



DATE: April 26, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Campbell Requa, Director, Educational Planning
GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)
ADDITIONAL REFERENCE: Assurance Domain – [Teaching and Leading](#)
SUBJECT: Education Planning Assurance Report

PURPOSE:

For information.

BACKGROUND:

The areas of Indigenous Education, Curriculum and Instruction, Educational Technology and Professional Learning are supported by the Director of Education Planning. The Education Planning team is responsible to provide the following assurance to stakeholders and the public:

Public assurance occurs when:

- Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners;
- Sturgeon Public teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality Standard in a collaborative culture of learning; and
- All students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

Attached is a spring update of the work completed in schools and across the Division to build achievement, develop instructional practice and ensure all students belong and have access to optimum learning.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Education Planning Assurance Report 2023



Domain: Student Growth & Achievement

Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

New Curriculum - Led out by the Curriculum Coordinator

This year, Sturgeon Public introduced a new curriculum for K-3 English Language Arts (ELAL), K-3 Math and K-6 Physical Education and Wellness (PEW). Professional development (PD) sessions were designed based on teacher needs. Additionally, curriculum working groups were created allowing teachers to work collaboratively to build Division resources.

Professional Development for New Curriculum

- Completed a needs assessment survey with all K-6 teachers
- Using survey feedback, designed the “SPS New Curriculum Professional Learning Menu” that included more than 20 sessions addressing teacher needs
- Used internal and external presenters
- **Over 351** attendees will participate over the course of the 22-23 school year. Sessions included:
 - Indigenous Games for Physical Education and Wellness
 - Writing in New Curriculum Dec. 8 & Jan. 19 AM
 - Mathology Jan. 16 AM
 - High Frequency Word Lists Jan. 17 PM
 - Math Through Indigenous Ways of Knowing March 20 PM
 - Math Games with One Eyed Jacks Jan. 24 AM
 - Fractions in Division One Jan. 24 PM
 - High Impact Vocabulary Strategies Jan. 26 AM
 - Fact Fluency Kit Feb. 8 AM
 - Developing Number Sense Feb. 7 AM
 - Financial Literacy Feb. 22 AM
 - Essential Skills and Procedures Feb. 22 PM
 - Using Mathology March 2
 - Inclusion in Sturgeon Public April 20 AM
 - Fountas and Pinnell April 27 PM
 - Outcomes Based Reporting May 9 AM
 - Sturgeon Assessment May 16 AM
 - Outdoor Classroom May 24 ALL DAY
 - Design K-2 Literacy Program June 6 AM
 - Financial Literacy across Curriculum

Curriculum Working Groups

- 14+ content expert teachers participated in 7 separate groups:
 - K-3 & 4-6 English Language Arts & Literature (ELAL)
 - K-3 & 4-6 Math
 - K-4 French Language Arts & Literature (FLAL)
 - K-6 Physical Education and Wellness



- K-3 Science
- These groups developed:
 - Essential Skills and Procedures for each grade level (foundation for meeting students where they are at - Universal Design for Learning)
 - Sample Year Plans
 - Supporting resources (learning activities and supports)

New Curriculum Implementation for Next Year

- Supported implementation for next year's new curriculum through the initial "Unpacking Curriculum" session:
 - Offered for all K-3 Science and FLAL teachers and all 4-6 ELAL and Math teachers at the March 13th, 2023, PD Day.

Resources for New Curriculum

- Researched and created a comprehensive "SPS Recommended and Supported Resource" list.
- Empowered schools to choose resources that meet their individual needs from the list.
- Priority areas included numeracy, phonics & phonemic awareness, and reading intervention.

Intervention Supports

For the 2022-2023 school year, Alberta Education allocated dedicated funds to address learning gaps experienced by grades 1 to 4 students in response to the learning loss due to the COVID-19 pandemic. Education Planning used both direct small group teaching (pull-out) and in-class small group instruction (push-in).

1. The Division focused direct interventions on grade 4 students in both Numeracy and Literacy:
 - Increased the FTE of two current teachers providing support at Guthrie and Ochre Park and hired two intervention teachers to work across all other grade 1-3 schools.
 - Hired a consultant who supported two days of rigorous training and intervention plan design.
 - Intervention teachers work with students twice weekly and focus on phonics, reading comprehension, number sense and fact fluency
2. In-class interventions were led by Learning Coaches who were trained to work alongside teachers to provide in-class intervention for grades 1-3.
 - Learning Coaches participated in two days of training focused on effective small group instruction in both literacy and numeracy.

Domain: Teaching and Leading

Public assurance occurs when Sturgeon Public teachers and Principals demonstrate all dimensions of the Teaching or Leadership Quality Standard in a collaborative culture of learning.

Staff Development - Designed strategic professional learning opportunities to support student achievement.



Learning Coaches

Learning Coaches work alongside teachers to support and improve teaching practice. Learning Coaches serve all K-9 teachers. This year the Education Planning Team:

- Established clear alignment between Learning Coach work and School Education Plan goals;
- Provided regular connection and professional learning opportunities around; improving coaching skills and best practice teaching strategies;
- Developed skills around vetting and sharing recommended resources;
- Outlined effective co-teaching and lesson modeling strategies;
- Focused on data-driven decision making and productive data collection;
- Facilitated inter-school collaboration and sparked shared projects around literacy and science; and
- refined skills and strategies to support effective Professional Learning Communities (PLCs).

Professional Learning

In order to build teacher competence and confidence in teaching students to improve their literacy skills, the Division ran the Layers of Literacy professional development through a collaboration with the authors of the framework. Five professional learning sessions were offered to all interested teachers division wide. There was participation from every school. Two personalized coaching sessions with the authors to support implementation were also held. This resource is directly aligned with the new curriculum implementation.

Education Planning also organized and hosted two Division PD days that included keynote speakers and professional development breakout sessions. Over 40 breakout sessions were offered on a wide variety of topics ensuring meaningful professional development for all SPS staff. This year the keynote speakers included:

1. Dr. Shelley Moore to support the implementation of the “5P’s of Inclusion”. Four joint coaching sessions for Learning Coaches and Learning Support Leads (LSLs) were also facilitated with Dr. Moore, and
2. Jonathan Rivera, CEO and Founder of Qi Creative for division-wide PD on wellbeing and supporting all students toward success.

Beginning Teacher Cohort & Mentorship

Over 25 beginning teachers have four dedicated sessions that focus on building teacher capacity related to the Teacher Quality Standard (TQS). This includes fostering effective relationships, engaging in career long learning, demonstrating a professional body of knowledge, establishing inclusive learning environments, applying foundational knowledge about First Nations, Métis and Inuit, and adhering to legal frameworks and policies. Beginning teachers have access to support from mentors and are supported with sub release time to work collaboratively with and learn from more experienced colleagues.

Leadership Development - Thoughtfully designed supports to develop and support leaders and aspiring leaders in the Division.



School Based Leadership Support

It has been a priority to provide effective support to Principals and Vice Principals as many are navigating new roles. This often took the form of informal mentorship and coaching. Additionally, the Director of Education Planning spent 2+ months as Acting Principal in Redwater School and worked to provide leadership stability, staff support, and transition support for the incoming principal.

Assurance and Planning

The Director of Education Planning drafted the Annual Education Results Report (AERR) under the direction of the Deputy Superintendent. The School Education Plan template was redesigned to focus on streamlined and meaningful goals. Each administrative team received individualized support. Goals are precise and measurable. An individualized approach was also used to support the Principals and Vice Principals as they prepared and completed the redesigned format for the School Education Plan Presentations to the Board of Trustees.

Leadership PD

School and Division leaders participate in monthly professional development focused on the Leadership Quality Standard through a wide range of relevant topics including: goal setting, psychological safety, gap analysis, new curriculum implementation, effective assessment, leading with the ATA Collective Agreement, teacher supervision and evaluation, effective school culture and Indigenous Education.

Vice Principal Cohort

Vice Principals participate in three sessions specific to instructional leadership facilitated by Dr. Carolyn Cameron.

Sturgeon Aspiring Leadership Team (SALT) - Led out by the Principal of Camilla School.

Aspiring leaders are supported to develop their leadership skills through four meetings designed to support growth around the Leadership Quality Standard. Interested teachers apply to participate and successful candidates are enrolled in the cohort for two years. The focus this year was on Indigenous Education, inclusive environments, data-based decision making and school-based leadership projects.

Educational Technology - Led out by the Educational Technology Lead Teacher.

The Educational Technology Lead Teacher provides elbow to elbow support for teachers as they navigate evolving technology and foster healthy digital citizenship. They also serve as a liaison and support to technology services. Specifically, this role supports:

- PowerTeacher Portal and PowerTeacher Pro;
- Google Classroom;
- Division-wide subscriptions such as: Mathletics, Mathology and Raz-Kids;
- Emerging technology relevant to teaching and learning (Hapara, OrbitNote, Read&Write, Equatio and Chrome extensions);
- Loft Board training and support;
- Media Literacy Week (October 24-28, 2022) and Digital Citizen Day (October 26, 2022). Activities were distributed to schools and made accessible on the Division website;
- iPad management strategies were implemented alongside the Learning Services Team;



- Management of Apps for K-3 iPads streamlined in coordination with the Technology Services Team, in coordination with K-3 teachers;
- School technology needs assessment was conducted through personal connections with each Principal;
- Development of a STEAM cohort to facilitate professional learning and sharing around best practices; and
- SPS STEAM 2023: May-ker Month planning for division-wide STEAM initiative.

Domain: Learning Supports

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

Indigenous Education

With the leadership of the Indigenous Education Lead and support from the Métis Learning Coach, Indigenous Student Success Coach, and Indigenous Counsellor, Education Planning supports learning environments where Indigenous students can be successful academically, feel a sense of belonging and see themselves in shared learning experiences. The Department has embarked on resource vetting, library review, creating physical spaces for connection, direct student support and graduation coaching, Indigenous student leadership opportunities, family engagement evenings, Métis historical and cultural teachings and blanket exercises for all grades 4,7 and 10 students, several school staff, the Board of Trustees and central office staff. Connections with community members and participation in collaborative work with representatives from Kipohtakaw Education Centre and Alexander First Nation have also occurred.

Education Planning operates with the following guiding ideas:

- student and family voices are sought out, amplified and meaningfully guide the work;
- honour Indigenous ways of being and move through relationship and holism; and
- gather and measure progress through impactful data.

Call to Action Cohort - Led out by the Indigenous Education Lead Teacher.

The Call to Action Cohort meets four times throughout the year to build teacher leader capacity with foundational knowledge, cultural learning and experiences, and truth and reconciliation. The group is designed to embody cultural teachings and model ways of knowing and being while providing practical resources for participants to share back with colleagues. Additionally, members of this cohort are supported to share back their learning with colleagues through staff meetings and PD days.