Welcome!!!

Supporting Effective Governance

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

CASS College of Alberta School Superintendents

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

- ✓ 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
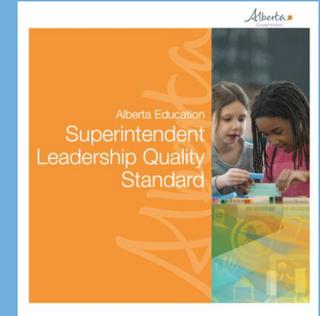- ✓ Supporting Effective Governance

Module Learning Overview

Wednesday 9:15-12 Session A	Intro to Module Learning, Research Overview, Stories of Alberta Practice, Legislation Framework, Governance Models, Canada and Alberta Context
1-3:30 Session B	Dual Role of Alberta Superintendent, CASS, Coherence Making for Mutual Benefit, Valuable role of Leading from the Middle
Thursday 8:30 - 11:30 Session C	Fostering Collaboration, Politics of Governance, Panel, Competency Indicators Coverage.
Friday 8:30 - 9:30 Session D	Action planning/Lessons Learned: Competency Overview, Practice Profile
10:00 - 11:30	OPTION to meet with your district team or stay with cohort for District Planning

Governance Module Outcomes

Participants will develop, and apply strategies to:

1. work within a contextually appropriate policy governance model to establish and sustain a productive working relationship with the board, based on mutual trust, respect and integrity.

2. engage in ongoing education for board members and jurisdiction leaders to foster collaboration, reciprocity, and interdependency among professionals, trustees, and the wider community.

3. support trustee participation in assessing community values and interests and mobilizing parents and the wider community in supporting the school authority's education plan to optimize learning for all students.

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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.

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., Supporting Effective Governance

"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;

Learning Modules

CASS College of Alberta School Superintendents

Conferences / Modules   Research / Resources   Search

← Back to Conferences/Workshops

CASS / ASBOA Summer Learning Conference

Details   Learning Module Descriptions   Reading & Resource Materials   Speakers

Register Now

Details

All CASS and ASBOA members are invited to participate in the first province-wide Summer Learning Conference, scheduled for August 14 (evening) – 17, 2018 at the Pomeroy Kananaskis Mountain Lodge (formerly known as the Delta Hotels Kananaskis Lodge). The Conference will provide an opportunity for professional learning during a family-friendly event in beautiful Kananaskis Country.

The CASS/ASBOA Summer Learning Conference will use the Learning Module approach to design learning.

Learning Modules are designed to deepen and apply system leaders professional practice with opportunities to examine Alberta context through a community of inquiry approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta.
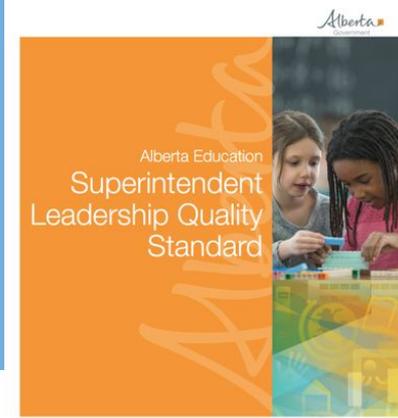
SLC — CASS/ASBOA Summer Learning Conference

Goal:	CASS and ASBOA members will have the opportunity to complete

CASS College of Alberta School Superintendents

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.

A competency is…

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

- 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

…...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*)

A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.

Competency Overview

- 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*

Supporting Effective Governance

A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.

Indicators	Evidence in Practice / Areas for Growth
• establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; • ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; • ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; • ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; • ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; • supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; • implementing board policies and supporting the regular review and evaluation of their impact; • ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; • facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development; • building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends. •	•

A.1 What does the research say?
Do School Boards Matter?

1. Read the research summary in your participant guide and use three separate index cards to record **one key word (green)**, **one phrase (pink)**, **one sentence (blue)**. Each card should represent an important idea or concept for you.

2. Group your cards by category with your table mates.

3. How might you compare and contrast your individual choices?

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A.1 What does the research say?
Do School Boards Matter?

1. Read the research summary in your participant guide and use three separate index cards to record **one key word (green)**, **one phrase (pink)**, **one sentence (blue)**. Each card should represent an important idea or concept for you.

2. Group your cards by category with your table mates.

3. How might you compare and contrast your individual choices?

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School Boards - A voluntary, political and organizational structure.

Vancouver Board
Dismissed by Minister

A.2 Alberta Governance Rules, Regulations and Legislation

Legislation in Alberta	Notes
Must do	*School Act*
Want to do	
Delegate to	

A.3 Governance Models

Governing Through Engagement and Collaboration (G-TEC) Policy Model

- Engagement
- Collaboration
- Role Clarity
- Assurance/Accountability

Coherent Governance

BOARDS THAT MATTER

Building Blocks for Implementing Coherent Governance® and Policy Governance®

Linda J. Dawson and Randy Quinn
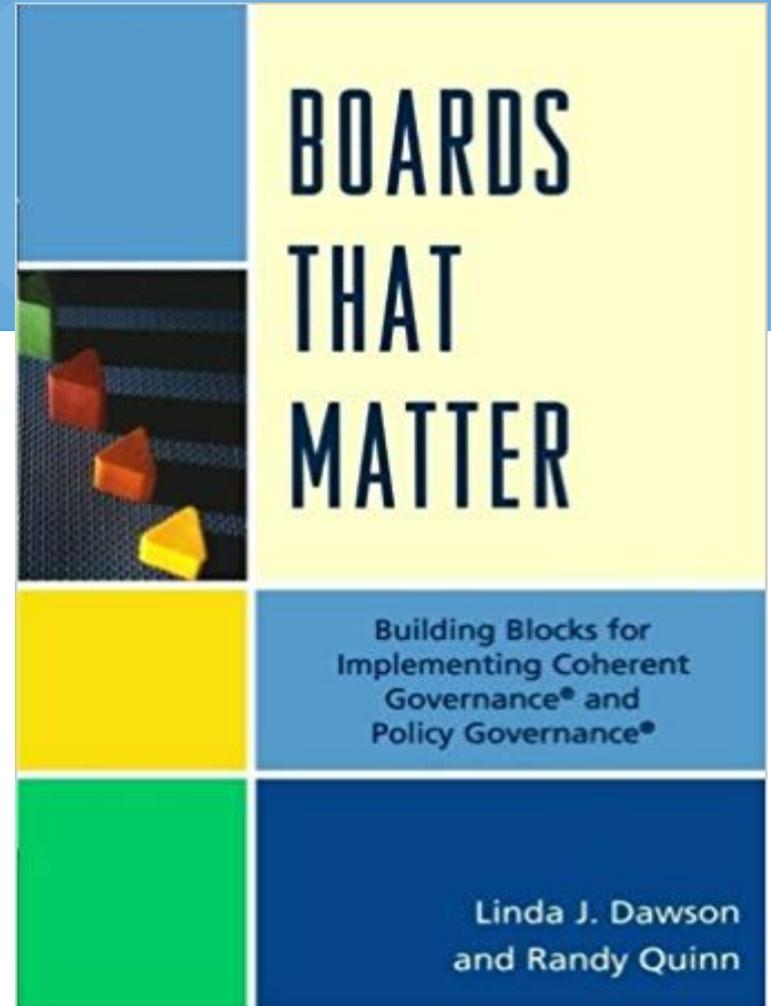
A.3 Similarities and Differences

Refer to Activity 3

A.4 Aspects of Effective Governance
Alberta Exemplars of Practice

Brandon's Five Principles

Review research

Identify practice that aligns with the research

Ontario Governance Committee Five Principles

Review research

Identify practice that aligns with the research

A.5 Practice Profile Reflection

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 supporting effective governance within your school authority?

Supporting Effective Governance

A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as: (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; (b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; (f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; (g) implementing board policies and supporting the regular review and evaluation of their impact; (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support	•

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B.1 Effective Governance & Superintendent Leadership
What does the research say?

1. What are your initial reactions?
2. What strikes you are hopeful in the research? What do you see as an opportunity?
3. Where do you feel the most challenged?
4. What are the implications for the superintendent and system leadership team and school trustees?
5. What are your questions at this point?

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Superintendent Duties (Section 113 (1)and selected Board policy requirements.

Chief Executive Officer of the Board

Chief Education Officer of the School Authority

Province of Alberta

SCHOOL ACT

Revised Statutes of Alberta 2000
Chapter S-3

Current as of April 1, 2018

Office Consolidation

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Shop on-line at www.qp.alberta.ca

B.2 College of Alberta School Superintendents

VISION: Leadership excellence for world-class public education.

MISSION: The College of Alberta School Superintendents, the professional voice of system education leaders, provides leadership, expertise, and advocacy to improve, promote, and champion student success.

CASS College of Alberta School Superintendents

B.2 College of Alberta School Superintendents

Next Steps	Commitment to Practice
Ministry Involvement Via CASS	
Ministry Involvement Via Ministry	

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College of Alberta School Superintendents

International Context

National Context

B.3 Superintendent Leadership
Mutual Benefits at the Province-District Nexus

Business Plan 2018–21
Education

Accountability Statement

This business plan was prepared under my direction, taking into consideration our government's policy decisions as of March 7, 2018.

original signed by

David Eggen, Minister

Ministry Overview

The ministry consists of the Department of Education, the Alberta School Foundation Fund and school jurisdictions.

The ministry provides leadership, direction, and oversight in the delivery of an inclusive, student-centred education system, and provides direction to school jurisdictions to inform their planning.

A more detailed description of Education and its programs and initiatives can be found at www.education.alberta.ca.

Strategic Context

The outcomes and key strategies identified in this business plan are aligned with the strategic direction of the Government of Alberta.

Alberta has a high quality Kindergarten to Grade 12 (K–12) education system that prepares students for success in a fast-changing world. Education enriches the lives of students, prepares individuals for their future careers, and contributes to an inclusive and diverse society built on a foundation of mutual respect. Alberta's education system equips students with relevant, meaningful, and engaging learning opportunities so they are ready to meet the demands of an evolving economy. Alberta's curriculum and assessments are being updated, strengthening literacy, numeracy, and the competencies that are the foundations for future success across subjects and grades. The education system will deliver curriculum that enables equitable, inclusive, and accessible learning opportunities for all Alberta students.

B.3 Superintendent Leadership
Mutual Benefits at the Province-District Nexus

Think, Pair, Square, Share

- Read alone - highlight key concepts/key words.
  - Look for - alignment/coherence with the Boards policies/goals
- Discuss with a colleague and share - What did you find most interesting? Similarities? Differences?
- Join another pair and highlight one item. Record the information for sharing.
- Share with large group

B.4 - Whereas..

Superintendent Leadership Quality Standard
Alberta Education
Draft July 2016

WHEREAS Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes and goals outlined in provincial legislation and programs of study.

WHEREAS the success of all members of the school community in their respective roles requires inclusive environments in which diversity is embraced and its members are welcomed, safe, cared for and respected.

WHEREAS superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.

WHEREAS quality leadership occurs best when superintendents collaborate with teachers, principals, school councils and parents in enabling all students to achieve their potential.

WHEREAS the practice of teachers, principals and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement.

WHEREAS it is important to recognize the value of a consistent standard of practice for all superintendents in the province.

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Superintendents

B.5 Practice Profile Reflection

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 supporting effective governance within your school authority?

Supporting Effective Governance

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Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as: (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; (b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; (f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; (g) implementing board policies and supporting the regular review and evaluation of their impact; (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support	•

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Good Morning
Thursday - Session C

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Support for Implementation –
Superintendent Professional Practice

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Competencies

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- Visionary Leadership
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- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

C.1 - Fostering Collaboration
What does the research say?

✔ = Got it. I know or understand this.

! = This is really important information.

? = I'd like clarification or elaboration of this material.

C.2 - Politics of Governance - Panel

- Board Chair

- Former Minister of Education

- Governance Consultant

C.3 Lessons Learned

1.   Reflect on your experiences and these past two days of module learning and identify on one or two key ideas/practices that have resonated with you, or piqued your interest, in terms of what superintendents and system leaders can do to support effective governance.

2. Find another person in the room and share with them your area of interest.

3. Share with the larger group your partner's thought/consideration.

C. 3 Lessons Learned

"No Surprises" and avoid "finished" work. Provide options and opportunities for input.

Consider adding governance implications to major pieces of board work.

When you move into a new position - Have a 90 - 100 day plan (NLSD) - Schools/FFCA Board/CBE.

Clear delineation of roles and how decisions are to be made is critical to effective governance.

C.3 Continued

Be the "chief psychologist" of your board. Board members come with an array of motivations and ego needs. Understand and consider how those can be met to make the governance experience more satisfying.

Don't play the "blame game.""Good mouth" the board. Public disagreement will exhaust you emotionally, damage the district reputation and credibility, create anxiety in the district, potentially put your job at risk and provide challenges in finding a new CEO.

C.3 Continued

Have a regular well-designed regular evaluation process for CEO evaluation and board performance.

Make effective use of board committees (Standing, Ad-Hoc) and provide executive support for board committees.

Pay close attention to the structure/design of the work. Strategic planning, annual work plan, budget process, etc.

C. 3 Continued

Serve on local, provincial, national governance boards yourself.

Access the resources/people of your professional association.

See the board as a key human resource for the district and use "power tools" (trusted and expert facilitator, the board retreat, a governance focused orientation, Ad-Hoc Committee, legal and governance workshops, to influence the boards governing design.

C. 3 Continued

Be proactive and specialize in the governing business. Make learning about governance a top priority for you.

See yourself as a full-fledged CEO and play a leading role in building and maintaining strategically significant relations in the community.

Build a particularly close relationship with your board chair.

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

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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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C.4
Practice Profile Reflection

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 supporting effective governance within your school authority?

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D.1 World Cafe
What are ways that I can:

(d)   ensure that the board's plans, …

(e)   ensure that the board's fiscal and resource management…

(j)   build the capacity of the board and staff to predict, communicate …

(k)   support the board in its engagement with the school community to…

(l)   facilitating ongoing public communication about the board's …

(m) promoting constructive relations between the board and staff, …

D.1 "+" Deepening Understanding and Applying the Learning

This learning opportunity will be successful if…

Module learning outcomes…

Participants will develop, and apply strategies to:

1. work within a contextually appropriate policy governance model to establish and sustain a productive working relationship with the board, based on mutual trust, respect and integrity.

2. engage in ongoing education for board members and jurisdiction leaders to foster collaboration, reciprocity, and interdependency among professionals, trustees, and the wider community.

3. support trustee participation in assessing community values and interests and mobilizing parents and the wider community in supporting the school authority's education plan to optimize learning for all students.

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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

CASS — College of Alberta School Superintendents

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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.

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Achievement of this competency is demonstrated by indicators such as:

(a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

(b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

(c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;

(d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;

(e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;

(f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;

(g) implementing board policies and supporting the regular review and evaluation of their impact;

(h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

(i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;

(j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and response, and to political, social, economic, legal and cultural contexts and trends;

(k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;

(l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and

(m) promoting constructive relations between the board and staff, as well as with provincial authorities, post-secondary institutions and education stakeholder organizations.

February 2018
www.cass.ab.ca
Professional Learning

This resource is intended to support this stage of implementation:		
✓ Phase I	Phase II	Phase III

LEGAL AND KEY REFERENCES

School Act, RSA 2000, Chapter S-3

Section 113(3) – Superintendent of Schools – The superintendent shall carry out the duties assigned to the superintendent by the board.

Section 78 – Accountability of Board
http://canlii.ca/t/5303d

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Governance in Transformation: Alberta School Board Chairs' Perspectives

Keith Seel (Mount Royal University) and Jim Gibbons (Alberta School Boards Association) conducted a study that presents data from Alberta School Board Chairs regarding their perception of governance transformation. They cite how the practice of governance would need to move from predominantly fiduciary and strategic domains of governance to include "generative governance".
(Chait, Ryan, & Taylor, 2005)
http://anserj.ca/index.php/cjnser/article/download/105/58

PRACTICE IN ALBERTA

ASBA — Alberta School Boards Association

The **Alberta School Boards Association (ASBA)** mission is leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.
www.asba.ab.ca/

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

The **Public School Boards' Association of Alberta (PSBAA)** is a group of Alberta public school boards advocating for public education in the province of Alberta. PSBAA champions inclusive public school education with locally elected school boards who are dedicated to student success.
www.public-schools.ab.ca/

ACSTA — Alberta Catholic School Trustees' Association

The **Alberta Catholic School Trustees' Association (ACSTA)** represents Catholic trustees in Alberta, Northwest Territories and Yukon. They are committed to a unified voice providing spiritual and political leadership for publicly funded Catholic Education.
www.acsta.ab.ca/

RESOURCES

Policy and Requirements for School Board Planning and Results Reporting

The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K – 12 students. This creates an accountability relationship between the Ministry and school authorities.

This site contains requirements for Alberta's public, separate and Francophone school authorities and schools as well as charter and accredited funded private schools. These documents are available online at https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents?searchMode=3

CASS — College of Alberta School Superintendents

February 2018
www.cass.ab.ca
Professional Learning

CASS — College of Alberta School Superintendents

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.

Alberta Education February 2018

- 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

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

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?

Networking Break - 10 - 10:30

Regroup with District?

Support for Implementation –
Superintendent Professional Practice
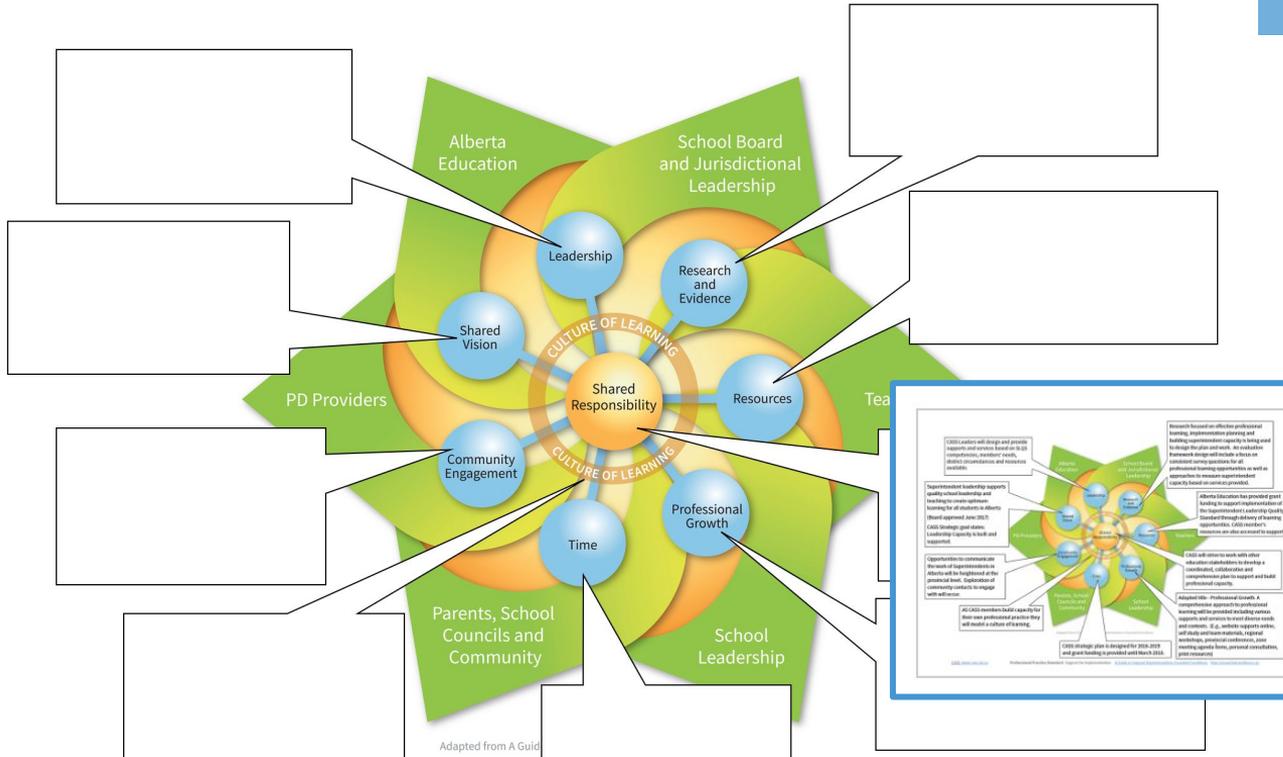
CASS College of Alberta School Superintendents

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.
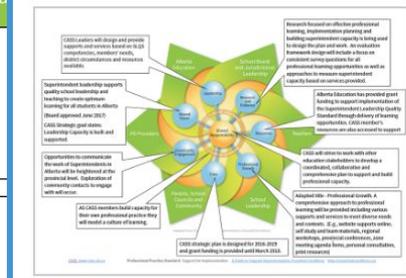
Competencies

- 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

CASS College of Alberta School Superintendents

Guide to Support Implementation

Alberta Education

School Board and Jurisdictional Leadership

Leadership

Research and Evidence

Shared Vision

CULTURE OF LEARNING

Shared Responsibility

Resources

PD Providers

Community Engagement

CULTURE OF LEARNING

Tea

Time

Professional Growth

Parents, School Councils and Community

School Leadership

Adapted from A Guid

CASS Implementation Plan / SLQS

Guide to Support Implementation

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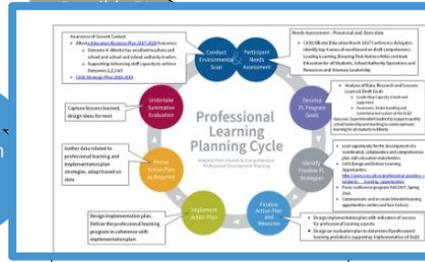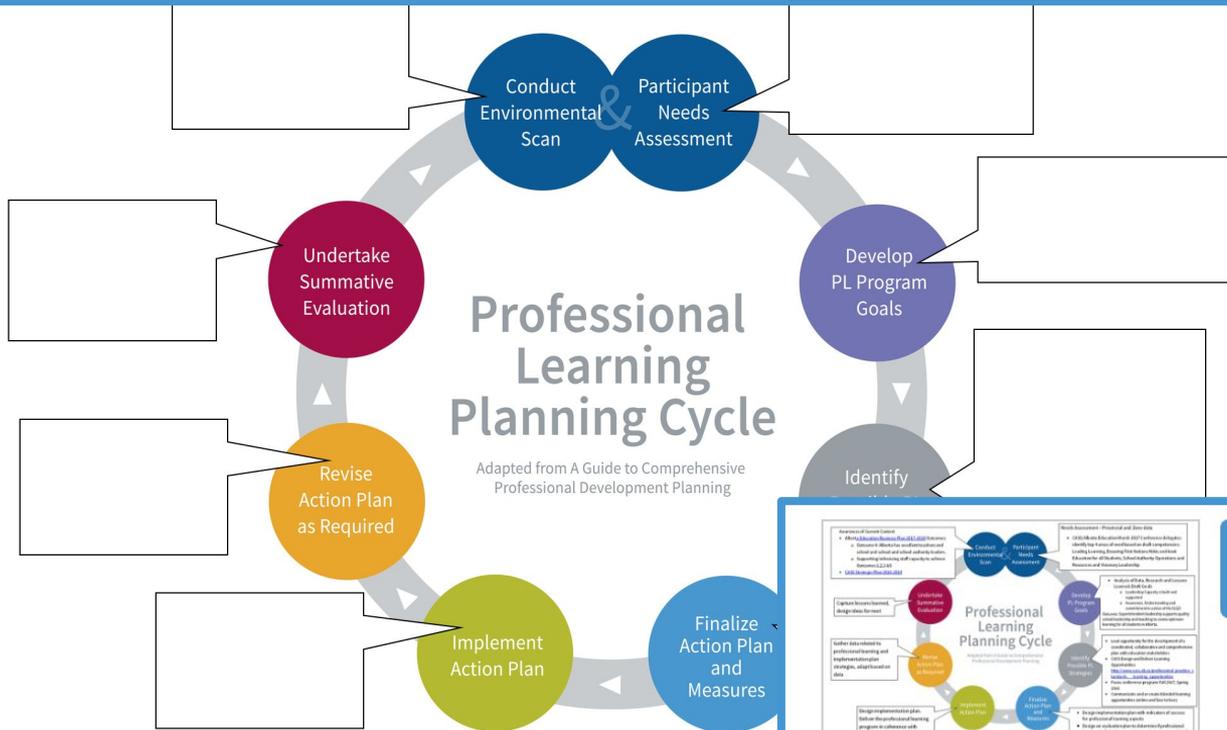
Student Learning
- How will you know if your implementation planning efforts are having an impact on and supporting student success?

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

Comprehensive Professional Learning Planning

Professional Learning Planning Cycle

Adapted from A Guide to Comprehensive Professional Development Planning

- Conduct Environmental Scan & Participant Needs Assessment
- Develop PL Program Goals
- Identify Possible PL Strategies
- Finalize Action Plan and Measures
- Implement Action Plan
- Revise Action Plan as Required
- Undertake Summative Evaluation

2018-2019 PL Plan – Focus Professional Prac

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

Strategic Planning
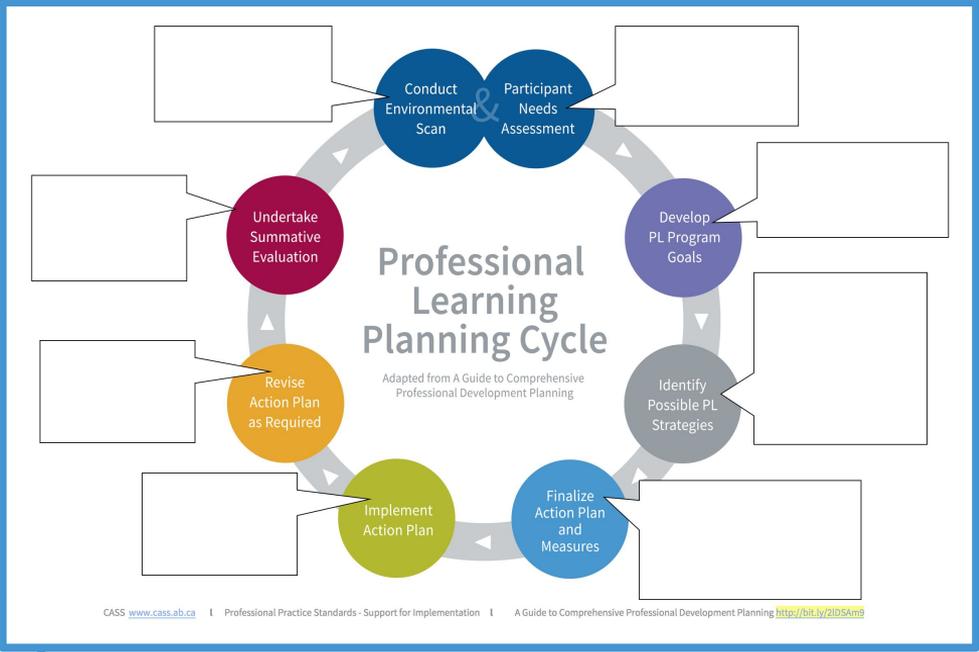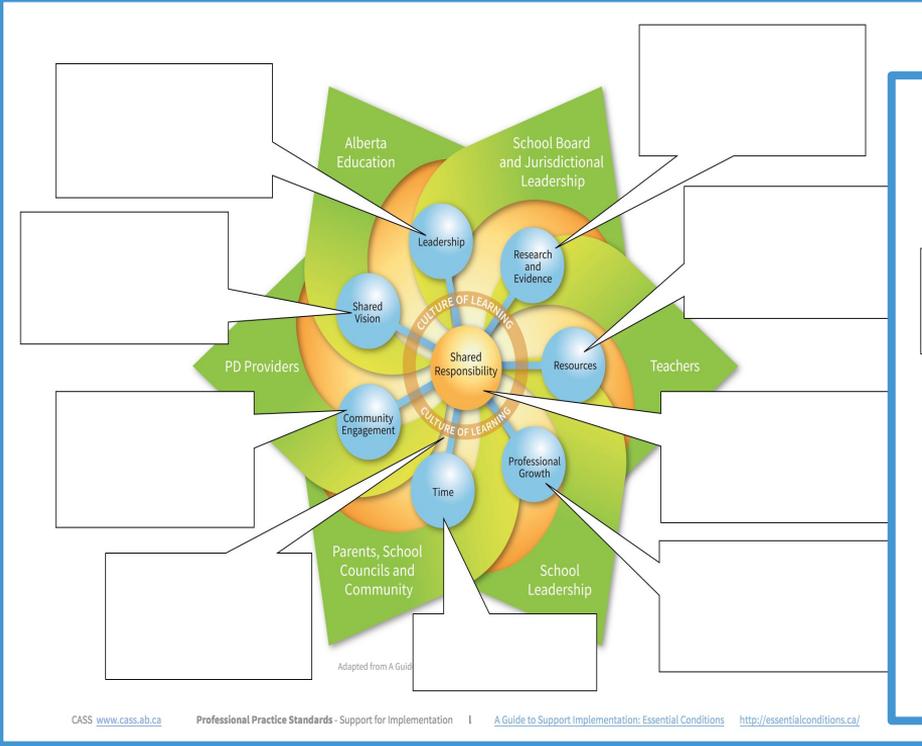
Adapted from A Guide...

CASS www.cass.ab.ca   **Professional Practice Standards** - Support for Implementation | A Guide to Support Implementation: Essential Conditions   http://essentialconditions.ca/

Professional Learning Planning Cycle

Adapted from A Guide to Comprehensive Professional Development Planning

CASS www.cass.ab.ca | Professional Practice Standards - Support for Implementation | A Guide to Comprehensive Professional Development Planning http://bit.ly/2lDSAm9