent, and play an equally crucial role in being and becoming an NWT capable educator. The concept of the NWT capable educator is derived from the Elder's teaching of a capable person: "A capable person is ready, willing and able to learn and contribute to their communities. A capable person is motivated to act, can recognize relevant skills and information to draw upon, and knows how to do so appropriately. A capable person is one who demonstrates integrity in relationships that honour self, others, the land, and the spiritual world. A capable person finds the value in both Indigenous and Western worldviews and values a lifestyle that combines and appreciates both ways of being, knowing, doing and believing."

The Standards reflect the NWT's belief that everyone in a student's life plays a vital role in their education; the school is only one part, with parents, families and communities all playing essential roles. The education system and all its members must strive to welcome all students into safe learning, community-based environments that respect and promote Indigenous worldviews, cultures and languages.

The choice of basing the Standards on competencies was intentional, as the mark of a successful educator goes beyond a checklist of skills.

The definition of competencies varies from one context to another; within this document we will use it to describe "more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context." (2012, O Nessipbayeva)

As such, the Standards presented in this document include the knowledge, skills and values an NWT educator should be able to demonstrate and transfer to be successful.

The Standards will remain in draft for the duration of the small-scale pilot in the 2022-23 school year. Feedback from the pilot will be used to refine the Standards and will inform the development of a renewed growth and evaluation model for teachers.

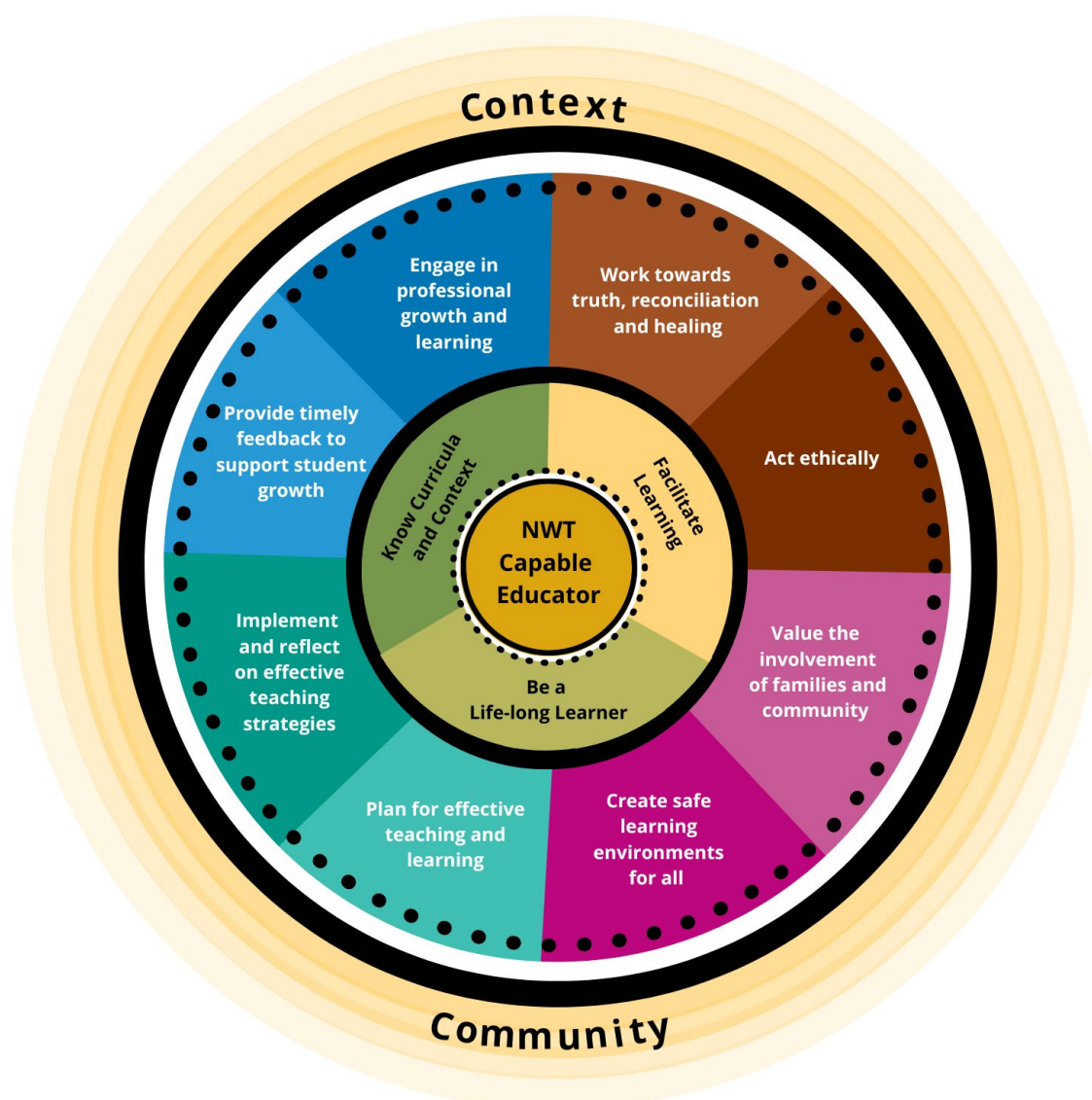
Educator Standards

The Standards are based on key educator competencies:

- Know the curricula they teach and the context in which they teach
- Facilitate learning for all their students
- Be a life-long learner

The key competencies play a crucial role in an educator's growth in every one of the eight standards. Each competency and standard will take on unique attributes as it is embedded in the context and community in which the educators teaches and lives.

Educators have individual agency and are able to play an active role in their growth, development and success. An educator's mobilization and demonstration of these competency-based standards will evolve over time and are embedded in the context the educator finds themselves in.



Standard 1: Educators centre, respect and promote Indigenous worldviews, cultures and languages. Educators recognize the impact of colonization on the past, present and future. They reflect on their biases, attitudes, beliefs, values, and practices to contribute toward reconciliation.

Educators centre, respect, and promote the Indigenous worldviews, cultures and languages as integral and foundational in the NWT. They provide an environment to support students holistically and understand that wellness encompasses the mental, physical, emotional, social, intellectual, spiritual, and cultural well-being and safety of their students. They seek, select and incorporate NWT appropriate and contextualized resources and community contacts (including NWT-approved curricula, place-based materials, and community resources, Elders and Knowledge Keepers) to create authentic experiences that reflect the values of the community.

Standard 2: Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators adhere to professional ethics and responsibilities. They understand and follow legislative, administrative and organizational requirements.

Standard 3: Educators value the involvement, support and partnership of parents, guardians, families, and communities in schools.

Educators engage with parents/guardians, families and the community in a respectful manner. They empower students, encourage participation, and promote student ownership of learning. They engage with parents/guardians and the community in the education of children and build positive relationships within the school, between schools and with the community. Educators engage with community resources and support all school staff to improve teaching practices.

Standard 4: Through caring relationships, educators create and ensure supportive and safe learning environments for all learners.

Educators know of the culture, language and history of the community in which they teach. They know the physical, emotional, social, cultural, and developmental characteristics of students. Educators provide a welcoming class and effective learning environment that supports students' mental health, emotional and social well-being, and safety. They apply and promote strategies that enhance students' physical, emotional, social, intellectual, and spiritual well-being within a safe and positive learning environment.

Standard 5: Educators plan for effective teaching and learning in support of student development.

Educators value how each student learns and incorporate Indigenous ways of knowing, doing, being and believing in their practice. They establish student-centered learning goals reflective of students' needs. They plan, structure and sequence instruction to meet the needs of all students. Educators select, adapt and organize content to support student growth and development. They make connections through grade levels and across NWT-approved curricula where appropriate.

Standard 6: Educators implement and reflect on effective teaching strategies to create culturally respectful, inclusive environments for student learning and development.

Educators use effective and culturally responsive classroom communication. They use a variety of current research-based teaching strategies and inclusive schooling approaches that support student growth and development. Educators know of culturally responsive teaching strategies that effectively use appropriate technology to support student growth and development. They know and apply teaching strategies through a strength-based approach. Using multiple sources of evidence, they evaluate and improve their planning and instructional delivery.

Standard 7: Educators assess, provide timely feedback and report on student learning to support student growth.

Educators frequently assess student learning and interpret ongoing student data while considering the learning needs of their students. They provide timely feedback to students on their learning. Educators apply consistent and comparable assessment practices using strategies, including but not limited to, observation, exemplars, rubrics and benchmarks, while considering the learning needs of their students. They report on student achievement to a variety of audiences.

Standard 8: Educators actively engage in professional growth and learning.

Educators identify and plan individual professional learning goals that align with individual, collaborative, school and/or education body priorities. They engage in ongoing professional learning. Educators apply professional learning in their teaching practice to improve student growth and share learning in a collaborative setting. They engage with colleagues throughout the school to improve teaching practice. They share their learning in a collaborative setting.

Continuum of Growth

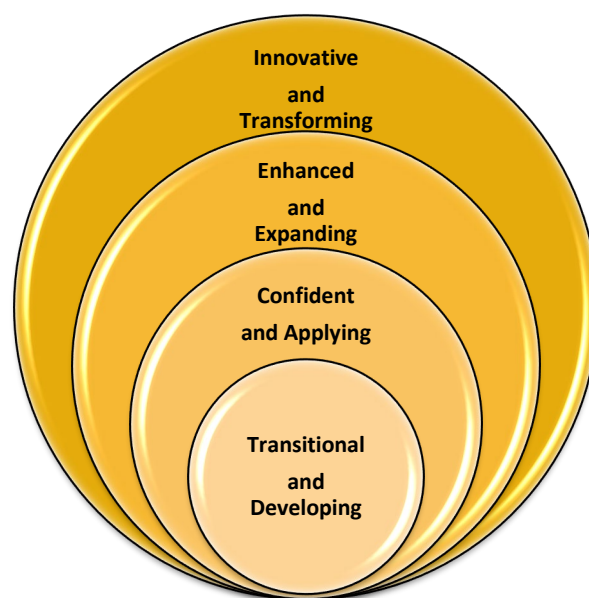
Each of the **NWT Competency-based Educator Standards** are subdivided into focus areas, which detail the observable traits within each standard. Each focus area, in turn, is spread along a continuum of growth and presented as a rubric. The descriptors presented in the rubric represent increasing 'transfer' of the key educator competencies and growth over time in a particular focus area. Increased transfer describes a growing understanding applied with increasing sophistication across a broader and more complex range of situations.

Stages of Growth

The continuum of growth has been divided into four **Stages of Growth** that have been labeled as:

- Transitional and Developing
- Confident and Applying
- Enhanced and Expanding
- Innovative and Transforming

These four **Stages of Growth** provide benchmarks for each standard and focus area, to recognize the continuum of professional growth of educators, regardless of their professional aspirations.



Growth is dependent on context. An educator might find themselves demonstrating 'Innovative and Transforming' features in one context and may be considered 'Confident and Applying' once there is a change of context. Such changes include, but are not limited to, a change in grade level, community, and/or courses taught. There is a natural and desired fluidity between the Stages of Growth.

It is not expected that an educator will reach 'Innovative and Transforming' stage of growth in every focus area presented.

The Continuum of Growth provides a path for educators to develop as needed and desired throughout their career. Not every educator may obtain or wish to obtain the 'Innovative and Transforming' stage of growth in every focus area.

Not obtaining the 'Innovative and Transforming' stage of growth does not mean an educator is inadequate, as this level often describes characteristics of educators going above and beyond what is normally expected.

The **Stages of Growth** can be used to help educators:

- Create their growth plans and receive relevant, targeted and timely professional learning

- Clearly understand the competencies required to experience success in their current position and to advance as a life-long professional learner
- Reflect on their growth and goals as an educator

Continuum of Growth: Stages of Growth

Being and Becoming an NWT Capable Educator			
Transitional and Developing	Confident and Applying	Enhanced and Expanding	Innovative and Transforming
<p>The Transitional and Developing stage of growth located in the rubric corresponds to the <i>minimum expected standards</i> of a competent teacher. This stage also reflects what might be expected from a recent graduate of a teaching program or a teacher new to the Northwest Territories.</p> <p>It corresponds to an educator who is beginning to transfer knowledge, practices, and values to reflect the community in which they live and teach. It is the foundation to further growth.</p>	<p>Educators demonstrating skills, values, and attitudes at the Confident and Applying stage of growth are consistently and efficiently applying their knowledge to their practice. This stage is also characterized by educators participating in self-reflection and collecting feedback from their students to create effective teaching and learning experiences.</p> <p>It corresponds to an educator who supports inclusion and Indigenous education and applies those practices daily. They create safe, positive, and productive learning environments for all their students.</p>	<p>Educators demonstrating skills, values, and attitudes at the Enhanced and Expanding stage of growth are valuable team members for their school community.</p> <p>They support their colleagues in their practice and model best/wise practices. They support others to create safe, positive, and productive learning environments for all their students.</p> <p>They reflect and monitor their own professional needs and align them to the learning needs of students. They evaluate current learning programs in accordance with collected data and the overarching principles. They are highly efficient educators and communicate effectively with all stakeholders.</p>	<p>Educators demonstrating skills, values, and attitudes at the Innovative and Transforming stage of growth are respected and valued team members in their community.</p> <p>They support and inspire their colleagues in their growth as professionals and model best/wise practices. They initiate well thought out changes and improvements based on collected data that will improve learning opportunities for all students of their community. They evaluate the effectiveness of current practices based on student data and the overarching principles.</p>

Standard 1: Educators centre, respect and promote Indigenous worldviews, cultures and languages. Educators recognize the impact of colonization on the past, present and future. They reflect on their biases, attitudes, beliefs, values and practices to contribute toward reconciliation.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
1.a	Recognize the impact of colonization on the past, present and future	Reflect on their biases, attitudes, beliefs, values and practices to contribute toward reconciliation.	Critically examine their beliefs, attitudes, biases, values and practices to contribute toward reconciliation.	Model and support colleagues in critically examining their beliefs, attitudes, biases, values and practices to contribute toward reconciliation.	Lead colleagues, through thoughtful and respectful discussion, to critically examine their beliefs, attitudes, biases and practices to contribute toward reconciliation and to create positive change.
1.b	Centre, respect, and promote the Indigenous worldviews, cultures and languages as integral and foundational in NWT education	In their teaching practice, demonstrate knowledge of practices that Indigenize content in the curriculum, apply Dene Kede and/or Innuqatigiit, and incorporate the beliefs, laws, principles, values and practices foundational to NWT Indigenous peoples.	Indigenize content in the curriculum, apply Dene Kede and/or Innuqatigiit, and incorporate the beliefs, laws, principles, values and practices foundational to NWT Indigenous peoples.	Develop learning opportunities that effectively Indigenize content in the curriculum, teaching and learning, apply Dene Kede and/or Innuqatigiit and incorporate the beliefs, laws, principles, values and practices foundational to NWT Indigenous peoples.	Support colleagues in the implementation of instructional practices that effectively Indigenize content in the curriculum, teaching and learning, apply Dene Kede and/or Innuqatigiit and incorporate the beliefs, laws, principles, values and practices foundational to NWT Indigenous peoples.
1.c	Provide an environment to support students holistically and understand that wellness encompasses the mental, physical,	Use strategies that support student wellness holistically and understand that wellness encompasses the mental, physical,	Provide an environment to support student wellness holistically by implementing school and/ or system, curricula, and legislative	Initiate and take responsibility for implementing current school and/or system, curricula, and legislative	Support colleagues in providing a school-wide environment that supports student wellness holistically.

	emotional, social, intellectual, spiritual, and cultural well-being and safety of their students	emotional, social, intellectual, spiritual, and cultural well-being and safety of their students.	requirements.	requirements to support student wellness holistically.	
1.d	Select and incorporate NWT appropriate and contextualized resources and community contacts to create authentic experiences that reflect the values of the community	Incorporate a range of appropriate resources and contacts (including NWT-approved curricula, place-based materials, and community resources, Elders and Knowledge Keepers) to create authentic experiences that reflect the values of the community.	Actively select and effectively incorporate a range of NWT appropriate resources and contacts (including NWT-approved curricula, place-based materials, and community resources, Elders and Knowledge Keepers) to engage students in authentic experiences that reflect the values of the community.	Assist colleagues to select and effectively incorporate a wide range of NWT appropriate resources and contacts (including NWT-approved curricula, place-based materials, and community resources, Elders and Knowledge Keepers) to engage students in authentic experiences that reflect the values of the community.	Model exemplary skills and support colleagues, within the school, education body or larger NWT teaching community, in selecting and evaluating resources (including NWT-approved curricula, and place-based materials), which engage students in authentic experiences.

Standard 2: Educators act ethically and maintain the integrity, credibility and reputation of the profession.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
2.a	Understand and follow legislative requirements	Understand the relevant legislation, regulations, ministerial directives and policies as they apply to the role of an NWT educator.	Understand the implications of and comply with relevant legislation, regulations, ministerial directives and policies as they apply to the role of an NWT educator.	Support colleagues to review and interpret the relevant legislation, regulations, ministerial directives and policies as they apply to the role of an NWT educator.	Understand the broader context of legislation, directives and policies and initiates, develops and implements professional learning opportunities to support colleagues to adhere to and understand existing and new legislated responsibilities.
2.b	Understand and follow administrative and organizational requirements	Understand the relevant administrative and organizational policies and processes required for teachers.	Understand the implications of, and comply with, relevant administrative, organizational and professional requirements, policies and processes.	Support colleagues to review and interpret administrative and organizational requirements, policies and processes.	Initiate, develop and implement relevant school-based policies and processes to support colleagues to adhere to and understand existing and new administrative, organizational and professional responsibilities.
2.c	Meet professional ethics and responsibilities	Understand and apply the key principles for the teaching profession described in the bylaws and policies of the NWTTA and of your employing education body. Be aware of the importance of behaving ethically and	Meet the bylaws and policies of the NWTTA and of the employing education body and participate in all social media and public interactions in an ethical and professional manner.	Meet the bylaws and policies of conduct of the NWTTA, and the employing education body. Maintain high ethical standards and exercise sound judgment in all school and community contexts and	Meet the bylaws and policies of the NWTTA and of the employing education body, model exemplary ethical behaviour and collegiality. Exercise informed judgments in all dealings with students, colleagues and the community and continue to

		professionally in all social media and public interactions.		continue to demonstrate high ethical standards when using social media and in public interactions.	model exemplary ethical behaviour when using social media and in public interactions.
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Standard 3: Educators value the involvement, support and partnership of parents, guardians, families and communities in schools.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
3.a	Engage with parents/guardians, families and the community in a respectful manner	Understand strategies for working and communicating effectively, respectfully and confidentially with parents/guardians, families and the broader community.	Establish and maintain respectful communication and collaborative relationships with parents/guardians, families and the broader community in children's learning and well-being.	Demonstrate open and respectful partnerships with parents/guardians, families, and the community through culturally responsive communication and collaboration to enhance student learning and well-being.	Identify, initiate and build on opportunities that respectfully engage parents/guardians, families and the broader community as active partners in children's learning and in the educational priorities of the school.
3.b	Empower students, encourage participation, and promote student ownership of learning	Use context and culturally appropriate strategies to empower all students, support student participation in classroom activities and promote student ownership of learning.	Establish and implement context and culturally appropriate, inclusive strategies that empower all students, support the participation of all students in classroom activities and promote student ownership of learning.	Model effective strategies and support colleagues to implement context-specific and culturally appropriate, inclusive strategies that empower and engage all students and promote student ownership of learning.	Demonstrate, and lead by example, the development of productive, inclusive, context and culturally appropriate learning environments. Achieve this by reviewing inclusive strategies and exploring new approaches to engage and empower all students and promote student ownership

					of learning.
3.c	Engage families and communities in the education of children	Use a range of strategies for involving families and communities in the education of children.	Plan for culturally appropriate and contextually relevant opportunities for families and communities to be involved in children's education.	Work with colleagues to provide culturally appropriate and contextually relevant opportunities for, and partnership with, families and communities to be involved in children's education.	Initiate contextually and culturally relevant processes and partnerships to establish programs that regularly involve families and communities in the education of children and broader school priorities and activities.
3.d	Build positive relationships within the school, between schools and with the community	Demonstrate an understanding of the importance of building positive relationships within the school, between schools and with the broader community.	Attend opportunities that build positive relationships with the school, between schools and with the broader community.	Actively participate in opportunities that build positive relationships with the school, between schools and with the broader community.	Identify and initiate opportunities that build positive relationships with the school, between schools and with the broader community.
3.e	Engage with support staff throughout the school and community resources to improve teaching practice and student learning	Understand the value of communicating with support staff and community representatives.	Use knowledge and support from support staff and community representatives.	Engage in collaborative relationships with support staff, community representatives, students and parents/guardians.	Develop learning opportunities that support equitable and ongoing participation of all students by engaging in collaborative relationships with support staff, community representatives, students and parents/guardians.

Standard 4: Through caring relationships, educators create and ensure supportive and safe learning environments for all learners.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
4.a	Know of the culture, language, and history of the community in which they teach	Demonstrate knowledge and understanding of the role of culture, language and history in the education of all students.	Implement effective teaching strategies that are responsive to the culture, language and history of students and the community in which they teach.	Provide advice and support to colleagues in the implementation of effective teaching strategies that are responsive to the culture, language, and history of their students and the community in which they teach.	Evaluate the effectiveness of teaching strategies that are responsive to the culture, language, and history of students and the community in which they teach.
4.b	Know the physical, emotional, social, cultural and intellectual development and characteristics of students	Demonstrate an awareness of the physical, emotional, cultural, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, emotional, social, cultural and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, emotional, social, cultural and intellectual development and characteristics of students.	Model and support colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, emotional, social, cultural and intellectual development and characteristics of students.
4.c	Create a welcoming class environment	Use a range of strategies that create a welcoming class environment for students.	Use a range of strategies that create a welcoming class environment that acknowledges the community and local languages.	Use a range of strategies that create a welcoming class environment that infuses a sense of place as well as local languages and cultures.	Initiate strategies and lead colleagues to create a welcoming school environment that infuses a sense of place as well as local languages and cultures.
4.d	Create an effective learning	Demonstrate the capacity	Establish and maintain	Model and share with	Initiate strategies and lead

	environment to enhance student learning	to organize classroom activities, establish workable routines and provide clear directions.	workable routines to create an environment where student time is spent on engaging, authentic learning opportunities.	colleagues a flexible repertoire of strategies to ensure all students are engaged in purposeful learning opportunities.	colleagues to implement flexible and effective strategies that enhance student learning.
4.e	Apply and promote strategies that enhance students' physical, emotional, social, intellectual, and spiritual well-being within a safe and positive learning environment	Use and incorporate, with assistance, strategies that enhance students' physical, emotional, social, intellectual and spiritual well-being within a safe and positive learning environment, and which promote the development of caring relationships in the classroom.	Promote the use of strategies and the development of caring relationships in the classroom and throughout the school by working to identify the root of the behaviour, establishing and negotiating clear expectations with students, and addressing discipline issues promptly, fairly and respectfully.	Model and share with colleagues a flexible repertoire of strategies using expert knowledge and workplace experience, which promote the development of caring relationships in the classroom and throughout the school.	Lead and implement initiatives to assist colleagues in broadening their range of strategies and enhancing the school climate by promoting the development of caring relationships in the classroom and throughout the school.

Standard 5: Educators plan for effective teaching and learning in support of student development.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
5.a	Value how each student learns and incorporate Indigenous ways of knowing, doing, being and believing	Structure learning programs that demonstrate knowledge and understanding of research into how students learn and Indigenous ways of knowing, doing, being and believing.	Consistently structure learning programs using research and collegial advice about how students learn and Indigenous ways of knowing, doing, being and believing.	Expand understanding of how students learn and Indigenous ways of knowing, doing, being and believing through research, analyzing school assessment data and working with collaborative learning teams.	Lead processes to evaluate the effectiveness of learning programs that incorporate how students learn and Indigenous ways of knowing, doing, being and believing through research, analyzing school assessment data and working with collaborative learning teams.
5.b	Establish student-centred learning goals reflective of each student's abilities	Set learning goals that provide achievable challenges for all students.	Work with students to set explicit, challenging and achievable personalized learning goals with opportunities for student self-reflection.	Develop a culture where students and teachers collaborate to establish student assessment criteria and to set challenging personal and group learning goals with opportunities for self-reflection.	Develop a culture of high expectations where students and teachers collaborate to establish student assessment criteria and to set challenging personal and group learning goals with opportunities for group and self-reflection.
5.c	Design/plan, structure, and sequence instruction to meet the needs of all students	Design/plan engaging learning opportunities and environments using knowledge of student development and curriculum.	Design/plan and implement well-structured, differentiated learning opportunities and environments using knowledge of student development, and curriculum that meets the needs of all students.	Work with colleagues to collaboratively design/plan, sequence and structure, differentiated learning opportunities to create productive learning environments that meet the needs of all students.	Model exemplary practice and support colleagues to collaboratively design/plan, implement and review the effectiveness of their pedagogy in meeting the needs of all students.

5.d	Select, adapt and organize content to support student growth and development	Demonstrate knowledge and understanding of universal design for learning, differentiation and tiered supports to address the specific learning needs of students.	Develop learning opportunities that incorporate universal design for learning, differentiation, and tiered supports to meet the specific learning needs of students across a range of abilities.	Use student assessment data to evaluate learning programs that incorporate universal design for learning, differentiation, and tiered supports for the specific learning needs of students across a range of abilities.	Use student assessment data from a variety of sources to lead colleagues in evaluating the effectiveness of learning opportunities that incorporate universal design for learning/differentiated teaching and tiered supports.
5.e	Make connections through grade levels and across NWT-approved curricula	Demonstrate knowledge and understanding of the value of making connections through grade levels and across NWT-approved curricula.	Apply knowledge of strategies to effectively make connections through grade levels and across NWT-approved curricula to guide differentiation practices and curricular connections for all students.	Model relevant and high-level strategies to effectively make connections through grade levels and across NWT-approved curricula to guide interdisciplinary learning, differentiation practices and curricular connections for all students.	Model and support colleagues within the school to select and implement relevant strategies to effectively make connections through grade levels and across NWT-approved curricula to guide interdisciplinary learning, differentiation practices and curricular connections for all students.

Standard 6: Educators implement and reflect on effective teaching strategies to create culturally respectful, inclusive environments for student learning and development.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
6.a	Use effective and culturally-responsive classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement and learning.	Use inclusive and effective culturally-responsive verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Model for colleagues and students a wide range of culturally-responsive, inclusive and effective verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Model and support colleagues to incorporate culturally-responsive, inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
6.b	Use a variety of current research-based teaching strategies and inclusive schooling approaches that support student growth and development	Apply a range of teaching strategies that demonstrate understanding of student growth and development.	Actively select and apply relevant research-based teaching strategies and inclusive schooling practices to develop knowledge, skills and problem-solving strategies, as well as critical and creative thinking in all students.	Model fluid use and mastery of effective and appropriate research-based teaching strategies and inclusive schooling practices to develop knowledge, skills and problem-solving strategies, as well as critical and creative thinking in all students.	Model and work with colleagues to review, modify and expand their repertoire of research-based teaching strategies and inclusive schooling practices to enable students to use knowledge, skills and problem-solving strategies, as well as critical and creative thinking.
6.c	Use teaching strategies that effectively use appropriate technology to support student growth and development	Implement teaching strategies for using technology to expand curriculum learning opportunities for students.	Use effective teaching strategies to incorporate technology to engage students, and to select content that is relevant and meaningful.	Model the integration of technology to enhance teaching practice and student learning.	Model and support colleagues with the integration of current technology to expand learning opportunities and content knowledge for all students.

6.d	Apply teaching strategies through a strength-based approach	To further student growth, demonstrate knowledge of teaching strategies that are responsive to the learning strengths of students.	To further student growth, consistently implement teaching strategies that are responsive to the learning strengths of students.	To further their growth, work with students to identify their strengths and develop effective teaching strategies that address the learning strengths of students.	Support colleagues to implement effective, strength-based teaching strategies, and to revise instruction using experts' knowledge and experience to further student growth.
6.e	Evaluate and improve planning and instructional delivery	Use student assessment data to review and evaluate personal teaching practices to improve learning for all students.	Reflect and improve on personal teaching and learning practices using evidence (including feedback from students and student assessment data) and knowledge of curriculum to inform planning to effectively meet the needs of all students.	Collaborate with colleagues to reflect on and review current teaching and learning practices using student feedback, student assessment data, knowledge of curriculum and effective teaching practices to meet the needs of all students.	Model and support colleagues in regular reviews of teaching and learning practices to effectively meet the needs of all students using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/caregivers, students and colleagues.

Standard 7: Educators assess, provide timely feedback and report on student learning to support student growth.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
7.a	Frequently assess student learning while considering students' learning needs	Use a variety of appropriate assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to identify, assess and respond to student learning needs.	Model comprehensive and innovative assessment strategies and support colleagues to evaluate the effectiveness of their approaches to assessment in responding to student learning needs.
7.b	Provide timely feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely, effective and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievements relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
7.c	Apply consistent and comparable assessment practices while considering the needs of students	Demonstrate understanding of the creation of exemplars, rubrics and benchmarks (i.e., assessment moderation activities) and their application to support consistent and comparable assessments of student learning.	Understand and participate in the creation of exemplars, rubrics and benchmarks (i.e., assessment moderation activities) to support consistent and comparable assessments of student learning.	Organize the creation of exemplars, rubrics and benchmarks (i.e., assessment moderation activities) that support consistent and comparable assessments of student learning.	Lead and evaluate the creation of exemplars, rubrics and benchmarks (i.e., assessment moderation activities) that ensure consistent and comparable assessments of student learning to meet curriculum and school or system requirements.
7.d	Interpret ongoing student data while considering	Demonstrate the capacity to interpret ongoing	Use ongoing student assessment data to	Work with colleagues to use data from ongoing	Model and lead collaborative learning among colleagues

	students' learning needs	student assessment data to evaluate student learning and modify teaching practices to meet student needs.	evaluate student learning, to identify supports, and to modify teaching practices to meet student needs.	student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practices to meet student needs.	that uses ongoing student assessment data to improve teaching practices to meet student needs.
7.e	Report on student achievement to a variety of audiences	Demonstrate understanding of a range of strategies for reporting student achievement to students and parents/caregivers, and the purpose of keeping accurate and reliable records of student achievement.	Report clearly and accurately to students and parents/caregivers about student achievement.	Model clear, concise and respectful reporting to a variety of audiences about student learning and achievement.	Collaborate with colleagues to improve school-wide practices in developing accurate, informative and timely reports to a variety of audiences about student learning and achievement.

Standard 8: Educators actively engage in professional growth and learning.

	Focus Area	Transitional and Developing	Confident and Applying	Enhanced and Extending	Innovative and Transforming
8.a	Identify and plan professional learning goals that align with individual, collaborative, school and/or education body priorities	Demonstrate an understanding of the role of the Standards in identifying professional learning goals that align with individual, collaborative, school and/or education body priorities.	Use the Standards and advice from colleagues to identify and plan professional learning goals that align with individual, collaborative, school and/or education body priorities.	Analyze the Standards and collected evidence to establish professional learning goals and to support colleagues to identify and achieve professional learning goals that align with individual, collaborative, school and education body priorities.	Use comprehensive knowledge of the Standards and collected evidence to plan and lead the development of professional learning opportunities that address and anticipate the professional learning priorities of colleagues, schools and education bodies.
8.b	Engage in ongoing professional learning	Demonstrate an understanding of the importance of participating in relevant and appropriate ongoing professional learning for teachers and the implications for improved practice.	Participate in ongoing professional learning to update knowledge and practice, targeted to professional, school and/or education body priorities.	Plan for ongoing professional learning by accessing and critiquing relevant research, engage in and reflect on high-quality targeted opportunities to improve practice.	Initiate collaborative relationships to expand ongoing professional learning opportunities and regularly engage in and reflect on high-quality targeted research and traditional learning opportunities to improve practice.
8.c	Apply professional learning in their teaching practice to improve student growth	Demonstrate an understanding of the importance and implications of continued professional learning in improving student learning.	Undertake professional learning programs designed to address identified student learning needs and reflect on how these might improve student growth.	Actively reflect on and evaluate the effectiveness of teacher professional learning activities to address student learning needs and improve student growth.	Reflect on, advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues, schools and education bodies that focus on improved student learning and growth.

8.d	Engage with colleagues throughout the school to improve teaching practice	Seek and apply constructive feedback from supervisors and colleagues to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate teaching practice, directed at improving professional knowledge and practice, and the educational outcomes of students.	Lead and model non-judgmental professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
8.e	Share learning in a collaborative setting	Demonstrate an understanding of the rationale for sharing learning in a collaborative setting.	Share learning in local collaborative settings and contribute meaningful feedback.	Organize and lead the sharing of learning in local settings and share learning in regional collaborative settings.	Organize and lead the sharing of learning in regional and or territorial settings and share learning in inter-jurisdictional collaborative settings.

Contact Information

For more information on the NWT Educator Standards, please contact the Education Operations and Educator Development division of the Department of Education, Culture and Employment.

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