Saskatchewan Polytechnic Instructor Competencies

Summary:

- The instructor competencies outlined in this document articulate the knowledge, skills, and attitudes necessary to be a successful instructor at Saskatchewan Polytechnic and provide a framework for continuous professional development.

- These competencies are used in the faculty assessment process as well as the Provost's Faculty Awards of Excellence in Teaching.

- The examples for each competency are divided into two categories (based on teaching experience) to indicate instructor growth.
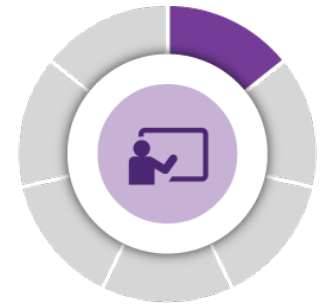
NOTE: The examples and the experience levels are guidelines only.

The competencies were last revised in 2020 and undergo review every five years.

Competency: Instruction and Delivery

The Instruction and Delivery competency focuses on supporting learner success and facilitating learner employment readiness while creating a safe, engaging and inclusive learning community. In addition, it addresses the delivery of content and curriculum, selecting instructional materials and strategies in order to engage learners, and communicating with clarity and purpose.

Instruction & Delivery

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Creates a safe, engaging and inclusive learning community	1a. Uses ice-breakers or introductory exercises to foster positive relationships among learners 2a. Uses educational partners (i.e. Indigenous Services, Library, Accessibility Services, and Learning Services, etc.) 3a. Implements appropriate learner accommodations	1b. Cultivates a respectful and inclusive learning community that acknowledges the diversity of learners 2b. Models professional communication, listening and teamwork 3b. Adapts the environment, instruction and assessments for all learners
Delivers curriculum	1a. Develops clear and concise lesson plans 2a. Adapts to different teaching and learning environments (i.e. blended, online, remote, lab, shop, in the field, etc.) 3a. Provides opportunities for learners to make connections between what they know and new knowledge or skills 4a. Uses a variety of instructional strategies (i.e. direct instruction, lecture, group work, think-pair-share, etc.) 5a. Uses program-specific technologies	1b. Incorporates diverse perspectives into lesson plans 2b. Engages learners in different teaching and learning environments (i.e. blended, online, remote, lab, shop, in the field, etc.) 3b. Designs instruction that scaffolds learning through the use of technology 4b. Uses a variety of strategies to meet learner needs suited to the learning environment 5b. Seeks out program-specific technologies
Communicates with clarity, purpose and understanding	1a. Uses clear and concise communication 2a. Uses appropriate language and questioning techniques to enhance learning	1b. Uses varied communication techniques and methods to enhance learning (i.e. discussion boards, active listening, social media, etc.) 2b. Uses constructive and timely feedback to facilitate comprehension

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Selects instructional materials and strategies to engage learners	1a. Identifies learner entry level knowledge, skills and attitudes 2a. Links theory and practice using various examples 3a. Recognizes the need for varied strategies to facilitate diverse perspectives 4a. Identifies strategies to make learning more accessible and flexible	1b. Recognizes prior learning and related professional experience of all learners 2b. Facilitates active learning using varied examples 3b. Incorporates diverse examples and perspectives 4b. Promotes collaborative learning across a variety of learner profiles (i.e. accessibility, cultural, generational, etc.)
Supports learner success	1a. Facilitates the growth of learner confidence 2a. Supports learner success by presenting instruction in a variety of ways 3a. Facilitates opportunities for learners to demonstrate knowledge in a variety of ways (e.g. written work, visual presentations, podcast, video, etc.) 4a. Models critical thinking and problem solving skills for all learners 5a. Assist learners in accessing Saskatchewan Polytechnic learner supports 6a. Supports learners in applied learning environments (i.e. shop/laboratory, clinical, competitions, capstone projects, etc.)	1b. Supports learners in self-reflection and self-assessment activities 2b. Supports learner success by using universal design in the learning environment, instruction and assessments 3b. Provides opportunities for learner-chosen activities, projects and assessments (e.g. written work, visual presentations, podcast, video, etc.) 4b. Develops critical thinking and problem solving skills in all learners 5b. Encourages all learners to be responsible for their academic and leadership development 6b. Promotes intercultural exchange and global perspectives in learner success initiatives (i.e. Global Skills competitions, scholarship/co-op applications, etc.)
Facilitates learner employment readiness	1a. Aligns instruction and educational resources with current and global industry and professional practices 2a. Identifies future employment pathways 3a. Demonstrates application of Essential Skills 4a. Recognizes available career and employment support options 5a. Models a culture of safe practice in all learning environments	1b. Uses teaching strategies and resources that reflect current and global industry and professional practices 2b. Directs learners to relevant opportunities in the labour market 3b. Promotes development of Essential Skills among learners 4b. Utilizes available career and employment resources to maximize student employment readiness 5b. Promotes a culture of safe practice in all learning environments

Competency: Assessment and Evaluation

The Assessment and Evaluation competency focuses on evaluating learning and performance, using a variety of assessment tools and techniques and managing course assessment strategies.

Assessment & Evaluation

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Assesses learning and performance	1a. Explains evaluation criteria and assignment expectations clearly and concisely 2a. Monitors learner performance 3a. Provides timely, constructive feedback for learners 4a. Promotes recognition of prior learning	1b. Establishes clear learner performance criteria to reflect global and local industry or professional standards 2b. Provides opportunities for learners to monitor their own performance 3b. Encourages learner growth based on the constructive feedback 4b. Assesses Prior Learning and Recognition (PLAR) challenges at the course and program level
Uses a variety of evaluative tools and techniques	1a. Implements a variety of assessment tools and techniques that are aligned with learning outcomes 2a. Uses formative and summative assessments 3a. Uses authentic assessment techniques 4a. Uses pre-assessment in lesson planning 5a. Recognizes that cultural differences are present in assessments 6a. Uses technology tools to assess learner performance	1b. Designs a variety of assessment tools that are aligned with the learning outcomes 2b. Designs formative and summative assessments, including self-assessment, peer assessment and classroom assessment techniques (CATs) 3b. Creates opportunities for authentic assessment 4b. Adapts instruction and assessments based on pre-assessments 5b. Designs assessments that recognize and validate cultural differences in writing and communication styles 6b. Designs assessment tools with the use of technology
Manages course assessment strategy	1a. Uses course assessment plans 2a. Maintains required documentation	1b. Creates and/or revises course assessment plans 2b. Analyzes assessment results on an equity scale

Competency: Indigenization and Reconciliation

The Indigenization and Reconciliation competency focuses on demonstrating knowledge of Indigenous content, incorporating Indigenous ways of knowing and doing within the learning environment, and committing to reconciliation and miyo wâhkôhtowin.

Indigenization & Reconciliation

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Demonstrates knowledge of Indigenous content	1a. Identifies Indigenous Nations of Saskatchewan 2a. Uses appropriate, respectful terminology 3a. Discusses issues and perspectives including Treaties and the impacts of colonization 4a. Discusses impact of Residential Schools including ongoing intergenerational effects 5a. Supports the Indigenous Student Success Strategy 6a. Explores the resources in kiskēyihtamowin asiwacikan (Knowledge Container)	1b. Uses regional land acknowledgment and greetings (from local Indigenous languages) in verbal communication (i.e. welcoming learners, guests, etc.) 2b. Uses local Indigenous examples when possible 3b. Incorporates Indigenous history and culture specific to career field (i.e. Impacts of *Indian Act* on taxation in a context of business curriculum; or the impacts of intergenerational trauma related to residential schools in a context of early childhood education curriculum etc.) 4b. Promotes learning and shared cross-cultural experiences among all learners 5b. Implements Indigenous Student Success Strategy 6b. Uses the resources in kiskēyihtamowin asiwacikan (Knowledge Container)

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Implements Indigenous ways of knowing and doing into the learning environment	1a. Supports Indigenous events at Saskatchewan Polytechnic (i.e. Library storytelling event, Tipi raising, Orange Shirt Day, etc.) 2a. Engages in learning about Indigenous protocols as they relate to the classroom setting 3a. Integrates Indigenous examples, content, and/or voices into instruction 4a. Recognizes teaching methods that reflect Indigenous ways of knowing and doing, such as storytelling or sharing circles	1b. Incorporates Indigenous content into curriculum including guest speakers 2b. Applies protocols for inviting Traditional Knowledge keepers to classroom 3b. Updates course resources with those written by Indigenous authors 4b. Incorporates teaching methods that reflect Indigenous ways of knowing and doing, such as storytelling or sharing circles
Demonstrates commitment to reconciliation	1a. Listens to Indigenous perspectives and voices 2a. Relates professional development learnings to practice 3a. Considers the Truth and Reconciliation Calls to Action (#62-65) in relation to personal teaching practice 4a. Reflects on personal beliefs and teaching practices within the context of Indigenization and reconciliation	1b. Incorporates Indigenous perspectives and voices into curriculum and teaching 2b. Applies ongoing learning to curriculum revisions 3b. Incorporates Truth and Reconciliation Calls to Action into curriculum and teaching 4b. Engages in partnerships with Indigenous people and/or community groups

Competency: Diversity and Inclusion

The Diversity and Inclusion competency focuses on demonstrating respect and inclusivity in our instructional practice and utilizing intercultural communication in all learning environments.

Diversity & Inclusion

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Demonstrates respect	1a. Invites different world views and values 2a. Incorporates multiple perspectives and points of view 3a. Conveys clear expectations regarding respectful participation and interaction in the learning environment 4a. Recognizes diversity of learners, worldview, and ways of learning	1b. Demonstrates cultural safety and sensitivity 2b. Assesses how privilege and power may affect learners 3b. Engages learners in developing expectations and guidelines for respectful participation and interaction in the learning environment 4b. Celebrates diversity of learners, worldview, and ways of learning
Utilizes intercultural communication in a variety of learning settings (F2F, blended, online)	1a. Facilitates discussion among learners using a variety of communication techniques (i.e. small group discussion, active learning, pair and share, video messaging, discussion forums, collaboration boards, podcasts, etc.) 2a. Recognizes the communication barriers learners may face in class participation (i.e. language; anxiety/self-esteem; trauma; racism; learning disabilities; bullying; personal and socioeconomic stress factors, etc.) 3a. Cultivates relationships with learners who have different expectations of power distance	1b. Adapts communication for audiences with varying levels of linguistic ability (i.e. clear and concise communication, use of repetition and paraphrasing, etc.) 2b. Incorporates universal design for learning to minimize possible barriers for all learners 3b. Bridges the differences between teacher and learner roles across cultures

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Demonstrates inclusivity in instructional practice	1a. Incorporates diverse ways of knowing and world views into teaching strategies 2a. Demonstrates understanding for learners entering or returning to academic culture 3a. Provides clear and concise feedback 4a. Encourages strength-based thinking 5a. Encourages learners to share knowledge that reflects one's identify (i.e. cultural, generational identity, etc.)	1b. Embeds cultural and global ways of knowing and world views into curriculum 2b. Mentors learners in their transition to new academic culture 3b. Provides personalized, learner-friendly and actionable feedback 4b. Embeds strength-based thinking into all aspects of the course (i.e. feedback, classroom management, peer-to-peer interactions, etc.) 5b. Uses technology to connect globally with a variety of cultures and perspectives

Competency: Curriculum Development

The Curriculum Development competency focuses on adhering to the curriculum guidelines outlined in our Saskatchewan Polytechnic Curriculum Framework. It also addresses best practices when creating learning outcomes and learning steps, preparing learning activities and resources, and revising curriculum.

Curriculum Development

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Adheres to Saskatchewan Polytechnic Curriculum Framework	1a. Recognizes elements of the Saskatchewan Polytechnic Curriculum Framework document (program quality, program and curriculum structure, design considerations, student needs, standardization of courses, program content, assessment, and program design process) 2a. Recognizes the importance of Essential Skills 3a. Follows the principles of copyright legislation 4a. Recognizes the need to use course design templates and standards for course development	1b. Incorporates guidelines from the Saskatchewan Polytechnic Curriculum Framework document 2b. Incorporates Essential Skills 3b. Applies relevant copyright legislation 4b. Uses established design principles when developing new courses
Creates learning outcomes and learning steps	1a. Recognizes the structure of learning outcomes and learning steps 2a. Links learning outcomes to intercultural or global learning 3a. Adheres to accreditation requirements 4a. Aligns learning outcomes, learning steps, and assessments to help learners achieve the overall outcomes	1b. Applies Saskatchewan Polytechnic guidelines when creating learning outcomes and learning steps 2b. Designs learning outcomes to support intercultural or global learning 3b. Incorporates accreditation requirements and standards into curriculum 4b. Designs varied assessments to align with learning outcomes and learning steps

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Prepares learning activities and resources	1a. Selects learning activities appropriately sequenced and paced for all learners 2a. Recognizes dominant culture influences on learning resources 3a. Recognizes the importance of using adult learning principles in learning activities 4a. Uses digital resources in learning activities	1b. Designs learning activities to support all learners in achieving the learning outcomes and learning steps 2b. Creates learning resources that represent diverse perspectives 3b. Integrates adult learning principles into curriculum development 4b. Creates learning activities and resources using a variety of educational technologies
Revises curriculum	1a. Contributes to discussions to modify or create curriculum 2a. Contributes to program planning and review 3a. Considers learner barriers when reviewing curriculum 4a. Contributes to planning and research regarding curriculum revision 5a. Recognizes opportunities to improve curriculum	1b. Updates course curriculum on an ongoing basis to ensure currency, equity and relevancy of content 2b. Incorporates feedback and reflective practice into curriculum planning and revisions 3b. Embeds diversity and inclusion principles and intercultural content examples in curriculum review 4b. Conducts planning and research related to curriculum revision 5b. Proposes changes to curriculum based on planning, research, accreditation requirements, and industry trends

Competency: Technology

The Technology competency focuses on exploring and integrating a variety of technologies into instruction, using technology to communicate equitably and ensuring any technology is used in safe, ethical and purposeful ways.

Technology

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Integrates a variety of technologies into instruction	1a. Uses technology to enhance learning for all learners 2a. Recognizes challenges some learners may have with technology (i.e. socio-economic, accessibility, etc.) 3a. Uses basic technology tools to enhance inclusive learning (i.e. MS Office, Learning Management System tools, etc.) 4a. Accesses globally diverse and non-colonial digital information to supplement course resources	1b. Facilitates opportunities for learners to use technology to enhance learning 2b. Supports learners with limited technology access and/or experience 3b. Uses various technology tools to create learning materials and resources which promote inclusive learning (i.e. graphics, videos, podcasts, etc.) 4b. Incorporates globally diverse and non-colonial digital information into course curriculum
Uses technology to communicate equitably	1a. Promotes the use of technology as an alternative method for class participation 2a. Uses available technology (i.e. Office 365, Zoom, etc.) to manage workload and collaborate with colleagues 3a. Understands the unique considerations needed when revising online curriculum (i.e. writing style, learner engagement, etc.)	1b. Uses technology as an enhanced communication method to connect with learners during class and outside class time 2b. Promotes the use of technology to manage workload, material development, and collaboration with colleagues 3b. Incorporates online design principles when creating online curriculum (with thought to accessibility, writing style, learner engagement, etc.)

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Uses technology in a safe, ethical, and purposeful manner	1a. Uses educational technologies in ethical, legal, and socially-responsible way 2a. Follows institutional guidelines and policies on safe information management and use of technology 3a. Incorporates technology into curriculum in ethical, legal, and socially-responsible way 4a. Uses basic troubleshooting skills during instruction	1b. Promotes ethical, legal, and socially-responsible use of educational technologies 2b. Promotes safe information management and use of technology among all learners and colleagues 3b. Creates curriculum following legal, ethical, and socially-responsible uses of technology 4b. Finds solutions to technology-related challenges using a variety of resources
Explores new technologies	1a. Interacts with colleagues about teaching in a technology- and media-rich environment 2a. Investigates currently available training and resources 3a. Investigates emerging technologies to use in teaching and professional practice 4a. Consults with appropriate departments (i.e. Learning Technologies, Information Technology Services, etc.) when considering technology	1b. Engages as a lifelong learner of educational technologies 2b. Uses technology to enhance professional growth (i.e. e-portfolio, digital posters/presentations, etc.) 3b. Incorporates emerging technologies to enhance teaching and professional practice 4b. Collaborates with appropriate departments (i.e. Learning Technologies, Information Technology Services, etc.) when considering technology

Competency: Professionalism, Development, and Mentorship

The Professionalism, Development, and Mentorship competency focuses on enhancing instructional practice by engaging in lifelong learning and maintaining current knowledge, skills and practices from both the scholarship of teaching and learning and industry. In addition, this competency addresses the importance of supporting Saskatchewan Polytechnic policies, initiatives and values and incorporating leadership skills, behaviours and attitudes into your practice.

Professionalism, Development & Mentorship

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Engages in lifelong learning to enhance instructional practice	1a. Accesses resources to improve and reflect on teaching practice 2a. Implements a professional development plan 3a. Creates a teaching portfolio to highlight adult teaching and learning theory and practice in lesson content 4a. Engages in professional development opportunities related to equity in higher education	1b. Participates in educational research and reflective practice 2b. Continues lifelong learning journey 3b. Updates teaching portfolio to show educational research and reflection in lesson content 4b. Creates opportunities to promote equity within one's teaching environment
Demonstrates current knowledge, skills and practices from industry, profession and/or global trends	1a. Maintains currency in industry and profession 2a. Maintains external and diverse partnerships 3a. Participates in local, provincial, national and/or international professional organizations and learning communities	1b. Seeks opportunities to engage with latest trends in industry and/or profession 2b. Builds on personal learning network (PLN) through the use of technology 3b. Contributes to local provincial, national, and/or international professional organizations and learning committees
Supports Saskatchewan Polytechnic policies, initiatives and values	1a. Follows current confidentiality and privacy practices 2a. Follows Saskatchewan Polytechnic's policies and procedures 3a. Seeks opportunities to focus on personal wellness 4a. Supports organizational strategy and initiatives (i.e. Academic Model, intercultural competence, etc.)	1b. Seeks out current confidentiality and privacy information and practices 2b. Models behaviours and attitudes consistent with Saskatchewan Polytechnic policies and values 3b. Promotes and embeds the wellness strategy for oneself and in the learning environment 4b. Advocates for organizational strategy and initiatives to be implemented on a broader level within Saskatchewan Polytechnic

Indicators	Examples	
	Emerging/Evolving	**Mastering/Leading**
Incorporates leadership skills, behaviours and attitudes into practices	1a. Supports a positive learning environment 2a. Seeks opportunities for professional growth 3a. Supports institutional change initiatives 4a. Works cooperatively with others	1b. Creates an equitable learning environment 2b. Engages in leadership opportunities and/or supports others in their professional growth 3b. Shares knowledge and skills to support organizational strategy 4b. Participates in peer coaching and/or mentoring in respectful, supportive and meaningful ways