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| **Teacher Education Certification and Classification Competencies (TECC competencies) SPTRB, September 2022** | | | |
| 1. **Professionalism** | 1. **Knowledge** | 1. **Instructional** | 1. **Curricular** |
| 1.1 demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities; | 2.1 demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples; | 3.1 demonstrates the ability to use educational research inquiry, and data for planning, instructional and assessment purposes; | 4.1 demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education; |
| 1.2 demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners; | 2.2 demonstrates knowledge of First Nations; Métis  & Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships; | 3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; | 4.2 demonstrates the ability to incorporate First Nations, Métis and Inuit knowledge, content and perspectives into all teaching areas; |
| 1.3 demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners; | 2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge); | 3.3 demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings. | 4.3 demonstrates the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways. |
| 1.4 demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers. | 2.4 demonstrates and understanding of the organizational and legal contexts of schooling; |  |  |
|  | 2.5 demonstrates proficiency in the language of instruction; |  |  |
|  | 2.6 demonstrates ability to use technologies readily, strategically and appropriately; |  |  |
|  | 2.7 demonstrates ability to strive for/pursue new knowledge. |  |  |

| **Date**  **Be specific**  **Day, month, year**  **(not entire term)** | **PGP Target** | **Context (formal lesson; other in-class instruction – one on one, small group, cooperative teaching; extra-curricular; professional development; professional conversation; orientation/seminar)** | **Evidence** | **Summary of teacher feedback or other source of feedback**  **Provide the name of the source and the date given.** | **Analysis/Next Steps/Plan for Growth**  **(What did you learn? Why was this significant to your learning? How will you put it to use?)** |
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(Drop down of PGP target menu shared by Steve Bachui, September 2022– used with permission. Other adaptations by KPH, Field, June 2023.)