



CASS

College of
Alberta School
Superintendents

Welcome

Visionary Leadership

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.

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, Alberta Stories of Practice - CCSD, Practice and Research Review
1-3:30 Session B	Organizational statements, Applying the research/public participation - CBE and CCSD
Thursday 8:30 - 11:30 Session C	Community Engagement Strategies, Research, AERR and 3 Year plan - using data to measure impact of Organizational statements
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

Visionary Leadership Module Outcomes

1. Engage the school community in contributing to and understanding the vision, mission and other pertinent organizational statements.
2. Ensure that organizational statements are expressed in the school authorities education plan and is responsive to the ongoing review of the districts achievements, meets all requirements identified in provincial legislation, incorporates the school communities perspective and is informed by research on effective learning.

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. There are two different color braids – for SLQS and SELQF.



[← Back to Conferences/Workshops](#)

CASS / ASBOA Summer Learning Conference

[Details](#) [Learning Module Descriptions](#) [Reading & Resource Materials](#) [Speakers](#)

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.

[Register Now](#)



CASS/ASBOA
Summer Learning
Conference

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

Learning
Modules

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*)

Competency Components

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.



- 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.

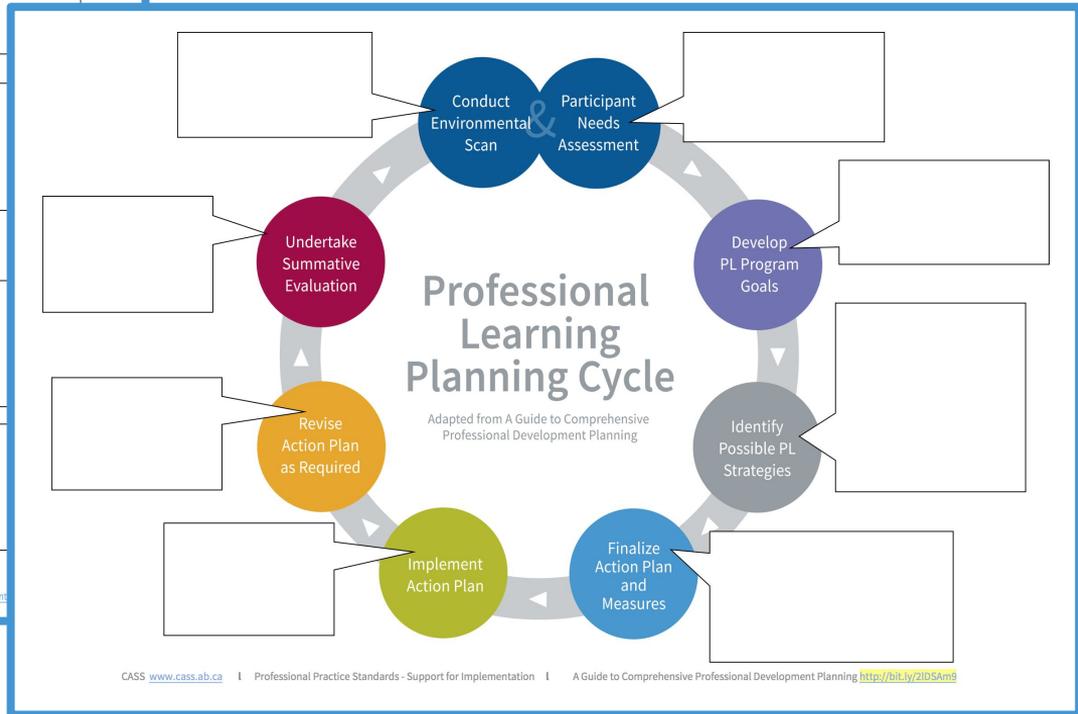
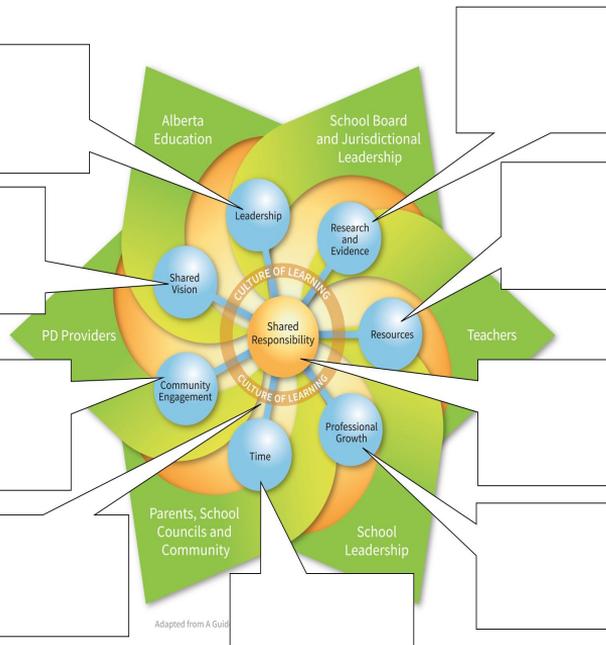
Practice Profile

Self Reflection Tool focused on *Indicators*

Visionary Leadership	
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	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as: (a) ensuring that the vision is informed by research on effective learning, teaching and leadership; (b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and (d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives. •	•
	Areas for Growth



Strategic Planning



A.1 What does the research say?

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?



CALGARY CATHOLIC
SCHOOL DISTRICT

Living and Learning in our Catholic Faith



Chief Superintendent's year-end message

Our journey together has been one of meaningful relationships, faith, kindness and success. We look back on the 2017-2018 school y...

Calgary Catholic's Process...

Reimagining

What would it look like if the 'best' happened?

Introduction of a bedrock document:

- *Shepherd Leadership: Wisdom for Leaders from Psalm 23 (McCormick & Davenport)*



It Began with Our Trustees

Part of Chief's evaluation process through the Board

Looked to our stakeholders

Went to our three unions

- ATA
- CUPE (Caretakers)
- Unifor (Support Staff)

Trust issues

- Trouble buying in...
- Turning point with one union
- Leadership then promoted

Took Our Time

Principals were a major group

- Many initiatives start (or end) here!

School Councils (Parents)

Staff

Students (Student Advisory Council)

Major 'team' effort

- Everyone has a voice; needs to be that way
- Without all out engagement, you can't move forward

Ended up being a 2-3 year process

- Still in effect today (over 10 years)

Mission / Value / Vision Statements

Mission:

Living and Learning in Our Catholic Faith

Value:

All members of our community are sacred and must be treated with dignity and respect. We value excellence in Catholic education, guided by shared responsibility and the moral authority of the church.

Vision Statements:

- *Faith*
 - *Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modelling of our faith.*
- *Relationships*
 - *Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.*
- *Excellence in Teaching and Learning*
 - *Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.*

Organizational
Statements

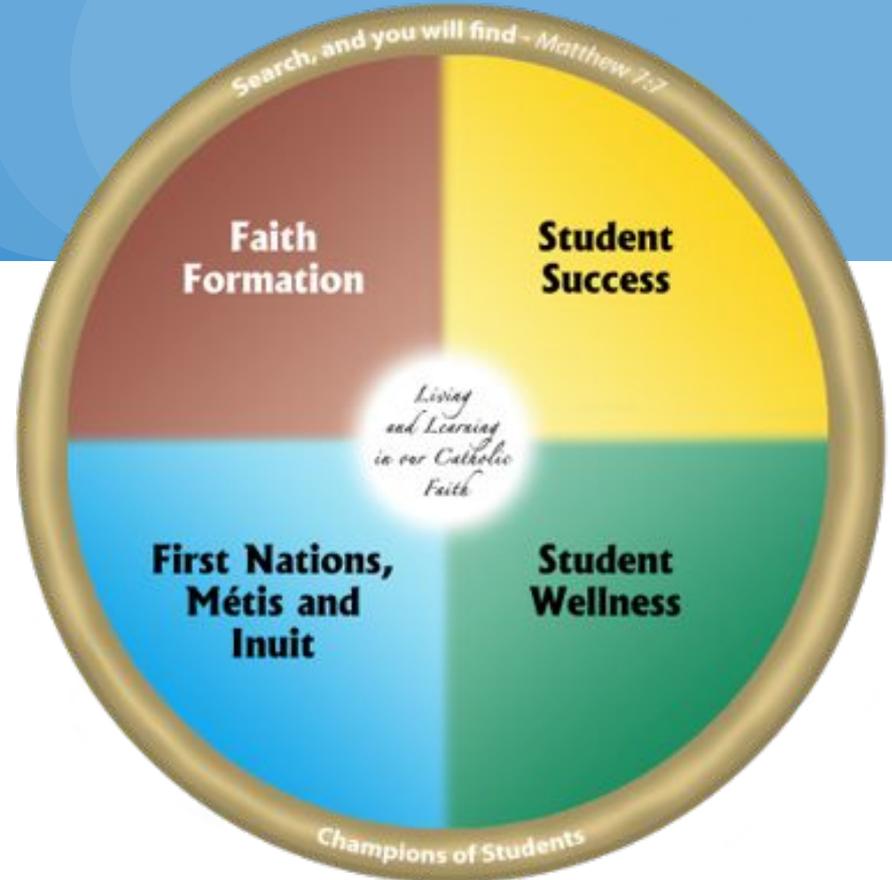


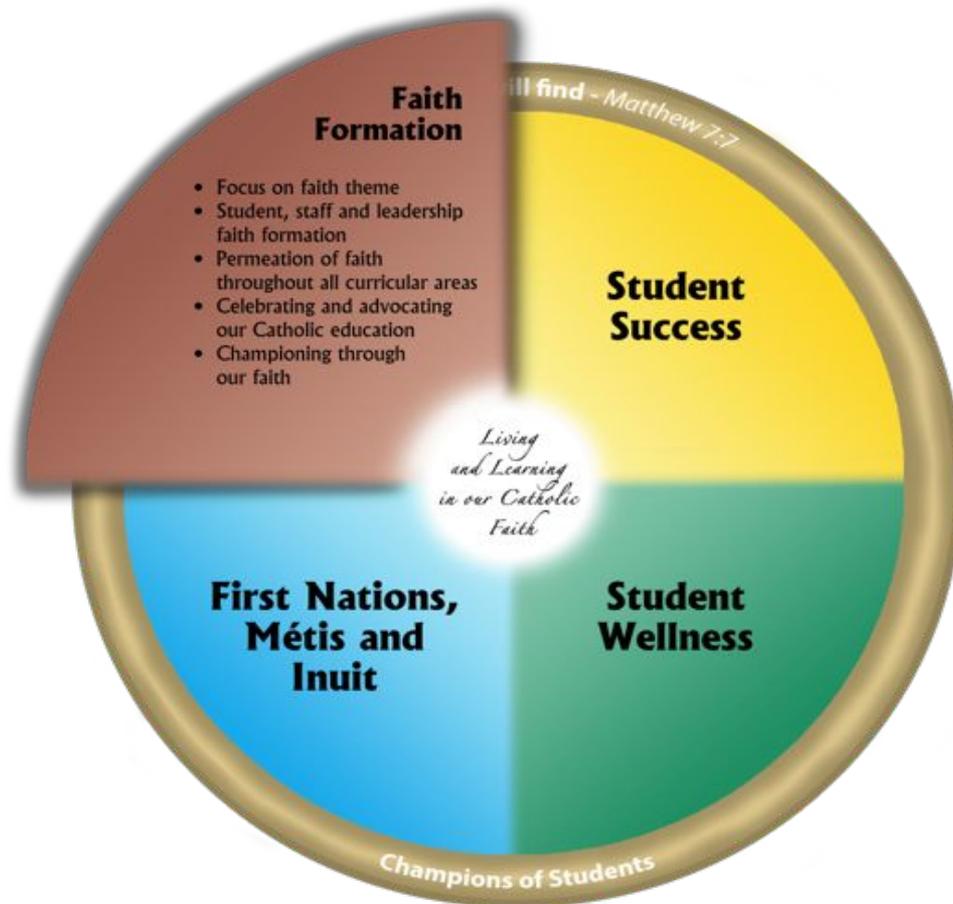
Priorities

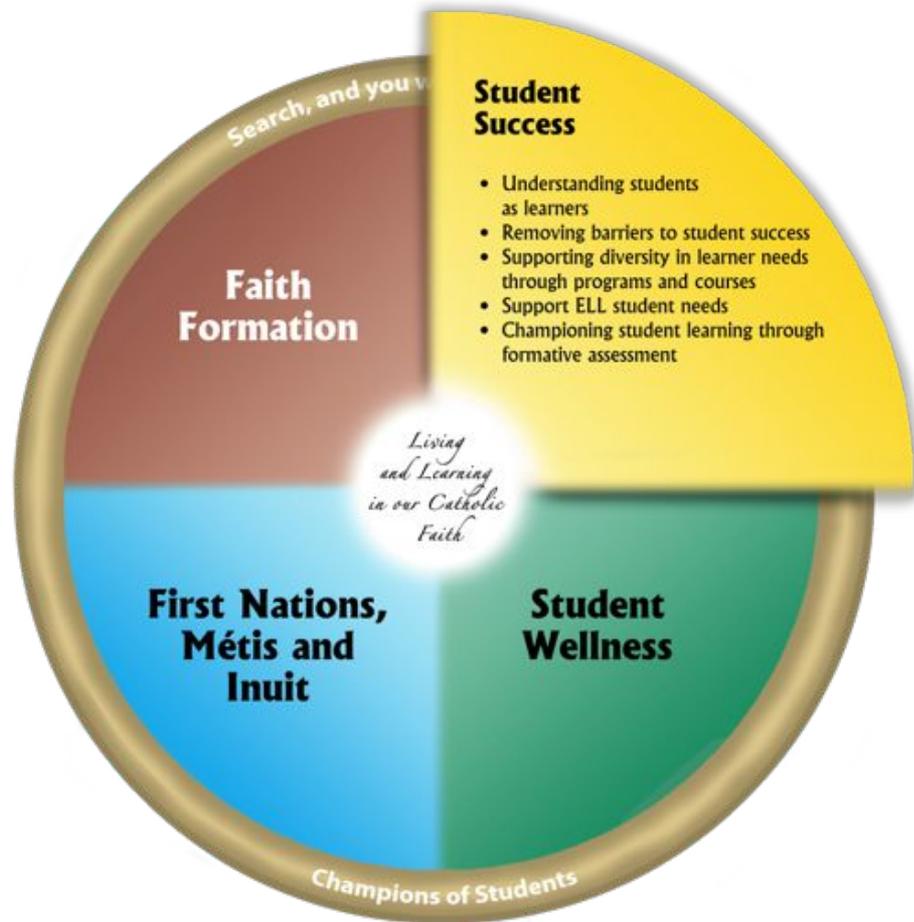
CCSD key is our **'Priorities'**

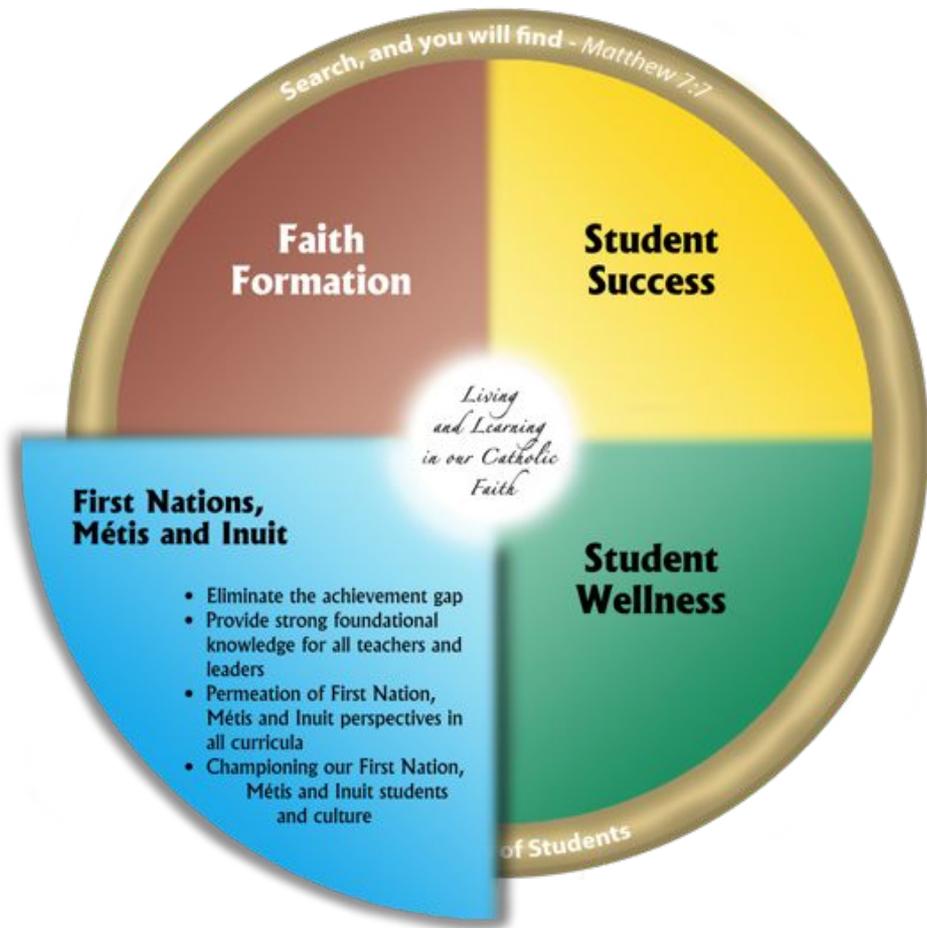
VL Indicator (c)

- Promoting in the school community a common understanding of and support for the school authority's goals, **priorities** and strategic initiatives;











AERR & 3 Year Plan Thought Exchange

All of the work done with our priorities is developed out of our AERR and 3 Year Plan

- Ensures that our goals, priorities and strategic initiatives are all in line with Alberta Education
- Also ensures that everything we do is supported by data (Accountability Pillar results, Diploma Exams, PAT's)

Utilize intense surveying of all stakeholders every two years through 'ThoughtExchange'

- Allows for outstanding input and data that informs budget and priorities

Build the capacity of our trustees in an ongoing process

- Happens throughout the year, culminating in day long process to finalize priorities

A.2 Practice & Research

1. Reflect on your **key word**, **one phrase** and **one sentence**.
2. Did this school district story represent the research? Be prepared to share your findings with the large group.
3. Does the district story share effective practices not reflected in the research summary you created?

Praxis

1. Reflect on your **key word**, **one phrase** and **one sentence**.
2. Please group your keyword, phrase or sentences with different parts of the competency on the wall charts.
3. If the summary cards do not align with the competency please save on the “extra research” chart.

Wednesday - Session B



SLQS

Alberta Education | Superintendent
<https://bit.ly/2BJM3Ru>

The Superintendent Leadership Quality Standard

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Alberta Education February 2018

SELQF

CASS | System Education Leader
www.cassalberta.ca

The System Education Leader Quality Framework Statement

Quality system education leader leadership occurs when the system education leader's ongoing analysis of the context, and their 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.

CASS June 2018

Meaning Making

- **Mission** Statement - Why do we exist?
- **Vision** Statement - What do we hope to become?
- **Core Value Statements** – How we make our shared vision a reality?

Organizational Statements



Policy and Requirements
for School Board
Planning and Results
Reporting - Alberta
Education

B.1 Start with Why- Simon Sinek



How to Write a Mission Statement that Doesn't Suck - Dan Heath



B.2 What does the research say?

Leadership Practices in Alberta - Dimensions of Compelling School District Visions:

- Focus on Student Learning
- Curriculum and Instruction
- Use of Evidence

Brandon, Hanna and Negroponetes (2015) based on Leithwood (2008)

B.2 Organizational Statements



1. Review your districts “organizational statements”.
2. Are they coherent with the research?
3. Which “term” best describes your “why”?

Viviane Robinson - Student-Centred Leadership



Networking/Nourishment Break

Support for Implementation –
Superintendent Professional Practice



The Superintendent Leadership Quality Standard*

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-
- A decorative graphic at the bottom of the slide consists of a complex, interlocking pattern of lines in various colors (blue, green, yellow, red, purple, grey) that resemble a woven or braided texture.

Engage....

A superintendent **engages with the school community** in **implementing a vision** of a preferred future for student success, **based on common values and beliefs.**

(Visionary Leadership Competency Descriptor)



Engaging the school community



Advancing the practice of public
participation

Examples of Processes



**CALGARY CATHOLIC
SCHOOL DISTRICT**



**Calgary Board
of Education**

Calgary Board of Education



discover

dialogue)))

we're in it together

Calgary Board of Education



At the Calgary Board of Education,
every voice matters.

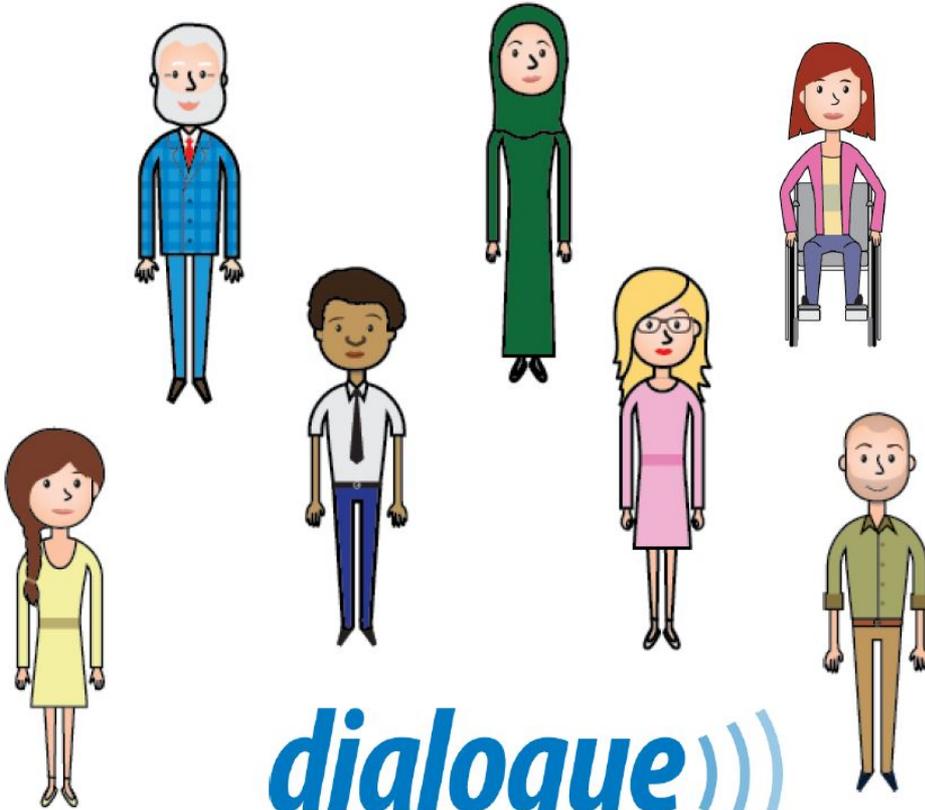


That's why we've developed a
community engagement framework,
called



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dialogue)))

ACCOUNTABLE

Guiding
Principles

HONEST

RESPONSIVE

MUTUAL
RESPECT

INCLUSIVE

Engagement is more than communication



- Engagement supports decision-making and action
- Open two-way communication is important to create understanding
- People should have the right information to engage in a meaningful way

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	Gather Input	Work Together	Assign
CBE Commitment	We will consider advice in a meaningful and transparent way.	We will co-create solutions to address problems and seize opportunities together.	To the greatest extent possible we will implement your recommendations.
	Inform & Communicate: Every step of the way, we are committed to sharing, listening and learning to build mutual understanding and respect.		
What	CBE asks questions and the community shares their perspective.	The community and CBE collaborate to develop options in support of decision-making.	Based upon clearly defined parameters, the community is assigned with specific parts of the decision.
Why	To gather input in response to questions or alternative approaches.	The decision is complex and will impact the community. A high degree of understanding between the CBE and community is required.	The level of impact is clear and there are opportunities for higher levels of engagement.

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Poll #1 and Group Discussion

DISCOVER *dialogue*

 Calgary Board of Education

Scenario

Pause

Stakeholders



RECORDED WITH SCREENCASTOMATIC

Progress 



WE WILL NOW PAUSE FOR OUR FIRST POLL AND GROUP DISCUSSION

Please refer to the screens at the front for instructions on how to complete the poll.



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Game on!



dialogue)))



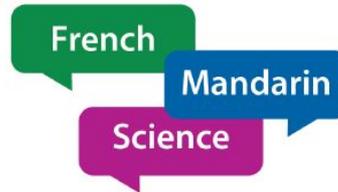
dialogue)))

Applying the Framework

dialogue)))



Math Strategy



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cbe.ab.ca

reliable



excellence



Driving Success

2016 Transportation Engagement

learning | as unique | as every student



Calgary Board
of Education

0:01 / 3:16

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[PLAY](#)

dialogue)))

Top 5 Lessons Learned



#1: Leadership Commitment is Essential



- Creating the conditions to improve
- Developing a consistent approach
- Embedding engagement in decision-making

#2: Balance the Needs and Interests of All Participants



- Respond to stakeholder needs and preferences
- Consider barriers to participation
- Provide multiple ways for people to participate (online, in-person)
- Consider needs of decision-makers

#3: Clearly Explain the Decision Being Made



- Help stakeholders understand the full scope of the decision and the factors to consider
- Ensure people understand how they can influence decision-making
- Communicate the “why” in a clear and compelling way
- Close the loop

#4: Investing Time at the Outset Pays Off



- Mitigating risk
- Timelines need to allow for meaningful dialogue
- Important to build in time for planning, analysis, evaluation and sharing back
- Time for decision makers to reach consensus

#5: Diverse experiences and perspectives make us stronger



- Acknowledge and respect diverse ideas
- Find common ground - come together in the best interest of students
- Engagement creates opportunities to have conversations about what matters

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dialogue)))

be part of the dialogue

learn more |
cbe.ab.ca/dialogue

dialogue)))

Calgary Catholic School District

Help Plan Our Future

Calgary Catholic School District
Public Participation

Presented to CASS

August 15, 2018



Calgary Catholic School District

Overview

- What is Help Plan Our Future?
- What does it look like?
- How does it work?
- What are the benefits?
- What are the challenges?
- Is it successful?

Calgary Catholic School District

What is Help Plan Our Future?

- Calgary Catholic's Public Engagement process
- Implemented in 2010-2011 school year
- Supported by Trustees and Senior Administration
- Shaped by Guiding Principles from the beginning
- Aligned with IAP2 Spectrum of Public Participation
- Supports informed, collaborative, sustainable decisions
- Transparent and responsive
- Evaluated and Evolving

Calgary Catholic School District

What is Help Plan Our Future?

- Since 2010:
 - 80+ Public Participation Events
 - Several online engagements (ThoughtExchange)
 - 16 Different topics
 - 5000+ members of the public have attended
 - 136 occasions of trustee presence
 - 113 occasions of senior administration presence

Calgary Catholic School District

What is Help Plan Our Future?

- Began as part of district reimagining where the central question was “What if the best could happen”
- A different model for decision-making
- An opportunity to provide stakeholders with authentic voice
- Seeks stakeholder input prior to decision-making

Calgary Catholic School District

What is Help Plan Our Future?

- We have engaged our stakeholders on a number of potentially explosive topics, including:
 - Budget Priorities
 - New School Boundaries
 - School Closure
 - Alternative Programs
 - Programs of Choice
 - International Travel
 - Restricted Enrolment
 - Program Closure
 - Repurposing School Site
 - Capital Plan Design

Calgary Catholic School District

What Does it Look Like?

- Help Plan Our Future takes a variety of forms in the district. Some of the types of engagement the district has utilized are:
 - ThoughtExchange™
 - Information Fairs
 - World Cafes & Table Talk
 - Online Surveys
 - Charettes
- Each type of engagement serves a different purpose

Calgary Catholic School District

What Does it Look Like?

- ThoughtExchange™ is an online fee for service engagement tool that is useful in obtaining input from large numbers of stakeholders (district-wide)
- Information Fairs allow the communication of facts and information through conversation with experts in an informal setting
- World Cafes & Table Talk afford an opportunity to seek input on a proposed decision or a variety of scenarios
- Online Surveys gather a lot of specific information quickly
- Charettes allow for brainstorming among larger groups

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How Does it Work?

- Public participation can be initiated by any superintendent
- Senior Administration is advised and has input
- Board of Trustees is advised and has input
- Events are attended by senior officers and trustees
- Process is managed at arm's length to ensure impartiality of process and outcome
- When necessary, district administrators are utilized as facilitators to help us gather information (World Cafes and Table Talk)

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How Does it Work?

- All public engagement is shaped by the following guiding principles:
 - Reflecting the district philosophy of ‘me to we’ in all of our efforts.
 - Committing to a high standard of academic achievement.
 - Placing programs strategically to meet the diverse needs of students.
 - Implementing planning strategies that are guided by what is best for students.
 - Adjusting and consolidating boundaries to yield more viable populations in individual schools.

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Aligned with IAP2

IAP2 Spectrum of Public Participation



Public participation goal

Inform

To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.

Consult

To obtain public feedback on analysis, alternatives and/or decisions.

Involve

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

Collaborate

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

Empower

To place final decision-making in the hands of the public.

© 2005

International Association for Public Participation



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Superintendents

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Aligned with IAP2

IAP2 Spectrum of Public Participation



Increasing Level of Public Impact

Inform

We will keep you informed.

Consult

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

Involve

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.

Collaborate

We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.

Empower

We will implement what you decide.

Promise to the public

Calgary Catholic School District

How Does it Work?

- Meetings are published to impacted communities and on district website 2 or more weeks in advance
- Public participation events are approximately 50% information sharing and 50% public input
- Public input gathered by facilitators (district administrators) at tables of 8-10
- All input is collated and analyzed for themes by external consultant
- Answers obtained and provided for all questions
- Feedback, Q & A are posted on school and district websites

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How Does it Work?

- Where a decision has been made for administrative reasons prior to an event, feedback is sought at the event with respect to how the impact of the decision on the community might be minimized
- Where a decision has not been made prior to the event, feedback is utilized to inform district decision-making.
- On occasion, input and feedback has suggested options not previously considered by the district
- Where possible, district decisions reflect input and feedback received from the community

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What are the benefits?

- People engaged in the decision making process are more likely to be supportive of the final decision, even if it is not their preferred outcome
- Decisions are, and more importantly, are perceived to be, transparent and responsive
- District leaders have first hand information with respect to what matters most to stakeholders
- Excellent modelling and PD for school administrators
- A paradigm shift occurs regarding what information is needed to support sustainable decision-making

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What are the challenges?

- Public turnout is often hard to predict, even with advance registration
- Risk of public feeling like decision-makers are abrogating their responsibility
- Risk of public feeling like their input was not considered in the final decision
- With World Café Table Talk events, 1 facilitator is required for every 8 members of the public

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Is it successful?

- Feedback from engagement events is overwhelmingly positive and supports our public participation efforts.
- Four Questions are asked at every event:
 1. Information provided increased my understanding
 2. Table discussion was enriching and valuable
 3. The facilitator was helpful during the discussion
 4. I had the opportunity to voice my opinions
- Data collected from almost 1500 participants (30%) tells us that we are achieving our goals of informing our public and providing stakeholders with a voice in district decisions

Calgary Catholic School District

Is it successful?

Question #	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1	41.4%	55.1%	2.4%	1.0%	0.1%
	96.5%				
2	42.5%	54.2%	2.4%	0.7%	0.3%
	96.7%				
3	62.8%	36.2%	0.6%	0.3%	0.1%
	99%				
4	61.0%	37.4%	0.8%	0.3%	0.5%
	98.4%				

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Is it successful?

“It was very informative and I came in not very happy but am leaving very satisfied. I’m very happy with what has been discussed and how much you care about the community, so thank you very much.”

“This group discussion is helpful in understanding the needs and perspective of other parents”

“I may not like your final decision, but I can see why it has to be that way.”

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Is it successful?

“I was quite impressed that, as a school district, you go to the community to get our opinions and feedback on what we would like to see in the schools.”

“Excellent planning process used to facilitate this informational and interactive evening. Keep using this process – communication and transparency is key. Thank You.”

“I think it is a great process with effective communications and great transparency. I trust that the process will help us make a sustainable and wise decision”

Calgary Catholic School District

Help Plan Our Future

- A tradition of public engagement supporting district decision-making
- Engages the community on issues that impact them the most
- Transparent and responsive to community input
- Integrity of process
- Supports sustainable decision-making

Calgary Catholic School District



**CALGARY CATHOLIC
SCHOOL DISTRICT**

*Thank
You*

Good Morning Thursday - Session C 8:30 - 11:30



Support for Implementation –
Superintendent Professional Practice



The Superintendent Leadership Quality Standard

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The World Cafe: Shaping Our Futures Through Conversations That Matter



- 1) Set the Context
- 2) Create Hospitable Space
- 3) Explore Questions that Matter
- 4) Encourage Everyone's Contribution
- 5) Connect Diverse Perspectives
- 6) Listen together for Patterns and Insights
- 7) Share Collective Discoveries

C.1 Visionary Leadership - World Cafe

- What are ways I can “apply” my vision/organizational statements?
- What evidence exists that the learning community is “living” the shared vision for all learners?
- What process is used to facilitate ongoing review of the shared vision by stakeholders?

Engaging the school community



Advancing the practice of public participation

AERR & 3 Year Plan

-

Thought Exchange

All of the work done with our priorities is developed out of our AERR and 3 Year Plan

- Ensures that our goals, priorities and strategic initiatives are all in line with Alberta Education
- Also ensures that everything we do is supported by data (Accountability Pillar results, Diploma Exams, PAT's)

Utilize intense surveying of all stakeholders every two years through 'ThoughtExchange'

- Allows for outstanding input and data that informs budget and priorities

Build the capacity of our trustees in an ongoing process

- Happens throughout the year, culminating in day long process to finalize priorities

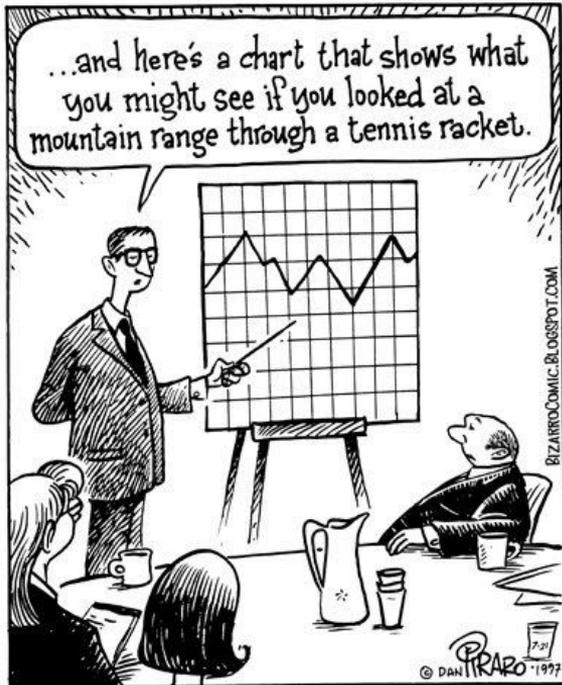
Annual Education Results Report and 3 Year Plan

Using and Reporting School Jurisdiction Data

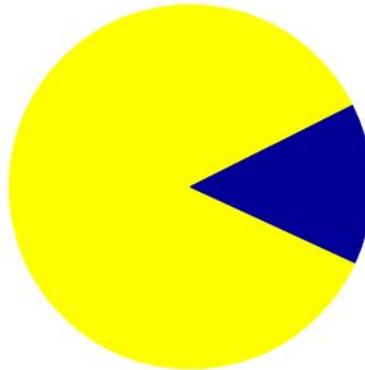


Visionary Leadership Using Data

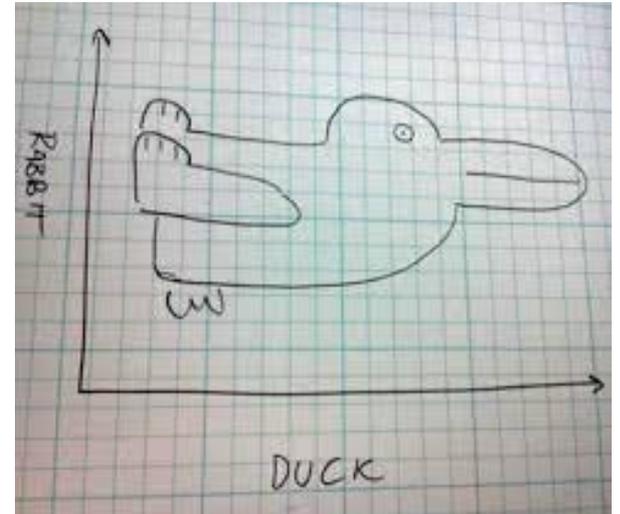
What type of data is most useful to your organization?



Percentage of pie graph that looks like Pac-Man.



- Looks like Pac-Man
- Doesn't look like Pac-Man



Reporting Basics



Each jurisdiction is required by AB Ed to develop two reports:

- Annual Education Results Reports (AERRs)
- Three-Year Education Plans (3YEPs)

AERRs - report on the previous school year (2017/2018)

3YEPs - span the current and next two years (2018/2019 to 2020/2021)

Can be combined into one report: AERR/3YEP

Benefits of Reports

- Gathering of data and housing in **one place**
- Embedding our organizations in **data-informed practice**
- Allows for measurement of **continuous improvement** and determination of **goal attainment**
- Incorporates stakeholder feedback and allows for **assurance, transparency and accountability** to community, government, and other stakeholders
- Allows for determination of future vision and priorities for the district, continued focus on **student success**



AERR and 3YP - Linked to AB Ed Business Plan

Released each spring and includes: Outcomes, Key Strategies and Performance Measures



Quiz Time!

What are the five outcomes in the AB Ed 2018-2019 Business Plan?

Outcomes:

This year, AB Ed is stipulating five outcomes:

Outcome One: Alberta's students are successful

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Outcome Five: Alberta's education system is well governed and managed

AB Ed Business Plan - Other Components

Strategies - generally linked to AB Ed's major initiatives (curriculum, FNMI, inclusion, nutrition, integrated services, etc.)

Performance Measures - 2 sources:

1. Survey data from staff, students and parents
2. Student performance data - exam results as well as completion, drop out, Rutherford eligibility, post-secondary entrance

Fiscal Reporting

AERR and 3YP Reporting Requirements

- Requirements are provided annually each spring, and are based on the AB Ed Business Plan
- Slight changes every year (this year: FNMI and Inclusion)
- Reinforces delegation and accountability structure as well as related legislation and regulations
- Reports should reflect local needs and priorities within the context of provincial direction and framework



AERR and 3YEP Report Components - Required

- Many required components for AERR and 3YEPs
- Much of focus is on: **Results, Performance Measures, Targets and Strategies**
- Other information required for accountability and assurance purposes (e.g. Fiscal reporting and planning)

AERR and 3YEP Report Components - Optional

- Optional components also suggested
- Allows for jurisdictions to tell their stories more fully
- Helps districts create reports that are more meaningful to their local contexts and stakeholder needs

Where to begin with goal setting for 3YEP?

What are your district's priorities?

- Set by Board, in collaboration with Sr Admin

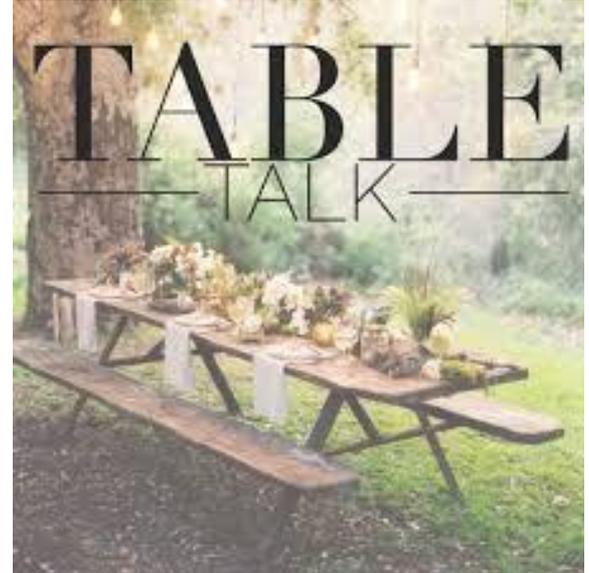
Know your context

- History
- AERR Data Analysis - What's working? What needs improvement? What is complete?
- Stakeholder feedback
- Student centered
- Provincial initiatives



Table Talk

1. In your district, what is one important component of historical context that has influenced your 3YEP? Why?
2. What data has been most influential to your district growth in recent years?
3. What do you anticipate being of primary importance and focus in your 3YEP for the next 3 years?



CCSD - How we develop our AERR and 3YEP

- Work with board in setting district priorities in February
- Consider local contexts for goal setting for the upcoming year
- Wait for AB Ed Business Plan and Reporting Requirements to come out in the spring (April-ish)
- Wait for Accountability Pillar Results in early-ish May (everything but diploma and PAT results)



CCSD - How we develop our AERR and 3YP

- Start building a skeletal combined report with the results that we do have and goals we are planning for (Green - AERR, Blue - 3YEP)
- Start building School Plans Template
- Keep waiting...



- Let our schools know in late August that the school results are ready on extranet, inform schools of other dates, reporting requirements and timelines
- Late Sept - schools can print off individual student profiles for parents
- Early Oct - multi-year reports available
- More waiting...



Finally - Data Arrives!

- October 12-ish (can be delayed or early) - receive complete data
- Present embargoed data to board in private by prescribed date
- Listen to AB Ed technical briefing
- Province and jurisdictions, present data to media/public



Report Completion

Compile report drafts to present to board and incorporate feedback

Draft #1 - October 21, 2018

Draft #2 - November 14, 2018

Draft #3 - November 28, 2018

Final version - post and send link to AB Ed by November 30, provide bound copies for Trustees, AB Ed, stakeholders

CCSD - Combined AERR and 3YEP



Living and Learning in our Catholic Faith

CCSD Report Contents

- Many optional components included to help tell the story
- Report is structured to highlight our visionary leadership as a district
- Relate outcomes to three district Vision Statements

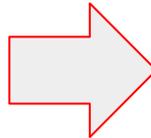
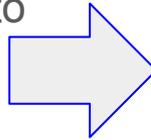


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Capital Plan Priorities

Conclusion

CCSD - AERR Summary

ANNUAL EDUCATION RESULTS REPORT 2016-2017 SUMMARY

DISTRICT PROFILE



CALGARY CATHOLIC SCHOOL DISTRICT:

- Largest Catholic school district in Alberta - over 55,000 students in Calgary, Airdrie, Chestermere and Rocky View County
- 109 Schools
 - o Elementary 52
 - o Elementary/Junior High 38
 - o Junior High 5
 - o Junior/Senior High 3
 - o Senior High 9
 - o Special Education 2
- 5,282 employees
- Academic theme – “Success for all Students”
- Faith theme – “Be merciful, just as your Father is merciful.”
- Wide variety of program options designed to address the emergent and ongoing needs of the district
- Recognized with various awards in 2017, including: Alberta’s Top 70 Employers, Canada’s Outstanding Principals Program, Meritorious Budget Award, Premier’s award for School Board Innovation and Excellence

LINKS:

[Combined Annual Education Results Report and Three-Year Education Plan](#) that includes the Detailed Performance Measure Results.

[Summary of Financial Results](#)

CATHOLICITY



FAITH FORMATION (Staff and Students)

- The district faith theme “Be merciful, just as your Father is merciful.” (Luke 6:36) was incorporated in Opening Mass, annual Faith Day, liturgy and prayer packages
- Faith formation of staff and students was a focus with many sessions provided for staff at both the school and district level. Students were engaged in a variety of opportunities to grow in faith, including liturgies, prayers, pilgrimages and retreats
- Social media strategies, using Facebook and Twitter were utilized (i.e. school feast days, patron saints, namesakes, Catholic symbols and traditions)

CATHOLIC COMMUNITY OF CARING

- Using Catholic social teachings the faith theme was developed by both receiving and giving mercy and engaging in the works of mercy
 - A total of 771 major service learning projects, both local and global, were completed
 - Inclusive Communities workshops continued to be held with staff new to the district
- #### TEACHING AND LEARNING
- Completed implementation of new grade 2 and 3 curriculum
 - District Religious Education Assessment was implemented in grades 5, 8 and 12

STUDENT WELLNESS

- Training and resources provided in this third year of the initiative focusing on student wellness, resiliency and mental health
- Successful Championing Student Wellness conference held

PARENT AND COMMUNITY ENGAGEMENT



BOARD OF TRUSTEES LEADERSHIP BY GOVERNANCE

- Board of Trustees operated the full year under the G-TEC model and the new Board Policy Handbook
- Continued to build strong relationships and partnerships working with the government, representing the district locally, provincially and federally on various associations and advocating for Catholic education and support for students

SCHOOL COUNCIL CHAIR AND TRUSTEE MEETINGS

- New School Council Chair and Executive Orientation meeting was held in September
- The School Council Chair and Trustee General Meeting was held in October with school council chairs, trustees, principals and senior administration (174 participants in attendance)

PARENT AND TRUSTEE FORUMS

- Forums held in November, January and March
- Opportunity for building knowledge, providing input, reviewing previous action taken and receiving trustee updates
- Presentation topics: “What is Formative Assessment and why is it so important in your child’s learning?”, Parenting Kids to Thrive: A Strength Based Approach to Parenting”, “Strength-Based Parenting: Raising Accountable Young People”

HELP PLAN OUR FUTURE

- Continue to engage in an extensive public consultation process regarding program and student accommodation planning
- 17 public participation meetings were held on various topics:
 - o St. Anthony program closure and relocation
 - o School Administration Profile Development
 - o Boundary Articulation Process
 - o Student Accommodation Considerations
 - o School Naming Committee meetings for 4 new schools

Work with Schools on Data Analysis and Planning

- Each jurisdiction establishes requirements for the content, process and format for school annual reports
- In CCSD, data-informed leadership is emphasized and supported
- Opportunities for PD, working sessions and accountability systems are provided

Goal Setting is an Ongoing Process

- Not meant to be a “one time” exercise
- Stakeholder review and feedback is important (Thought Exchange)
- Culture of continuous feedback and data-informed leadership
- Need to develop systems to ensure data-informed practice is part of culture

Table Talk



A superintendent engages with the school community

- a. What process does your district follow to create their district and school reports?

in implementing a vision of a preferred future for student success

- b. How do you ensure data-informed practice is part of your jurisdiction's culture?

based on common values and beliefs.

- c. How do you ensure that these goals are continually referred to throughout the school year at the school and district level?

Good Morning Friday - Session D



Support for Implementation – Superintendent Professional Practice



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

D.1 Deepening Understanding and Applying the Learning

This learning opportunity will be successful if...

Module learning outcomes...

1. Engage the school community in contributing to and understanding the vision, mission and other pertinent organizational statements.
2. Ensure that organizational statements are expressed in the school authorities education plan and is responsive to the ongoing review of the districts achievements, meets all requirements identified in provincial legislation, incorporates the school communities perspective and is informed by research on effective learning.

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

D.2 Competency Overview Updates

Support for Implementation –
Superintendent Professional Practice



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Competencies



Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- ensuring that the vision is informed by research on effective learning, teaching and leadership;
- promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

LEGAL AND KEY REFERENCES

Alberta Education, Ministerial Order on Student Learning (#001/2013)

An order to adopt or approve goals and standards applicable to the provision of education in Alberta
<https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning.pdf/>

Alberta Human Rights Act, RSA 2000, Chapter A-25.5

Preamble: WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world
<http://canlii.ca/h/52kdw>

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

Visionary Leadership continued

2

RESEARCH

Based on a study exploring effective leadership in selected school districts Leithwood 2017 identified 9 characteristics of effective district leadership; shared vision; coherent instructional vision; use of multiple sources of evidence; focus on organizations learning; job-embedded PD; alignment between management processes and district visions; comprehensive plan for leadership development; policy oriented school board; and effective relationships with all stakeholders (e.g., parents, Ministry).

The results found correspondence between these 9 characteristics and the effectiveness of district leadership in the selected sites. The research has been used in the development of the Ontario Leadership Framework (Leithwood, 2012).
https://docs.wixstatic.com/img/c85d61_608c675a7e5c471686f302407aea7f5a.pdf

Literature on Visionary Leadership for CASS; Dr. Bonnie L. Steimach, University of Alberta, 2017

PRACTICE IN ALBERTA



Leaders and staff from two Alberta K-9 schools used the opportunity of opening a new school to create a culture of learning that truly focused on inspiring all learners through innovative and thoughtful teaching and learning practices. View the Edmonton Regional Learning Consortium (ERLC) video clip to hear their reflections on this rewarding and challenging journey modeling visionary leadership.
<http://essentialconditions.ca/videos/>



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

CASS and Alberta Technology Leaders in Education (ATLE) Leveraging Technology Systemically

The Alberta Learning and Technology Policy Framework, or LTPF, (2013) describes Alberta Education's vision for the role of technology in education and establishes a set of policy directions for school authorities. The policy framework includes a focus on student-centred learning and is coherent with the intent of the Ministerial Order on Student Learning.

Strategic and visionary leadership is required to ensure technology is leveraged in support of current and future key areas of focus, such as curriculum, improving First Nations, Métis and Inuit student success, and ensuring inclusive learning environments for all students.

CASS and ATLE have partnered to support system leaders in leveraging technology systemically. Four professional learning guides provide an adapted collaborative inquiry process that offers the opportunity to:

- Assess:** Use data to determine your school authority's direction
- Plan:** Identify your area of focus and plan for implementation
- Act:** Implement strategies and tools to address your area of focus
- Reflect:** Review and reassess in order to determine next steps

The learning guides offer an opportunity for a collaborative process with your system team that addresses the superintendent leadership quality standard including the competency visionary leadership.



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.

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



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 and SELQF

Areas for Growth

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The Superintendent Leader

Quality of the support context about you to apply quality student outcomes.

Visionary Leadership

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Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) ensuring that the vision is informed by research on effective learning, teaching and leadership; (b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and (d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives. 	<ul style="list-style-type: none"> •
<p>Areas for Growth</p> <ul style="list-style-type: none"> • 	

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



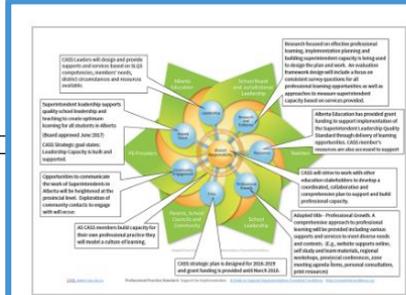
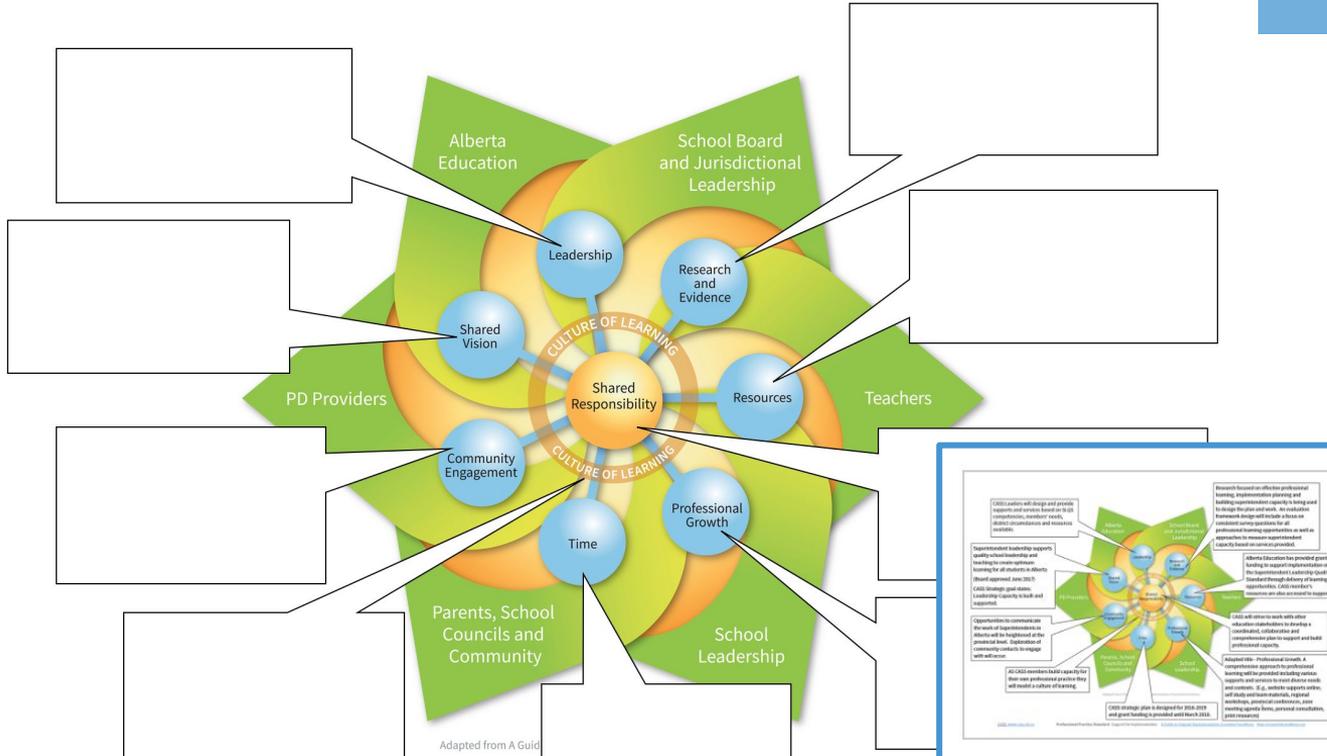
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Guide to Support Implementation



 **CASS Implementation Plan / SLQs**

Adapted from A Guid

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

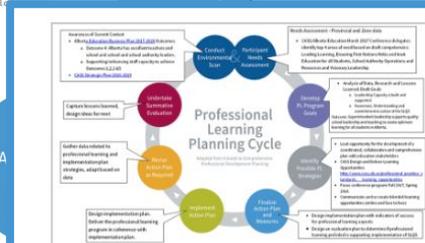
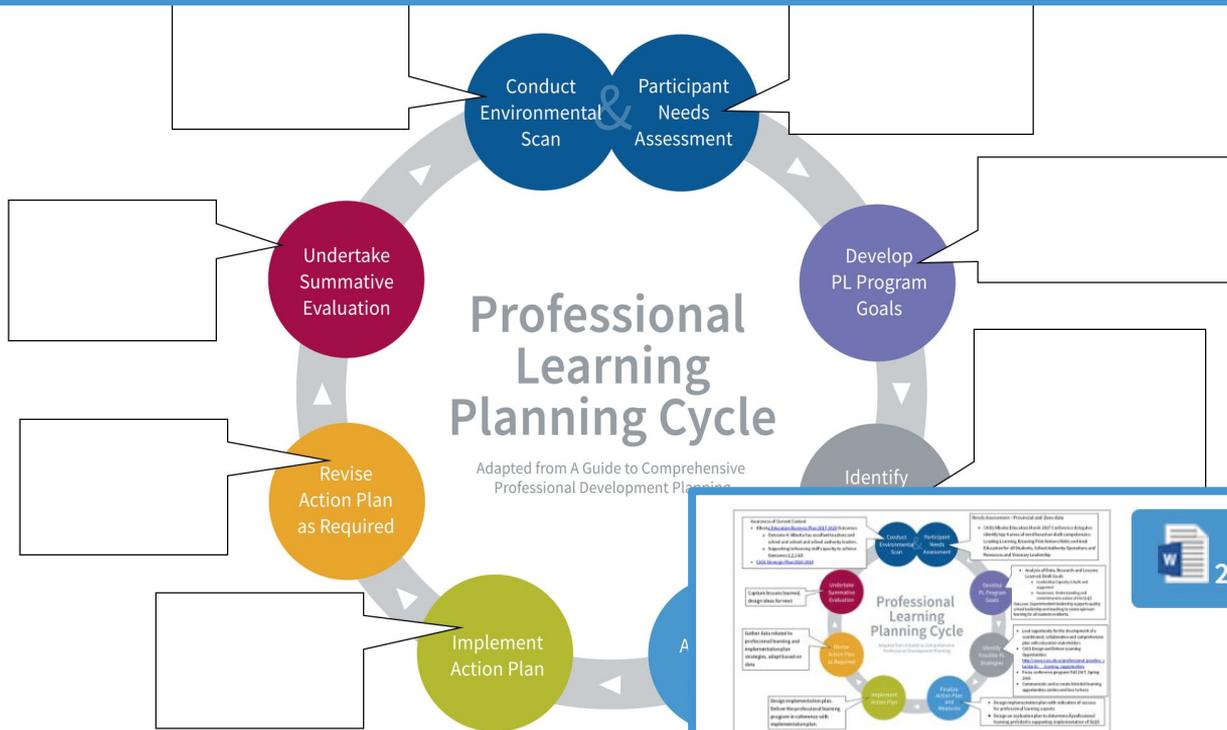
- How will you know if your implementation planning efforts are having an impact on and supporting student success?

Culture of Learning

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



Comprehensive Professional Learning Planning



 2018-2019 PL Plan – Focus Professional Practice

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 Planning*). It 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 impact 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 continue to 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

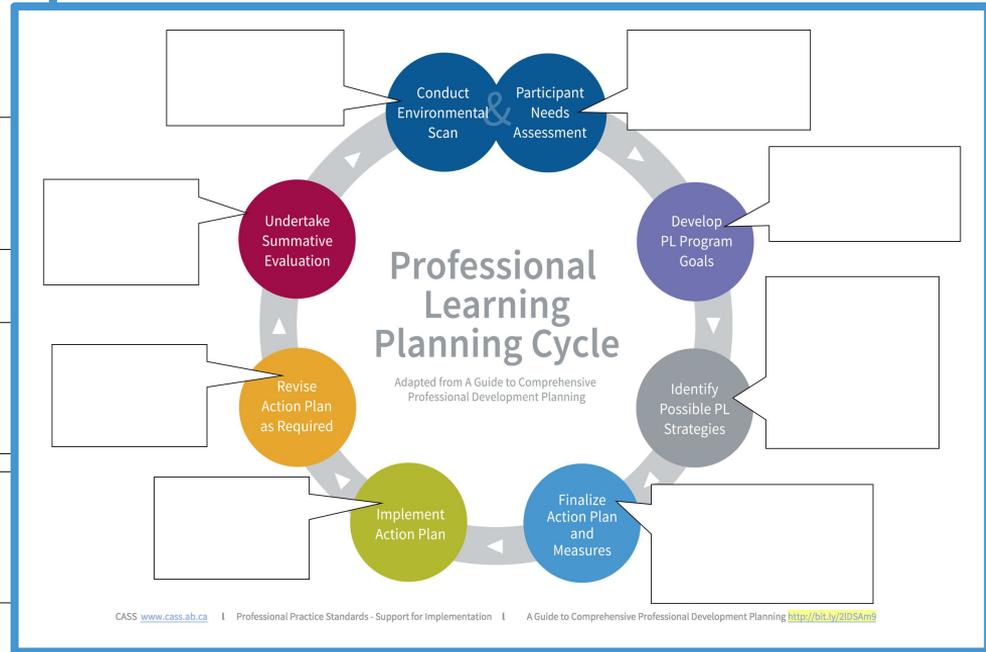
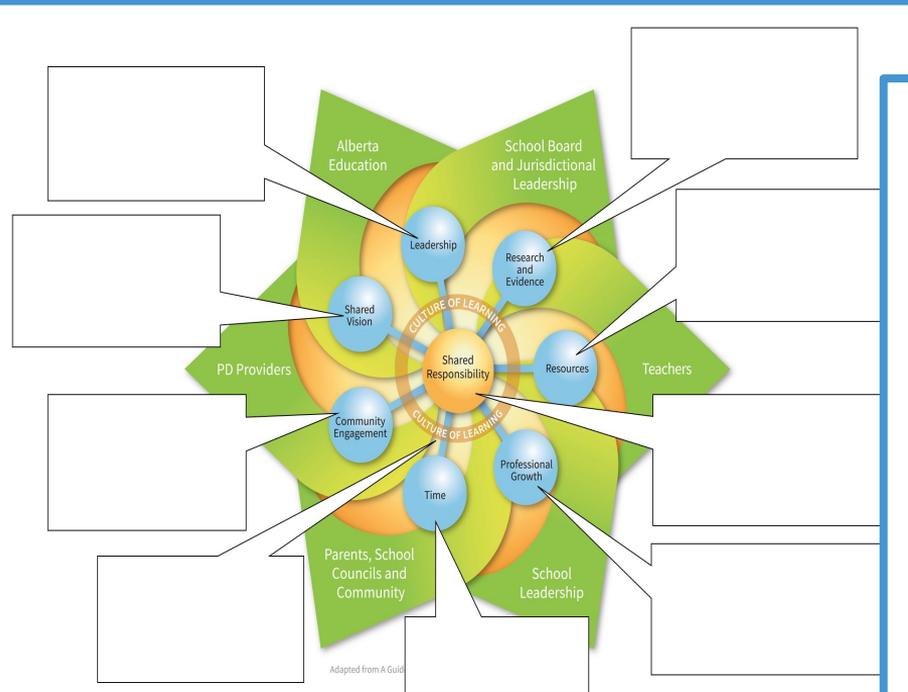
- Based on data you have collected and analyzed, how will you adapt your plan?
- Is the comprehensive plan influencing practice and student learning?

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



CASS www.cass.ab.ca | Professional Practice Standards - Support for Implementation | A Guide to Comprehensive Professional Development Planning <http://bit.ly/2IDSAm9>

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



Support for Implementation –
Superintendent Professional Practice



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