



# 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

<b>Wednesday</b> 9:00- 11:45 Session A	Intro to Module Learning, Professional Practice Overview, Research Overview, Alberta Stories of Practice - CCSD, Practice and Research Review
1-4:00 Session B	Organizational statements, Applying the research/public participation - CCSD
<b>Thursday</b> 8:15 - 11:30 Session C	Community Engagement Strategies, Research, AERR and 3 Year plan - using data to measure impact of Organizational statements
<b>Friday</b> 8:15-11:30 Session D	Action planning/Lessons Learned: Competency Overview, Practice Profile,

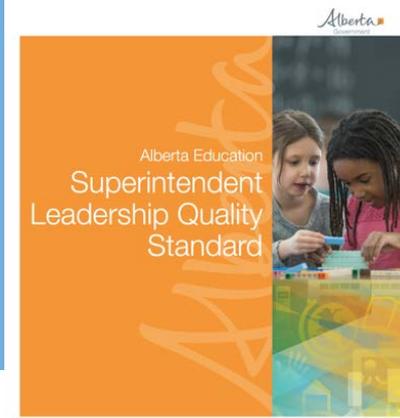
# Visionary Leadership Module Outcomes

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**.

# Professional Practice Standards



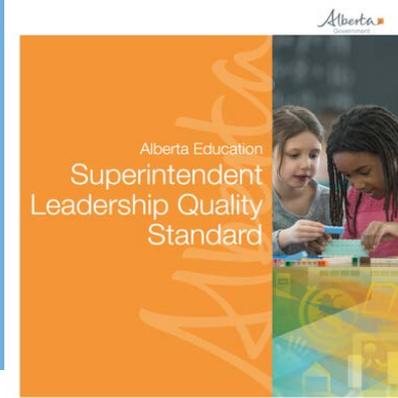
# Alberta Education Terms



## “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

# 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.



## Conferences / Modules

CASS Events 5-Year Schedule

Conference Program Archive



Certification  
In-Service



CASS/ASBOA  
Summer Learning  
Conference



New Members  
Academy/Mentorship  
Training



Mentorship  
Program



CASS  
Fall Conference



CASS  
Annual Learning  
Conference



First Nations, Métis  
& Inuit Education  
Gathering



Start Right Program  
for Beginning  
School Leaders



Leading for  
Learning Program  
for Experienced  
School Leaders



Team Leadership  
Learning



Partner's Learning  
Opportunities

Learning  
Modules  
Reading and  
Resource Tab



### 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*

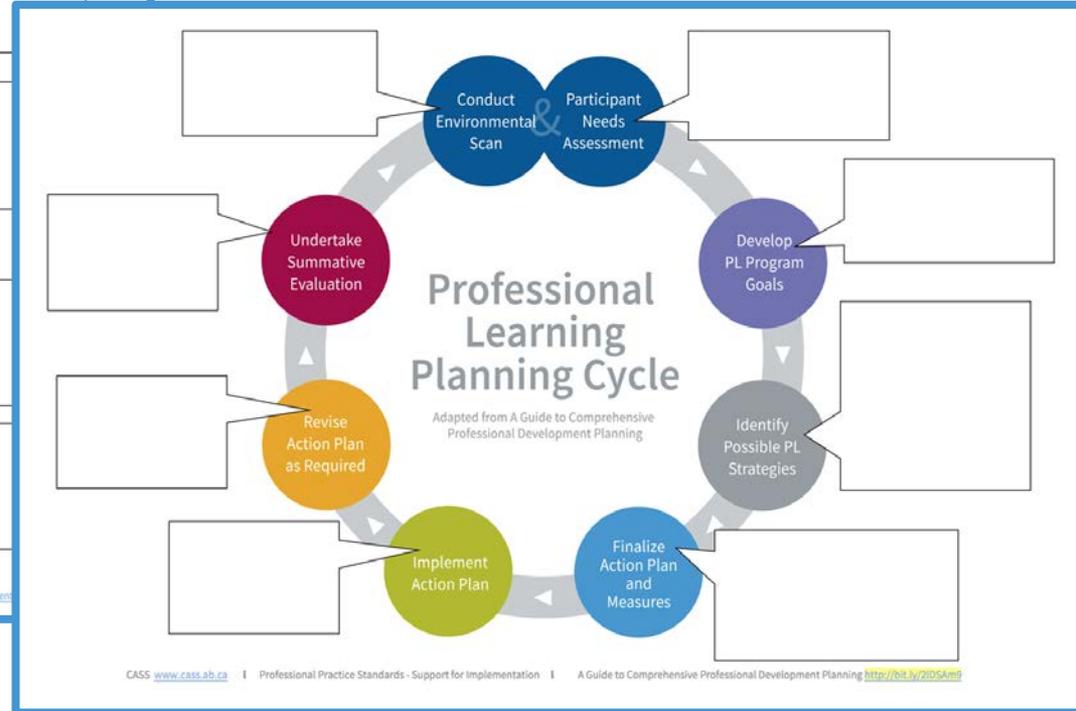
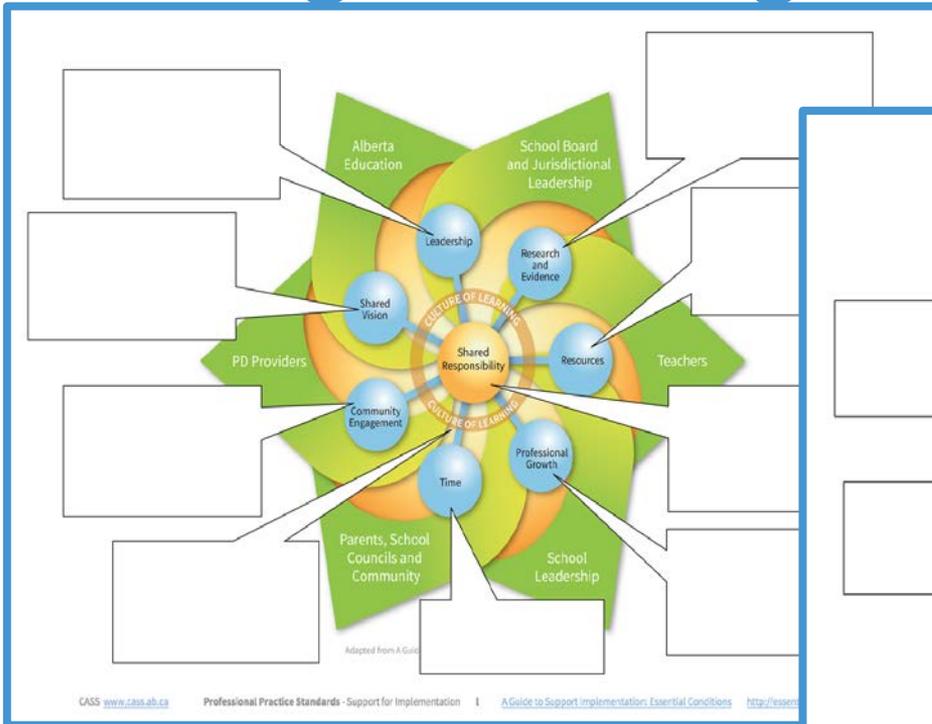
<b>Visionary Leadership</b>	
A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.	
Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as:  (a) ensuring 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.  •	•
	<b>Areas for Growth</b>



# Practice Profile

- **Options:**
  - Personal growth plan
  - Evaluation
    - How we are using for a Growth Plan Document for Superintendents (Associates)

# Strategic Planning



**Break**

**10:30 AM- 11 AM**

# 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)*



# Bedrock Document

- 13<sup>th</sup> year
- Many admin not in place
- Re-focus to ensure language is alive

## SHEPHERD LEADERSHIP



WISDOM FOR LEADERS FROM PSALM 23

BLAINE MCCORMICK  
DAVID DAVENPORT

# Shepherd Leader

## Servant Leadership

- “The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first.” -Robert K. Greenleaf
- Make sure that other people’s highest priority needs are being served
- The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible.

## Shepherd Leadership

- Takes ‘servant-leadership to the next level
- Places the leader squarely at the front of followers to serve as role model
- Never so far in front that you can’t come alongside...
- Whole person leadership: HEAD / HEART & HAND (thinking-doing-being)
- **Thinking** ‘ahead’ / **Doing** ‘out with the flock’ / **Being** ‘from the flock’s perspective’

# 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

Organizational  
Statements



## 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.*

## Mission:

*Living and Learning in Our Catholic Faith*

## Value:

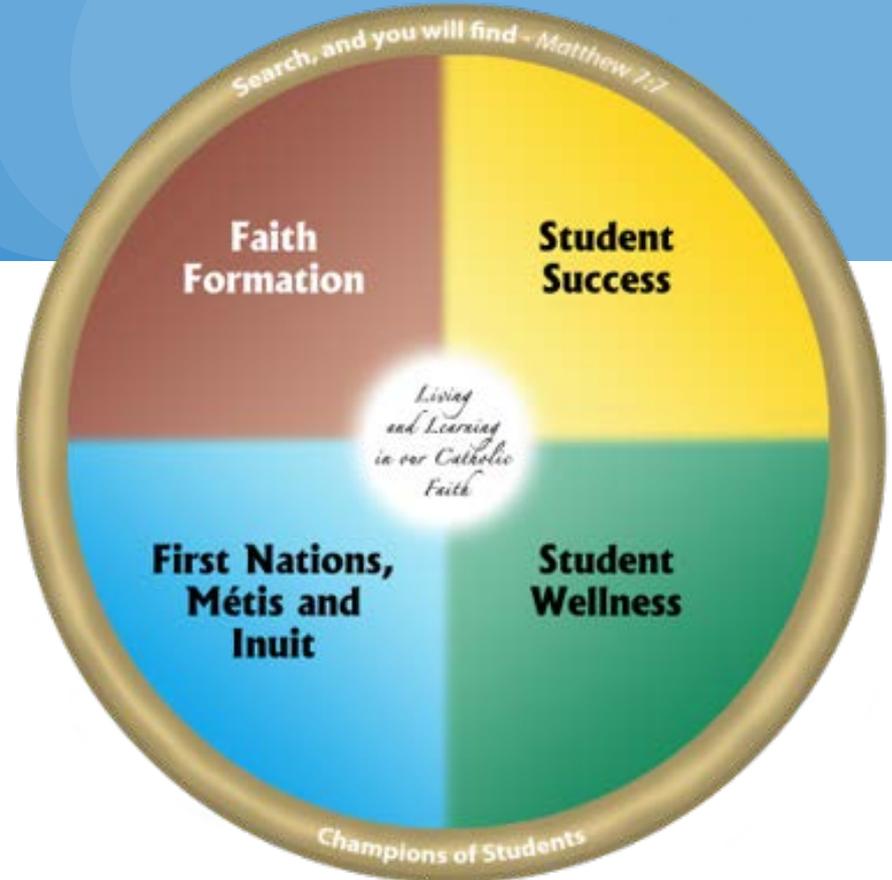
*All members of our community are sacred and must be treated with dignity and respect. We value excellence in Catholic education, guided by shared responsibility and the moral authority of the church.*

# Priorities

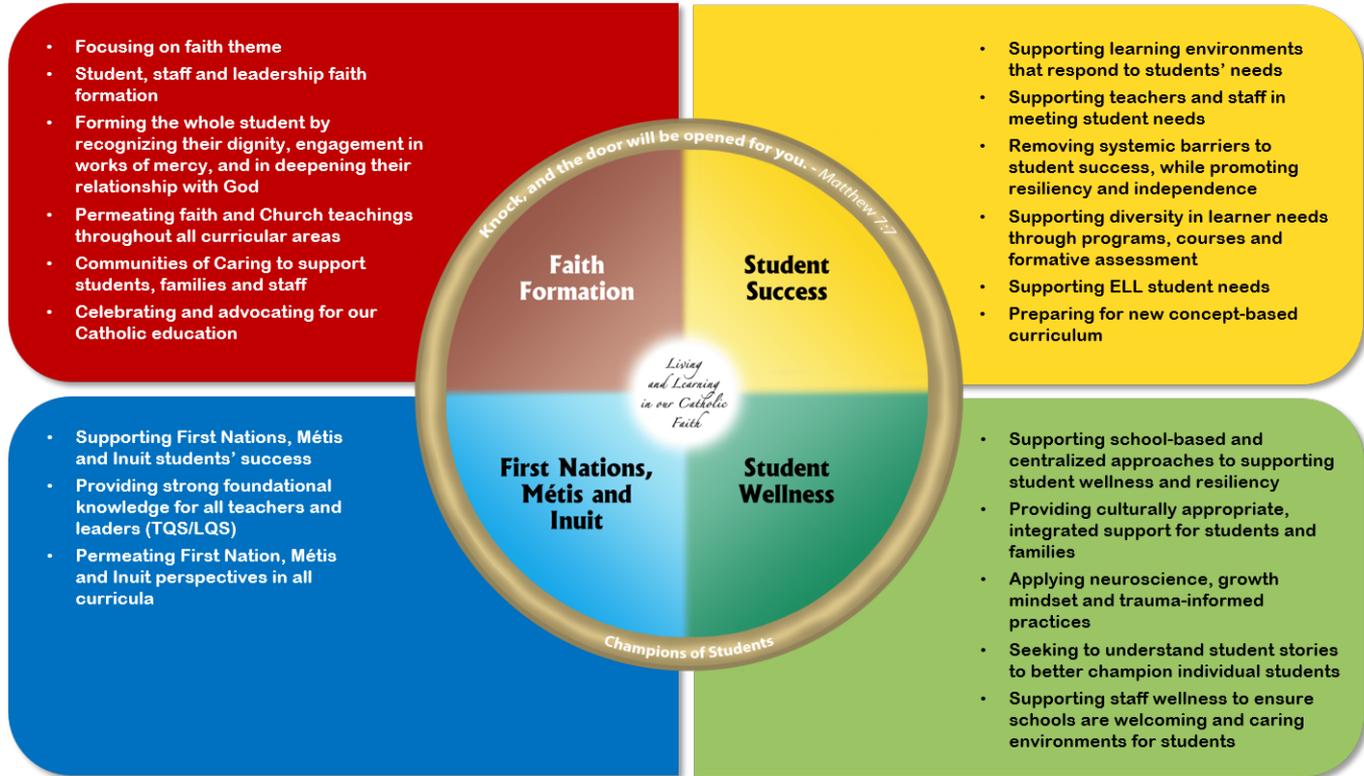
CCSD key is our **'Priorities'**

VL Indicator (c)

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



# With details...



- **Focusing on faith theme**
- **Student, staff and leadership faith formation**
- **Forming the whole student by recognizing their dignity, engagement in works of mercy, and in deepening their relationship with God**
- **Permeating faith and Church teachings throughout all curricular areas**
- **Communities of Caring to support students, families and staff**
- **Celebrating and advocating for our Catholic education**

*Knock, and the door will be*

**Faith  
Formation**

*La  
Co*

opened for you. - Matthew 7:7

## **Student Success**

- Supporting learning environments that respond to students' needs
- Supporting teachers and staff in meeting student needs
- Removing systemic barriers to student success, while promoting resiliency and independence
- Supporting diversity in learner needs through programs, courses and formative assessment
- Supporting ELL student needs
- Preparing for new concept-based curriculum

*ing*  
*mind*

- Supporting First Nations, Métis and Inuit students' success
- Providing strong foundational knowledge for all teachers and leaders (TQS/LQS)
- Permeating First Nation, Métis and Inuit perspectives in all curricula

*in our*  
F

## **First Nations, Métis and Inuit**

Champion

*atholic  
th*

## **Student Wellness**

*of Students*

- Supporting school-based and centralized approaches to supporting student wellness and resiliency
- Providing culturally appropriate, integrated support for students and families
- Applying neuroscience, growth mindset and trauma-informed practices
- Seeking to understand student stories to better champion individual students
- Supporting staff wellness to ensure schools are welcoming and caring environments for students

## 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?

**Lunch**

**12 PM – 1 PM**

# Wednesday - Session B



Alberta Education



## SLQS

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

### 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*

# Meaning Making

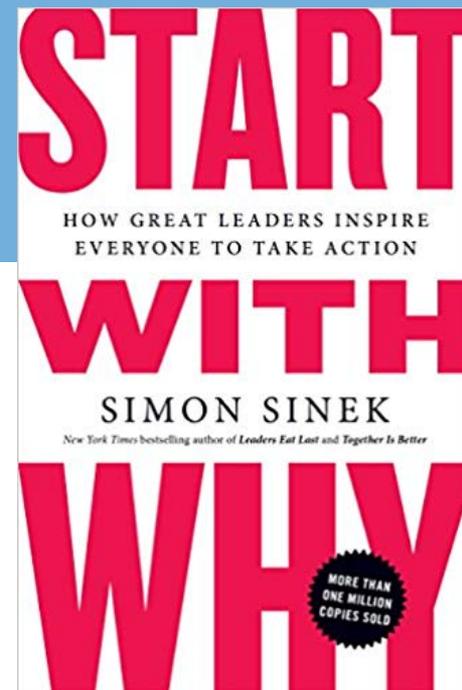
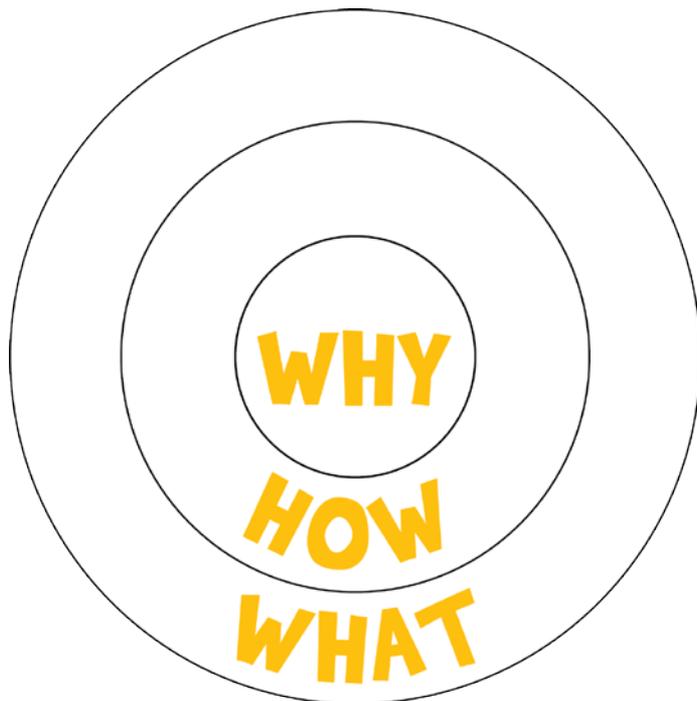
- **Mission Statement** - Why do we exist?
- **Vision Statement** - What do we hope to become?
- **Core Value Statements** – How we make our shared vision a reality?

# Organizational Statements



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

# Start with 'Why'?



# B.1 Start with Why- Simon Sinek



[https://www.youtube.com/watch?time\\_continue=1&v=IPYeClXpxw](https://www.youtube.com/watch?time_continue=1&v=IPYeClXpxw)

# Another Perspective of your 'WHY'

Michael Jr.

<https://youtu.be/1ytFB8TrkTo>

**Michael Jr.**

What is 'our' (CCSD) WHY?



CALGARY CATHOLIC SCHOOL DISTRICT

## MISSION

*Living and  
Learning  
in our  
Catholic  
Faith*

Adopted March 10, 2010 in the year of our 125th Anniversary



**CASS**

College of  
Alberta School  
Superintendents

# Schools 'motto' or missions

- All Saints High School:
  - *Called to Grow - Gifted to Serve - Guided by Hope*
- Blessed Marie-Rose:
  - *Living in Faith – Growing in Wisdom – Serving in Love*
- Divine Mercy:
  - *Follow His Way*

# Do You Have a Personal Why?

- Take a few minutes to put down some key words or statements that would describe 'your' personal WHY

*“To do God’s work with my head, heart and hands through a life of service” (GS)*

*“To be intensely present in every interaction so that the other person leaves feeling a little better and a little more healed.” (Don Cope)*

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



<https://www.youtube.com/watch?v=LJhG3HZ7b4o>

## 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 Negropones (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”?

**Vivian Robinson**

# Viviane Robinson - Student-Centred Leadership



<https://www.youtube.com/watch?v=rB7wP8WJZeU>

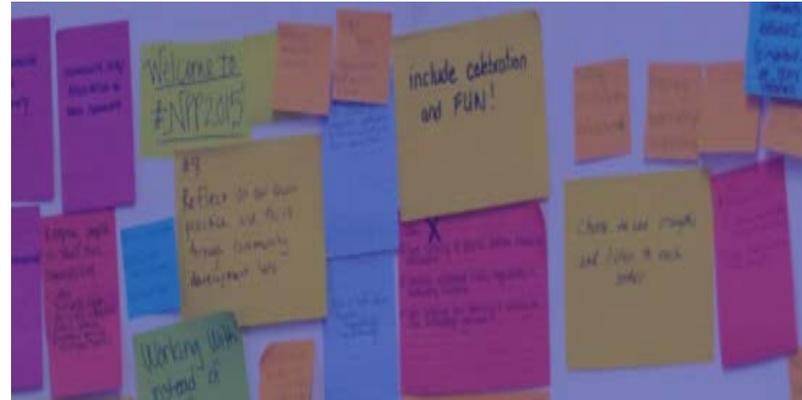
**Break**

**2:15 PM – 2:30 PM**

# 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

# Example of Processes



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 (New process with trustees added last year – Yearly outline of all projects – monthly updates)

# 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

# Calgary Catholic School District

## 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)

# Calgary Catholic School District

## 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.

# Calgary Catholic School District

## Aligned with IAP2

### IAP2 Spectrum of Public Participation



Increasing Level of Public Impact

	<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<b>Public participation goal</b>	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.

# Calgary Catholic School District

## Aligned with IAP2

### IAP2 Spectrum of Public Participation



International Association  
for Public Participation

Increasing Level of Public Impact

**Promise  
to the  
public**

#### 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.

# 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

# Calgary Catholic School District

## 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

# Calgary Catholic School District

## 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

# Calgary Catholic School District

## 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

# Calgary Catholic School District

## 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 Understanding	42.9%	53.7%	2.2%	0.9%	0.3%
	96.6%				
2 Discussion	43.9%	53.2%	2.0%	0.7%	0.2%
	97.1%				
3 Facilitator	63.0%	36.0%	0.7%	0.2%	0.1%
	99.0%				
4 Voice Opinion	60.9%	37.7%	0.8%	0.2%	0.4%
	98.6%				

# Calgary Catholic School District

## 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.”*

# Calgary Catholic School District

## 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

## Public Participation Process

HPOF

- What are you currently using?
- Elbow partner

**Done for Today!**

**Enjoy the Evening!**

# Good Morning Thursday - Session C 8:15 - 11:30



## Support for Implementation – Superintendent Professional Practice



### The Superintendent Leadership Quality Standard

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### Competencies

- ✓ Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
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- School Authority Operations and Resources
- Supporting Effective Governance



# Engaging the school community



**Advancing the practice of public participation**

# 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

# Sustainable Decisions



© 2005

International Association for Public Participation



Sustainable decisions combine all four elements:



Technically feasible



Educationally sound and in the best interest of students



Economically viable



Fiscal responsibility



Environmentally compatible



Provincial and district parameters



Publicly acceptable



From 'me to we' thinking



All stakeholders

## **Discussion Guidelines**

*(The spirit of our speaking and listening)*

- Everyone has wisdom.
- We need everyone's wisdom for the wisest results. *(The whole is greater than the sum of its parts)*
- There are no wrong answers. *(We will not criticize the views of other participants or attempt to persuade them).*
- We will speak for ourselves and from our own experience.
- Everyone will hear others and be heard. *(We will not interrupt except to indicate we can't hear)*
- You can always change your mind.
- You can "pass" if you do not wish to speak at the present time.
- We will listen with resilience, "hanging in" when what is said is hard to hear.

# C.1 Visionary Leadership - World Cafe

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

# AERR & 3 Year Plan

-

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)

Utilizes intense surveying of all stakeholders every two years through 'ThoughtExchange' and other means

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

Builds the capacity of our trustees in an ongoing process

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

**Break**

**10 AM – 10:30 AM**

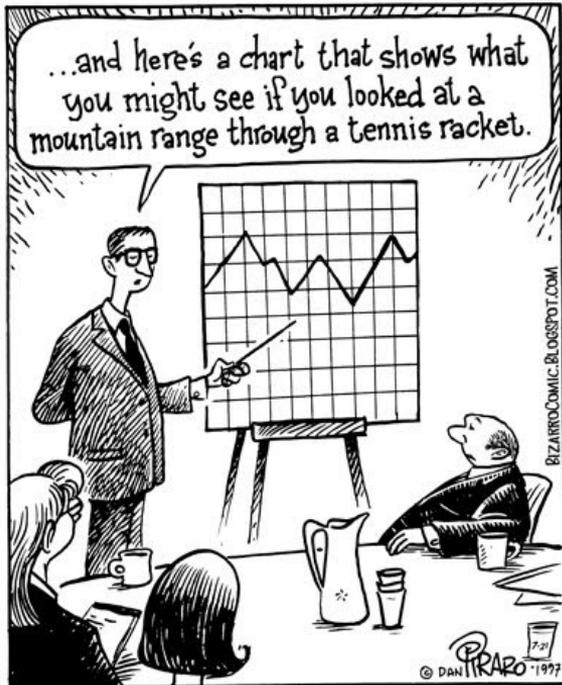
# Annual Education Results Report and 3 Year Plan

## Using and Reporting School Jurisdiction Data

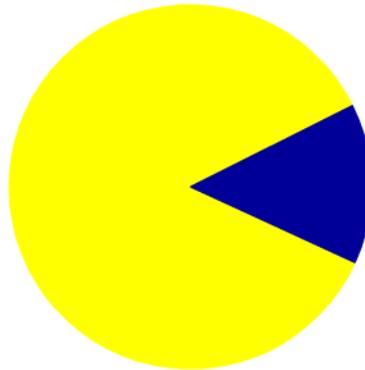


# Visionary Leadership Using Data

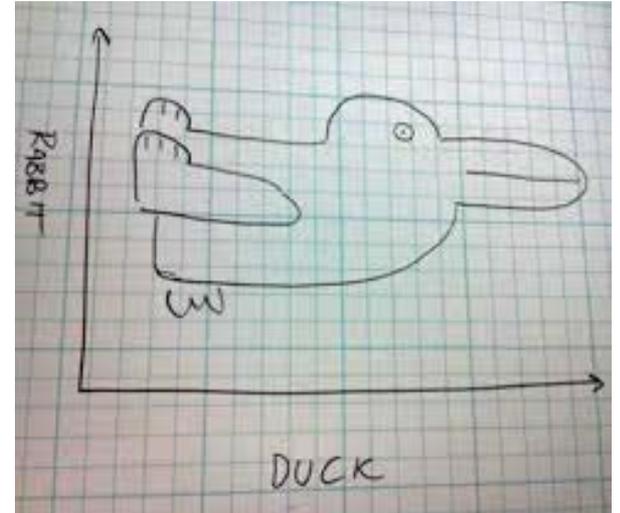
What type of data is most useful to your organization?



**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 (2018/2019)

3YEPs - span the current and next two years (2019/2020 to 2021/2022)

Can be combined into one report: AERR/3YEP

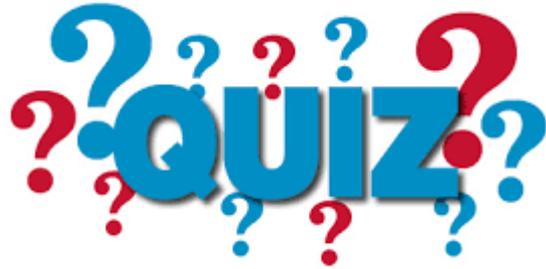
# Benefits of Reports

- 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 3YEP - Linked to AB Ed Business Plan

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



**Quiz Time!**

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

# Outcomes:

Last year, AB Ed selected these 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

We are still awaiting the Business Plan for 2019-2020

# AB Ed Business Plan - Other Components

**Strategies** - generally linked to AB Ed's major initiatives (last year: curriculum, First Nation, Métis and Inuit, 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 3YEP Reporting Requirements

- Requirements are usually provided annually each spring, and are based on the AB Ed Business Plan
- Slight changes every year (last year: First Nation, Métis and Inuit 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 the 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

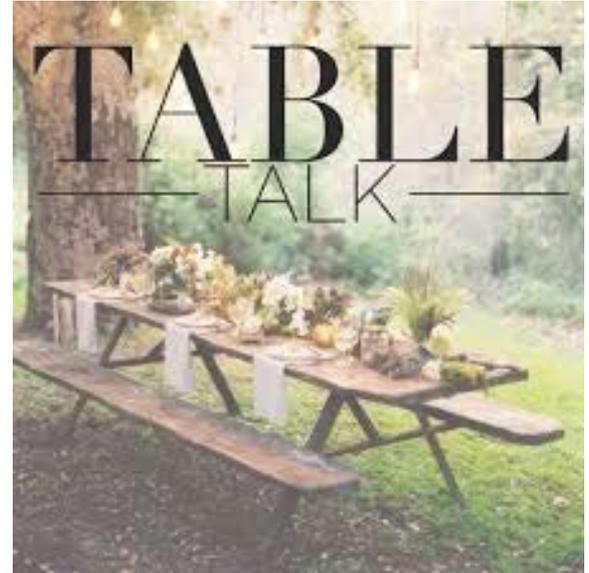
## Know your context

- 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

- Gather stakeholder feedback on district priorities (Instructional Services team, Principal Focus Group, Teacher Advisory Council, school staffs)
- 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 (normally April-ish – this year delayed)
- Wait for Accountability Pillar Results in early-ish May (everything but district and LEAP results) – this year delayed



# 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
- Work on leadership structures to ensure data-informed practices in system and schools
- 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

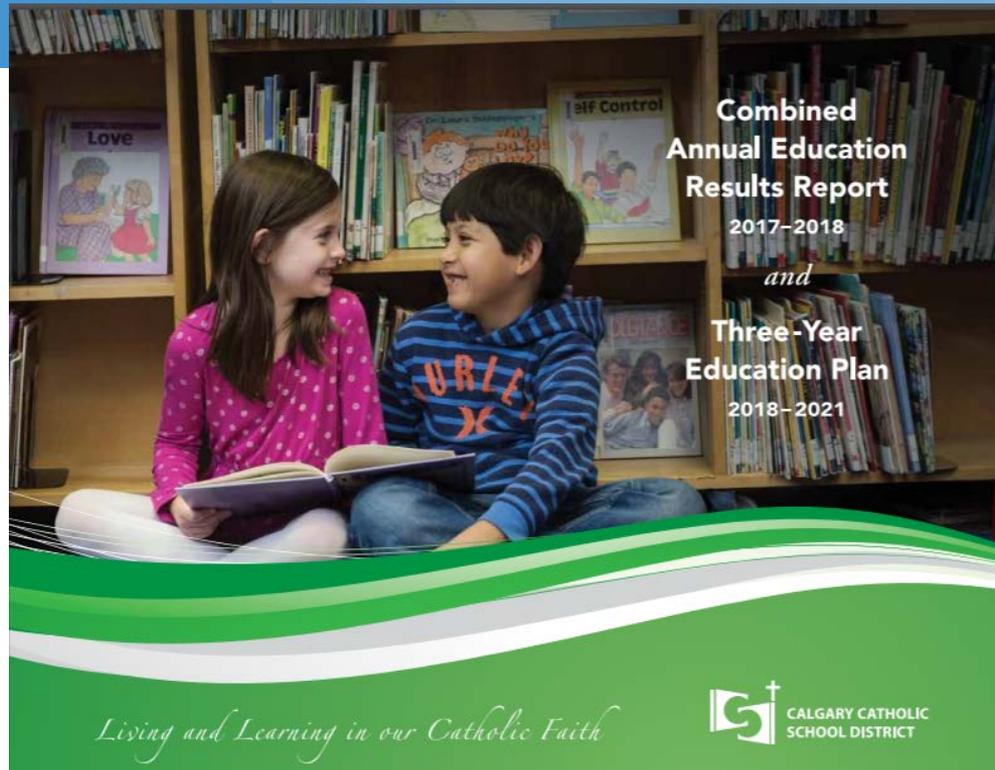
Draft #1 - October 23, 2019

Draft #2 - November 6, 2019

Draft #3 - November 27, 2019

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



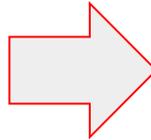
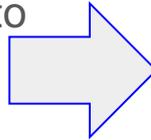
**Combined  
Annual Education  
Results Report  
2017-2018**  
*and*  
**Three-Year  
Education Plan  
2018-2021**

*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



## *Table of Contents*

Combined Annual Education Results Report & Three-Year Education Plan

Priorities Identified by the Board of Trustees

Accountability Statement

Planning & Communication

District Mission, Value & Vision

Profile

Components & Requirements

Provincial Accountability Pillar Summary

District & Provincial Linkages

District Vision Statement: Faith

District Vision Statement: Relationships

District Vision Statement: Excellence in Teaching & Learning

Highlights of the Audited Financial Statement

Capital Plan Priorities

Conclusion

# CCSD - AERR Summary

## ANNUAL EDUCATION RESULTS REPORT 2017-2018 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
- 112 Schools
  - o Elementary 53
  - o Elementary/Junior High 40
  - o Junior High 5
  - o Junior/Senior High 3
  - o Senior High 9
  - o Special Education 2
- 5,402 employees
- Academic theme: "Champions of Students"
- Faith theme: "Ask, and it will be given you."
- Wide variety of program options designed to address the emergent and ongoing needs of the district
- Recognized with various awards including: Alberta's Top 70 Employers, Canada's Outstanding Principals Program, Merle Harris Achievement Award, National Geographical Grosvenor Teacher Fellow, 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

- District faith theme "Ask, and it will be given you," (Matthew 7:7) incorporated into the District Opening Mass, Faith Day, liturgy and prayer packages
- Faith formation of staff included frequent sessions at both the school and district level
- Students engaged in a variety of opportunities to grow in faith, including liturgies, prayers, retreats, and social justice events
- Social media strategies, specifically Facebook and Twitter, utilized for school feast days, patron saints, namesakes, Catholic symbols and faith-based traditions

#### CATHOLIC COMMUNITY OF CARING

- Using Catholic social teachings, the faith theme developed by both receiving and giving mercy and engaging in works of mercy
- Completed total of 820 major service learning projects, both local and global
- Inclusive Communities workshops continued to be held with staff new to the district; established Inclusive Communities Focus Group

#### TEACHING AND LEARNING

- All grades 1-4 students engaged in the new Religious Education curriculum
- District Religious Education Assessment results for grades 5, 8, and 12 analyzed and summarized; emphasis on developing strategies for continuous improvement in all grades

#### STUDENT WELLNESS

- Go-To Educator Training Program and resources implemented to support 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 under the GTEC model and Board Policy Handbook refined
- Fostered strong relationships and partnerships by working with government and representing district locally, provincially and federally on various associations
- Advocated for Catholic education and support for all students

#### SCHOOL COUNCIL CHAIR AND TRUSTEE MEETINGS

- New School Council Chair and Executive Orientation meeting held in September
- School Council Chair and Trustee General Meeting held in November with school council chairs, trustees, principals and senior administration; Most Reverend Bishop McGrattan spoke about importance of Catholic education

#### PARENT AND TRUSTEE FORUMS

- Forums held in November/December, January and March
- Opportunity for building knowledge, providing input, reviewing previous action taken and receiving trustee updates
- Presentation topics: "Why is publicly funded Catholic education important?", "What do you see as the best possible way for school councils to develop relationships with the board to engage in conversations about matters relevant to student success?", "The Power of Relationships in Our Communities: Reconnecting to Those Who Matter Most," and "The Power of Relationships with Our Children"

#### HELP PLAN OUR FUTURE

- Continued to engage in extensive public consultation process regarding program and student accommodation planning
- Seven public participation meetings held on various topics:
  - o School Administration Profile Development
  - o Boundary Articulation Process
  - o Student Accommodation Considerations
  - o School Naming Committee meetings for two new schools
  - o Modernization plans for one school were established
  - o Programs of Choice district-wide review

# 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
  - Instructional Services team
  - Principal Focus Group
  - Teacher Advisory Council
  - School staff feedback
  - Thought Exchange
- Culture of continuous feedback and data-informed leadership
- Need to develop systems to ensure data-informed practice is part of culture at system and school levels

# Table Talk – Competency Reflection



A superintendent engages with the school community

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

# Afternoon Activities

**11:30 AM**

**Enjoy Your Choice!**

# Good Morning Friday - Session D (8:15 AM)



## 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



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# Visionary Leadership Practical Examples...

- Write your district 'vision' on the cardstock (create a tent)
- One article per table
- Discuss the topic and add information based on your knowledge and research
- Go back to our Competency on VL
- How would you go about deciding to move forward or not?
- What factors would come into play?

**Break**

**Regroup with District?**

**9:30 AM – 10:00 AM**

# 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.

# 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?

# 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

## 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.

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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 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

# Areas for Growth



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**The Superintendent Leader:**  
Quality of the work context, about which you apply quality standards.



### 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
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) ensuring that the vision is informed by research on effective learning, teaching and leadership;</li> <li>(b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</li> <li>(c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>Areas for Growth</p> <ul style="list-style-type: none"> <li>•</li> </ul>

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

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



Support for Implementation –  
Superintendent Professional Practice



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**That's All Folks!**

**11:15AM**

**Closing Remarks @ 11:30**