CASS College of Alberta School Superintendents

Welcome

Leading Learning

Once settled, please grab a marker and respond to prompts on the charts posted around the room. We will start once you have had a chance to respond and have returned to your table.

Support for Implementation – Superintendent Professional Practice

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The Superintendent Leadership Quality Standard*

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

Module Learning Overview

Wednesday 9:15-12 Session A	Intro to Module Learning, Establishing and Sustaining a Learning Culture
1-3:30 Session A/B	Establishing and Sustaining a Learning Culture Creating a Collaborative and Coherent Learning Organization
Thursday 8:30 - 11:30 Session B/C	Creating a Collaborative and Coherent Learning Organization Sustaining a Collaborative and Coherent Learning Organization
Friday 8:30 - 9:30 Session C/D	Sustaining a Collaborative and Coherent Learning Organization Action planning/Lessons Learned: Competency Overview, Practice Profile,
10:00 - 11:30 Session D	Action planning/Lessons Learned: Competency Overview, Practice Profile,

Leading Learning Module Outcomes

1. Establish and sustain a learning culture in the school community that supports quality leadership, teaching and optimum learning.
2. Promote ongoing reflection on practice and shared responsibility for student success through enhanced understanding of evidence-informed self-reflection, collaborative inquiry, complex problem solving, and job-embedded application of learning.
3. Ensure that the system's education plan sustains inclusive environments in which diversity is embraced and all members of the school community are welcomed, safe, cared for, and respected.

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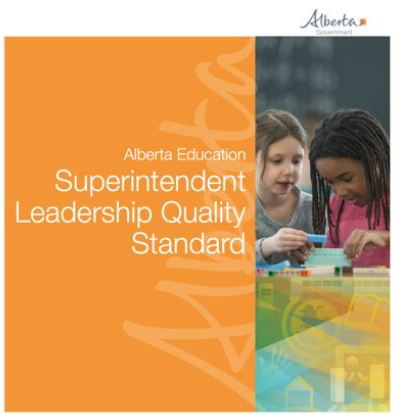
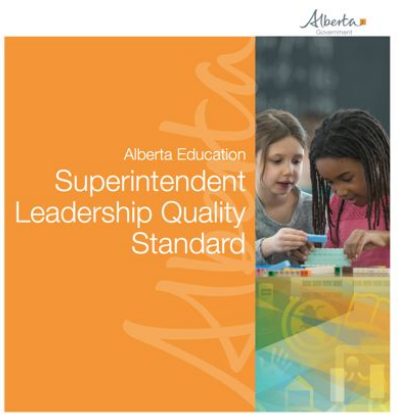
Alberta Education Terms



“Standard”

A standard (Small S) is a policy that identifies the requirements for the competent professional practice of members of a profession. In turn, Alberta’s “Capital S” Standards adopted by Ministerial Order are authorized under Section 39(1) (f) of the *School Act.* This makes them part of the legislative framework under the *School Act* . Within each of the TQS, LQS and SLQS “Standard” policies is the “standard” statement. This standard is the clear expression of the outcome of competent practice.

Alberta Education Terms



“Competency” means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard; e.g., Visionary Leadership

“Descriptor of the competency” The sentence that describes the competency. A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs

“Indicators” means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable

CASS Terms
Support for Implementation

Competency Overview – “Two pager” providing awareness of the competency based on 4 frames: Legal and Key References, Research, Practice in Alberta, Resources

Learning Modules - are designed to deepen and apply system leader’s professional practice with opportunities to examine Alberta context through a community of inquiry approach based on research.

Braid – Image CASS developed to represent that competencies are interrelated and interdependent.

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Learning Modules

Support for Implementation –
Superintendent Professional Practice

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The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

A competency is…

……an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard (*Alberta Education SLQS 2018*)

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Leadership Maps ™

Achievement of Results

Lucky High Results, Low Understanding of Antecedents Replication of Success Unlikely	**Leading** High Results, High Understanding of Antecedents Replication of Success Likely
Losing Low Results, Low Understanding of Antecedents D'oh!	**Learning** Low Results, High Understanding of Antecedents Replication of Mistakes Unlikely

Causes: The Antecedents of Excellence

2007 by Center for Performance Assessment

Competency Overview

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

- Visit **one** chart to record how **your school authority** addresses the identified component of the competency.
- Visit **another** chart to record how **you** address the identified component of the competency.

Practice Profile

Self Reflection Tool focused on *Indicators*

Leading Learning

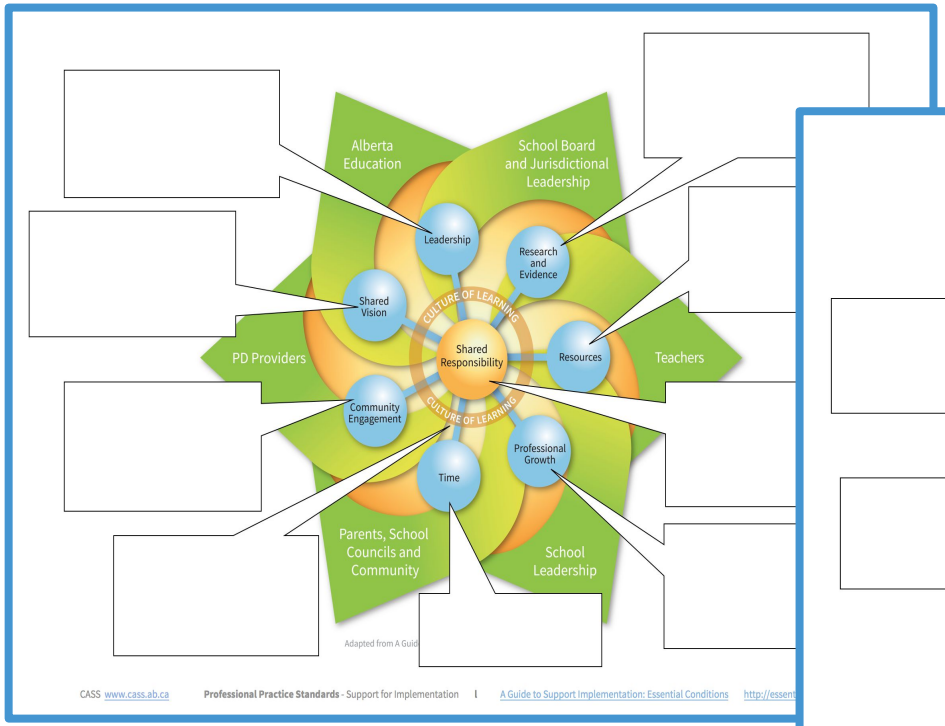
A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

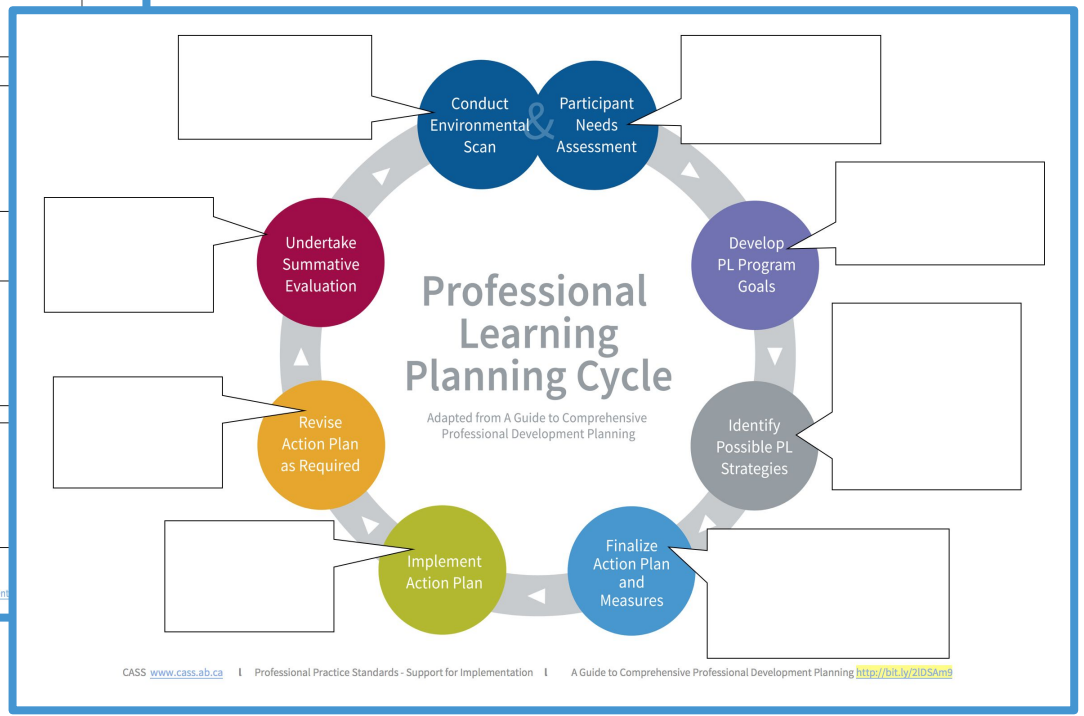
Indicators	Evidence in Practice / Areas for Growth
• fostering in the school community equality and respect with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation; • providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to build the capacity of all members of the school community to fulfill their educational roles; • ensuring that all instruction in the school authority addresses learning outcomes and goals outlined in provincial legislation and programs of study; • promoting collaboration, critical thinking and innovation in the school community; • ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; • building principals' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and • ensuring student assessment and evaluation practices in the school authority are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership. •	•

Discussion Questions

- What are your insights from your own list?
- How aligned is your own practice to the indicators in the competency?
- Why is this alignment necessary?
- Why should there be additional indicators?

Strategic Planning

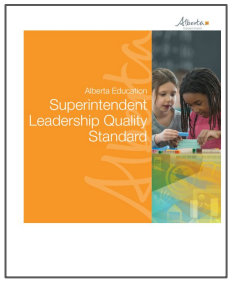
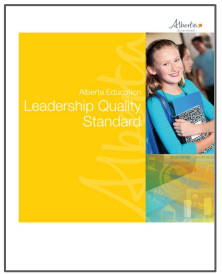
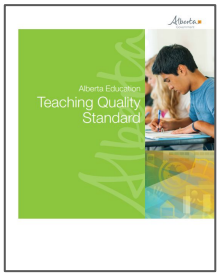




A1. Marzano reminds us of the importance of leadership!

Teacher	School	District	Student
P50	P50	P50	P50
P84	P50	P50	P63
P98	P50	P50	P74
P50	P84	P84	P59
P50	P98	P98	P67

A.1 What is required to enable a school authority to focus on optimum learning for all students?

Superintendent Leadership Quality Standard	Leadership Quality Standard	Teaching Quality Standard
		

A.1 Comparing the Matrices

On your own…

- What connections do you see between the three standards?
- How do you personally connect to these standards?

With a partner…

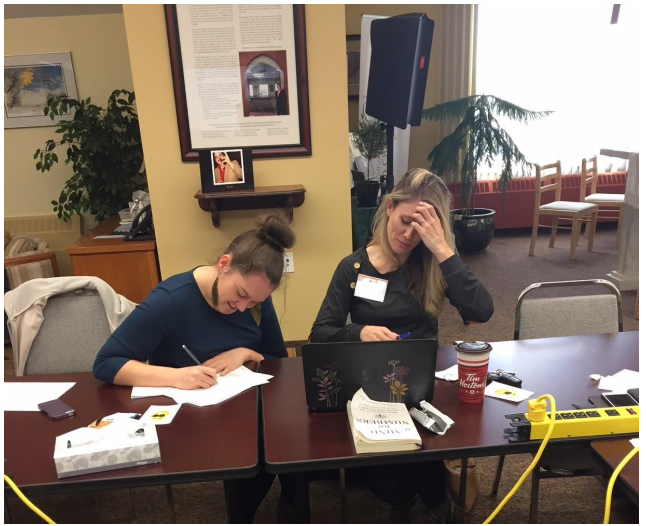
- How might you use these connections in your work at the division level?

A.1 Linking the standards with the Collaborative Peer Mentor Program.

How can we support teachers in getting into one another's classrooms to observe and provide high quality feedback to each other?

A.1 Linking the standards with the Collaborative Peer Mentor Program.

“ I really appreciated the level of vulnerability everyone shared in the process to share in order to grow as professionals. The opportunity to share strategies, ideas and see what other classrooms looked like was great. I learned a great deal from the school visits.”



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A.2 What is required to enable a school authority to focus on optimum learning for all students?

- What are your initial reactions? What are the implications of this research?
- What strikes you as hopeful in the research? Where do you see opportunity?
- What are **three** barriers you face as a leader of your system to optimum learning? To quality teaching?
- What questions do you have?

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Facilitating Change

Much of the change literature is driven by a sense of genuine urgency to create fundamental shifts in our images of learning.

- Establish a sense of urgency
- Create a guiding coalition
- Communicate the change vision
- Empower broad-based action
- Consolidate gains and produce more change
- Anchor new approaches in the culture

(John Kotter)

A.3 Optimizing Learning

- With your Scenario group, review the scenario and identify **evidence indicators** of effective pedagogy, teaching approaches and teacher effectiveness.
- Regroup to share evidence indicators across scenarios and identify **common themes**.

A.3 Teacher Effectiveness Framework

Principle 1: Teachers as Designers

- *begins with thoughtful and intentional design of learning*
- *engages students intellectually and academically*

Principle 2: Worthwhile Work

- *worthy of their time and attention*
- *personally relevant*
- *connected to the world in which they live*

Principle 3: Assessment for Learning

- *focused on improving student learning*
- *guides teaching decisions and actions*

Principle 4: Learning Relationships

- *teacher fosters interdependent relationships (students, teachers, work) that promote learning*
- *teacher creates a strong culture around learning*

Principle 5: Teachers Improve Practice in the Company of Peers

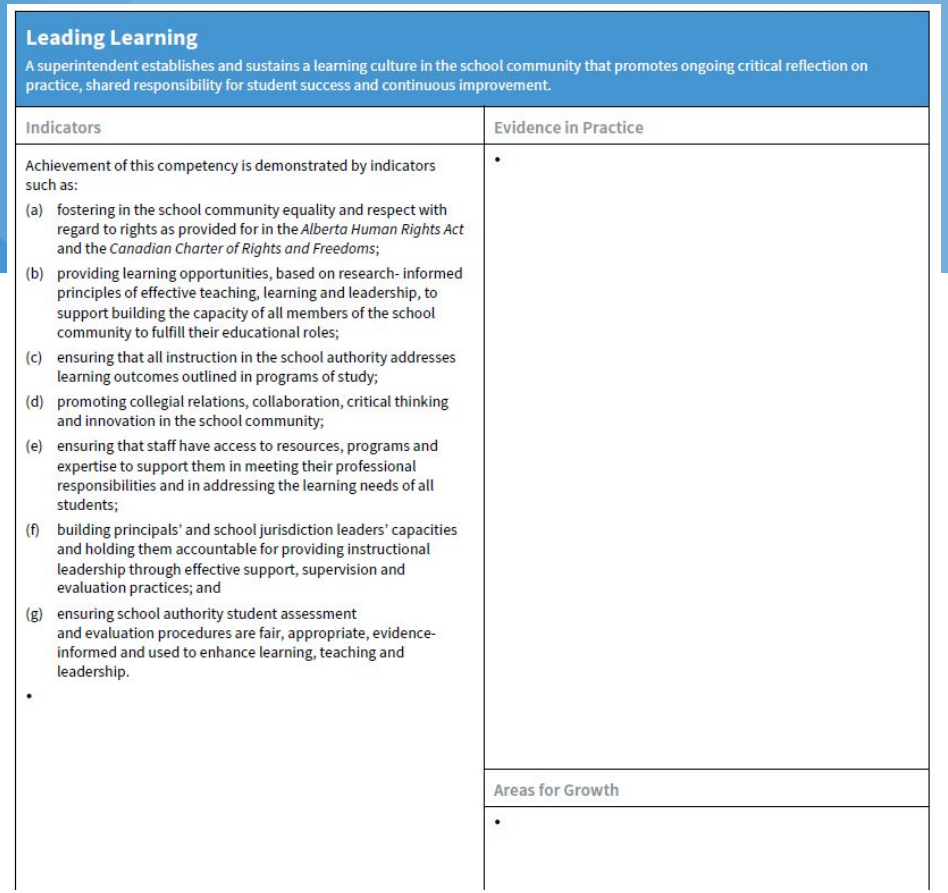
- *teaching is a scholarship*

Friesen, S. (2009). What did you do in School Today? Teaching Effectiveness: A Framework and Rubric. Toronto: Canadian Education Association.

A.4 Growing as a Learning Leader

How are the **indicators of practice** in the SQLS informed by what you have learned in this session?

What **questions** have emerged in this session about leading the learning within your school authority?



Leading Learning

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	Areas for Growth •

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7 Competencies for Learning and Leading via C21 Canada

SHIFTING SYSTEMS FOR LEARNING AND INNOVATION

1. Creativity and Innovation- new ideas and bold possibilities
2. Critical Thinking- fresh insights and durable solutions
3. Collaboration- partnerships that work
4. Communication- making sense and expanding perspectives
5. Character- reaching higher and growing stronger
6. Culture & Ethical Citizenship- sharing what we value
7. Computer and Digital Technologies- transforming how we learn and lead

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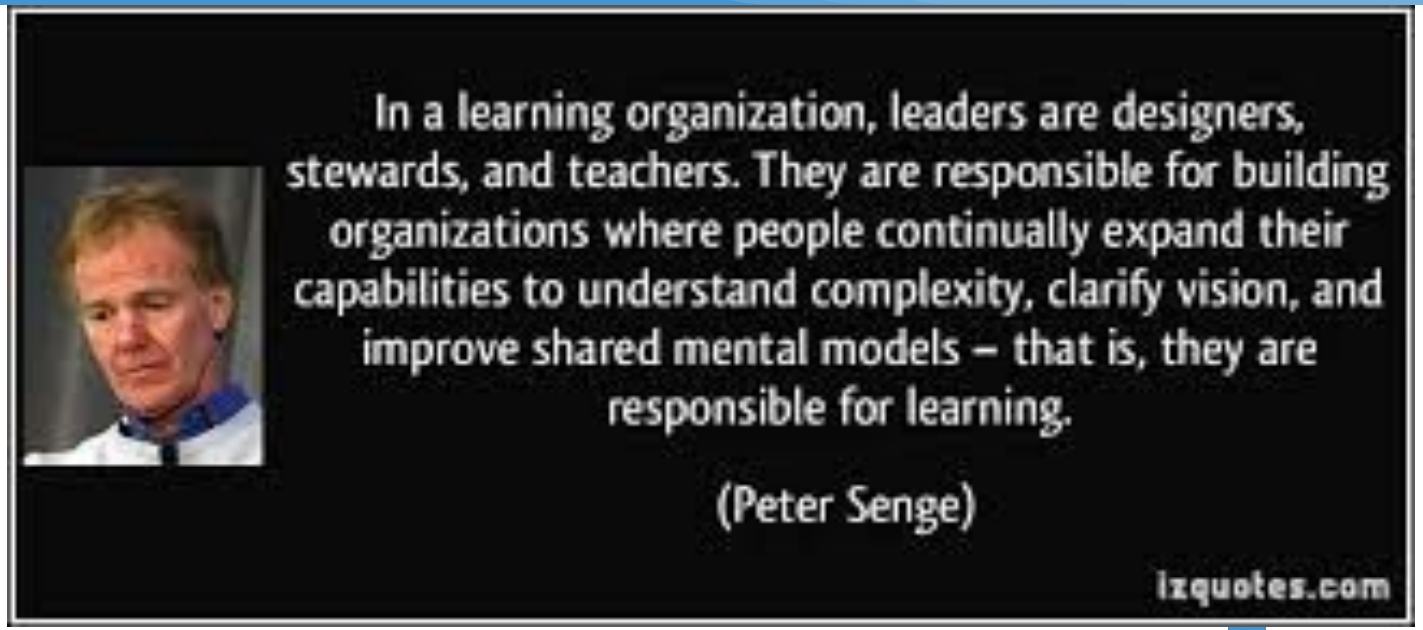
Culture & ethical citizenship
Sharing what we value

Learning-focused leaders are growth agents, not change agents. (Lipton & Wellman, 2001)



B.1 What is required to build a collaborative and coherent learning organization?

Read Research Excerpts one and two on pages 20-21

- Identify the **five** most important or relevant points in the research excerpts for your practice.
- Condense the five points down to **two**.
- Refine the two points into **one** key idea.

B.1 What is required to build a collaborative and coherent learning organization?

Assess where you are in relation to the key ideas from the research. Add key ideas relevant to your context.

How do these key ideas support the **indicators of practice** in the competency?

Leading Learning

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B.2 System Structures and Expectations

1. Communicating and enacting a clear vision focused on teaching and learning that is forward looking and coherent throughout the system.
2. Expecting and supporting shared instructional leadership at the both jurisdiction and school levels.
3. Employing ongoing evidence informed approaches to professional learning for leaders and teachers.

1. **What is the role of the superintendent in ensuring the three distinguishing practices?**
2. **What is the role of other system leaders?**
3. **What is the role of the principal?**

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B.3 Viviane Robinson - Student-Centred Leadership

SOME QUESTIONS TO PONDER

1. What type of leadership is best suited for your school system today? In the future?
2. What conditions in your school system make transformational leadership the better option?
3. When can you switch to have a more instructional leadership focus?

GOOD MORNING

As you begin this last morning, please reflect of the following:

1. What have you learned?
2. What will you be sharing with your colleagues back home?
3. What new colleagues have you met and want to continue to dialogue with in the coming year?
4. How might you “lead learning” more intentionally this school year?
5. And finally, did you have fun?

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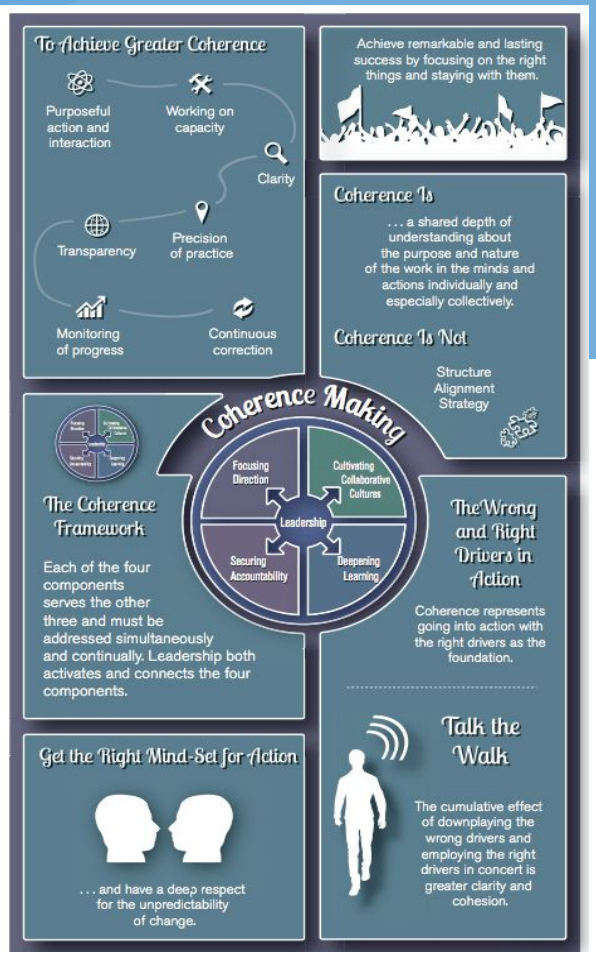
B.4 Conditions for Effective Instructional Leadership



Coherence Is...

"… a shared depth of understanding about the purpose and nature of the work in the minds and actions individual and especially collectively."

Coherence Making:

- *Focusing Direction*
- *Cultivating Collaborative Cultures*
- *Deepening Learning*
- *Securing Accountability*

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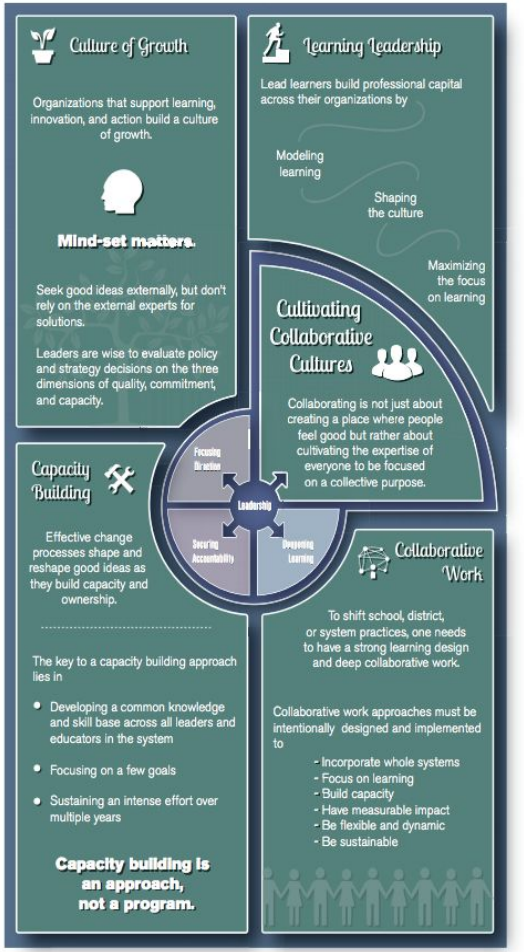
Cultivating Collaborative Cultures

"Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective practice."



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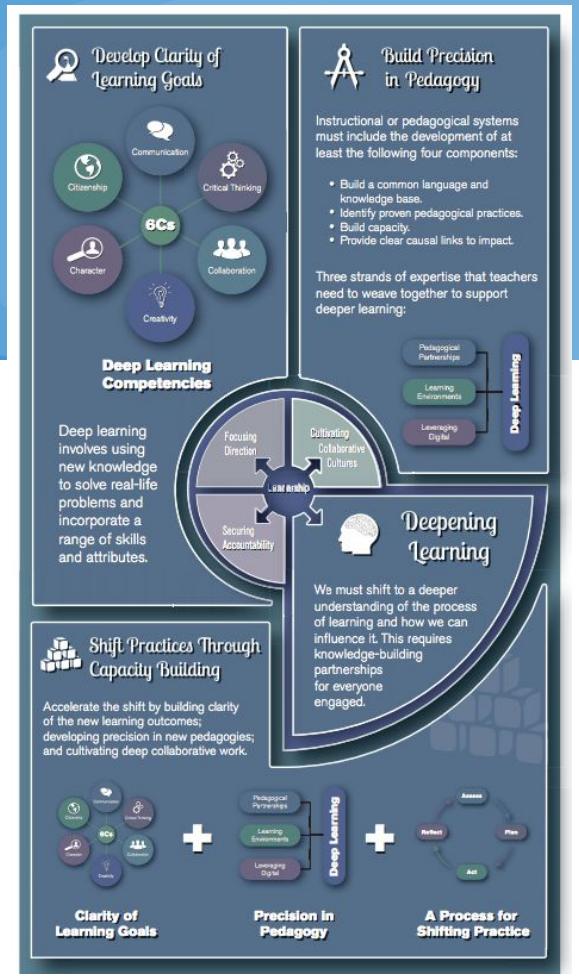
Deepening Learning

"We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge-building partnerships for everyone engaged."



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B.4 Conditions for Effective Instructional Leadership

Coherence Making

- **Focusing Direction**
- **Cultivating Collaborative Cultures**
- **Deepening Learning**
- **Securing Accountability**
- **Leadership**

Moving From: Current State for Your Context	**Moving Toward:** Ideal State for Your Context

B.4 Conditions for Effective Instructional Leadership

Our Digital Journey: William G. Davis Sr. Public School

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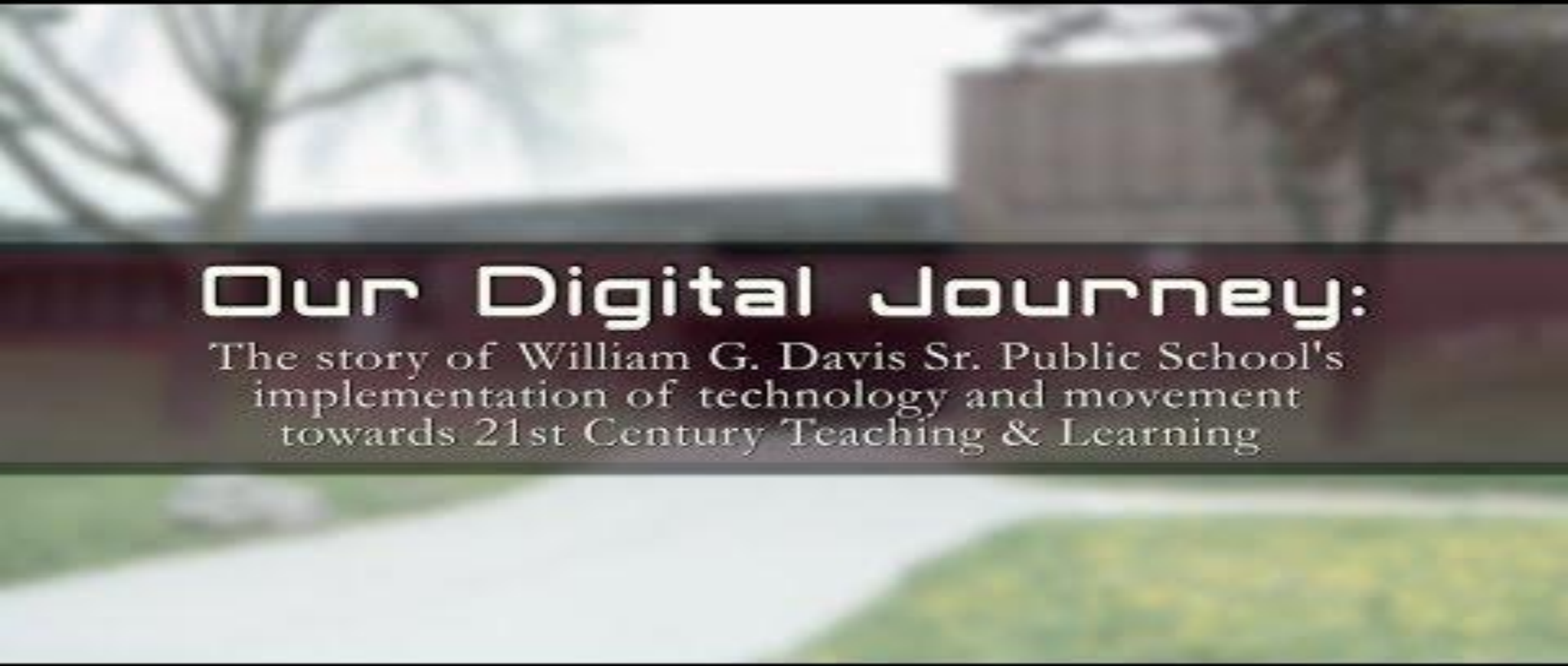

Our Digital Journey:
The story of William G. Davis Sr. Public School's implementation of technology and movement towards 21st Century Teaching & Learning

Research/Resources

cassalberta.ca/resources/

Alberta Team Leadership Sessions
CASS Conference Opening Handout
School Improvement and Leadership

November 2017

Download the PDF Handout

Alberta Team Leadership Sessions
CASS Fall Pre-Conference Handout
Deep Learning, Pedagogy, and Systems Change

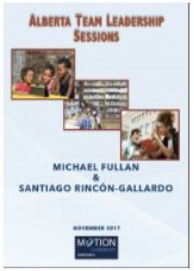
November 2017

Download the PDF Handout

CASS Fall Conference Opening Handout

November 2017

Download the PDF Handout



Michaelfullan.ca

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C.1 What is required to support leadership and teacher growth?

To what extent does the research reflect teacher growth, supervision and evaluation practices within your school authority?

C.1 Teacher Growth, Supervision and Evaluation

1. On a green card write down one “aha” from the research.
2. On a pink card write down one example of your current practice supporting teacher growth and supervision.
3. On a blue card write down one goal/idea you have to enhance your current practice. What might you try new this year?
4. Place your cards by category on the table (idea/practice/goal) Group similar index cards with your colleagues.
5. Give one! Get one!

C.1 A System Approach- Cognitive Coaching

1. How do system leadership teams lead school leaders to engage teachers in critical, evidence-based, and reflective conversations about their practice?
2. How do we generate insights and actions along an improvement continuum towards the system direction of optimum learning for all students?
3. What implications for changing “definitions” of supervision and evaluation? What implications for changing evaluation of the Teaching Quality Standard? Use the Matrix found on pages 3-5.

C.2 Challenges of Instructional Leadership

- 80 to 90% of team problems are internal ones that they alone cause, and they alone can solve.

- "Fewer than 15% of team blockages are caused by external factors – or "them." Yet these are the variables that consumes 90% of the team's vital thought time." *-Laurie Beth Jones, Teach Your Team to Fish*

Strategies for Improving a School

We want to believe…

- More $$$ from province
- Smaller Class Sizes
- More Support Staff
- Higher Salaries
- More Supportive Parents
- More Effective leadership from Central Office
- Abolition of Standardized Testing
- Better preparation in the middle schools
- Harder working students

But research says…

- Clearly defined essential outcomes for every unit
- Close, frequent monitoring of each student's learning
- A systematic plan to give students extra time and support for learning
- Teachers working in collaborative teams that focus on learning
- Frequent information to each teacher on how well his or her students are achieving essential outcomes in comparison to similar students

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Rationale for Inaction/ Strategy to Address

An External Focus

- The problem is out there.
- Someone else must solve the problem
- The "If only…" strategy of school improvement that looks out the window for solutions

To Address an External Focus

- Cite examples of teachers and schools that are being successful
- Concentrate on what is within your sphere of influence
- Move from a language of complaint to a language of commitment

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C.2 Challenges of Instructional Leadership

The superintendent

System leaders

The principal

School leadership teams

80% Problems

These are issues . . .

- within our sphere of influence or control.
- that we want to spend time and resources on.
- that can be resolved.

20% Conditions

These are issues . . .

- over which we have no influence or control.
- that we do not have enough resources to change.
- that we do not want to change at this time.

Reflective Questions

Given these problems/conditions, what should a superintendent do to support the responsibilities of each of the following individuals and teams in moderating these challenges and in nurturing a learning culture?

- System leaders
- Principal
- School Leadership Teams

What professional learning can the superintendent facilitate to lead the learning for each of the following individuals and teams?

- System leaders
- Principal
- School Leadership Teams

C.3 Ensuring Optimum Learning

How do you establish and sustain a **learning culture** that promotes ongoing critical reflection on practice, shared responsibility for student success, and a commitment to continuous improvement?

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Competencies

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

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Session D

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Deepening Understanding and Applying the Learning

This learning opportunity will be successful if…

Module learning outcomes…

1. Establish and sustain a learning culture in the school community that supports quality leadership, teaching and optimum learning.
2. Promote ongoing reflection on practice and shared responsibility for student success through enhanced understanding of evidence-informed self-reflection, collaborative inquiry, complex problem solving, and job-embedded application of learning.
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Deepening Understanding and Applying the Learning

Here's What!

- New idea, insight, learning

  Green sticky

So What?

- The significance to your work?

  Pink sticky

Now What?

- Actions you may take, questions you still have?

  Blue sticky

Next Steps
From Us to Me to We

- ‘Us’ - Competency Overview - COHORT
- ‘Me’ - Practice Profile - It’s all about YOU….
- ‘We’- DISTRICT Planning - Implementation and Comprehensive Professional Learning

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Competency Overview Updates

Support for Implementation –
Superintendent Professional Practice

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(d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;

(e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

(f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and

(g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

LEGAL AND KEY REFERENCES

School Act, RSA 2000, c Chapter S-3 section

School Act: Section 113 – Superintendent of Schools – The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.

Section 3 – Diversity in shared values – All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
http://canlii.ca/t/5303d

Ministerial Order on Student Learning in Alberta (#001/2013)
https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/

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This resource is intended to support this stage of implementation:

	Phase I	Phase II	Phase III
✓			

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Alberta Education: Programs of Study
https://education.alberta.ca/programs-of-study/programs-of-study/

Learning and Technology Policy Framework
https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-web.pdf

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Leithwood June 2013 paper titled *Strong Districts and Their Leadership* offers important insight in describing strong districts and the role superintendents and system leaders have. His conclusion includes these summary statements:

Districts contribute to their students' learning ... to the extent that they develop nine key characteristics or conditions. These characteristics encompass districts' purposes, the coherence of instructional guidance systems, how and what evidence district staffs use for decision making, the nature of their improvement process and approaches to capacity building; these key characteristics also include the extent to which elements of the organization are aligned around district purposes and priorities, approaches to leadership development, the nature of trustee governance and the quality of relationships throughout district and beyond. When strong district leaders develop the characteristics and conditions of strong districts, the best available evidence indicates that their impact on student learning is likely to be substantial. Page 34,35
http://www.ontariodirectors.ca/downloads/Strong%20Districts-2.pdf

PRACTICE IN ALBERTA

Alberta Education Inclusive Education

Educational practices that are flexible and responsive to the strengths and the needs of individual students can create inclusive learning experiences that ensure all students are successful.
See video resources: https://education.alberta.ca/inclusive-education/inclusive-education/?searchMode=3

Engaging All Learners Website – ARPDC

This collection of professional learning resources can be used to build capacity through self-study, in-school professional learning communities, and district-wide learning opportunities.
Videos, Learning Guides and text resources:
http://www.engagingalllearners.ca/learning-supports/

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.
Over time we will post on the CASS website.

RESOURCES

Indicators of Inclusive Schools: Continuing the Conversation – Alberta Education
https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

Ministerial Order on Student Learning Cross-Curricular Competencies – ERLC
http://erlc.ca/resources/resources/cross_curricular_competencies_overview/

ARPDC Moving Forward with High School Redesign
http://abhsredesign.ca/

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions
https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf

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Think, Pair, Share, Square

1. **Think** about your reflections on the ***Here's What sticky***. Would you suggest anything be updated on the competency overview?
2. **Pair** with your elbow partner to **share** your thoughts.
3. Partner your pair with another (**square**) to share your thoughts.
4. Compile your suggested changes online at https://goo.gl/forms/gxoIKCa7WSZOoUVT2 or on one copy of the competency overview from your file folder.

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Superintendent Leadership Quality Standard:

PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

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A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at https://cassalberta.ca/planning-for-implementation/

Practice Profile

- Profile of your practice
- Areas for Growth
- Indicators
- SLQS

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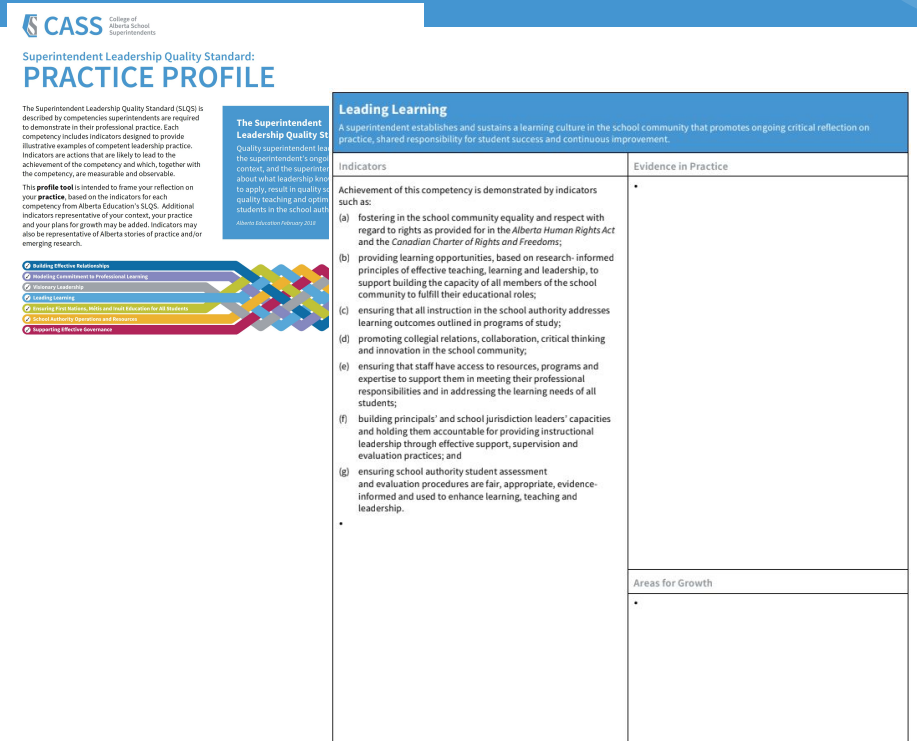
Areas for Growth



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Superintendent Leadership Quality Standard:

PRACTICE PROFILE

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- Building Effective Relationships
- Modelling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as: (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*; (b) providing learning opportunities, based on research- informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; (c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study; (d) promoting collegial relations, collaboration, critical thinking and innovation in the school community; (e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; (f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and (g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership. •	•
	Areas for Growth
	•

Based on lessons learned from research, Alberta Stories of practice and your own personal reflection what are areas you wish to focus your growth?

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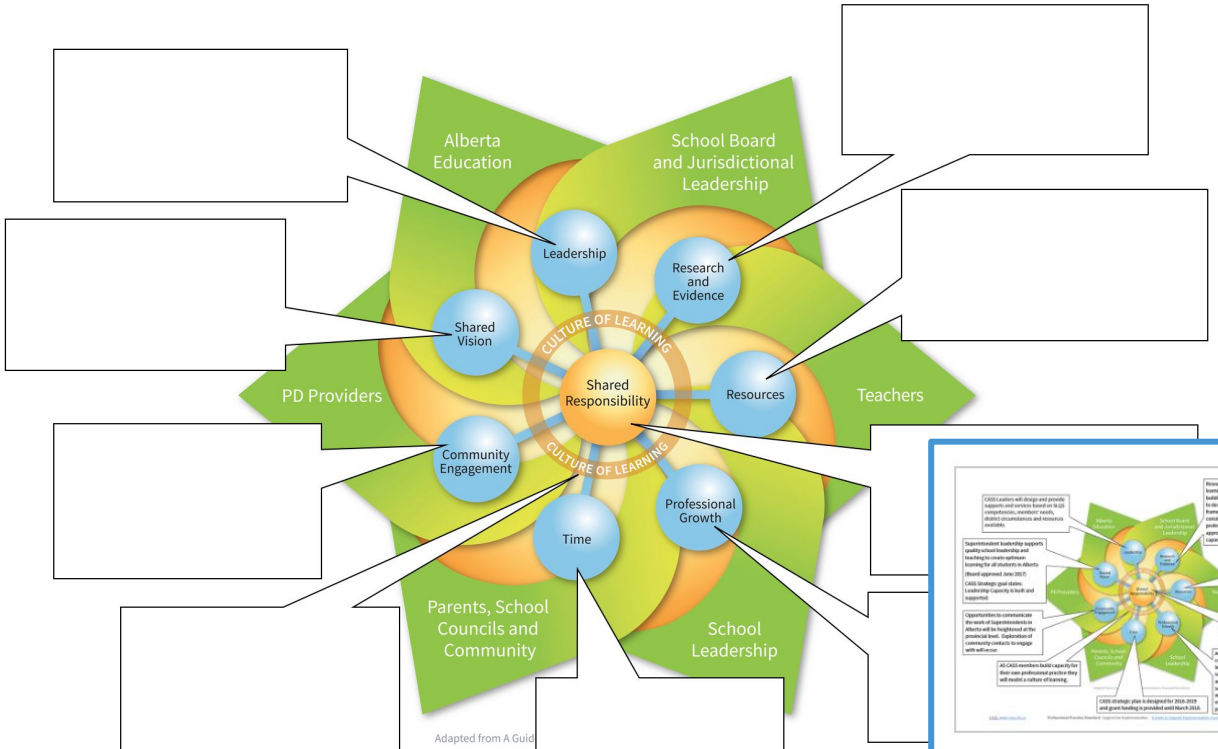
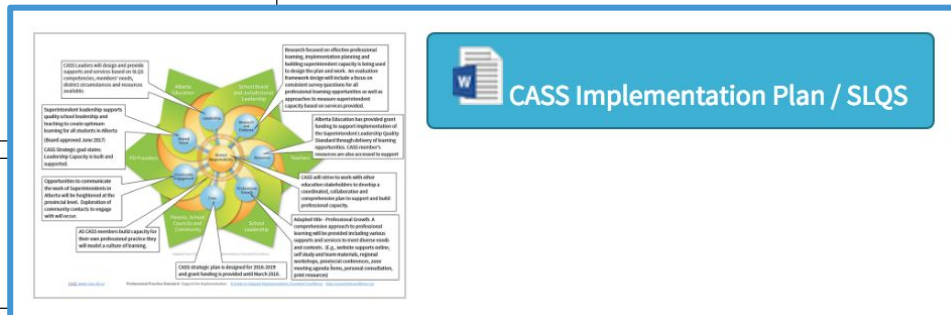
Guide to Support Implementation





Guide to Support Implementation

Implementation Questions

Planning using *A Guide to Support Implementation: Essential Conditions* http://essentialconditions.ca/

This guide was developed based on the shared belief that successful implementation requires the coordinated, collaborative and comprehensive efforts of education partners working together towards a shared vision of learning success for all students (*A Guide to Support Implementation: Essential Conditions, 2012*). It is intended to support a process of collaborative conversation among education stakeholders working together to develop an implementation plan. It is designed with guiding questions to facilitate dialogue and planning.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Support Implementation: Essential Conditions*). It also provides space for you to record your group's responses as a result of dialogue.

Shared Responsibility

- Who is affected by implementation of the quality standards?
- How are education stakeholders working toward a shared understanding of and commitment to their respective roles and responsibilities to support implementation?

Shared Vision

- How is the shared vision developed collaboratively with and endorsed by stakeholders?
- Is the intent of the change, your preferred future, clearly articulated in the vision?

Leadership

- How is the capacity of current and future leaders being developed – including a focus on leadership competencies?

Research and Evidence

- What data, including current research, evidence and lessons learned, is being collaboratively and systematically collected and analyzed to support implementation planning and to assess the degree of implementation?
- How is understanding of effective professional learning modelled in the plan? How does the plan align with the change imagined?
- Does student learning data inform capacity building plans?

Resources

- What is your current capacity to support this change?
- How might this change be phased-in to optimize current capacity and available resources?

Teacher Professional Growth
Principal Leadership Professional Growth
Superintendent Professional Growth

- How is information and data from adult learners about their needs coherent with the TQS, PLQS and SQS? Is this data used to inform professional learning design?
- How might we design a more comprehensive approach for professional learning?

Time

- What is the overall implementation timeline?
- Are the stages of implementation considered?

Community Engagement

- How and who are the stakeholders engaged in supporting implementation?
- Are stakeholders meaningfully involved or just communicated to/with?
- Are there opportunities for both communication and more active involvement?

Student Learning

- How will you know if your implementation planning efforts are having an impact on and supporting student success?

Culture of Learning

- How are you fostering a culture of learning to optimize learning and success for all students?

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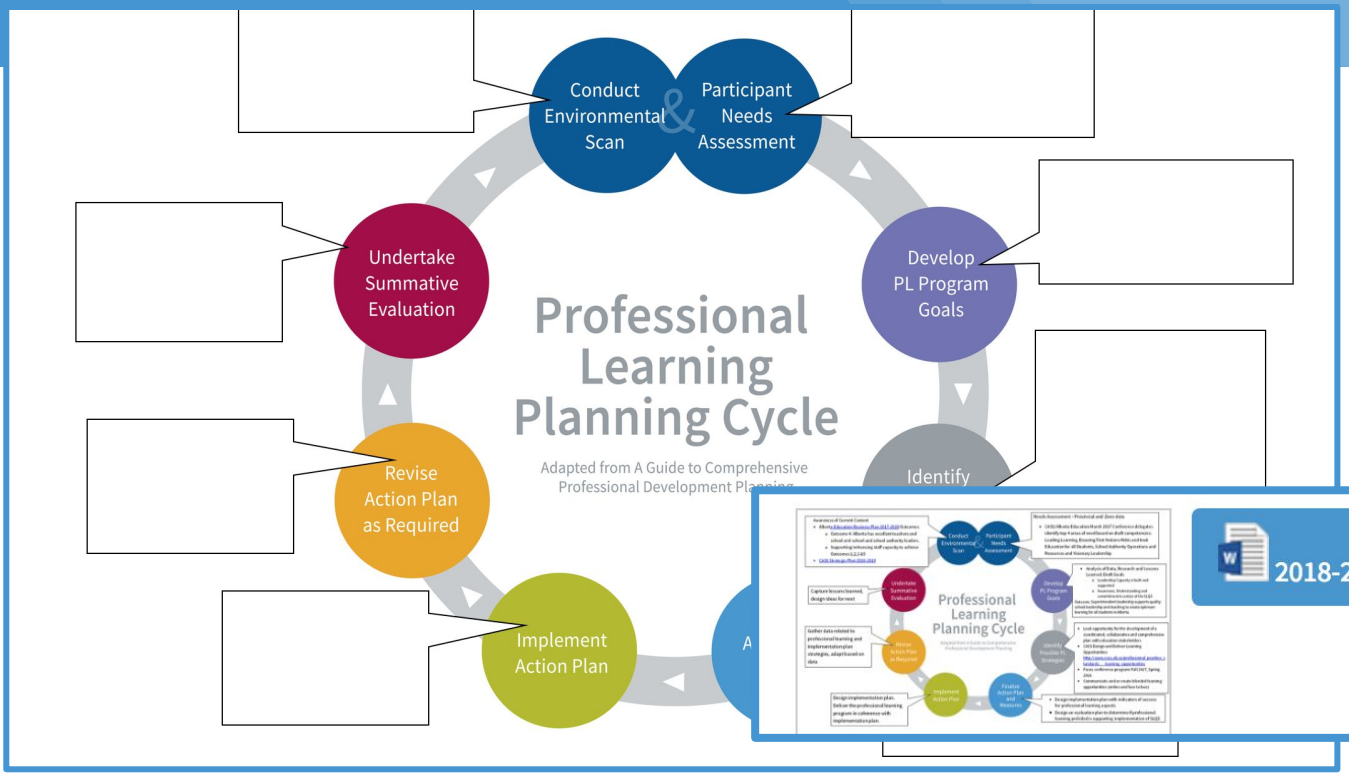
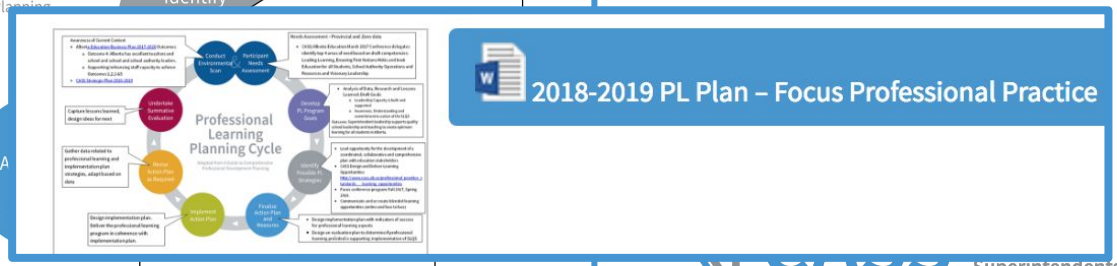
Comprehensive Professional Learning Planning





Superintendents

Comprehensive Professional Learning Planning

Planning using *A Guide to Comprehensive Professional Development Planning* http://bit.ly/2lDSAm9

This guide is intended to support a process of collaborative conversation among education stakeholders working together to develop a comprehensive plan for professional learning. It is designed with guiding questions to facilitate dialogue and planning. Research continues to show that student learning is enhanced when staff has capacity - implying standards of practice can be enhanced through professional learning. It is believed that a comprehensive plan for professional learning has the potential to develop the capacity of your staff - more so than any individual professional learning opportunity.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Comprehensive Professional Development Plan*) also provides space for you to record your group's responses as a result of dialogue.

Conduct Environmental Scan

- What currently exists that supports quality standards of practice? (e.g. policy, practice, research, supports for professional learning)
- How do your district vision, mission and/or goals support staff capacity?

Participant Needs Assessment

- What data currently exists that identifies professional learning needs? Current staff capacity? (e.g. student learning data, staff survey data, other support organization data)
- How might you collect data on the professional learning needs of your team?
- Can you collaborate with others to collect data? (e.g. CASS, ARPDC, ATA)

Develop PD Program Goals

- Based on your district's vision and mission, school plans, as well as data analysis of individual needs, what will your goals for professional learning be?
- How will your goals include a focus on both staff capacity and the impact on student learning?
- Are goals different for the district, the school, and the individual staff member?

Identify Possible PD Strategies

- Which professional learning designs best suit the diverse needs of your team?
- What professional learning opportunities are offered by other organizations? (e.g. CASS, ATA, ARPDC, AAC, post secondary programs)
- How will professional learning be ongoing and sustained?
- How will the impact of your professional learning plan be measured?

Finalize Action Plan and Measures

- Does the plan contain goals, learning designs and strategies, ways to measure i and the necessary resources to actualize the plan?
- How will the plan be communicated? Resourced?
- What will you accept as evidence that staff capacity has been enhanced?

Implement Action Plan

- Based on the stakeholders involved in developing the plan, how will they conti be involved in supporting implementation and monitoring impact?
- How often will you collect and analyze data to know your efforts are having an impact?

Revise Action Plan as Required

- Based on data you have collected and analyzed, how will you adapt your plan?
- Is the comprehensive plan influencing practice and student learning?

Undertake Summative Evaluation

- Did the plan meet its goals? (e.g. student learning)
- Did the plan meet participants' needs? (e.g. enhanced practice)

Professional Learning Design Questions

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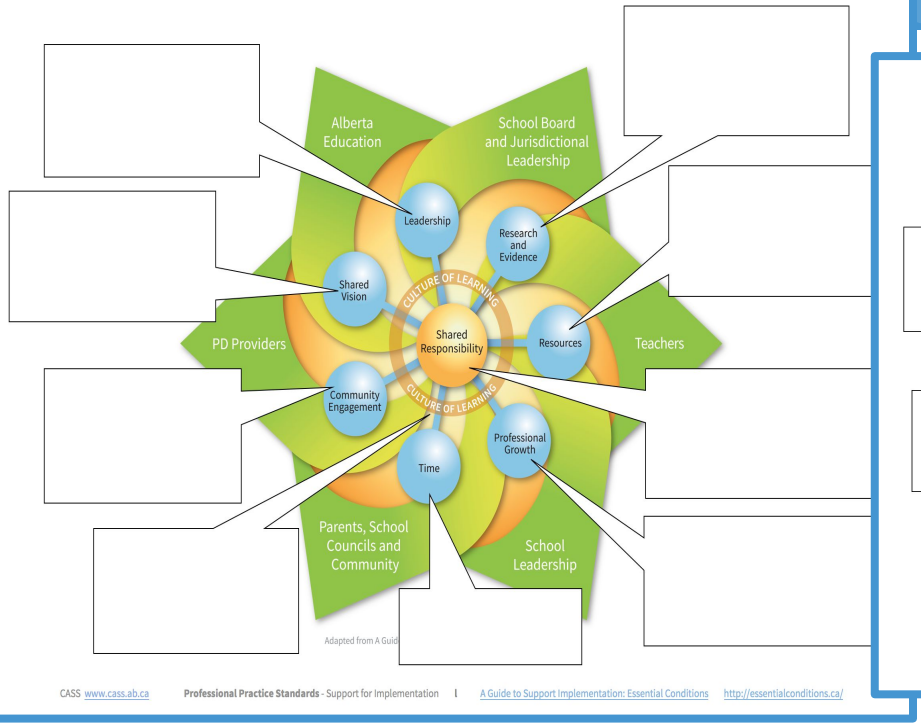
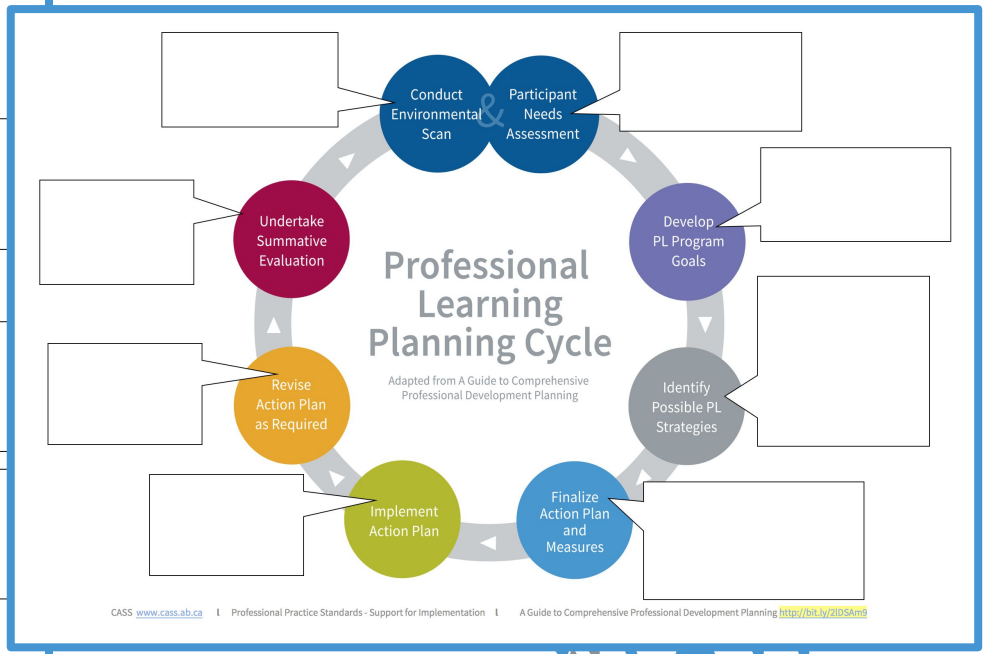
Strategic Planning





Superintendents

Thank you for the opportunity to learn with you this week!

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