

Saskatchewan Polytechnic Instructor Competencies: Outlining Excellence in Teaching January, 2016

The March 2013 External Review of the Faculty Certificate Program (FCP) made fourteen recommendations to the Instructional and Leadership Development Centre (ILDC) for improving the learning opportunities for faculty. Saskatchewan Polytechnic Deans Council received the External Review and made recommendations.

The ILDC responded to the recommendations from Deans Council by:

- Revising Saskatchewan Polytechnic Policy 108 - Faculty Preparation and Development;
- Redeveloping learning opportunities for Program Heads;
- Developing articulation agreements to support new learning pathways for Saskatchewan Polytechnic faculty;
- Identifying a skills framework or competencies for describing excellence in teaching at Saskatchewan Polytechnic; and
- Using the competencies as a guide to review and redevelop the New Instructor Orientation (NIO), the FCP and other learning opportunities offered by the ILDC.

The 2014 instructor competencies are being utilized in several Saskatchewan Polytechnic activities. In 2014-15 the Faculty Assessment Advisory Committee identified the instructor competencies to be one of the foundational components of the faculty assessment process. The 2016 Faculty Award for Excellence: Teaching identifies instructor competencies as part of the award's criteria.

The development of the competencies continues in May 2016 with an external curriculum review of the FCP in comparison to the competencies.

The instructor competencies are to be renewed in 2018-19. The renewal through an institute wide consultation process will review and refine the criteria for what determines excellence in teaching at Saskatchewan Polytechnic.

If you have any questions or comments, contact Dasha Kinelovsky, Director of the ILDC at dasha.kinelovsky@saskpolytech.ca

Saskatchewan Polytechnic Instructor Competencies

October 2014

The following competencies outline excellence in instruction at Saskatchewan Polytechnic.

Competency	Indicator	Examples
1. Student learning and performance: the instructor facilitates the development of knowledge, skills, behaviours and attitudes	1.1 Selects instructional materials and strategies to engage students in learning	<ul style="list-style-type: none"> • Identifies student entry level knowledge, skills and attitudes • Facilitates active learning • Incorporates authentic learning opportunities • Supports student learning in a variety of environments such as classroom, lab, clinical, distance and shops • Supports student learning in a variety of formats such as face to face, online, and blended • Incorporates strategies for diverse ways of learning or knowing • Manages learning for students to bring a variety of mobile devices for educational purposes • Links theory and practice • Strives to make learning more accessible and flexible
	1.2 Facilitates student employment readiness	<ul style="list-style-type: none"> • Aligns instruction and educational resources with current industry and professional practices • Supports a culture of safe practice • Supports soft skills development

	<p>1.3 Encourages students to achieve excellence</p>	<ul style="list-style-type: none"> • Facilitates the growth of student confidence • Supports students in applying knowledge • Supports students to become accurate self-assessors • Supports students to be responsible for their learning • Develops critical thinking and problem solving skills • Supports students to improve communication skills • Provides timely, constructive feedback • Conveys high expectations to students • Supports students who are at risk • Provides advice and referral to support learning • Supports Saskatchewan Polytechnic initiatives such as Aboriginal Student Achievement Plan (ASAP) • Promotes lifelong learning
	<p>1.4 Provides a supportive learning environment</p>	<ul style="list-style-type: none"> • Modifies the environment, instruction and assessments for students with diverse needs • Monitors student learning in a variety of settings such as shops, laboratories, classrooms and clinical • Establishes collaborative relationships with educational partners such as librarians, counsellors and the ILDC • Incorporates appropriate accommodations for students • Maintains professional instructor - student relationships • Fosters positive student - student relationships • Incorporates appropriate use of humour • Provides orientation and closure to classes and courses • Informs students how their performances will be measured • Commits to start and end classes as scheduled • Provides student contact hours • Instructs the student as an individual who is capable of learning • Supports Saskatchewan Polytechnic student retention strategies

	1.5 Assesses student learning and performance	<ul style="list-style-type: none">• Establishes student performance criteria to reflect industry or professional standards• Develops a variety of appropriate assessment tools• Provides a suitable number of assessments• Monitors student performance• Maintains documentation• Uses authentic assessment• Uses informal and formal assessment tools• Uses formative and summative assessments to monitor learning• Provides appropriate and timely feedback• Supports recognition of prior learning
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Competency	Indicator	Examples
2. Diversity: the instructor promotes an environment that is inclusive for students, staff and others	2.1 Interacts respectfully with others	<ul style="list-style-type: none"> • Acknowledges diverse thoughts, perspectives and opinions • Respects different world views and values • Respects cultural and ethnic backgrounds • Challenges inappropriate attitudes, language and behaviours • Demonstrates intercultural competence • Demonstrates cultural sensitivity • Participates in professional development activities
	2.2 Values diversity	<ul style="list-style-type: none"> • Develops teaching practices to accommodate diversity • Incorporates different ways of knowing into teaching strategies • Utilizes services and personnel for additional support • Facilitates learning in response to diversity at Saskatchewan Polytechnic including students with disabilities, Aboriginal, International, English as a Second Language, and others

Competency	Indicator	Examples
3. Instruction: the instructor provides excellent instruction to enhance student learning	3.1 Develops curriculum	<ul style="list-style-type: none"> • Follows the Saskatchewan Polytechnic curriculum model • Develops course materials • Incorporates essential skills • Aligns curriculum to industry needs • Integrates content that includes different ways of knowing • Matches learning outcomes, learning steps and assessments • Integrates adult learning principles into curriculum development • Presents learning appropriately sequenced and paced for students • Incorporates feedback into curriculum revisions • Revises curriculum regularly
	3.2 Delivers curriculum	<ul style="list-style-type: none"> • Develops lesson plans • Provides students with course outlines • Adapts to different teaching environments • Incorporates diverse perspectives into teaching practices • Engages students in the learning process • Balances traditional methods with innovation • Provides opportunities for students to make connections between what they know and the new knowledge or skill
	3.3 Enhances teaching practices	<ul style="list-style-type: none"> • Incorporates feedback to enhance instructional practices • Engages in professional development activities • Accesses resources to improve practice • Incorporates practices supported by evidence or research • Identifies how learning styles affect teaching practices • Uses a variety of instructional strategies • Participates in educational research • Demonstrates reflective practice

Competency	Indicator	Examples
4. Technology: the instructor uses technology to enhance learning	4.1 Integrates technology into instruction	<ul style="list-style-type: none"> • Applies current instructional principles, research and assessment practices • Uses a variety of educational technological resources • Uses educational technology to enhance the curriculum • Incorporates technology to meet student needs
	4.2 Uses technology appropriately	<ul style="list-style-type: none"> • Complies with ethical and legal use of educational technology • Promotes ethical and legal use of educational technology • Complies with Saskatchewan Polytechnic policies • Communicates electronically • Evaluates quality of information
	4.3 Instructs with a variety of technologies	<ul style="list-style-type: none"> • Creates word processing documents, databases, spreadsheets, graphics, presentations and electronic publications • Accesses internet information • Shares network drives at Saskatchewan Polytechnic • Demonstrates digital literacy • Manages information to support learning • Employs face to face, online, blended and other learning formats • Creates web-based resources • Uses graphics, audio and video applications
	4.4 Explores emerging technologies	<ul style="list-style-type: none"> • Interacts with others about teaching in a technology and media rich environment • Engages in a community of practice • Uses educational technology to enhance professional growth • Investigates training and resources

Competency	Indicator	Examples
5. Communication: the instructor communicates effectively	5.1 Communicates with clarity and purpose	<ul style="list-style-type: none"> • Selects appropriate modes of communication • Produces clear and understandable communication • Creates accurate documentation • Chooses appropriate levels of language to enhance understanding • Uses verbal and nonverbal communication • Seeks resources to maximize communication • Selects strategies to enhance communication
	5.2 Communicates for understanding	<ul style="list-style-type: none"> • Listens attentively to the point of view of others • Engages in dialogue • Facilitates questioning to enhance learning • Chooses communication processes which are appropriate, such as face to face, email and social media • Selects an appropriate level of detail in each communication situation
	5.3 Communicates with respect	<ul style="list-style-type: none"> • Analyzes the impact of communication on others • Uses communication which respects differences • Promotes positive communication • Communicates in non-judgemental ways

Competency	Indicator	Examples
6. Collaboration: the instructor works collaboratively	6.1 Works cooperatively in a team and with others	<ul style="list-style-type: none"> • Collaborates with others in respectful, supportive and meaningful ways • Participates in peer coaching and/or mentoring • Employs individual and team teaching approaches • Shares knowledge and skills to support organizational excellence • Keeps others informed • Supports interprofessional practices
	6.2 Incorporates leadership skills, behaviours and attitudes into practices	<ul style="list-style-type: none"> • Shares knowledge and skills to support organizational excellence • Establishes a positive environment • Encourages innovation • Seeks leadership opportunities • Seeks opportunities for professional growth • Supports others in their professional growth • Inspires others • Participates in the scholarship of teaching and learning • Supports applied research initiatives • Supports change initiatives

Competency	Indicator	Examples
7. Professionalism: the instructor demonstrates excellence through competence, conduct and attitude	7.1 Demonstrates current knowledge, skills and practices from the industry or profession	<ul style="list-style-type: none"> • Demonstrates mastery of the subject and/or profession • Maintains required licensing and/or credentials • Demonstrates safe practice • Fosters external partnerships • Teaches within the scope of authorized license • Maintains a professional development plan
	7.2 Contributes to a culture of lifelong learning	<ul style="list-style-type: none"> • Shares teaching expertise, best practices and educational resources • Supports organizational excellence • Participates in professional organizations and learning communities • Participates in local, provincial, national, and/or international boards and committees • Participates in professional development opportunities • Maintains a teaching portfolio
	7.3 Adheres to Saskatchewan Polytechnic policies and values	<ul style="list-style-type: none"> • Demonstrates student-centred practices • Follows Saskatchewan Polytechnic's procedures and protocols • Models behaviours and attitudes consistent with Saskatchewan Polytechnic policies and values • Follows copyright regulations • Maintains confidentiality and privacy • Uses teaching practices which are current, effective and engaging
	7.4 Demonstrates respectful behaviour	<ul style="list-style-type: none"> • Respects students, staff, self and others • Accepts responsibility for own actions • Engages in open communication • Supports others in non-judgemental ways • Resolves conflict with appropriate strategies